



FUNDING ETHICAL AND VALUE EDUCATION IN HIGHER INSTITUTIONS FOR SUSTAINABLE NATIONAL DEVELOPMENT



¹Amaechina, O. Uche, (Ph.D)

dramaechina@yahoo.com

Department of Educational Management & Policy
Federal College of Education (Technical),
Umunze, Anambra State

²Obi, Ngozi C. I. (Ph.D)

Department of Educational Management & Policy
Federal College of Education (Technical),
Umunze, Anambra State

³Ekemezie, C. A. (Ph.D)

Department of Educational Management & Policy
Federal College of Education (Technical),
Umunze, Anambra State

&

⁴Ejeabukwa, Chima A.

Home Economics Department
Federal College of Education (Technical),
Umunze, Anambra State

Abstract

Governments owned higher institutions in Nigeria require a significant amount of funds to achieve their goals and objectives. Ethics and values are regarded to be of utmost significance in not only acquisition of higher education but in the achievement of other career goals as well. It is vital for all the members of the educational institutions to generate information in terms of professional ethics on a regular basis which will help to maintain good terms and relationships with others, performing one's duties in a satisfactory manner and incurring the feeling of job satisfaction and retaining one's job. However, funds to higher education in Nigeria continue to be inadequate with the attendant effects of negative influences in the school system. This paper takes a review of the funding in higher institutions, ethical principles and higher education, value education in higher institutions, sustainable national development, challenges facing higher education in Nigeria and solution to challenges of funding higher education. Recommendations were made which include: Government should provide adequate funding for higher education for staff development and procurement of facilities in schools, employ more academic staff for quality teaching and production of quality graduates for sustainable development and put up machineries to fight all forms of corruption in higher institutions.

Keywords: funding, ethical, value, education, higher institutions, national development

Introduction

Education is a crucial sector in any nation and a major investment in human capital development. It plays a critical role in long-term productivity and growth at both micro and macro levels. During the post-independence era, higher education in Africa played a crucial role in providing human resources needed for social and economic development. Most of the universities developed at this time received funding from the former colonizing powers. One of the major problems of higher education in Nigeria

for a sustainable development is funding. Higher education in Nigeria has remained under funded over the years. However in the 1990s neglect was experienced by African universities because of financial and political crisis in many countries (Okoli, Ogbondah & Ewor, 2016). This explains why the state of education in Nigeria continues to be our national discourse at all levels. Consequently, the implication of the declining quality of education at all levels has far reaching negative impact on a nation's moral, civic, cultural and economic sustainability. In every concern for the development of human society, there have been many aspects of educating the society, a thrust for real growth and advancement, not superficial enfacing but holistic embracing. There is always a propelling force to cater for the educational needs of every individual, especially the one who desired to be educated. There has been a tremendous upsurge in moral decadence, generational degeneration and a general loss of moral values in Nigeria most recently. This is particularly the case among young Nigerian students in tertiary institutions who are also not spared from this hydra headed vice that is eating deep into society's fabric.

The survival of values education becomes imperative because of nostalgia of the past, disappointment of the present and hope for the future generations. Nigeria is bedeviled with the challenges of not only economic transformation but that of reconstructing and rebuilding the societal value system. Consequently, in the year 2015–2023 a paltry sum of 5 to 7 percent of the total budget was allocated to education as against the United Nations recommendation of at least 26 percent of the annual budget of any nation to education. It is therefore, obvious that the government is not committed to the sustainable development of higher education in Nigeria (Agbor, Ololube, Efut & Onnoghen, 2016). One of the major problems of funding higher education in Nigeria is as a result of government policy. Today, there is an unprecedented growth of Federal University students' enrollment/population, without a corresponding increase in the budgetary allocation. Ojedeke and Fadokun (2019) observed that, higher education plays a key role in the economic and social development of any nation. This is particularly the case in today's globalized information and knowledge-based economy. No country can expect to be successfully integrated into and benefit from the 21st century economy without a well-educated workforce. World Bank (2022) noted that, in today's life-long learning framework, higher education provides not only high level skills necessary for every market but also the training essentials for teachers, doctors, nurses, civil servants, engineers, humanist, entrepreneurs, scientist and a myriad of personnel. In collaboration, the National policy on education (FRN, 2013) also stressed that university education shall make optimum contribution to national development by intensifying and diversifying its programmes for the development of higher level manpower within the context of the need of the nation. It is these trained individuals who will develop the capacity and analytical skills that will drive the local economy, support civil society, teach children, lead effective governments and make important decisions which would affect the entire society.

