



## FUNDING ARCHITECTURE FOR NIGERIA HIGHER EDUCATION

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### Introduction

It is universally recognized that teaching, research and community service constitute the main functions of institutions of high learning. Although much attention is given to teaching, not much effort is committed to research in Nigerian tertiary institutions. The Nigerian universities which exist as centres for knowledge dissemination, research and knowledge creation have not attained acclaimed standards. Donwa (2006) described them as teaching centres because of their focus on knowledge dissemination and insignificant contribution to knowledge creation through research. Regrettably, research in tertiary institutions (Colleges of Education, Polytechnics and Universities) in Nigeria is not given the priority it deserves because of poor funding of the education sector. The National Policy on Education (Federal Ministry of Education, 2004), The National Policy on Science, Technology and Innovation (Federal Ministry of Science and Technology, 2012) and all subsequent related policy documents have placed emphasis on research as an integral part of Nigeria's national planning. The policy documents have also recognized the significant contribution that tertiary institutions could make in regard to research both as repositories of knowledge and as the nation's leading research centres.

The rationale behind investment in education and human capital development, according to Longe (1999), is based on the arguments that the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations; that the new generation should be taught how the existing knowledge can be used to develop new products, to introduce new processes and production methods, and improve the efficiency of

organizations in business, government and social services; and, that people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches. From the foregoing, it could be observed that the underlying rationale for education is to equip people with the knowledge, skills, and capacity to enhance their quality of life, augment productivity and capacity to gain knowledge of new techniques for production, so as to be able to participate actively in the development process. In view of the importance of education to national development, it behoves on each nation to ensure provision of adequate financial resources (funding) for education of her citizenry. This probably explains the reason why United Nations Educational Scientific and Cultural Organizations (UNESCO) suggested a minimum standard of 26% of annual budget to be devoted to education. Anything short of this benchmark is considered inadequate funding on education. Lack of adequate financing, according to Onwiodukit and Tule (2002), has been identified as the greatest problem facing educational development in Nigeria. This problem is compounded by the growing number of students at all levels of schooling.

In Nigeria, like in most African countries, government is the major provider of education by subsidizing its funding at all levels. This may be due to the fact that education exhibits many characteristics of public goods, which makes it to generate considerable positive externalities (Adedeji and Bamidele, 2003). Babalola (1995) opines that Nigerian government's investment in education rests on positive externality's assumption, based on the argument that private markets may not be able to provide optimal education output needed to drive the nation's economy. That is, without government subsidies, people will invest less



than the socially optimal amount required on education. Thus, he argued that government has to finance education in order to motivate poor but qualified candidates to participate in it. Furthermore, government also hinges her financial involvement on the belief that expanding education, especially at tertiary level, will promote economic growth. Accordingly, Olaniyan and Adedeji, (2007) affirm that investment in human capital essentially drives economic growth in any country and helps to reduce poverty. This gives credence to Uwatt's, (2002) position that the major type of capital that brings about economic growth is not just the physical capital but human capital.

#### **A. Research Grants Funding in Nigerian Higher Institutions**

The fact that Nigerian tertiary institutions have been under-funded especially in the area of capacity development and research grants has led most of our tertiary institutions to be largely dependent on external agencies for fund and equipment to carry out research, especially in the field of science and technology. In Nigeria, one major research funding agency is Tertiary Education Trust Fund (TETFund); others include National Science and Technology Fund (NSTF) and Petroleum Technology Development Fund (PTDF). The antecedent of the agency can be traced to the 1992 agreement between the Academic Staff Union and the Federal Government to enhance financial input into the educational system and improve the quality of education in Nigeria. The Education Trust Fund later re-named TETFund was set up under the Education Tax Act No. 7 of 1993 as amended by Act No. 40 of 1998. It has the mandate and objective of funding with project management to improve the quality of education in Nigeria. The law setting up the fund stipulates that 2 per cent education tax be imposed on the profits of all registered companies and banks in Nigeria. Its specific objective includes the following:

- Provision of funding for educational facilities and infrastructural development;
- Promotion of creative and innovative approaches to education; and
- Stimulating support and enhancing improvement of activities in educational foundation and library development (Okojie, 2009).

