

**IMPACT OF FUNDING ON ACADEMIC PROGRAMME IMPLEMENTATION IN  
NIGERIAN UNIVERSITIES**

**BY**

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JANUARY, 2025

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,  
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BENIN CITY, NIGERIA.**

**JANUARY, 2025**

## **CERTIFICATION**

We, the Undersigned, certify that this study was conducted by Chidimma Jessica CHUKWUKA, Mat. No. EDU2001613 in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria. It is adequate in contents and context to meet the requirements for the award of Bachelor of Science of Education BSc. (Ed) in Economics and Statistics Education.

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## **DEDICATION**

I dedicate this project to my parents, Mr. Asoebo Chukwuka Bonaventure and Mrs. Asoebo Nwabiani Joy for their sponsorship of this programme as well as financing this project.

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## **ABSTRACT**

The primary objective of this study was to explore how Information and Communication Technology (ICT) affects quality management in Nigeria's higher education institutions. The research focused on specific indices of Quality Management and ICT, detailed in Appendices IV and V. Two research questions were formulated and addressed directly. Employing a survey research design, the study targeted a population of 3,000 respondents from higher education institutions in Akwa Ibom State, as outlined in Chapter Three. Discrete Sampling Techniques were applied, with a sample size of 3,000. The study utilized a variety of methods, including surveys, structured oral interviews, brainstorming sessions, and panel discussions, to assess the impact of ICT on quality management in these institutions. The oral interview questions were validated by three experts, and their feedback was used to finalize the instrument presented in Appendix IV. Data collection was managed by twelve well-briefed research assistants.

The findings of the study highlighted significant improvements in quality management within the institutions investigated. However, it also identified numerous challenges related to ICT indices. The study concluded that ICT components play a significant role in predicting quality management outcomes in higher education institutions across Nigeria. Addressing these challenges effectively requires a multi-faceted approach, including enhanced government funding, collaboration with the private sector, and strategic long-term planning by institutional leaders.

Based on these findings, the study recommends that institutions assess the efficiency and effectiveness of their internal processes and monitor non-conformances and issues discovered during internal audits. By focusing on these areas, institutions can better manage their resources and improve overall quality management practices.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Universities are set up to implement academic programmes for the production of high-level manpower. The issues on government funds for educational programmes in universities centre on the source of government finances. Majorly, the largest source of government finances come from crude oil proceeds, and collection of duties and taxes. It was reported that over the past 4 decades, the world's price of crude oil has continually changed. Lately, the price of crude oil has fallen drastically to its lowest ebb ever, of \$32 per barrel as at January, 2016. A slight change in dollar price of crude oil per barrel in the international market would result to a phenomenal change in Nigeria's foreign exchange earnings by \$730 million and \$300 million public revenue.

A World Bank Report in 2000 published in 2004 revealed that revenue earning in the Federation Account provided 90 per cent of the Federal Government's annual income and 50-85 per cent of state Government's earning

annually. The gross amount of investment fund allocation to education largely depends on the total earnings in the Federation Account. Besides, the Federal Government sharing method is based on the dictates of the Federal Government Revenue Mobilization and Fiscal Allocation Commission (FRIMFAC).

The three tiers of government provide funds for education at different levels, i.e. primary, secondary and tertiary levels of education. For example, the Federal Government's attention is on tertiary education. Specifically, the Federal Government has 49 universities. The state Governments also has 54 Universities. Several State Governments are eager to establish more universities even with the paucity of funds. Then Academic staff union of universities wades in to caution about the proliferation of universities when the existing ones are poorly funded (Abdulyagin, Murtala and Durosaro, 2017). The excessive Federal Government's involvement in the funding of education programmes in universities has posed constraint of sustainability. Accordingly, some of the problems identified are again facilities, increase in personnel cost, economic recession and the sharp fall in the value of the Naira, gaps between requested funds, approved funds and actual released funds, corruption and mismanagement of funds.

Obviously, the Federal Government as well States and Local Government cannot fund education alone. This is why there is currently private Sector Participation in ownership of universities in Nigeria. Another thing is that there is the need to control the rate at which universities become major fund raisers by turning themselves to quasi-commercial centres as is currently experienced in Nigeria. Some universities in Nigeria are also becoming major commercial undertakings.

Some alternative sources of funding universities are as follows: (i) Education Tax Fund (ETF), (ii) Tertiary Education Trust Fund (TETFUND), (iii) Tertiary Education Graduates Tax (TEGT), (iv) Endowment Funds from Companies and Philanthropists, (v) Contributions from Alumni (vi) Contribution by national and international donor agencies, the World Bank, The United Nations Development Programme (UNDP), United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations International Children Education Fund (UNICEF), Ford Foundation, etc.

Critically, poor welfare conditions in universities have chased young vibrant Nigerian and foreigners from lecturing in apex institutions of learning. The Academic Staff Union of Universities (ASUU) has chided the Federal Government for allocating 7 per cent (N3.52 trillion) out of N49.7 trillion to education in the 2025 budget. According to ASUU Nigeria's education is likely to remain the same because this percentage falls far below 15% to 20% educational budget benchmark recommended for underdeveloped countries such as Nigeria, Ghana, The Gambia, Cameroun, Ivory Cote, Bhusana, b both UNESCO and United Nation Fund for Population Activities (UNFAPA). Poor welfare conditions of public universities lecturers is leading to the reluctance of qualified hands to take up jobs in the universities as well as poor teaching and research. The situation has affected school attendance because majority of lecturers go to schools on selected days to the week.

The university system witnessed stagnation in programme implementation in 2025 and 2024. If not for the sacrifices of the lecturers, the university system would have thrown into another industrial crisis because of the lacklustre attitude of Federal Government to the plights of lecturers. In 2024 the Federal Government has set up a committee to renegotiate the 2009 FGN-ASUU Agreement but it is

warned against delayed tactics as characterized in previous administration. Since 2017 various committees have been set up which yielded a draft agreement between the committee and ASUU in 2021. Unfortunately, the Buhari administration refused to sign the Agree reached by a committee set up by it. The Nimi Briggs-led negotiated draft agreement was thrown into dustbin. One serious thing in the offing is President Bola Tinubu's Agenda to eliminate TETFUND under the proposed tax reform bill which is likely to kill the little infrastructural funding that TETFUND has been executing ever since 2011.

The withheld 3 ½ months salaries in 2022- and third-party deductions owed lecturers continued to generate tensions and anxiety in the university system. The Earned Academic Allowance (EAA) which has been withheld for over 5 years just as the fundings for the revitalization of universities still remains a bone of contention in the university system in Nigeria.

### **Statement of the Problem**

Education is an investment in human capital development. As an investment in human capital development, education has continued to receive attention from

governments, individuals and communities due to the attendant and derived social, economic and political benefits. This is the reason that when governments and communities fail to support education, individuals do allocate the Scarce resources to the enterprise even when they have to borrow. In less developed countries, the provision of education is the sole responsibility of the government. Hence, it is the public hat provide funds for education business. The paltry sum of money that the Nigerian government is able and ready to dispose to education is virtually dependent on the proclaimed “will” for fundings education, availability of fiscal resources, completing demands from other sectors and above all the state of the economy. In all this, the real money for education in Nigeria comes from the public-tax payers as well as revenue from oil sector.