Funding in Higher Institutions

The financing of education is at the heart of the educational crisis in many countries of the world. In Nigeria, there appears to be a perennial crisis of funding and lack of definite structures and strategies in funding of education. The overall vision in the current government aims at making Nigeria, one of the top twenty economies in the world by the year 2030. Given the economic revolution that is going on in the rapid developments in information and communication technology (ICT), it is obvious than any country that wants to be reckoned with in the global arena must be outstandingly advanced in education. This initiative conforms with Owoye (2020) who noted that the objectives of education in any country represents the country's statement of intentions, regarding what aspect of its social, economic and political needs and aspirations can or should be addressed by education system. A review of the country's past would reveal that the role of education has always been appreciated. In spite of this articulation of objectives, what is equally obvious is that, all the initiatives introduced have been poorly implemented for various reasons which are unsustainable funding. However, the Manifestation of poor funding of Nigeria's education from the mid 1970s into 2000s causes widespread cases of arrears of unpaid teachers' salaries, school infrastructures and equipment are non-existent, dilapidated or grossly inadequate. This makes the effective management of the education system a herculean task and when

the situation becomes intolerable, either the teachers or the students or both revolt, leading to demonstrations, strike actions, frequent and often prolonged closure of the institutions which brings about damage to education quality.

Education is both a private good and a public good. It is a private good because it is a process of investing in the development of labour (human resources), which is one of the factors of production and which earns income in exchange for its contribution in the production process. Levine (2020) concluded that education can be appropriately funded in the context of the market demand and supply framework. Alternatively, education is also a public good. Among the reasons for this is that an education population is considered necessary for an orderly and civilized society that is required for the building of a viable democratic society. It is also an important factor in determining the national identity and a country's location in the global scale of civilization, thus, education does not just confer some benefits on the individual but also on the community. Bekaert (2022) noted that, the educated is considered to have significant positive externalities, for basic education which is considered a largely public good. The government is to play a proactive role in supplying education services sufficiently as well as in ensuring effective demand. Ensuring effective demand implies mobilizing school-age population to be enrolled in schools and ensuring that all those so mobilized are adequately resourced to participate. The simplest way a government does this is by making basic education compulsory and free, implying that capital and recurrent costs of providing the service are made available not by the individual but by the government from the public treasury. In addition, to give effect to the provision that the private sector is not excluded from supplying basic education, the government would also provide the enabling environment, incentives (such as tax breaks) to encourage private sector investment in education (Levine, 2020). For tertiary education, the policy and strategy of government need to focus on providing the incentives and the enabling environment, generally, for the private sector to supply education. The role of government would include the provision of appropriate legislative and regulatory framework, as well as the provision of infrastructure and fiscal incentives such as tax breaks.

Ethical Principles and Higher Education

In the modern world, ethics play a significant role in every aspect of life. However, since education is an essential component of human life, ethics have taken on increased significance in the educational setting. As a result, ethics is a crucial subject in education and by using technology we can quickly access all knowledge. Ethics should be included as a course in the education system so that students would understand its significance. As a discipline, "ethics" examines what is "good" or "bad" as well as moral duty and obligations. Every culture and society in the world has established for its members an ethical code that must be followed and put into practice for generations (Roth, 2023). Ethics are guidelines that assist one in determining whether one's actions are morally right or wrong. It aids in classifying the discipline, truthfulness, and integrity of his daily actions. It is simpler for people to follow rules and act responsibly and ethically when they serve as a guideline to influence behaviour and help them make the right decision. Through the definition of terms like good and evil, right and wrong, virtue and vice, justice and crime, ethics aims to answer questions about human morality. Moral philosophy has connections to value theory, descriptive ethics, and moral psychology as areas of academic study.

