

# CHALLENGES CONFRONTING THE MANAGEMENT OF UNIVERSITIES IN NIGERIA

---

---

*Okonta Laurenta Obehi*  
*College of Education, Igueben,*  
*Edo State.*

*Oamen Otibhor*  
*College of Education, Igueben,*  
*Edo State.*

**And**

*Iyoha Innocent Awo*  
*College of Education, Igueben,*  
*Edo State.*

## **Abstract**

*This paper examine the essence of Universities development of any nation, as the bulk of experts, human personnel and resources needs of both private and public sectors are usually the product of our universities. The university as the ivory tower occupies a most prominent positions. However, there seems to be no commensurate output in terms of graduates turnover from Nigerian universities which hitherto used to be the pride of Nigeria, when graduates from Nigerian schools could compete favourably with those from developed countries of the world, now the reverse is the case. While many arguments and counter arguments have been advanced for this pitiable situation, there seems to be no end to this ugly development. This paper therefore examines the challenges confronting tertiary education as well as efforts made so far towards solving these ignoble problems. It was concluded that the challenges confronting tertiary education in Nigeria is as a result of social, political cum economic factors. It was however suggested that the government and other stakeholders in the educational sector should show up efforts towards revamping this decay.*

Currently, there are 152 universities in Nigeria these include; 40 Federal, 44 State and 68 Privates Universities found in all the 36 states of the federal territory, Abuja. Universities in Nigeria will continue to face very serious problems that have profound implication for educational managers. Okoli (2015) gave insight to the

various challenges facing Nigeria universities from its inception to include the struggle to grapple with issues of admission, accommodation, education policies, student unionism, funding and the likes. In a bid to position the nation in the threshold of modern civilization, despite the fact that many African governments set aside reasonable portions of their budgets into education, they awarded scholarships and grants to deserving students, in a bid to raise a strong and educated workforce that would help run the affairs of the nation.

However, this problem confronting the management of universities in Nigeria Include: over-emphasis on science and technology at the detriment of humanity, on-line registration, persistent increase in schools fees versus quality learning experience, deregulation of education, certificate racketeering and marketability of university products.

Indeed, the challenges have turned out to constitute crises considering their timing, intensity and consequences. In spite of the challenges and crises identified in this paper, educational institutions must continue to render their expected services. The worth of any educational system as a consumer of government budget lies in its capability to continuously serve its customers (students, parents, employers or labour, the society) better and remain relevant. This work also discusses the way forward needed to tackle the ever rising problems in the management of universities in Nigeria. These are:

#### **Persistent Increase in School Fees versus Quality Learning Experiment**

Education was almost free in Nigeria not until in 1978 when government removed all the subsidies from university students and introduced full payment of fees. Infact, the Ali must go” Slogan that rocked universities in then Bendel State, now Edo state was at the instance of that development, where students took to the streets. The military responded by shooting and killing students and even civilians. Thus, a new phase began where contractors took over the cooking and serving of meals at exorbitant prices. The result was devastating as students were made to pay for all the food they bought and to pay higher tuition and accommodation fees (Ene 2007).

Parents pay so much today for their wards education under various nomenclatures such as tuitions, health, acceptance, restoration, identity card, laboratory library, accommodation etc. Moreover, there were variations in the fees paid between the various disciplines in Nigerian universities. The persistent increase in school fees may be attributed to the mandate given to universities by government to find avenues to generate funds internally. Universities were encouraged to generate funds internally to support governments subventions. Fees increase and surcharge for late registration has been the most common practices in Nigerian universities.

Despite the persistent rise in school fees and the huge government investment in education, Universities in Nigeria still suffer a lot setbacks. There are cases of