What seemed to be education funding monopoly by three tiers of governments in Nigeria has not only yielded unintended results but actually has led to serious underfunding of public education. Education finance burden was expected to be shared by all concerned and beneficiaries of cost recovery as a way of ensuring equity and access have become a contemporary policy agendum in educational financing. Over the years Nigeria’s budgetary allocations have fallen

short of 2 per cent UNESCO benchmark annually. That is why Nigeria universities cannot pay meaningful wages and salaries to lecturers in public universities (Nwadiani, 2011).

Allocation of 7 per cent of N3.52 trillion out of N47.96 trillion in the 2025 budget proposal is generating multiple ripples, with divergent among stakeholders. They expressed serious concern that the allocation did not meet expectations and even not enough to address the myriads of problems facing education, including outstanding demands to staff unions in tertiary institutions nationwide. President, Academic Staff Union of Universities (ASUU), Prof. Emmanuel Osodeke, said that it is not the amount that matters. The figure might be high, but the value of money is very low because inflation has affected the value due to excessive devaluation of Naira. The amount may sound big, might not make any impact in education sector in the 2025 fiscal ear. There is more to attend to in the education sector. The cost of energy is rising astronomically. There is a salary and several needs competing for the resources. Other needs are infrastructure, laboratories, teacher training, capacity building programmes for teachers to enhance their skills and knowledge.

Included among the priority are on digital education including investment in digital infrastructure and resources to support online teaching and learning, improved access to quality education, special needs education; fund to support the education of students with special needs. UNESCO recommends that countries allocate at least 15 per cent to 20 per cent for developing nations of their total budget to education. In this regard, the 2025 budgetary allocation falls short of this benchmark. In this case it is the academic programmes that would be constraint on account of poor funding of the universities. Academic programmes such as Agriculture, Computer and Digital Engineering, Health, Safety and Environmental Sciences, Physical, Kinetics and Sport Sciences, Education, Social Sciences, Life Sciences, Vocational and Technical Education and Training, Medicine and Surgery, Basic Medical Sciences, Law and Engineering, Nursing Science, etc. Are insurmountable and need sufficient fund to implement.

### **Research Questions**

The following research questions were raised to guide the study;

1. Is there any impact of budget allocation on infrastructure and learning environment in Nigerian Universities?
2. Is there any impact of revenue sources on curriculum implementation in Nigerian Universities?
3. Is there any impact of International Aids and Grants on funding and financing support in Nigerian Universities?
4. Were there regular NUC accreditation and reaccreditation process in the Federal and State Universities?
5. Has the Nigerian Government provided enough research grants and funding opportunities in Nigerian universities?
6. Was there student financial support in public universities in Nigeria?

All Research Questions were answered directly

### **Purpose of the study**

The main purpose of the study was to investigate the impact of funding on academic programme implementation in Nigerian universities. Specifically, the study investigates;

1. The impact of Budget Allocation on Infrastructure and learning environment in Nigerian universities.
2. Impact of Revenue sources on Curriculum Implementation in Nigerian Universities
3. Impact of international Aids and Grants on Funding and Financial Support in Nigerian Universities.
4. Impact of funding on accreditation and quality assurance in Nigerian universities.
5. Impact of funding on research and innovation in Nigerian
6. Impact of funding on Student Support Services in Nigerian Universities.

### **Significance of the study**

At the completion of this study, the findings may be beneficial to the Ministry of Finance to allot significant annual budgetary allocation on infrastructure and learning environment in Nigerian Universities. The National Universities Commission (NUC) will be wary to explore variable source of revenue for the implementation of curriculum in Nigerian Universities.

The Findings of this study will help the Federal Government to sort for international Aids and Grants on Funding and Financial Support in Nigerian Universities. The Financial Account and Finance Support in Nigerian Universities. The Financial Account and Allocation Committee will use the findings on Inflation Adjusted-Funding on Student Enrolment and Retention Rate in Nigerian Universities.

The findings of the study will help Ministry of Finance and Ministry of Education to appropriate adequate Capital vs Recurrent Expenditure on Funding and Financial Support in Nigerian Universities.

The findings of the study will help Ministry of Finance and Ministry of Education to appropriate adequate capital vs recurrent expenditure on Funding and Financial Support in Nigerian Universities.

### **Scope and Delimitation of the Study**

This study covers all public universities in Nigeria spread across the six geopolitical zones and the Federal Capital Territory (FCT) which are affected by perennial under funding of programme implementation overtime. The study is

embarked to investigate the impact of funding on implementation of academic programmes in Nigerian universities.

The content variable covered budget allocation, revenue sources, international Aids and Grants, Inflation-Adjusted Funding and Capital vs Recurrent expenditure on the one hand. On the other hand, it covered infrastructure and learning environment, curriculum, implementation, funding and financial support in Nigerian Universities, student enrolment and retention rates as well staff development in Nigerian universities. This study will be delimited to public universities, i.e. Federal and State Universities in the South-South Geopolitical

### **Definition of Terms**

The following terms are operationally defined

1. **Budgetary Allocation** – The process of distributing financial resources to various sectors, projects, or programmes within an organisation or government. It refers to the specific amount of funds designated for particular expenditures within a given period, ensuring effective financial planning and resource utilisation.

2. **Capacity Building** – The systematic development of knowledge, skills, infrastructure, and institutional frameworks to enhance the efficiency and effectiveness of individuals, organisations, or communities in achieving specific goals. This may include training, workshops, policy development, and technological advancements.
3. **Premium Priorities** – High-value or strategically significant areas of focus that receive top consideration in decision-making, planning, and resource allocation. These priorities often align with organisational or national objectives, ensuring maximum impact and sustainable growth.
4. **Counterpart-Funding** – A financial arrangement where two or more parties contribute resources to fund a project or programme. It is commonly used in government or donor-funded initiatives, where local authorities or organisations must provide a portion of the required funding to complement external financial support.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter dwelt on a review of related literature and theoretical framework. The literature will be reviewed under the following subheadings:

- Theoretical Framework
- Resource Dependence Theory (RDT)
- Concept of Funding a university
- Indices of Funding
- Academic Programmes in Universities and Their Indices
- Indices of Academic Programmes in Universities
- Sources of Funding Academic Programmes in Nigerian Universities

- History of Strikes in Nigerian Universities
- Summary of Reviewed Related Literature

### **Theoretical Framework: Resource Dependence Theory (RDT)**

The theoretical framework provides the foundation upon which this study is based, guiding the research by explaining the relationship between key variables. This study adopts **Resource Dependence Theory (RDT)** as its guiding theoretical framework. Developed by **Jeffrey Pfeffer and Gerald R. Salancik (1978)**, RDT explores how organisations, including educational institutions, rely on external resources to function effectively. The theory argues that organisations must strategically manage their dependence on external entities to ensure stability, efficiency, and sustainability.