TETFund provides funds to all federal and state-owned tertiary institutions on areas such as research,

training, conferences, and staff development; for example, on the area of research, TETFund provides ₦20m (US\$63,391.60) for each university as annual intervention for research (Okojie, 2009). The question is how many academic staff members benefit from this TETFund interventions? Academic staff members in Nigeria can conduct quality research and find solution to societal problems if they are motivated by way of accessing research grants. All academic staff members either junior or senior can compete favourably with their colleagues abroad if they are motivated by way of having access to research grants to enable them carry out ground-breaking research. Although, funding of research in tertiary institutions in Nigeria is generally poor and irregular. Bako (2005) states that the bulk of tertiary institutions research has been self-funded by graduate students, staff-in-training and academic staff, and over 80 per cent has been from salaries and parents. Similarly, Akpochafo (2009) reported that research in the universities are funded by graduate students, staff-in-training and academic staff who are poorly paid. Research funding is capital intensive. Unfortunately, not much funds have been provided for research in Nigeria by government compared to developed countries of the world. To support this, Fatunde (2009) reports that Julius Okojie, the former National Universities Commission (NUC) executive secretary, in a workshop organized by the West African Association of Research and Innovation said he regretted that Nigerian Government since independence has not made it a priority of allocating substantial funds for research in the country's universities. According to him, without proper funding from government, tertiary institutions based researchers and scientists cannot undertake meaningful research, and the country cannot make substantial economic and industrial progress. Akpan et al. (2010) studied —lecturer's access to research fund in Nigerian universities and found that the major source of research funding in Nigerian universities is self-funding followed by government sector. However, foreign grants have aided many programmes in the Nigerian universities, especially the postgraduate studies and staff development. Other bodies, which were reported to have supported Nigerian Universities and individual researches within the system, include IDRC, CIDA, SIDA, USAID, Commonwealth Scholarships, UNFPA, UNIFEM, British Council and the MacArthur Foundation fund, among others.



### **B. Procedures/Requirements for Accessing National Research Fund Grant Qualification**

To be considered for the TETFUND National Research Fund Grant, applicants must:

- Be lecturers in any public Tertiary Institutions in Nigeria.
- Eligible research must be multi-disciplinary and interdisciplinary research projects, comprising Researchers from various disciplines.
- The Principal Investigator (PI), who must preferably be at least a Senior Lecturer in a University, Chief Lecturer in a Polytechnic or College of Education, will lead the Research Team and be personally responsible and held accountable for the conduct of the research.
- Additionally, the PI must be institution based, with the PI's institution regarded as the Coordinating Institution.
- Additional members of the team can be drawn from Researchers in Private Tertiary Institutions, Research Institutes, Centres of Excellence and the Industry.

### **How to Apply**

To apply visit Tertiary Education Trust Fund (TETFUND) website on [www.nrf.tetfund.gov.ng](http://www.nrf.tetfund.gov.ng) Interested and eligible applicants for the TETFUND National Research Fund Grant are to complete all their application on the online platform. The Principal Investigator is expected to visit the online platform where he/she will be closely guided on the preparation and final submission of the Concept Note.

### **C. Gross Domestic Product of Nigeria in 2022**

**According to Emmanuel Elebeke (2022).** Nigeria's GDP grew by 2.25% in Q3 2022 – NBS. The National Bureau of Statistics (NBS) has said Nigeria's Gross Domestic Product (GDP) grew by 2.25 per cent on a year-on-year basis in Q3 2022. In the quarter under review, aggregate GDP stood at N52, 255,809.62 million in nominal terms. This performance is higher when compared to the third quarter of 2021 which recorded aggregate GDP of N45, 113,448.06 million, indicating a year-on-year nominal growth rate of 15.83%. . The bureau however, stated that Nigeria's GDP declined from 3.54 percent in Q2 to the 2.25% in Q3 2022. It made this known via its latest GDP report released on Thursday 25 November 2022. According to the NBS, this growth rate declined from 4.03% in the third quarter of 2021. The reduction in

growth is attributable to the base effects of the recession and the challenging economic conditions that have impeded productive activities. The Q3 2022 growth rate decreased by 1.78% points from the 4.03% growth rate recorded in Q3 2021 and decreased by 1.29% points relative to 3.54% in Q2 2022. However, quarter-on-quarter, real GDP grew at 9.68% in Q3 2022, reflecting a higher economic activity in Q3 2022 than the preceding quarter.