decay, dilapidated of few existing facilities, and infrastructure (Ukpai, 2013). Lecture rooms are substandard and grossly inadequate. Traditional approaches to teaching and learning persisted while the 21<sup>st</sup> century approaches to teaching and learning such as the use of internet, computer, projectors, simulators etc are conspicuously unavailable. Lack of equipment especially for Information Communication Technology (ICT), has made teaching and learning approaches of the 21<sup>st</sup> century impossible. Attempt by universities in Nigeria to internally generate funds to cushion some of the inadequacies, have triggered some challenges that have made negative impact on the students and their programmes. Okoli (2003) X-rayed the Nigerian situation and observed as follows; students resort to vices in order to cope in the face of fees increase. Many females engage in prostitution while males indulge in robbery and kidnapping. Students with weak background, who would have been brushed up, do not have the opportunity because of these difficult situations. Students do not resume on the slated date as they have to stay back for up to three weeks in a bid to make ‘money’ for their fees, handouts, feeding and other personal needs and unforeseen expenditures that may arise in school. Even while in school, most of them miss lectures as they have to attend to their duty post where they are employed. They do these mean jobs to make ends meet. These conditions lead to students’ failure in examinations, and most often leading to examination malpractices. Today, about 90% of undergraduates and postgraduate students live off –campus due to high school fees. This uncondusive situation makes matters worse, as student are not confined to academic environment.

Quality is the ultimate in educational discourse all over the world as noted by Maduewesi (2005). This is quite understandable given the growing importance of trans-border education provisions in the wake of globalization of education. Universities in Nigeria are expected to deliver school curriculum and produce quality graduates with the required learning experience. No wonder, Obanya (2002) expressed the concern that the current thinking worldwide is that higher education should develop in the beneficiary a certain number of generic skills to a level that will ensure the continued creative productivity of the individual. This perhaps is the need for review of school fees, but care must be taken to avoid unnecessary increase in school fees and sundry charges.

### **Deregulation of Education in Nigeria**

Deregulation of education is not a new parlance in governmental policies and practices in the world, especially in the US, Taiwan, Australia, to mention but a few, however, it is a new concept in Nigeria. Deregulation of education is the offshoot and an integral part of the global trend known as “New Public Management” (NPM); According to Etuk (2005), New Public Management involves streamlining public administration by means of privatization, contracting out or restructuring public services linked with entrepreneurial activities. Deregulation of education entails that

education is no longer the exclusive right of the Federal, State and Local government. It entails furthermore, the removal of all forms of restrictions by the government and encouraging direct private involvement or participation in the provision and funding of education in Nigeria. Government responsibilities to the nation are enormous. The need for deregulation of education in Nigeria maybe predicted on the assumption that government, seems not to provide all the “things needed for education” alone, including the payment of teachers salaries and other costs necessary to sustain quality education in Nigeria.

Deregulation or privatization of education in Nigeria has led to an overwhelming development in private tertiary institutions, even though they are tailored around capitalist tendencies of profit maximization. The gains of public-private partnership in the provision of education cannot be over emphasized. Ehiamentor (2005) stated that public-private partnership in education expands the opportunity and access to many individuals to obtain quality education. Obviously, many students in the tertiary institutions today may have still remained at home but for the private institutions. Again, pro-university deregulation school of thought according to Akinwumi, Isuku and Nze (2005) is that deregulation will give room to competition which will eventually lead to quality productivity. The entrant of the private capitalists with their entrepreneurial capabilities will constitute a challenge to the public administrators thereby awakening the consciousness of both parties to provide quality education or loose their position. The unfortunate thing is that most of the private schools is out of the reach of the common man, due to high fees charged by these private universities. In all the essence of public and private partnership education do not seem to have been realized.

However, government should be able to monitor and control capitalist tendencies of the private sector. Alani (2005) asserted that private schools fees are on the high side and the author expressed the fear that if they are not controlled, in the future, only professionals and middle class citizens would be able to afford education in both private and public schools in Nigeria. A colossal overview of fees charged by public and private universities in Nigeria are given as follows:

#### **Federal Universities**

|                                     |         |                    |
|-------------------------------------|---------|--------------------|
| University of Lagos, UNILAG         | Between | N20,000 to N45,000 |
| Obafemi Awolowo University, OAU     |         | N20,000 to N40,000 |
| University of Benin, UNIBEN         |         | N25,000 to N40,000 |
| University of Ilorin, UNILORIN      |         | N50,000 to N80,000 |
| University of Ibadan, UI            |         | N20,000 to N35,000 |
| University of Nigeria, Nsukka, UNN  |         | N35,000 to N45,000 |
| University of Portharcourt, UNIPORT |         | N30,000 to N40,000 |
| Ahmadu Bello University, ABU Zaria  |         | N20,000 to N30,000 |
| University of Calabar               |         | N30,000 to N40,000 |