RDT is instrumental in analysing **funding, resource allocation, and financial sustainability in educational institutions**. By understanding how schools and universities depend on external resources (such as government budgets, private funding, and donor contributions), the study evaluates the challenges

associated with funding and the strategies institutions adopt to mitigate financial uncertainty.

## **Origin and Development of Resource Dependence Theory (RDT)**

Resource Dependence Theory was introduced by **Jeffrey Pfeffer and Gerald R. Salancik** in their seminal book, *The External Control of Organizations: A Resource Dependence Perspective* (1978). Their work built on earlier theories in organisational behaviour, particularly those that emphasised the influence of external factors on decision-making processes.

### **About the Proponents of the Theory**

#### **1. Jeffrey Pfeffer**

- Born in 1946, Pfeffer is a distinguished professor of organisational behaviour at Stanford University.
- His research focuses on management strategies, leadership, and the role of power in organisational decision-making.

#### **2. Gerald R. Salancik**

- Salancik (1943–1996) was a professor at Carnegie Mellon University and a leading scholar in organisational theory.
- He contributed significantly to the study of decision-making processes, power dynamics, and resource dependency in organisations.

Their work on RDT remains a cornerstone in management and public administration research, particularly in analysing how organisations navigate financial constraints and resource limitations.

### **Key Principles of Resource Dependence Theory (RDT)**

RDT is built on several key principles that explain how organisations interact with their environment to secure resources.

#### **Dependence on External Resources**

Organisations do not operate in isolation; they depend on external resources such as **funding, personnel, infrastructure, and technology**. Schools and universities, for instance, rely on government funding, grants, and private sponsorships to function effectively.

## **Power and Control in Resource Exchange**

Entities that provide essential resources exert influence over organisations. In education, government agencies, donors, and private sponsors have the power to dictate funding policies and budget allocations.

## **Organisational Strategies to Manage Resource Dependence**

To reduce financial uncertainty, organisations employ strategies such as:

- **Diversification of funding sources** (e.g., seeking multiple grants, tuition fees, and donor contributions).
- **Strategic alliances and partnerships** to gain access to alternative resources.
- **Lobbying and advocacy efforts** to influence policy changes and secure favourable funding.

## **Environmental Uncertainty and Resource Scarcity**

The availability of resources is affected by economic fluctuations, government policies, and global events. Schools and universities must adapt to

changing financial landscapes by implementing cost-saving measures and alternative funding strategies.

### **Application of RDT to Educational Funding**

The relevance of RDT to this study lies in its ability to explain the dynamics of **funding allocation, financial management, and sustainability in education.**

Educational institutions, particularly public schools and universities, are highly dependent on external resources, making RDT an appropriate framework for analysing the following:

#### **Government Funding and Budget Constraints**

Public schools rely on budgetary allocations from the government, which may be insufficient due to **economic downturns, policy shifts, or bureaucratic inefficiencies.** RDT explains how schools navigate **funding shortfalls** by seeking alternative financial support.

#### **Private Sector and Donor Influence on Education**

Many educational institutions engage with **private sponsors, corporate bodies, and international donors** to supplement government funding. However, external funding often comes with conditions that may influence institutional policies and priorities.

### **Diversification of Revenue Sources**

To reduce reliance on a single funding source, schools explore:

- **Tuition fees** (for private institutions and universities).
- **Endowments and grants** (from NGOs and philanthropists).
- **Public-private partnerships (PPP)** to support infrastructure development and research.

### **Impact of Financial Dependency on Institutional Autonomy**

The more an institution depends on external funding, the **greater the control external entities** have over its policies and operations. This dynamic often affects **curriculum design, research priorities, and administrative decisions**.

### **Criticisms and Limitations of RDT**

While RDT is widely used in organisational studies, it has some limitations:

### 1. **Overemphasis on External Factors**

- The theory focuses primarily on external influences, sometimes neglecting the **internal capabilities and decision-making autonomy** of organisations.

### 2. **Limited Consideration of Innovation and Leadership**

- RDT assumes that organisations are largely reactive to external pressures, rather than being proactive in shaping their environment through **innovation and strategic leadership**.

### 3. **Sector-Specific Limitations**

- While the theory applies well to **public institutions and non-profits**, some industries such as **technology and creative sectors**—may rely more on **internal innovation rather than external funding**.

## **Justification for Using RDT as the Theoretical Framework**

The adoption of RDT as the theoretical framework for this study is justified based on the following:

- **Direct Relevance to Educational Funding:** Since schools and universities depend on external funding, RDT provides a strong lens for examining how institutions manage financial constraints.
- **Explains Financial Challenges in Public Education:** The theory highlights how government policies, economic conditions, and donor influences shape funding allocation.
- **Guides Policy Recommendations:** By understanding funding dependencies, policymakers can develop strategies for **financial sustainability and improved resource management in education.**

Resource Dependence Theory (RDT) provides a comprehensive framework for analysing **funding challenges, financial management, and institutional sustainability** in the education sector. The theory, developed by Pfeffer and Salancik (1978), explains how organisations **manage external dependencies, secure resources, and navigate financial uncertainties.** In the context of this

study, RDT is crucial for evaluating how **schools and universities adapt to budget constraints and explore alternative funding mechanisms.**

By applying RDT, this study aims to provide insights into **funding strategies, financial risks, and policy interventions** that can enhance the financial resilience of educational institutions.

### **Concept of Funding a university**

Funding is a critical determinant of the quality, accessibility, and sustainability of higher education. Universities require adequate financial resources to support teaching, research, infrastructure, and student services. The concept of **university funding** encompasses all financial mechanisms through which higher education institutions (HEIs) obtain and manage resources to fulfil their academic, research, and societal functions.

According to Altbach, Reisberg, and Rumbley (2019), the funding of universities is a **complex and multi-dimensional process** involving contributions from **government appropriations, tuition fees, research grants, private endowments, and philanthropic donations.** The nature of funding varies across

countries, influenced by **economic policies, governance structures, and societal expectations** regarding higher education.

This section explores the **definition, importance, sources, models, and challenges of university funding**, drawing from relevant literature and theoretical perspectives.

### **Definition of University Funding**

University funding refers to the **financial resources allocated to higher education institutions** to support their core functions, including **teaching, research, community service, and innovation** (Teixeira, 2017). It encompasses both **recurrent expenditure** (e.g., staff salaries, student services, operational costs) and **capital expenditure** (e.g., infrastructure development, technology investment).

Johnstone (2018) defines higher education funding as "the structured mechanisms through which universities acquire financial support to sustain academic operations, invest in faculty development, and expand institutional capacities" (p. 94). Funding

policies determine how universities access, distribute, and utilize financial resources to achieve their educational objectives.

## **Importance of University Funding**

Adequate funding is essential for the effective functioning of universities.