### **D. Gross National Product of Nigeria in 2022**

GNI (formerly GNP) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. Data are in current U.S. dollars. GNI, calculated in national currency, is usually converted to U.S. dollars at official exchange rates for comparisons across economies, although an alternative rate is used when the official exchange rate is judged to diverge by an exceptionally large margin from the rate actually applied in international transactions. To smooth fluctuations in prices and exchange rates, a special Atlas method of conversion is used by the World Bank. This applies a conversion factor that averages the exchange rate for a given year and the two preceding years, adjusted for differences in rates of inflation between the country, and through 2000, the G-5 countries (France, Germany, Japan, the United Kingdom, and the United States). From 2001, these countries include the Euro area, Japan, the United Kingdom, and the United States.

- Nigeria GNP for 2021 was **\$444.04B**, a **7.57% increase** from 2020.
- Nigeria GNP for 2020 was **\$412.81B**, a **1.28% increase** from 2019.
- Nigeria GNP for 2019 was **\$407.59B**, a **5.94% increase** from 2018.
- Nigeria GNP for 2018 was **\$384.74B**, a **3.55% decline** from 2017

### **E. The Nature of Educational Provision in Nigeria**

Most research activities in Nigeria are sponsored by government through government funding agencies, such as National Science and Technology Fund (NSTF), TETFund and Petroleum Technology



Development Fund (PTDF), as well as a number of international and philanthropic organizations by way of sponsoring research, endowment funds, foreign aids, fellowships, donations, etc. Unfortunately, there is virtually no industry involvement in funding academic research in Nigeria (Donwa, 2006). Bello (2012) studied —funding for research in science and technology in Nigerian universities and found that there are three major sources of funding agencies/organizations in Nigeria for the field of science and technology, they are as follows: the internal agencies (non-governmental organizations and other parastatals), the external agencies – who are the major contributors toward funding of research – and the government – whose contribution is the least of the total fund that comes in for research in science and technology. The study by Donwa (2006) reported that funding university research in Nigeria is done by the federal government (98.8 per cent) and foreign agencies (1.2 per cent). The study also revealed that foreign sources of research funding are not regular, therefore, not dependable. The literature has demonstrated that government remains the major research funding body in the Nigeria.

#### **F. Nature of Higher Education Systems in Nigeria**

Adedeji and Bamidele (2003) raise the concern about the decline in the quality of the Nigerian higher education system. They assert that the quality of education offered by some higher education institutes at the present time has deteriorated considerably. As a result, there is high unemployment amongst graduates from Nigerian universities. There is also concern about the lack of recognition of some Nigerian degrees by overseas universities apart from the non-suitability of products of some tertiary educational institutes for available vacancies in the country and their dissatisfactory relevance to the country's developmental needs. Promoting the quality of higher education programmes at both undergraduate and post-graduate levels at federal educational institutes is the responsibility of the Nigerian Universities Commission through its accreditation activities. Also, there is the need to focus on quality promoting activities such as the provision of adequate resources linked to institutional plans and rationalization of academic programmes through cooperative approaches. Overcrowding at educational institutes and inadequate funding are also contributory factors to the decline in the quality of higher education in Nigeria. The system has far outgrown the resources

available to it to continue offering high-level quality education. Inadequate funding has resulted in problems such as the breakdown and deterioration of facilities, shortages of new books and current journals in the libraries, inadequate supplies to the laboratories, and limited funding for research. Institutional and system planning is also critical for the restoration of quality in the system. The plans developed must be linked to realistic budget plans. Other factors contributing to the decline in quality are the unstable environment due to frequent demonstration and strike actions by students and staff, the quality of students admitted to programmes, and the quality of the academics recruited have also gone down.