*Challenges Confronting the Management of Universities in Nigeria*– **Okonta Laurenta Obehi: Oamen Otibhor and Ivoha Innocent Awo**

---

|  |                     |
|--|---------------------|
| Federal university of Technology Minna, FUTMINNA   | N30,000             |
| Federal University of Technology Owerri, FUTO      | N40,000             |
| Federal University of Technology, Akure, FUTA      | N15,000 to N70,000  |
| Federal University of Agriculture Abeokuta, FUNAAB | N15,000 to N40,000  |
| University of Abuja                                | N40,000 to N50,000  |
| University of Uyo                                  | N45,000 to N65,000  |
| Nnamdi Azikiwe University, UNIZIK                  | N67,000             |
| University of Jos, UNIJOS                          | N40,000             |
| Federal university of Petroleum Resources, (FUPRE) | N60,000 to N80,000  |
| Federal University of Oye Ekiti, FUOYE             | N60,000 to N110,000 |

**State –Owned Universities**

|  |                       |
|--|-----------------------|
| Osun State University                                    | N130,500 and N160,000 |
| Ekiti State University (EKSU)                            | N65,000 and N80,000   |
| Lagos State University                                   | N160,000 and N250,000 |
| Ladoke Akintola University of Technology, LAUTECH        | N60,000 to N75,000    |
| Ambrose Alli University, Ekpoma (AAU)                    | N80,00 to N135,000    |
| Adekunle Ajasin University Akungba, AAUA                 | N25,000 to N30,000    |
| Delta State University, DELSU                            | N40,000 to N55,000    |
| Tai Solarin University of Education                      | N60,000 to N80,000    |
| Kogi State University, KSU                               | N40,000 to N60,000    |
| Imo State University, IMSU                               | N60,000 to N80,000    |
| Olabisi Onabanjo University, OOU                         | N100,000 to N150,000  |
| Rivers State University of Science and Technology, RSUST | N40,000 to N50,000    |
| Bayero University, Kano                                  | N40,000 to N50,000    |
| Anambra State University, ANSU                           | N45,000               |
| Abia State University, ABSU                              | N90,000               |
| Akwa Ibom State University, AKSU                         | N30,000 to N40,000    |

**Private University**

|                                      |                       |
|--------------------------------------|-----------------------|
| Lead City University                 | N550,500              |
| Covenant University                  | N432,000              |
| Redeemer’s University                | N500,000 to N650,000  |
| Bedcock University                   | N620,000 to N3m       |
| American University of Nigeria (AUN) | N1,378,500.00         |
| Crawford University                  | N400,000 to N600,000  |
| Afe Babalola University              | N675,000 to 1,075,000 |
| Igbinedion University                | N540,000 to N820,000  |
| Bowen University                     | N500,000 to N750,000  |
| Caleb University                     | N505,000              |
| Benson Idahosa                       | N500,000              |

|                                |             |
|--------------------------------|-------------|
| Achievers University, Owo      | N420,000    |
| Novena University              | N400,000    |
| Adeleke University, Ede        | N350,000.00 |
| Rhema University               | N325,000    |
| Oduduwa University             | N164,000    |
| Ajayi Crowder University       | N500,000    |
| Joseph Ayo Babalola University | N436,000    |

From the colossal overview of fees presented, it can be seen that private universities fees are higher than what is obtainable in the public universities. Currently, a lot of Nigerian children cannot afford university education in private universities due to their fees. One also wonders whether the higher fees charged by the private universities can be commensurate with the quality of their productivity. As a statement of fact, a higher school fees which constrains an average citizen from affording education is a negation of access to education emphasized at the global milieu.

### **On-Line Registration**

Online registration has recently found its way into the Nigerian education system about a decade ago, from early 2003. Before this time, registration of students and candidates for examination were done manually involving the filling of several forms. Today, almost all the educational institutions have moved into digital era, of menu-driven ultra robust specialized online registration applications. These applications can carry out virtually all registration functions relying heavily on information collection, storage, transfer and processing. The application of electronic internet services in all facets of life has become a subject of fundamental importance and concerns all operating within Nigeria and indeed a condition for local and global competitiveness.