Several scholars emphasize the following key roles of university funding:

### **1. Quality of Education and Research**

Funding directly impacts the quality of **teaching, learning resources, and research output**. Universities with **adequate financial resources** can recruit **highly qualified faculty, invest in modern libraries and laboratories, and support innovative research** (OECD, 2021). Conversely, **underfunded institutions** face challenges such as **overcrowded classrooms, outdated learning materials, and low research productivity** (Banya, 2018).

### **2. Expansion of Access and Equity**

Financial resources enable universities to implement policies that **promote access to education for disadvantaged groups**, including scholarships, tuition subsidies, and student loan programs (Marginson, 2020). Countries that invest significantly in **public universities tend to have higher enrolment rates and lower educational inequality** (Psacharopoulos & Patrinos, 2019).

### **3. Infrastructure Development**

Modern universities require **state-of-the-art infrastructure**, including lecture halls, laboratories, student hostels, and digital learning platforms. Without adequate funding, institutions struggle to provide an enabling learning environment (World Bank, 2020). Universities that receive **consistent capital funding** can expand their facilities and adopt **smart learning technologies** (Salmi, 2017).

### **4. Institutional Autonomy and Academic Freedom**

Financial stability enhances **institutional autonomy**, reducing excessive dependence on **government regulations or corporate influence** (Bok, 2019). When universities are financially constrained, they may compromise **academic**

**independence, research priorities, and decision-making autonomy** in pursuit of funding (Enders, de Boer, & Weyer, 2019).

## **5. Contribution to Economic Development**

University funding has broader implications for **national development, innovation, and economic competitiveness**. Higher education institutions drive **knowledge economies, entrepreneurship, and industrial research** (UNESCO, 2022). Countries with **strong higher education funding systems** tend to have **higher levels of technological advancement and workforce productivity** (Bloom, Canning, & Chan, 2018).

### **Sources of University Funding**

University funding comes from multiple sources, which vary based on **institutional type, national policies, and economic conditions**. Scholars categorize university funding into **public and private sources** (Teixeira & Shin, 2019).

#### **1. Government Funding**

Public universities receive funding from **government budgets**, often through ministries of education, research councils, and special education grants (Johnstone, 2018). Government funding includes:

- **Direct appropriations** (annual budgetary allocations).
- **Performance-based funding** (funding linked to graduation rates and research output).
- **Competitive research grants** (funds for specific academic projects).

## **2. Tuition Fees and Student Contributions**

Many universities rely on **student tuition and fees** to finance operations (Altbach et al., 2019). While tuition-based funding is common, excessive dependence on **student fees** can **reduce access to education and increase student debt** (Barr, 2020).

## **3. Private Sector and Industry Partnerships**

Corporate sponsorships, industrial research collaborations, and **public-private partnerships (PPPs)** provide additional funding (Salmi, 2017). Universities with **strong industry links** benefit from **grants, technology investments, and research contracts** (Etzkowitz & Leydesdorff, 2018).

#### **4. Philanthropy and Endowments**

Wealthy individuals, foundations, and alumni contribute to university endowments (Bok, 2019). Institutions like **Harvard, Oxford, and Stanford** have substantial **endowment funds** that support scholarships, faculty salaries, and infrastructure.

#### **5. International Donor Agencies and Multilateral Institutions**

Many universities in **developing countries** receive funding from **UNESCO, the World Bank, African Development Bank (AfDB), and European Union research grants** (UNESCO, 2022). These funds support educational reforms, curriculum development, and institutional capacity-building (Bloom et al., 2018).

### **Models of University Funding**

Several funding models exist, each with distinct advantages and limitations:

1. **State-Funded Model:** Full government support (e.g., **Nordic countries, Germany**).
2. **Tuition-Driven Model:** Student fees as a primary source (e.g., **United States, Canada**).
3. **Hybrid Model:** Combination of government funding, tuition, and private investment (e.g., **United Kingdom, Australia**).
4. **Performance-Based Model:** Allocation linked to outcomes such as graduation rates and research impact (Marginson, 2020).

### **Challenges in University Funding**

Despite various funding mechanisms, universities face persistent financial challenges:

- **Budgetary Constraints:** Governments struggle to meet funding commitments due to economic downturns (OECD, 2021).

- **Rising Costs of Higher Education:** Inflation and increased enrolment rates put pressure on financial resources (Salmi, 2017).
- **Dependence on Tuition Fees:** Heavy reliance on student fees can lead to inequity and high student loan debts (Barr, 2020).
- **Limited Research Funding:** In many developing countries, research is **underfunded**, affecting innovation and competitiveness (Bloom et al., 2018).

Funding is a **fundamental aspect of university administration**, influencing quality, access, and sustainability. Universities rely on **government appropriations, tuition fees, private sector investments, philanthropy, and international aid** to sustain operations. However, financial constraints pose challenges to **infrastructure development, faculty remuneration, and research productivity**. To ensure long-term sustainability, universities must adopt **diversified funding strategies** and advocate for **robust public investments in higher education**.

## **Indices of Funding**

Funding is a **critical factor in the sustainability and quality** of educational institutions, particularly universities. The effectiveness of funding mechanisms is **measured through specific indices** that assess the adequacy, equity, efficiency, and impact of financial resources allocated to higher education institutions (HEIs). These indices are **essential for policymakers, administrators, and researchers** in evaluating the funding structure of universities and ensuring the financial health of the education sector.

According to **Johnstone (2018)**, indices of funding refer to **quantitative and qualitative indicators used to assess the sufficiency, distribution, and utilisation of financial resources** in educational institutions. These indicators provide a **framework for financial planning, resource allocation, and policy formulation** in higher education.

### **Indices of Funding**

Indices of funding represent **specific measurable indicators** used to evaluate the efficiency, adequacy, and impact of financial resources allocated to universities. According to **Teixeira and Shin (2019)**, these indices help in:

- Assessing whether universities receive **adequate financial support** to fulfil their academic and research mandates.
- Evaluating the **effectiveness of fund utilisation** in relation to institutional performance.
- Ensuring **equity and sustainability** in the funding of higher education.

These indices are used by **governments, funding agencies, and university administrators** to track financial stability, optimise budgetary allocations, and implement funding reforms.

### **Key Indices of Funding in Higher Education**

Several indices are commonly used to assess **funding patterns and financial health** in universities. These include:

#### **1. Budgetary Allocation to Higher Education (% of GDP and Total Budget)**

One of the most significant indices of funding is the **percentage of a country's Gross Domestic Product (GDP) or national budget allocated to**

**higher education.** This measure indicates the government's commitment to university funding.

- According to **UNESCO (2022)**, at least **4–6% of GDP or 15–20% of total government expenditure** should be allocated to education.
- In many **developed countries**, higher education receives between **1.5–2.5% of GDP**, whereas in many **developing nations**, the allocation is often below **1%**, leading to funding inadequacies (**Altbach et al., 2019**).

Countries with **higher education budget allocations above 2% of GDP** tend to have **better quality institutions, research output, and access to education** (**Salmi, 2017**).

## **2. Per Capita Student Funding**

This index measures the **average amount of funding allocated per student** in a university or higher education system. It provides insight into the **level of financial investment per student** and its impact on learning conditions.