The development of universities in Nigeria has been faced with series of challenges. Perhaps these challenges are responsible for the worrisome global ranking of Nigerian universities. These challenges include; inadequate funding, strike action, issues of autonomy and control, decline in quality of research, lack of information and communication technology (ICT) integration, brain drain, inadequate infrastructure and facilities, cultism and insecurity, political interference (Okoli, Ogbondah & Ewor, 2016). Other challenges may include; poor conditions of service and welfare of academic and non-teaching staff members, bribery and corruption, embezzlement and misappropriation of funds and nepotism shrouding the process of admission of students and recruitment of staff members. Stakeholders are worried that the quality of teaching, research, intellectual property creation and university graduates appears are declining. The need to critically revamp university education in Nigeria cannot be over stressed. There are concerns that many Nigerian households appear to be patronizing universities in other countries and thereby adding to the number of international students which results to low Nigerian universities being ranked low in performance (Orlu, 2017). This situation seems to negatively affect the balance of payment position of the country.

There is no doubt that there is need to chart the way forward for university education in Nigerian in order to salvage it from the challenges bedevilling its development and productivity. Improvement in funding appears to be one of the most commonly identified strategies for revamping university education in Nigeria. The Academic Staff Union of Universities (ASUU) in Nigeria have embarked on series of strike actions that are aimed at pressuring the government to increase the amount of budgetary



allocation to education section and funding of universities in Nigeria (Isreal, 2017) opine that UNESCO recommended that developing nations like Nigeria should allocate not less than 26% of their annual national budget to the funding of education. Sequel to this, one of the positions of Academic Staff Union of Universities (ASUU) in Nigeria is that the budgetary allocation to education sub-sector in Nigeria falls below the 26% recommended by UNESCO, Isreal (2017). He also notes that from-time-to-time Academic Staff Union of Universities (ASUU) in Nigeria mounts pressure on the federal government to increase its budgetary allocation to the education sector and funding of university education (in particular).

The review of Nigeria's education system from a development perspective leads us to the conclusion that collapse is imminent. Urgent action is required to avert disaster. Structural inadequacies threaten the ability of the system to perform. Neglect suffered by higher education is probably due to the fact that the effect of such neglect is not immediately observable or felt by society. Dissonance between policy statement and practice also plays its part in threatening quality. Emphasis on paper qualifications and the general malaise in society likewise contribute to the lowering of standards. Looking beyond these immediate problems and charting a way forward, some suggestions are advanced. There is advantage to be had from the development of communications and information technology. Distance education is a recognized means of coping with the rising demand for higher education while ensuring good quality and improving current standards. The potential of classrooms without walls and overcoming the constraints of distance are indeed very encouraging. Distance education should be adopted in complement to the conventional system. The existing physical infrastructure, which will anyway have to be maintained, should be utilized more effectively to support both modes of conventional and distance education. Care should be taken not to prevent individual institutions from developing specialist programmes, while sharing of resources should be encouraged. Finally, government should allow higher educational institutions to charge tuition fees and realistic accommodation fees in order to ensure sustainability. Such an initiative would make valuable resources available for use at the lower levels of the education system. Improvements in achievement levels among those moving on from the primary and

secondary levels would thus feed into the tertiary level. It would improve quality throughout the entire system. Were these suggestions to be given serious consideration as a constructive and sustainable response to the crisis in Nigerian higher educational, the imminent threat of collapse may be averted.

### **G. Nature of Academic Collaboration that is gown-town relationships**

Town and Gown relationship is the process by which the school and community enter into mutual co-operation and team up to carry out some reciprocal services to each other. According to Ogbonna (2003), town and gown relationship is a series of planned activities and medium through which the school seeks to learn about its town or community, to inform the community about, and interpret when necessary the purpose, programmes, problems and needs of the school, and to involve the community in planning and evaluating school policies and progress. Akpakwu (2012) defines town and gown relationship as the degree of understanding and goodwill achieved between the tertiary institution and the community. It therefore means that, town and gown relationship is that mutual understanding which binds tertiary institution and people, materials and other resources together and creates a favourable school environment for effective and efficient achievement of educational goals.