The desire for online registration is to facilitate the provision of information in a faster and reliable manner. This desire has provoked research and development in Information Communication Technology (ICT). Jagboro (2002) asserted that human activities on earth have much to do with information and communication of all kinds, and tertiary institutions have been deeply affected by this. It has been observed that with the development of multi-media channels like internet, GSM, Television, newspapers and many others, information access and exchange have been made easy.

The internet offers a diverse information service that is of benefit to societal growth and development. Okunlaya, Amusa and Ogunlansa (2015) asserted that the development in communication technology has assisted our tertiary institutions in terms of researches, learning, sales of admission form, registration, keeping of statistical records, school web development, publication of articles, advertisement, to mentions but few. Similarly Ogbenevwogaga (2006) opined that the internet has been

of great help to higher education institutions both in the developed and developing nations.

The introduction of online registration in the Nigerian Universities is a welcome innovation since it was believed its introduction will help to ameliorate or completely eradicate the problems associated with manual registration. Adepoju & Alhassan (2008) upheld that the introduction of On-line registration was seen as a form of relief for the hitherto redundant, costly, extraordinary, and time wasting manual registration. Moreover, it allows the institutions to join the global trend Information Technology and thereby deriving the benefits it provides. According to Sadiq, Momodu and Aladejubelo (2008) a school portal offers variety of services that can be accessed by students, prospective students and the academic at large. With the aid of school portal, tasks such as student registration, course registration, as well as students application can be carried out online (internet services).

The on-line registration has its challenges. Access to internet server is grossly inefficient sometimes, making it impossible to download the required website for registration. Very often, the bank details are delayed in the process of transfer to the school portal to enable the student embark on registration. There are cases of delay caused by management policy of opening and shutting down the portal at specified time daily. There are also instances of on-line registration fraud where registration pin or codes are fraudulently manipulated. Moreover, on-line registration has been associated with instances of misrepresentation of information on bio-data, courses and credit unit allocations.

### **Over-Emphasis on Science and Technology Related Courses**

One of the greatest instruments that have propelled every nation to a greater height is science and technology. Our societies are dominated and driven by ideas and products from science and technology. Science and technology will continue to influence our lives in all ramifications. Obanya (2002) noted that science and technology have become part of the culture and civilization of humanity. Against this backdrop of the foregoing analyses suffices the claim that education has to take science and technology into account. In other words, promoting science and technology in education should be the concern of government and all stakeholders in education.

Much as the relevance of science and technology is not in doubt, over emphasis on it at the expense of humanities, social sciences and education will leave some questions on the moral foundation for young people. There is therefore a trade-off in Nigeria education. Ukpai (2012) remarked that there is over emphasis in science and technology related courses without a corresponding emphasis on humanities and related fields. While there are bundles of scholarship towards reserved and available for those in Engineering, Medicine and other science areas, no such provisions are made for students who wish to take up courses in humanities and

education in particular. Out of the nine Federal Universities established by the last administration in Nigeria, only two offer courses in education and humanities. Similarly, none of the private universities have mounted courses in education and humanities. There is therefore the need to strike a balance to forestall moral bankruptcy among the Nigerian students. The federal government reintroduction of history into the school curriculum is a right step in the right direction. This is because as one of the key Arts courses that help to inculcate the right values on individuals, it will no doubt inculcate in them the spirit of patriotism and unity.

In everyday life, humanistic knowledge provides the ideal foundation for exploring and understanding the human experience. Robinson (2010) observed that the humanities capture the essence of a society- the suffering, worries, and passions of a people which science, mathematics and technology, valuing facts over feeling, can never do.

In modern cultures, the humanities, education and social sciences tends to attract more derision than respect. Their funding has been drastically cut and their status in the universities significantly reduced since it is adjudged that sciences, mathematics and engineering are more practical and applicable to real life and therefore deserve more money and more attention. As a point of fact, greater results will be achieved from collaboration of science, humanities, education and social sciences.