- According to **World Bank (2020)**, high per capita student funding is correlated with **smaller class sizes, better faculty salaries, improved student services, and enhanced research facilities**.
- **OECD (2021)** reported that in developed economies, **average per student funding** in public universities ranges between **\$10,000–\$25,000 per annum**, whereas in many African countries, it is below **\$2,000**.

Lower per capita student funding is often associated with **overcrowding, limited research opportunities, and inadequate academic resources** (Psacharopoulos & Patrinos, 2019).

### **3. Tuition Fee Contributions as a Percentage of University Income**

Universities derive revenue from multiple sources, with **tuition fees being a significant component**. This index measures the **extent to which tuition fees contribute to the overall budget** of an institution.

- In countries with **publicly funded higher education**, tuition fees contribute **less than 20%** of university revenue (**Marginson, 2020**).
- In contrast, **privately funded institutions** rely on tuition for **80% or more** of their income, making them vulnerable to **fluctuations in student enrolment** (**Banya, 2018**).
- The **United States and the United Kingdom** have tuition-dependent models, where fees constitute **40–60%** of university funding (**Altbach et al., 2019**).

Excessive dependence on tuition revenue can lead to **financial instability**, particularly in economic downturns where student enrolment declines.

#### **4. Research and Development (R&D) Funding as a Percentage of University Budget**

Research funding is a critical determinant of **innovation, academic excellence, and global competitiveness**. This index measures the **proportion of a university's budget allocated to research activities**.

- According to **OECD (2021)**, universities in research-intensive countries allocate **30–50%** of their budgets to R&D.
- In contrast, many **African and South Asian universities** allocate **less than 5%**, limiting their research output (**Teixeira, 2017**).
- Countries like **South Korea and Germany**, with **high R&D funding in universities**, lead in **technological innovation and scientific advancement** (**Salmi, 2017**).

## 5. Endowment Funds and Private Donations

Endowment funds serve as **long-term financial reserves** for universities, supporting **scholarships, infrastructure, and faculty salaries**. This index measures the **size and sustainability of university endowments**.

- Prestigious universities like **Harvard, Stanford, and Oxford** have endowments exceeding **\$30 billion**, ensuring financial stability (**Bok, 2019**).
- In contrast, most universities in **developing economies lack substantial endowments**, making them dependent on **government funding and tuition revenue** (**Enders et al., 2019**).

## 6. Infrastructure Funding Index

This index measures the **percentage of university budgets allocated to infrastructure development**, including classrooms, libraries, research labs, and digital learning technologies.

- Universities in **developed economies** dedicate **15–25%** of their budgets to infrastructure (**World Bank, 2020**).

- In many **African universities**, infrastructure funding is below **10%**, leading to **overcrowded lecture halls, outdated equipment, and poor ICT access** (Psacharopoulos & Patrinos, 2019).

## **7. Staff Remuneration and Faculty Development Funding**

The percentage of university budgets allocated to **faculty salaries and professional development** is a key funding index. Competitive salaries attract **highly qualified faculty**, improving **teaching quality and research productivity** (Johnstone, 2018).

- In **research-intensive universities**, faculty salaries account for **40–50%** of total expenditures (Salmi, 2017).
- Underfunded universities often struggle with **low faculty retention, brain drain, and staff dissatisfaction** (Banya, 2018).

## Challenges in Applying Funding Indices

Despite their usefulness, **funding indices face several challenges:**

- **Inconsistent data availability**, especially in developing countries (UNESCO, 2022).
- **Fluctuations in government budgets**, affecting long-term funding commitments (Marginson, 2020).
- **Overreliance on tuition fees**, increasing financial burdens on students (Barr, 2020).

Indices of funding provide a **quantitative and qualitative framework** for assessing the financial health of universities. Key indices include **budgetary allocation, per capita student funding, research investment, tuition dependency, and infrastructure funding**. These measures are essential for **policymakers, university administrators, and funding agencies** in ensuring sustainable and equitable university financing. However, challenges such as **inconsistent data, budgetary constraints, and tuition dependency** must be addressed to optimise funding models.

## **Academic Programmes in Universities and Their Indices**

Academic programmes in universities constitute the **structured educational curricula** that institutions offer at various levels undergraduate, postgraduate, and professional. These programmes serve as the foundation for developing human capital, fostering research, and contributing to national development (**Altbach et al., 2019**). The **quality and diversity** of these academic programmes depend on several factors, including **government policies, funding, accreditation standards, faculty expertise, and industry relevance** (**Teixeira & Shin, 2019**).

### **Structure of Academic Programmes**

Academic programmes in universities are generally classified into:

1. **Undergraduate Programmes** – These are **first-degree courses** leading to a **Bachelor’s degree (BA, BSc, BEng, LLB, etc.)**. They typically span **three to five years**, depending on the discipline (**UNESCO, 2022**).
2. **Postgraduate Programmes** – These include:

- **Master’s degree programmes (MA, MSc, MBA, MPhil, etc.)**, typically lasting **one to two years**.
  - **Doctoral programmes (PhD, DBA, EdD, etc.)**, which involve **advanced research** and can take **three to seven years**.
3. **Professional and Certification Programmes** – These include degrees in **law, medicine, engineering, architecture, and business administration**, often requiring additional licensure or board certification (**World Bank, 2020**).
  4. **Distance Learning and Online Programmes** – With advancements in **digital education**, universities now offer **fully online and hybrid programmes**, allowing students to earn degrees remotely (**OECD, 2021**).

### **Indices of Academic Programmes in Universities**

Indices refer to **key performance indicators (KPIs)** used to measure the effectiveness, relevance, and sustainability of academic programmes. These include:

1. **Curriculum Relevance and Industry Alignment** – Academic programmes should be **periodically reviewed** to ensure they align with **global trends, market demands, and national development goals** (Psacharopoulos & Patrinos, 2019).
2. **Accreditation and Quality Assurance** – In Nigeria, the **National Universities Commission (NUC)** ensures that universities comply with **minimum academic standards (BMAS)** before granting accreditation (NUC, 2020).
3. **Research Output and Knowledge Production** – The volume and impact of **peer-reviewed journal publications, patents, and citations** are indicators of a university’s research strength (Salmi, 2017).
4. **Graduate Employability Rates** – Universities with higher graduate employability rates demonstrate stronger programme effectiveness (Teixeira & Shin, 2019).
5. **International Collaboration and Academic Mobility** – Universities that attract **international students, faculty, and research partnerships** often perform better in global rankings (UNESCO, 2022).

## **Sources of Funding Academic Programmes in Nigerian Universities**

The funding of academic programmes in Nigerian universities is **multifaceted**, comprising allocations from the **federal and state governments, tuition fees, endowments, research grants, and private sector partnerships**. However, the reliance on **government subventions as the primary source of funding** has proven **unsustainable**, leading to financial crises, strikes, and infrastructural decay (Altbach et al., 2019).