In many towns of the world, tertiary institutions are now portrayed as vital actors within the global knowledge economy, central players within emergent innovation systems, and active agents that can play a driving role in the innovation process and commercialization of knowledge that would develop the towns (Huggins, 2008; Deiacio, Hughes & Mckelvey, 2012). Both community agents and institutional administrators have embraced the potential of universities to stimulate and sustain economic growth across a number of scales (Etzkowitz & Zhou, 2006; Drucker & Goldstein, 2007). Positioning tertiary institutions as regional drivers inherently acknowledges a broadening of their mandates for diverse development, innovation and regional leadership functions in addition to their established teaching and research missions (Isaksen & Karlsen, 2010; Lendel, 2010). Tertiary institutions organize programmes for market women and artisans as well as training programmes on governance for village heads and traditional rulers, community



development committee members (CDC); and training programmes for drivers, auto-mechanics and electricians among others. The university has the requisite reservoir of resource persons in its engineering and physics departments who can be mobilized to tackle the perennial energy crises which confronts it and its host towns for a free (Robert-Okah & Nyenwe, 2013). Something can equally be done about sewage and sanitation as well as fixing of roads and bridges. These are all avenues for collaborations between town and gown. Tertiary institutions play significant role in the social and economic life of their communities. Concessionary admission and recruitment policies are provided as social service to these towns. Other areas where the community could enjoy social services include: the use of library and classroom for reading, access to sporting facilities, stage film shows organized by student union, volunteer work by students union, use of halls, mosques and churches for social functions (Robert-Okah & Nyenwe, 2013). They have become more and more active in taking on new roles beyond those regarded as traditional: that is, knowledge and human capital factories (Lazzeroni & Piccaluga, 2015). This has led to an evolution of their status in urban and regional contexts and an increasing impact on the development of small and medium-sized cities and towns. They have opened up more to the external world and have given much attention to the diffusion and economic exploitation of their research results (universities as 'technology transfer factories'); at the same time, they are constantly urged to be more active in the promotion of economic and social development processes and the generation of new innovative projects, starting from the towns in which they are present (Lazzeroni & Piccaluga, 2003). Tertiary institutions play an increasingly prominent role in shaping regional, social, and economic development. They are pivotal component(s) of an underlying infrastructure for innovation on which the system of knowledge-based capitalism draws (Florida & Cohen, 2001). Local intellectual and knowledge creation is of primary importance for regional economic development (Russo, van den Berg & Lavanga, 2007), and universities stimulate this development by providing local employment and also through the establishment of local knowledge networks and research as well as development strategies (Huggins, Jones & Upton, 2008).

### **I. Contribution from Internally Generated Revenue to Tertiary Institutions Management**

The federal government, through the National Universities Commission (NUC), has continuously directed all federal universities to explore ways of generating revenues internally such that the managements would not have to look up to the government for solving all their financial problems (Okojie, 1999).

Ventureline.com (2012) has defined IGR as: 'the creation of either tangible or intangible results within the confines of one entity, e.g. internally generated funds are those funds that are realized through the efforts or operations of the entity itself, i.e. the funds were not borrowed or realized through other external means.' This definition agrees in substance with that of Wikinvest.com (2012) which states: '—Internally Generated Funds shall mean funds not constituting the proceeds of any Loan, Debt Issuance, Equity Issuance, Asset Sale, insurance recovery or Indebtedness.'

Commercial ventures have been considered as an alternative source of funding higher education in Nigeria. Tertiary institutions in the Nigeria should venture into commercial activities such as publishing, consultancies, sales and marketing, bookshops among others in order to complement monthly allocation from government. Okebukola (2002) submitted that government alone cannot bear full responsibility of funding tertiary institutions in Nigeria because of the increasing cost of delivery in higher education brought about by a combination of high enrolment pressure, resistance of institutions to adapt more efficient and productive financial management styles. Since Government laid emphasis on the internally generated revenue to all tertiary institutions to supplement what the government is providing, there is need for tertiary institutions to venture into lucrative business that fetch more funds that will enable them to carry out their activities. Commercial ventures are profit oriented activities, which represent a major way of raising additional revenue for higher education system. Most higher education institutes in Nigeria are involved in commercial ventures of different kinds, such as publishing, consultancies, sales and marketing, petrol stations, bookshops, among others.