Education ethics contribute to the efficiency of the system. It establishes practical standards and safeguards the interests of both learners and teachers. Teachers have a duty to guide students' personal growth and act as mentors to them in order to have an impact on their behaviour and personality development while students should recognize the value of responsibility and gradually implement ethical practices. The human right to education is considered to include a section on ethics in education. Learning ethics for its own sake is not the primary motivation behind ethics education. However, goal is to develop intellectual capacities that would enable people to recognize ethical dimensions of problems and deal with ethical issues in a variety of fields, including policy, economics, and medicine, among others (Ogunode, 2020). The development of critical thinking abilities, specifically the capacity to reflect and the theoretical and practical effects of individual and collective human actions is a key goal

of ethics education. According to Udida, Bassey, Udofia and Egbonna (2019), there are four principles of ethics in education which include:

1. *Sincerity*: Sincerity or honesty is a quality that is highly valued in education. Being loyal, truthful, dependable and fair are all definitions of honesty. In order to succeed, we need morality to go along with our academic knowledge. Among all the qualities, honesty is one of the most important qualities that all students need. Although it does not come naturally, honesty can be adopted through a broad perspective. For students to practice honesty, they must receive proper guidance from an early age.
2. *Confidentiality*: One of the other ethics that is crucial in education is confidentiality. The term "confidentiality" refers to your promise not to divulge or send information to unapproved parties. It encompasses details about individuals or groups of people. Students seek out professionals in student affairs when they are dealing with any number of stresses, difficulties, or crises. Students frequently divulge detailed personal information with the understanding that confidentiality will be upheld. However, disclosing the information to others could be dangerous.
3. *Conflicting Interests*: A condition known as the conflicting interest in education is one in which the primary obligation to a student is negotiated by establishing priorities. Conflicting interest can arise in many different situations and for a wide range of different reasons. When one person's interests do not align with those of another person or organisation to which they owe loyalty, a conflict of interest arises.
4. *Responsibility*: Responsibility is one of the most important ethics in education, along with all the other ethics. When students actively participate in their learning and accept responsibility for their academic success, they are acting responsibly. It is the student's duty to interact politely and carefully with the school's faculty members and other students. When students choose a course of action and take actions that lead them to their educational goals, they are demonstrating their responsibility. Attend and participate in all classes, seminars, and labs; in addition, efficiently finish all homework assignments within the allotted time.

Value Education in Higher Institutions

Generally, values are perceived as standards or principles which both individuals and society agree to be valuable, worthwhile or important in guiding or regulating behaviour/conducts (Ogunode, 2020). This position resonates with the opinion of Roth (2023) who saw values as guidelines or broad preferences concerning appropriate actions of individuals on issues of right and wrong. In retrospect, Bolarin (2022) perceived values in terms of desires, interest, goals, ideas, preferences and standards which a group or society considers being of merit, worthwhile, acceptable, right or wrong. Based on the above assertions, values therefore guide human actions and relationships in the society by regulating individual and group behaviours/ actions on issues of personal and public/collective concerns (Ahoatu & Ogunode, 2021). Invariably, values are standards of conduct, beauty, efficiency or worth a person or society adheres to or possibly lives up to or maintains for greater or collective societal good (Qiang, 2023). Values have been categorized into moral, economic, aesthetic, spiritual/religious, political, cultural, societal and humanistic dimensions and also seen to be personal or individual, organizational, societal or cultural in nature (Okonkwo, 2012). Thus, while categorical values encourage value indoctrination or promotion of "bags of virtues" such as rules, norms, ethics, consequently, conditional values (which are intellectual in nature) strengthen empirical processes and logic of achieving values or promoting value education.