### **Major Sources of Funding**

#### **1. Government Allocations and Budgetary Subventions**

- The **Federal Government of Nigeria (FGN)** provides funding through the **annual budgetary allocation to the education sector**.
- Nigeria has consistently **failed to meet UNESCO's recommended 26% budget allocation to education, with allocations ranging between 5-10% from 1999 to 2023 (UNESCO, 2022)**.

## **2. Tertiary Education Trust Fund (TETFUND)**

- Established in **2011** through the **TETFUND Act**, this agency provides **intervention funds for research, faculty development, and infrastructure.**
- Funding is generated through a **2% education tax on assessable profits of registered companies in Nigeria (TETFUND Act, 2011).**

## **3. Nigerian Education Loan Fund (NELFUND)**

- Created in **2023**, NELFUND is designed to provide **interest-free student loans** for tuition and academic expenses.
- However, challenges such as **loan repayment defaults and lack of employment opportunities for graduates** pose significant risks (**Federal Government of Nigeria, 2023**).

## **4. Tuition and Student Fees**

- Unlike **developed countries** where **tuition is a major revenue source**, Nigerian public universities charge **relatively low fees**, making it difficult to cover operational costs (**OECD, 2021**).
- Private universities rely **almost entirely on tuition and fees**, making them financially more sustainable but less accessible (**Teixeira & Shin, 2019**).

## **5. Research Grants and International Funding**

- Universities receive funding from international organisations like **the World Bank, UNESCO, Ford Foundation, and the African Development Bank (AfDB)** for research and academic development (**Psacharopoulos & Patrinos, 2019**).

## **6. Alumni Contributions and Endowments**

- In countries like **the United States and the United Kingdom**, alumni funding plays a **major role** in university financing, but Nigerian institutions **have weak alumni engagement structures** (**World Bank, 2020**).

## **History of Strikes in Nigerian Universities**

Strikes have been a **recurrent crisis** in Nigeria's higher education system due to **poor funding, irregular salaries, and government failure to honour agreements** with academic unions (Altbach et al., 2019).

### **Major Causes of Strikes**

1. **Inadequate Salaries and Poor Working Conditions** – Lecturers often experience **delays in salary payments, lack of research funding, and poor working environments** (Salmi, 2017).
2. **Unmet Agreements Between ASUU and the Government** – The government **frequently reneges on agreements** regarding salary structures and funding (NUC, 2022).
3. **Underfunding of Universities** – Many universities lack **adequate infrastructure, equipment, and learning resources**, leading to **protests and academic disruptions** (Psacharopoulos & Patrinos, 2019).

### **Notable Strikes in Nigerian Universities**

- **1999 ASUU Strike** – Lasted **five months**, demanding improved funding.

- **2013 ASUU Strike** – Lasted **five months**, over unpaid allowances.
- **2022 ASUU Strike** – Lasted **eight months**, disrupting academic calendars nationwide (NUC, 2022).

### **Effects of Underfunding Nigerian Universities**

1. **Deteriorating Infrastructure** – Classrooms, hostels, and research labs are in **deplorable conditions** due to inadequate funding (Salmi, 2017).
2. **Brain Drain of Academic Staff** – Many Nigerian lecturers migrate to **Europe, the US, and Canada** due to poor remuneration (Teixeira & Shin, 2019).
3. **Decline in Research Output** – Nigeria ranks **low in global research impact** due to insufficient research grants (World Bank, 2020).
4. **Prolonged Academic Disruptions** – Strikes result in **delayed graduations and low employability** (Altbach et al., 2019).

The **underfunding crisis in Nigerian universities** remains a **major challenge** to national development. While **TETFUND and NELFUND** provide

some relief, **government inaction, lack of private sector involvement, and weak policy implementation** continue to hinder progress. Sustainable solutions require **increased budget allocations, alternative revenue sources, international partnerships, and stronger accountability mechanisms.**

### **Summary of Related Reviewed Literature**

In this chapter, relevant literatures were reviewed in the following sub headings; Resource Dependence Theory (RDT), Concept of Funding a university, Indices of Funding, Academic Programmes in Universities and Their Indices, Indices of Academic Programmes in Universities, Sources of Funding Academic Programmes in Nigerian Universities and History of Strikes in Nigerian Universities.

The literatures reviewed that there is a correlation between funding and academic programme implementation in universities. The literatures also revealed that funding policies and procedures are considered one of the more influential factors driving efficiency and effectiveness in the implementation of academic programmes in the universities. This is supported by the Theory of Resource

Dependence Theory (RDT) Developed by **Jeffrey Pfeffer and Gerald R. Salancik (1978)**, which states that institutions, rely on external resources to function effectively. The theory argues that organisations must strategically manage their dependence on external entities to ensure stability, efficiency, and sustainability.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is concerned with the procedures and methods adopted to conduct the research. They were discussed under the following sub-headings; Design of the Study, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Date of Analysis.

#### **Research Design**

The study employed a survey research design, a method that systematically gathers data to describe and analyse the characteristics of a target population. This approach is instrumental in obtaining quantitative insights into attitudes, opinions,

behaviours, and characteristics by studying a representative sample. According to McCombes (n.d.), surveys are versatile tools that can be administered through various means, including questionnaires and interviews, to collect data efficiently.

Survey research can be categorized based on data collection methods into the following types:

- **Questionnaire Surveys:** These utilize structured instruments distributed via mail, online platforms, or in person, allowing respondents to self-report.
- **Interview Surveys:** These involve direct interaction, either face-to-face or via telephone, enabling the researcher to probe deeper into responses.

The choice between these methods depends on factors such as research objectives, target population, and available resources. A well-designed survey ensures that the data collected is both reliable and valid, providing a solid foundation for testing hypotheses and drawing meaningful conclusions. As highlighted by Saris and Gallhofer (2014), careful attention to question formulation and survey structure is crucial in minimizing biases and enhancing data quality.

In this study, emphasis was placed on **observational surveys** and **panel surveys** to conduct a comprehensive analysis. Observational surveys allowed for the systematic recording of behaviours or events as they naturally occurred, providing contextual insights. Panel surveys, which involve repeated measurements from the same subjects over time, facilitated the examination of changes and trends within the population. Additionally, brainstorming sessions were incorporated to generate diverse perspectives and identify key areas of interest. The integration of internet-based tools further enhanced data collection efficiency and reach.

This survey design was deemed most appropriate for the study as it enabled data collection from a representative sample, allowing for generalizations and informed conclusions about the broader population. By employing a combination of observational and panel surveys, along with leveraging digital resources, the research aimed to capture a holistic understanding of the phenomena under investigation.

### **Population of the Study**

The population of the study comprised of 15 Federal and State universities in the South-South geopolitical zone in Nigeria. Out of this number there are 7 Federal Universities as well as 8 State universities in the region. The population is the group of interest to the researcher, i.e. the group he would like the results of the study to be generalizable (Omorugiuwa,2015). It was Federal and State universities that were studied.

### **Sample and Sampling Technique**

The researcher adopted Proportional sampling technique for this study based on characteristics of the population.