### **Certificate Racketeering and Marketability of University Products**

Education as the tertiary level is for the development of the highest man power need of every society. It is the level of education that produces a “total man”. A total man is one who’s cognitive, affective and psychomotor domains have been sharpened by the instrument of education, and thus can contribute maximally in high level job positions with minimal supervision. This is what is expected of university graduates and other tertiary institutions products. The globalization of the 21<sup>st</sup> century demands that university products possess skills, knowledge, attitude and competence to meet the challenges of the dynamic work environments.

Certificate racketeering no matter how new the nomenclature may sound is not a new thing in Nigeria. Certificate racketeering is the acquisition of certificate through dishonest and illegal activities. It is also the act of obtaining a certificate dishonestly through “sorting” influencing examination scores and outright purchase of certificate. Oladunni (2002) and Alutu and Aluede (2007), were of the opinion that most certificate today are no longer true representations of the intellectual capacities of their owners. Crime fact (2013) reported the high level of “cash for certificate” scam going on in Nigeria law school. The author lamented on the dwindling standard of legal profession in Nigeria, blaming it on alleged award of degrees to the highest bidder.



Today, there is an over emphasis on paper qualification in Nigeria. Nigeria is rated as one of the leading nations in examination malpractices (Daily Times Sunday 23<sup>rd</sup> August 2015). The author blamed the trend on too much emphasis on paper qualification as necessary requirement for securing employment. This worrying phenomenon could be discouraged only if less emphasis is accorded to certificates and greater consideration given to practical skills. The Irony is that government agencies as well as organized private sectors (ops) tend to seriously attach much value to paper qualifications rather than practical skills. Professor Suleiman Bogoro, the Executive Secretary, Tertiary Education Trust Fund (TETFUND), is quoted in Daily times Sunday, 23<sup>rd</sup> August 2015 to have observed that in the current prevailing corrupt socio-economic atmosphere, the danger is that certificates could easily be obtained through so many dubious channels. Speaking recently at the 44<sup>th</sup> graduation ceremony of the Air force Institute of Technology (AFIT) in Kaduna, he decried a situation where people strive to acquire paper qualifications without necessarily passing through the academic rigours to attain them. Bogoro (Daily times Sunday 23<sup>rd</sup> August, 2015) lamented that such qualification has become a cog in the wheel of true educational growth in Nigeria. According to Bogoro, it is something of concern to see young Nigerians with higher academic qualifications who cannot defend their certificate in practical terms, (Daily times, 2015).

However, it has been observed that the type of education offered seems to be very far from what we have in Nigeria. The education given is more of theoretical than practical skill acquisition, as most of the lectures given do not actually give the requisite skills to make the individual independent and contribute to the development of the society. The sorry state of workshops and skills training centres in our tertiary institution is a clear attestation that all is not well.

In all, universities need to move beyond issuing paper qualification alone, to the realm of producing skillful and functional graduates. The current trend in certificate racketeering leaves doubt to the marketability of Nigerian Educational products, especially at the international arene. This should constitute a serious challenge and a matter of concern to university administration in Nigeria.

### **The Needed Competencies in the Management of Universities in Nigeria**

Most higher institutions such as the colleges of Education, Polytechnics and universities are facing even more complex challenges than usual. Indeed, the timing, intensity, and consequences of some of the most serious challenges qualify them as outright crises. There can be no head of an institution that can claim to be free from challenges, so also are the school leaders. Thus, since organizational challenges are inevitable, it becomes imperative to acquire and to develop the needed competencies to face these challenges as they emanates in work situations.

### **Improved Accountability in University Management**

School management have lost their credibility in the eyes of the society due to corrupt practices. They are no longer accountability to the society and thus, compelling the society to stay a loaf and unconcerned about the situation in the universities. There is high level of corruption in Nigeria. Presently, the federal government of Nigeria under the leadership of president Buhari is concentrating on the fight against corruption which have bastardised the Nigeria economy. Employment of lecturers are done strictly on favoritism and “god-fatherism”. The consequence of this in the educational industry is that unqualified lecturers are given opportunities at the expense of qualified hands. Funds are stolen by corrupt leaders in higher institutions, leaving the schools in shamble of poor infrastructure and equipment. Little provisions are made towards research and staff development. The situations in Nigerian universities have compelled many academics to leave the country and seek employment in foreign countries in what is termed “brain-drain”.