However, with the advent of Western education in Nigeria, the development of sound values and moral character remained a cardinal national objective of education. It is in order to graphically impress sound values in the minds of Nigerian students, that most institutions adopt complementary slogans as their institutional mottos such as 'Probitas Doctrina' (In Character and Learning). It is common knowledge that, in relation to character, some students of tertiary institutions are implicated in incessant cases of armed robberies, cattle rustling, militancy, kidnappings, terrorism, cybercrimes, cultism, and

examination malpractices, all of which generate heightened sense of insecurity among the citizenry. Similarly after graduation, many are involved in mind-boggling fraud and systematic looting of the nation's resources in government. Perhaps this partly explains why Nigerians are generally viewed with suspicion in other parts of the world. It is doubtful that further argument is required to conclude that education in Nigeria is yet to positively impact the citizens' values orientation to an appreciable degree. One plausible reason for the apparently low ability of education to impact value re-orientation and national development in Nigeria is the inability of higher education to produce adequate manpower with required knowledge, skills and values for effective nation building. The possible contributions of such factors as inadequate funding, examination malpractice, skewed staff- student ratio and brain drain to the observed wide disconnect between graduates' knowledge and skills are well articulated and documented.

Sustainable National Development

Development is the transformation of individuals, communities, state and nations. This transformation can be socially, economically, politically, educationally and materially based with the aim of improving the quality of life of the people. Ogunode and Abubakar (2020) referred to development as the uniform distribution of resources and the integration of the people into national economy. Ololube (2017) defined sustainable development as a process of improving the range of opportunities that would enable individuals and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. The acceptance of the concept of sustainable development is the foundation to sustainable national development. The concept of sustainable national development derived its impetus from the concept of sustainable development. Since after 1987, nations all over the world are making efforts to ensure that they achieve sustainable national development. Owoye (2020) stated that, sustainable national development is prioritizing the development of the present generation without comprising the future generation. It means, a nation that does not only think of today but seriously considers the impact of their decisions and actions on the "tomorrow" of the nation.

In the same vein, Okonkwo (2012) opined that a nation is sustainably developing, if it is addressing the many cruel dimensions of poverty, combating inequality and injustice more holistically and widening the breadth of environmental targets to tackle climate change. He further stated that this change puts the responsibility of developing a country firmly on the shoulders of citizens and government of those countries. In similar vein, Roth (2023) referred to sustainable national development as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. They stated further that the objective of sustainable national development is to increase national income, enhance high rate of employment, promote the welfare of citizens by providing their basic needs and protecting the environment. The protection of the environment and the future generation are two major features of sustainable national development

Prior to the independence of Nigeria, the idea of sustainable national development as we know it today barely existed. The structures of imperial and colonial power which dominated the world in the nineteenth and early twentieth century made little provision for economic and social advancement in what we now call developing world. As development policies evolved, different approaches have been emphasized at different times. According to Uche (2020), in the late 1970s, a focus on basic needs of education, health, nutrition, sanitation and employment was advocated reflecting an acknowledgement that the benefits of development did not necessarily trickle down to those who needed them most. According to him, this perspective inspired the creation of the United Nations Development Index which uses health and education and Gross Domestic Product (GDP) to calculate an overall index of development success. The focus shifted slightly in the 1980s to "Structural Adjustment Programme" (SAP) including liberalization of trade (Danladi & Naankiel, 2016). However, the overall record of development came under two serious criticisms. It was the general belief that the benefits of development have been distributed unevenly, with income inequalities remaining persistent and sometimes increasing over time. This is expressed in the fact that globally, the number of people living

in extreme poverty and malnourishment had remained high. These problems aroused deep thinking and critics of the existing development structure advocated for a paradigm shift. It became evident that changes are required in order to address the absolute gaps between the rich and the poor nations, groups and within individual countries and for the ecosystem to survive the greatly increased demands on its resources and environmental absorption capacity.

Challenges Facing Higher Education in Nigeria

There are many challenges facing higher education in Nigeria which include: inadequate funding, corruption, inadequate infrastructural facilities, shortage of academic staff, strike actions, brain-drain, poor research, weak administrators and insecurity.