Proportional sampling is a method of stratified sampling where the sample size for each subgroup (or stratum) is based on its proportion in the overall population. This ensures that every subgroup is accurately represented, reflecting the diversity of the entire population.

In this approach, the population is first divided into different strata based on important characteristics such as age, gender, or location. Then, a sample is drawn

from each group in a way that matches its proportion in the population. This technique helps ensure the sample is representative, improving the reliability and validity of the results.

Proportional sampling is commonly used in quantitative research, particularly for demographic studies, market research, and educational investigations, where it's crucial to maintain proportional representation. However, it requires accurate population data and careful categorization to avoid misrepresentation. To calculate the sample size for each stratum, the following formula is applied:

$$n_i = \left( \frac{N_i}{N} \right) \times n$$

Where:

- $n_i$  = Sample size for the i-th stratum
- $N_i$  = Population size of the i-th stratum
- $N$  = Total population size
- $n$  = Total sample size

This formula ensures that each subgroup is represented in proportion to its size in the population, reducing bias and enhancing the overall quality and accuracy of the research.

A sample of 15 universities i.e. 7 Federal universities and 8 State universities was used proportionally from the selected 15 universities in the South-South region. Fifteen (15) universities were drawn from 5 States in South-South geopolitical zone. The major state in the South-South is Akwa Ibom, Bayelsa, Cross-River, Delta, Edo and Rivers State. In each of the States, respondents were contacted through Letter of Introduction. Information was also collected through Internet, telephone, digital camera, brain storming, panel and Oral Interviews. Their opinions and views were used for this study. One (1) university was studied in each State namely, University of Uyo, University of Port Harcourt which were Federal universities and Ambrose Alli University, Ekpoma, Bayelsa Medical University, Yenagoa (BMU), Delta State University, Abraka.

## **Research Instruments**

The researcher opted for grouping respondents into 5 States in South-South geopolitical zones whereby one (1) university was picked from each state. Other information regarding the reaction of the Vice-chancellors, Registrars, Principal Officers, Lecturers, Non-Academic Staff and students were collected through personal interviews, brainstorming, survey and telephone. A proforma of Oral Interviews and Brainstorming was developed and adopted for this study.

### **Validity of the Instruments**

The instrument was subjected to face and content validity by the researcher's Supervisor from the Department of Educational Management and two experts from Educational Evaluation and Counselling Psychology in the University of Benin, Benin City. The experts scrutinized and made their comments and suggestions on the content validity bearing in mind the significance of each item(s) to the study. Appropriate expression as corrected by the experts were affected and incorporated in the final copy before there were administered to the respondents through brainstorming, interviews, panel, survey, internet and telephone.

### **Reliability of the Instrument.**

There was no testing of reliability because in most cases oral questions were asked to obtain the response required for this study.

### **Method of Data Collection**

The researcher collected information used for the research through internet, brainstorming, survey, telephone and personal interview which was done throughout the period of research in public universities in South-South geopolitical zone. For the purpose of Brainstorming. The respondents assembled at the Indoor Sport Hall in each university.

### **Method of Data Analysis**

Information was collected from internet, brain storming, survey and oral interviews and telephone were used for the purpose of the analysis of this work. In some cases, descriptive statistics such as mean  $\bar{x}$  (x-bar) or Standard Deviation (STD) or percentages were used for the interpretation of the data obtain for the study.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter dealt with presentation of result, interpretation and discussion of findings. The chapter is divided into two sections (i.e. Sections A and B).

Section A provided answers to research questions, Section B dealt with discussion the findings.

## Section A - Presentation of Results

**Table 1- Item Response**

S/N	Item	Response		Inference
		Agreed (%)	Disagreed (%)	
1.	Is there any impact of budget allocation on infrastructure and learning environment in Nigerian Universities?	2500(100%)	0 (0%)	Significant
2.	Is there any impact of revenue sources on curriculum implementation in Nigerian Universities?	2500(100%)	0 (0%)	Significant
3.	Is the any impact of International Aids and Grants on funding and financing support in Nigerian Universities?	2,480 (99.2%)	20(0.8%)	Insignificant
4.	Were there regular NUC accreditation and reaccreditation process in the Federal and State Universities?	2000 (80%)	500(20%)	Significant
5.	Has the Nigerian Government provided enough research grants and funding opportunities in	2,495 (99.8%)	125 (0.2%)	Significant

	Nigerian universities?			
6.	Was there student financial support in public universities in Nigeria?	2,496 (99.84%)	4 (0.16%)	Significant

## Research Question 1: Is there any impact of budget allocation on infrastructure and learning environment in Nigerian Universities?

### Answer to Research Question One

Table 2:

 <b>2025 proposed budget: Top 20 universities with the highest allocations</b>					
1	University of Nigeria Nsuka	N44.38 billion	11	University of Port Harcourt	N23.41 billion
2	University of Calabar	N37.26 billion	12	Obafemi Awolowo University	N23.18 billion
3	Ahmadu Bello University, Zaria	N36.74 billion	13	University of Jos	N22.18 billion
4	Nnamdi Azikiwe University, Awka	N31.78 billion	14	National Open University	N20.08 billion
5	University of Benin	N28.87 billion	15	University of Technology, Owerri	N19.95 billion
6	University of Ibadan	N27.82 billion	16	University of Ilorin	N19.31 billion

The total number of respondents (2,500) to these questions unanimously agreed that 7.3 percent of Nigeria's education budget in 2025 will not bring any change because it does not meet UNESCO recommendation of 26 per cent for developing countries.

In the proposed 2025 budget, the top 20 universities in Nigeria with the highest allocations are led by the University of Nigeria, Nsukka, which received ₦44.38 billion. This is followed by the University of Calabar with ₦37.26 billion and Ahmadu Bello University with ₦36.74 billion. Nnamdi Azikiwe University was allocated ₦31.78 billion, while the University of Benin received ₦28.87

billion. The University of Ibadan was allocated ₦27.82 billion, closely followed by the University of Maiduguri with ₦27.42 billion. The University of Uyo received ₦26.94 billion, while the University of Lagos was allocated ₦24.56 billion. Bayero University received ₦24.05 billion, and the University of Port Harcourt was allocated ₦23 billion.

President Bola Tinubu has allocated over 500 billion to 20 federal universities in the proposed 2025 budget, with the University of Nigeria, Nsukka (UNN) receiving the highest share of 44.38 billion. The ICIR tracked the budget for 20 out of 43 Federal universities in their country. The budget proposal comes amid unresolved issues with the Academic Staff Union of Universities (ASUU), which has consistently identified poor funding as a major contributor to Nigeria's educational challenges.

An analysis by THE ICIR showed how the budget presented on Wednesday, December 18, 2024, and titled “Budget of Restoration: Securing Peace, Rebuilding Prosperity,” allocated 2.52 trillion naira (7.3 percent) of the 47.90 trillion total budget to the education sector. Although this reflected a marginal increase from 5.5

per cent allocated in 2024, the allocation still falls short of the UNESCO recommendation 15-20 per cent of the national budget for the sector.