### **Way Forward**

Mgbekem (2004) opined that accountability which is a result –oriented strategy will check any drop in the quality of education and enhance the attainment of educational goals of any given country. Again, improved accountability will further boost the confidence of the society in the provision of funds for university development, teaching and learning.

Improvement on existing school community relations: most management strategies, policies and plans have failed because they do not enlist the opinion, approval and support of the community or education stakeholders. So many good heads are better than one. A collaborative effort of school management, parents, private individuals, and government will facilitate the identification of the real problems that challenges the sustenance of the school, as well as a better way of addressing the problems. Through a framework of proactive policies, originating from a round-table discussion among stakeholders, nurtured through improved school communities relations, the universities can be helped to come out of the blues from their challenging problems.

Improved financial management: University education requires high level of funding. It calls for huge supply of money to administer each university effectively. Much as the National budget provides statutory revenue for university administration, universities management should develop the consequences necessary to seek alternative sources of revenue generation to supplement government allocations. Universities must tap additional funds from the private sector, technical aids from foreign countries, parents, business ventures, payment for university services, consultancy services, endowment funds, alumni associations, and many others. The funds generated from these sources should be prudently used to service the needs of the institution.

Improved enabling environment for teaching, learning and research: the triple mandates of tertiary institutions are teaching, learning and research. The quality of teaching-learning in any society is a determinant of success in the educational goal and objectives of that society. The major actors in the teaching –learning process are the teachers and students. While the teachers are expected to have the competencies and skills in curriculum delivery, the students are expected to show high level of commitment to learning. Maduewesi (2005) lamented on the dearth of competent and qualified teachers in Nigerian schools and recommended the need to formally instill the principles of teaching in all academics. The success of every school programme, especially teaching and learning, is dependent on the availability of the right type of physical facilities, including the right quality and caliber of teachers, (Obanya, 2002).

### **Conclusion**

What this paper has revealed is that every organization or institution faces some kind of problems (be it major, average or minor), Universities are not an exemption. Although Nigeria universities have recorded success stories and breakthroughs, but they have their teething problems which tend to impede their position on the world education league table.

Since universities in Nigeria has to act fast with a view to come upon the same development and education wavelength, with other countries of the world, five pressing challenges have been identifies and discussed on.

### **Suggestion**

In order to forestall the problems militating against the management of universities in Nigeria, the following suggestions were made:

Nigeria government and university management must strongly reaffirm their commitment to the growth and development of university education in Nigeria.

There is need to review entrepreneurial education in universities to make it more practical oriented. They should pump in more money in running university education in Nigeria.

University management therefore requires competences in the management of funds, facilities, staff and student personnel. This should include building the capacity for research and teaching activities at an international standard.

What this paper has revealed is that every organization or institution faces some kind of challenges (be it major, average or minor). Universities are not an exemption to challenges or problems. Although Nigerian universities have recorded success stories and breakthroughs, but they have their teething problems or challenges which tend to impede their position on the world education league table.

Since the universities in Nigeria has to act fast with a view to come upon the same development and education wavelength, with other countries of the world, five

pressing challenges have been identified and discussed on. In addressing these challenges, four management competency areas have been advocated.

Moreover, Nigerian government and university management must strongly reaffirm their commitment to the growth and development of university education in Nigeria. This reaffirmation should be accompanied by policies aimed at refocusing, re-engineering and dynamiting university education in Nigeria.