The following are some of the alternative sources that contribute greatly to higher institutions internally



generated revenue: Tuition Fee Payment, Consultancy Services, Establishment of Viable Petrol Station, University Farms, Operation and Maintenance of viable primary and secondary schools, Enterprising Library Services, Hiring out of Facilities, Charges on All Business Operators on Campus, Lease of University Land for Private Developers, Improved Endowment Earnings Sources, Establishment of viable small and medium scale industries, Establishment of Central Analytical Laboratory, Establishment of Commercial Computer Services Centres, University Printing Press, Commercialization of University Sport Facilities, Expansion of Medical Centre and Pharmacy, Establishment of Water Company etc.

According to Wordu (2018) in his study revealed that tuition fee, petrol station, farm produce, primary/secondary school, and printing press are all the alternative sources of funding available for the development of tertiary educational institutions in Rivers State. This finding agrees with the view of Onuoha (2012) which established that internally generated revenue sources are commercial activities such as bakery, table water others are workshops, farming and that internally generated revenue has a source of critical funding for all categories of university in Nigeria. Malgwi (2014) stated that there were more internal sources of revenue yet untapped in the university.

The second findings from the study revealed that the impact of alternative sources of revenue is to cater for day-to-day expenses, help to subsidize staff and students welfare, staff development is managed with revenue generated internally, carryout maintenance work on facilities and infrastructural development in the institutions. These findings are no different from the findings of Annie and Geongera (2012) which indicate that quality assurance has improved organizational outcomes and increased the revenue inflows for development. Also Onuoha (2012) revealed that internally generated revenue has a very significant role to play as a source of critical funding for all categorizes of universities in Nigeria. From the study, internal revenue makes a great impact on the activities of the institutions.

However, there is a huge gap between the expected annual income and the expected expenditure. So, while Nigerian universities await government action, they must increase their annual internally-generated revenue (IGR), and they need to do so outside yearly

increases in student fees and levies which many students can scarcely afford.

#### **J. Applicability of Work-Study Funding Approaches and Student Loan Scheme**

Government intervention in education can be justified, among others, on the account of the difficulties faced by students to secure loan for their educational pursuit due to the imperfection in the capital market. Students or their parents in general are unable to secure funding for their (or their children's) education, because they are unable to provide collateral security for loans. Olaniyan and Adedeji (2007) found that financial institutions believe that it is too risky to supply loans to (mostly young) individuals that may have problems in getting a degree or gainfully securing employment after completing their programmes, and subsequently, repaying their debts becomes problematic. Thus, efficiency and equity (social justice) considerations justify government's intervention in financing higher education. However, the form that state intervention should take is not so easy to prescribe. Some would argue for the state to set minimum standards and give financial support to poorer families, but others argue that education should be privately managed and publicly funded. Some scholars (Babalola, 1995; Adedeji and Bamidele, 2003) have also argued that the poorer a country is, the more the benefits of subsidized education that will accrue to the children of the wealthy family.

#### **K. Extent of Alumni Contributions to Funding and any other Funding Model.**

No doubt public universities in Nigeria need more government funding to build critical infrastructure, create a world-class learning and teaching environment and support ground breaking research. However, there is a huge gap between the expected annual income and the expected expenditure. So, while Nigerian universities await government action, they must increase their annual internally-generated revenue (IGR), and they need to do so outside yearly increases in student fees and levies which many students can scarcely afford.

Additional funding outside the aforementioned sources will distinguish Nigerian universities on the road to world-class standards from those that will remain stuck in a rot. Increased funding will



significantly improve the quality of research in Nigerian universities, provide top-notch learning and teaching environments and attract the best students and academics from Nigeria and around the world. There are many ways to educate tomorrow's leaders and make higher education both accessible and affordable. But one extremely important yet overlooked way to bridge the gap between funding expectation and funding reality is through alumni donations. Alumni donations in Nigeria are not new and have been a consistent means of generating funds for educational institutions. Yet, the only level of education that enjoys massive financial and material support from their erstwhile students is the mission and government-owned secondary schools. Yet, at the university level, these coordinated efforts are less common. Other examples include the various endowed prizes and scholarships and teacher training initiatives provided to support the efforts of the Nigerian government. So, it is no longer reasonable for alumni of the public universities in Nigeria to believe that the Nigerian government is financially capable of funding all aspects of higher education from paying staff salaries to heavily subsidizing

student fees just because the institutions are publicly funded.