Inadequate Funding: According to Sani and Oluwasanmi (2013), there has been increasing concerns about the growing shortage of funds and learning resources in higher education in Nigeria. It has been observed that Nigeria government over the years has not been meeting the United Nation Education Scientific and Cultural Organization (UNESCO) recommendation of 26% of total budget allocation to the education sector, which impacts negatively on the performance and sustainability of higher education in Nigeria. Abdulkareem (2022) also opined that the ever increasing problems that tend to compete for government financial attention, budgetary allocations to education especially university education may in a relative term continue to be in the decline. For a few years, the budget has been out back from year to year by the federal government. This cut back has affected both capital and recurrent expenditures. In many higher institutions capital projects embarked upon few years ago, are yet to be completed due to lack of adequate funds. However, many factors are responsible for shortage of funds in the Nigerian higher education and they include poor financial planning, lack of political will to fund higher education, corruption and drop in national revenue. The education sector in Nigeria is known to be one of the few areas that do not get the right budget allocation. Aside from funds for infrastructure, it was reiterated that equipment and other necessities, such as the salaries of staff are not prioritized.

Corruption: Ogunode (2020) observed that corruption in the higher education in Nigeria is another bane preventing effective administration for sustainable development in Nigeria. The abnormal rate of corruption in Nigeria education has hindered effective administration of education as many higher institutions are in the present condition because of the corruption in the system. Funds meant for implementation of programmes, provisions of infrastructural facilities, employment of staff and programme development are perceived to be diverted into private accounts. In agreement, Ololube (2016) revealed that much of the little funds that go into the higher institutions are usually stolen.

Inadequate Infrastructural Facilities: Udida et al. (2019) observed that the lack of adequate infrastructures in our higher education has posed serious setback in the achievement of higher education for sustainable development in Nigeria. Proper teaching and learning cannot be effective and efficient in a system where there are no adequate classrooms, resource rooms, staff rooms, lack of laboratory facilities and computers. Ogunode (2020) maintained that many higher institutions in Nigeria do not have adequate academic staff and infrastructural facilities which include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etcetera. The students do not have adequate lecture halls and hostel accommodations (Ogunode & Abubakar, 2020). Salisu (2021) also observed that there is significant difference in the academic performance of students in institutions with adequate facilities and those with inadequate facilities.

Shortage of Academic staff: According to Ahaotu and Ogunode (2021), one of the major challenges facing higher education in Nigeria for sustainable development is the shortage of academic staff which revealed wide disparities between Nigeria universities and their counterparts in the Western World. To collaborate this, Ogunode (2020), emphasized that inadequate lectures is a serious problem facing all

the higher institutions in Nigeria. The shortage of lecturers is responsible for the poor quality of teaching and learning in most Nigerian higher institutions.

Strike Actions: Sani and Oluwasanumi (2013) observed that poor funding of higher education in Nigeria has also resulted in a couple of problems for Nigerian institutions which invariably have resulted in problems of quality. For instance the Academic Staff Union of Universities (ASUU) has gone on strike for several times namely, in 1992, 1993, 1994, 1996, 1999, 2001, 2003, 2004 and 2022 to press home its demand for increased funding for the system. In instances of strike occurrence, academic programmes are disrupted, students and the entire school system are negatively affected and the resultant effect usually is loss of confidence on the quality of the product produced by Nigerian universities both locally and especially internationally. Okoli et al. (2016) observed that the disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, naturally, the students reading abilities fall, and their previous knowledge acquired is often forgotten. The negative effects of these will turn some students into certificates seekers rather than knowledge seekers. Also, students during strike action engage themselves in social vices which are inimical to societal growth and sustainability.

Brain-drain: According to Arikewuyo (2014), poor funding evidenced in the brain-drain phenomenon has negatively affected higher education in Nigeria. The country has lost most of its experienced academics that have gone in search of greener pastures. Tribune (2020) reported that the Academic Staff Union of Universities (ASUU) has warned the Federal Government severally against encouraging brain-drain with a lingering strike and nonchalant attitude towards the learning of students in higher institutions. Ogunode (2020) argued that the mass movement of academicians from the Nigerian public universities is affecting the administration of the higher education because academic staff is very important for the implementation of universities programmes.