### References

- Adepoju S.A and Alhassan J.K. (2008): Student Perception about Online Registration. *Journal of Science, Education and Technology*. 2(1) 230-234.
- Adepoju, S.A and Osafisan A.O. (2008). Websites usability: A comparison of Three Universities Websites. *Journal of Science, Technology and Mathematics Education(JOSMED)* 1(1) 114-12.
- Akinwumi, F.S.; Isuku, E.J. and Agwaranze, D.I. (2005): "University Education Deregulation: Pros and Cons". In G.O Akpa; S.U. Udoh and E.O. Fagbamiye (eds) *Deregulating the Provision and Management of Education in Nigeria*. NAEAP Publications. Jos, M.P. Ginac Concept Ltd.
- Alani, R.A. (2005). Deregulation of ownership and management of primary and secondary schools in Nigeria: Issues and policy options from planners' perspective and Akpa, G.O., Udoh, S.U and Fagbamiye, E.O. (eds) *Deregulating the provision and management of education in Nigeria*, Jos. The National Association for Educational Administration and Planning. (NAEAP).
- Alutu, A.N.G. and Aluede, G. (2006). Secondary school students' perception of examination malpractice and examination ethics. *Journal of Human Economy* 20(4), 295- 300.
- Banjo, A. (1998). The future of scholarship in Nigeria, Abuja: Social Science Council of Nigeria, *Public Lecture* No. 6.
- Bogoro, S. (2015). Rush for paper qualification. *Daily Times*, Sunday, 23 August.
- Crimefacts (2013). Cash-and Carry certificate: Lawyer raises alarm over alleged certificate racketeering in Nigerian Law school. July 25, 2013.

- Ehiamezor, E.T. (2005). “Issues of Access and Equity and Private Sector Participation in the Deregulation of Education” in G.O. Akpa (Eds), published in Benin city. The National Association for Educational Administration and Planning (NAEAP).
- Ene, A.C.(2007). “Access to and Equity in University Education in Nigeria: Issues and Trends” in J.B Babalola (Eds), 55-62.
- Etuk, G.K. (2005): “Sustaining the Nigerian university under Deregulation”. In G.O. Akpa;
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja. NERDC
- Jagboro; K.O. (2004) A study of Internet Usage in Nigerian Universities: A case study of Obafemi Awolowo University Ile-Ife; Nigeria. <http://firstmonday.org/issues/issu8-2/jegboro/index.htm/>.
- Maduewesi, B.J (2005). *Benchmarks and global trends in education*. Benin, Dasyiva Influence Enterprise.
- Mgbekem, S.J.A. (2004). *Management of University Education in Nigeria*. Calabar, University of Calabar Press.
- Obanya, P. (2002). *Revitalizing Education in African*. Ibadan, Stirling-Horden Publishers (Nig.) Ltd.
- Ogbenevwogaga, B.A. and Ogbenevwogaga, D. T. (2006) “The impact of the internet on Research: The Experience of Delta State University, Nigeria”, *Library Philosophy and Practice* 8, (2).
- Okoli N.J (2003). University Education Policies in Nigeria 1960-2000: A Historical Appraisal. *Unpublished Doctoral Dissertation, University of Port Harcourt*. Port Harcourt
- Okoli, N. J (2015). Impact of fees increase on university students’ education in Nigeria. *Merit Journal of Education and Review*. 3(2). 115-118.
- Okunlaya, R.A Amusa, O.I., and Ogunlana, E.K. (2015). Prospect and Challenges of Internet use among the postgraduate students of social and management science in Olabisi Onabanjo University, Nigeria. *Journal of Information and Knowledge Management*. 5(5), 13-16

- Oladunni, M. O. (2002). Reliability of the measuring instrument used for continues assessment by teachers in some states in Nigeria. *The Nigerian Teachers Today* 8 (1-1), 19- 28.
- Robinson, K. (2010). Changing education paradigms. Speech. *YouTube*. RSA. 14. Oct, Web. 9 Mar. 2011.
- Sadiq F.I, Momodu I.B and Aladejubelo O.S. (2008): Framework for Mobile Portal in Nigerian Higher Institutions *In Proceedings of Nigeria Computer Society* 19, 97-104.
- Ukpai, U.E. (2012). Bridging the gap in the implementation of social studies curriculum for sustainable development. *TSU Journal of arts and social sciences*. 2(1). 29-40.
- Ukpai, U.E. (2013). Educational standards in public and private secondary schools. Ogbodo, C.M. (ed). *World Multidisciplinary Journal of Research Development and Reformation* 1(1)12-21.
- Ukpai, Ukpai, Eni, Ereh, Cecilia and Emuji. (2016). Current Challenges and the needed competencies in the Management of University Education in Nigeria. Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org)) 4, (2) 74-86.