However, there are challenges, and, to the extent possible, every effort must be deployed to meet them, or at least minimize them according to (vanguard, (n.d).

First, poor record keeping means that universities are unaware of the location and current occupations of their graduates. So, any modern campaign to reach the millions of potential givers across the globe will prove challenging unless it starts with good record-keeping. Institutional social media accounts can help but they will not reach everyone.

Second, as a result of poor student encounters including unsatisfactory student experience and weak learning environments, the relationship between graduates and their institutions is likely to be frosty. That is a priority area for improvement.

Third, the regrettable absence of functioning and efficient career service units deny intending graduates better chances of acquiring decent post-graduation jobs which in turn limits their ability to give back to their former institutions. Setting up functioning and effective career service units are a must.

Finally, there are few opportunities for alumni to connect to the university post-graduation in form of social media, university publications and even alumni retreats. Of all the challenges, this is probably the easiest to meet.

However, the alumni of institutions can actually assist in generating funds and meet, if not all, some of the financial challenges that the institutions face, in order to keep the institutions afloat. This is why institutions in Nigeria have taken steps to have a good relationship with their alumni because they see their alumni as important stakeholders in the institutions' enterprise. Through constructive ideas and generation of funds, they contribute immensely in infrastructural development and also ensuring the prevalence of a peaceful and conducive atmosphere for the functioning of the institutions. Institutions in the course of time have produced prominent and highly achieving graduates in virtually all spheres of life. It is pertinent for them to pay the institutions back by fellowshipping with the institutions in order to keep their alma mater in good stead in the unending desire to restore the dignity of the institutions.

Alumni, on the other hand should criticize their institutions for not treating them well while in school and that is why neglect their alma mata talk more of assisting the institutions to find solutions to problems confronting the institutions. Institutions are being faulted for making learning very difficult for students that is why some of them claim that is why they come out with grade points that are not encouraging. Alumni should see it as a responsibility to always also assist the departments from which they graduated from because it is the departments, through the lecturers, have made them who they have become today. If you must build a house, you must lay the foundation. The departments are the foundations for which the success of the alumni revolves.

It is, therefore, important for every management of institutions to build a cordial relationship with their alumni and to also see them as important stakeholders in the business of the institutions. With this, institutions will evidently benefit from the goodwill and benefactions of a considerable number of her prominent alumni.

In conclusion, we believe public universities in Nigeria can considerably increase their funding through their alumni. Nigeria has the power of numbers to accomplish this feat. Let's first find them,



engage them, and then unleash the financial floodgates.

### **Conclusion:**

The higher education institutions are very vital to the development of the country. The Nigerian higher education is aimed at providing the manpower for the industrial sector in the country. It is unfortunate that this higher education is plagued with many challenges. This paper identified inadequate funding, inadequate lecturers, inadequate infrastructural facilities, unstable academic calendar, academic corruption, insecurity, brain-drain, weak leadership, COVID-19 challenge, poor research and poor staff development as the challenges facing the higher institutions in Nigeria. To address these challenges, the paper recommended that the government should provide: adequate funding for higher institutions, employment of more lecturers, provision of adequate infrastructural facilities, ensure stable academic calendar, fight academic corruption, provide adequate security, motivate lecturers, appoint competent leadership and provide adequate ICT facilities to schools to enable them switch to online education to reduce the impact of post COVID-19 on the higher institutions.

This paper has reviewed the critical role of internally generated revenue as an inevitable funding compliment for higher education in Nigeria. The conclusion of the paper is that, due to the perennial inadequate funding by the university proprietors, it has become imperative for the university managements to generate supplementary funds in the form of IGR. For private universities, seeking and winning IGR is the whole impetus for their very existence as they do not receive any subsidies from the government

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