Poor Research: However, Ogunode (2020) stated that lack of funds is affecting research in the universities and that there is no indication that this problems will not continue in the future. However, research programme of the Universities is one of the key indicators used to measure the performance of universities. In another view Okoli et al. (2016) observed that research is the hub of university education considering the current problems facing Nigerian universities presently. They maintained that research in the higher institutions contributes to the acquisition, development and inculcation of the proper value orientation for the survival of the individual and society. However, this function has continues to be truncated with poor government attitude towards research and adequate funding, zero corruption index and adequate infrastructural facilities to pursue higher education programmes in higher institutions in Nigeria.

Weak Administrators: Udida et al. (2019) opined that some individuals appointed as Vice Chancellors or heads of Higher Institutions in Nigeria are weak, not competent and lack administrative acumen. They further maintained that such appointees must possess some administrative qualities and must lead by example. Also such administrators must have integrity and be knowledgeable to practice modern types of management leadership styles. A good administrator must be visionary and ready to adjust to situations in the system. The administrator must utilize the material and human resources in the achievement of the goals and objectives of the organization. A good administrator is expected to possess the charisma and good human relationship needed for effective and efficient leadership.

Insecurity: Ojedeke and Njoku (2013) observed that security of lives and property is the foremost moral challenge for any government. The security threat from various groups in the country has been there for about two decades, which include the political and religious violence, arm robbery, kidnapping, banditry, etc. To a large extent some criminal elements within the society constitute a serious threat

which has stalled educational development in the country. The state of insecurity caused by these various groups slows down the pace of development in Nigeria. The threat of insecurity is not peculiar to one region alone, but the country at large.

Conclusion

Considering the fact that no institution can depend totally on government allocation of funds, the need to generate funds for utilization in higher education cannot be over emphasized. Education should train in logical thinking and aid future generations in adjusting to the current dynamic world, not just impart knowledge in a specific field or subject or prepare one for getting a job or performing well in examinations. Unskilled workers would increase as a result of the education system's declining ethical values. As it has been well said that, 'true philosophy of education lies in the combination of virtues, values, and the validity of human life'. Corruption, privatization, teacher absence, and excessive political interference are likely causes of the ethical decline of the Nigerian educational system.

Recommendations

1. Government should provide adequate funding for higher education for staff development and procurement of facilities in schools.
2. Government should employ more academic staff for quality teaching and production of quality graduates for sustainable development.
3. Government should put up machineries to fight all forms of corruption in higher institutions.
4. Government should make provision for adequate security in all higher institutions to enhance safety of lives and property.
5. Government should ensure that the school curriculum is reviewed to incorporate education for sustainable development.
6. Government should have the political will to implement every aspect of the policy on education and build strong public systems and institutions that can facilitate the realization of education goals.

References

- Abdulkareem .A. (2022). Nigerian Universities and Development of Human Resource; current issues in Educational Management in Nigeria. Abuja, NAPED Press.
- Agbor, C. N., Ololube, N. P., Efut, E. N., & Onnoghen, U. N. (2016). A five years comparative analysis of education funding in sub-Sahara African countries: implications for effective quality education programmes. *Journal of Global Economics, management and Business Research*, 9(2), 69-77.
- Ahoatu, G. N., & Ogunode N. J. (2021). Challenges facing Administrators of Public Higher Institutions in Nigeria and the ways Forward. *Central Asian Journal of Literature, Philosophy and Culture*, 2(2), 121-126.
- Arikewuyo, M. D. (2014), "Public Participation in Management of Higher Institution in Ogun State, Nigeria" *Evaluation Research*, 1(5), 63-71.
- Bekaert, D.H. (2022). *Economics development (8th Edition)*. India: Pearson Education.
- Bolarin, T.A. (2022). Values disorientation in the Nigerian system. Lagos: The CIBN press limited.
- Brasseur, B. (2016). If education is the cure for poverty, then how do we make the antidote? *Ventures Africa Weekly Review* 22/01/2016.
- Danladi, A., & Naankiel, P. (2016). Structural Adjustment Programme in Nigeria and its Implication on socio-economic development. 1980-1995. https://www.researchgate.net/publication/318755508StructuralAdjustmentProgrammein_Nigeria_and_its_Implication_on_Socio-EconomicDevelopment_1980-1995.
- Federal Republic of Nigeria (2013). National Policy on Education. Lagos: NERDC Press.
- Levine, R. (2012), Financial Development and Economic Growth, views and Agenda. *Journal of Economic Literature*. 3(5), 688-726.



- Nwogu, G.A.N. (2023). Education and national development in Nigeria: A philosophical perspective. *African Research Review*. 2(3), 266-273.
- Ogunode. N. J. (2020). Administration of Public Universities in Nigeria Problems and Solutions. *Journal Sinesthesia*, 2, <https://sinesthesia.pustaka.my.id/journal/article/views/5586> accessed 15th May, 2025 .
- Ogunode, N. J, Jegede, D., Adah, S., Audu, E. I., & AjapeTemitope, S. (2020). Administration of Research Programme in Nigeria Public Universities: Problems and Way Forward. *Educational Journal of History and Humanities*. 3(2), 21-32.
- Ogunode, N. J., & Abubakar, L. (2020) *Public Universities Administration in Nigeria*. Lagos: Macmillan Publisher.
- Ojedeke, P. K. & Fadokun, I. B. (2019). Educational Management: *Theories and Task*. Lagos: Macmillan Publishers.
- Ojedeke, Arikewuyo & Njoku (2013). Challenges of Educational Development in Nigeria. Lagos: Jordan Press.
- Okoli, N. J., Ogbondah, L., & Ewor, R. N. (2016). The History and Development of Public Universities in Nigeria since 1914. *International Journal of Education and Evaluation*, 6(2), 322-323.
- Okonkwo, C.P. (2012). National development strategies: challenges and options *International Journal of Humanities and Social Science Invention*, 3(4), 51-58.
- Ololube, N. P. (2017). Is the character of institutional leadership central to the quality of higher education (HE) management? *International Journal of Strategic Decision Sciences*, 8(1), 46-64.
- Owoye, F.O. (2020). Promoting the fundamental values of academic integrity in teaching, research and practice: A challenge to higher education reforms in Nigeria. *African Journal of Educational Studies*, 5(1), 280-305.
- Qiang, Z. (2023). Internationalization of Higher Education: towards a conceptual framework, *Policy Futures in Education*, 1(2), 248-270. Available <http://dx.doi.org/10.2304/pfie.2003.1.2.5> Accessed on 25/09/2011
- Roth, C.N. (2023). *University education in developing countries: The changing roles and future problems*, *journal of education development*, 3(2), 54-60.
- Sani, A., & Oluwasanumi, A. (2013). *Challenges of Educational Development in Nigeria*. National Institute for Educational Planning and Administration (NIEPA), Ondo.
- Salisu, R. A. (2021). The Influence of School Physical Resources on Students Academic Performance. Unpublished M.Ed. dissertation, department of Educational Administration, University of Lagos – Nigeria.
- Tribune Online (2020). Ethiopia Recruits 200 Nigerian Professors Amid Strike –ASUU. <https://truneonlineng.com/Ethiopia-recruits-200-nigeriam-professors-amid-strike>. Reviewed 15th May 2025
- Uche, C. M. (2020) *Concept of Higher Education: Models Practices and Contemporary Issues*. Emhai publishers.
- Udida, I. A. Bassey, U. U., udofoia, I. U., & Egbonna, E. A. (2019). System performance and university of higher education in Nigeria. Lagos: Macmillan.
- UNDP (2014) Human Development Report. Available at [undp.org/content/undp/en/home/presscenter/events/2014/july/HDR2014.h](http://undp.org/content/undp/en/home/presscenter/events/2014/july/HDR2014.html) html. Accessed on 14/5/2025
- World Bank (2020). *Constructing Knowledge Societies; New Challenges for Tertiary Education*. Washington. World Bank.