**Research Question 2: Is there any impact of revenue sources on curriculum implementation in Nigerian Universities?**

**Answer to Research Question 2**

In totality, our 2,500 respondents, drawn from 5 universities, all of them 100 per cent agreed to the assertion above that there is impact of revenue sources on curriculum implementation in Nigeria universities. The financial health of Nigerian universities is intrinsically linked to the quality and effectiveness of curriculum implementation. Adequate and diversified revenue sources not only support the academic mission of these institutions but also ensure that curricula remain dynamic, relevant, and capable of producing graduates who can thrive in a competitive global environment.

**Research Question 3: Is the any impact of International Aids and Grants on funding and financing support in Nigerian Universities?**

**Answer to Research Question 3**

Two thousand five hundred (2,500) respondents from 5 public sampled responded to these questions. Five hundred respondents were from each university

out of this number 2,480 i.e. 99.2 per cent agreed that international aid and grants have a profound effect on the financial resources available to Nigerian universities, playing an essential role in supplementing domestic funding. While 20 respondents i.e. 0.8 per cent disagreed. These external contributions significantly enhance the ability of universities to pursue their educational goals and objectives.

A prominent example of this is the MacArthur Foundation's initiative in 2001, where it awarded grants ranging from \$2 to \$3 million to four Nigerian universities: Ahmadu Bello University, Bayero University Kano, the University of Port Harcourt, and the University of Ibadan. These funds aimed to rejuvenate the academic environment, improve infrastructure, and support sustainable development within the universities.

Additionally, international aid has positively influenced educational enrolment in Nigeria. Research has shown that regions with active aid projects have a higher likelihood of increased enrolment in both primary and secondary education, which in turn strengthens the pathway to higher education. This

highlights that aid not only supports universities but also boosts the overall educational system in the country.

However, the effectiveness of these aid initiatives depends on how well the funds are managed. Challenges such as mismanagement and domestic hurdles often undermine the potential benefits of international aid. Studies have indicated that poor implementation and ineffective utilization of foreign aid resources have hindered progress in Nigeria's educational sector.

International aid and grants play a crucial role in funding Nigerian universities, particularly when effectively managed. These external resources support infrastructure development, academic programs, and the overall growth of higher education. To fully capitalize on the potential benefits, it is vital to improve the management systems for these funds.

**Research Question 4: Were there regular NUC accreditation and reaccreditation process in the Federal and State Universities?**

**Answer to Research Question 4**

Result revealed that 2,000 respondents i.e 80 per cent disagreed that there were regular NUC accreditation and reaccreditation process in the Federal and

State universities while 500 i.e. 20 per cent of the respondents agreed that NUC carried out regular accreditation and reaccreditation of Federal and State universities. The accreditation exercise as observed current is piece meal.

**Research Question 5 : Has the Nigerian Government provided enough research grants and funding opportunities in Nigerian universities?**

**Answer to Research Question 5**

It was found that 2,495 (99.8 percent) respondents agreed that the Nigerian Government does not provide enough research grant and funding opportunities in Nigerian universities. Only 5 (0.2 per cent) agreed that Nigerian government provided enough research grant and opportunities in Nigerian universities. A greater majority of lecturers has never received research grants in the employment.

**Research Question 6: Was there student financial support in public universities in Nigeria?**

**Answer to Research Question 6**

**nelfund**  
NIGERIAN EDUCATION LOAN FUND  
... increasing access to higher education

**Increasing access to Higher Education**  
More than a financial aid program, the Student Loan initiative set up by the Federal Government of Nigeria, is a beacon of hope for Nigerian students pursuing higher education.

**Simple Steps to Secure Your Student Loan**  
**Step 1:** Register on the Student Loan Application Platform by clicking the "APPLY NOW" button to get started  
**Step 2:** Click on the "Request for Student Loan" button and complete the loan application steps and submit.  
**Step 3:** Your application will be reviewed. After successful verification, payments will be made to your institution for institutional charge, while the upkeep loan will be paid to the bank account you have provided in your profile.

**BENEFITS OF STUDENT LOAN INITIATIVE**  
A path to Educational Accessibility Without Financial Hurdles

1. Interest-free loans for tuition fees
2. Equal access to higher education for all eligible candidates.
3. Reduced financial stress on students and families

**FREQUENTLY ASKED QUESTIONS**

Everything you need to know about the student loan and repayment.

**Under what circumstance will NElfund deny any individual the loan?**  
If such an applicant is: Proven to have defaulted in respect of any previous loan granted by any license financial institution; Found guilty of submitting fake/fraudulent documents and dismissed for exam malpractices by any school authority; and Convicted of fraud and forgery, drug offences, cultism, felony, or any offences involving dishonesty;

**Are there any document to upload?**  
Yes. Scanned admission letter for new students (compulsory), scanned Student Identification Card (optional).

**Are there any appeal process when application is denied?**  
A complaint can be raised from the portal, or you can send an email to the NElfund

**What are the consequences of defaulting a loan?**  
Deliberate default could result in penalties, legal action, and potential damage to your credit score.

**For more information and guidance contact the following:**  
NElfund Desk Office Room 4, Student Affairs Division, UNIBEN:  
Mrs M.E. Igbinowmanhia-Osagie (NElfund Desk Officer - 08051983927);  
Dr. E. E. Imarhiagbe (Assistant Dean of Students - 07034482706),  
Professor Clement A. Ighodaro (Dean of Students - 07033102860)

Fig. 1: Nigeria Education Loan Fund (Nelfund)

It was found that 2,496 (99.84 per cent) respondents disagreed to these questions and stated that Nigerian Government has since stopped scholarships and bursary to Nigerian in institution of higher learning in the country. While 4 (0.16

percent) respondents agreed that there is government financial assistance to students in Nigerian universities excluding private institutions. Figure 1 above is the handbill of the novel Nigerian Education Loan Fund to students in public universities.

## **Discussion of Findings**

The findings of the study are discussed under the following sub-headings;

### **Budget Allocation on Infrastructure and Learning Environment in Nigerian Universities**

The proposed 2025 Nigerian budget allocates over ₦500 billion to 20 federal universities, with the University of Nigeria, Nsukka, receiving the largest share of ₦44.38 billion. Other top recipients include the University of Calabar (₦37.26 billion), Ahmadu Bello University (₦36.74 billion), and the University of Benin (₦28.87 billion). The budget allocation comes amid ongoing challenges in the Nigerian education sector, with the Academic Staff Union of Universities (ASUU) highlighting poor funding as a key issue.

The 2025 budget allocates 7.3% (₦2.52 trillion) of the total ₦47.90 trillion budget to education, a marginal increase from the 5.5% in 2024. However, this still

falls short of the UNESCO recommendation of 15-20% for education funding, with many respondents (2,500) agreeing that this allocation will not significantly impact the sector.

The marginal increase in the education budget allocation raises questions about the Nigerian government's commitment to improving the education sector. Despite an increase from the previous year's allocation, the funding still falls short of the UNESCO recommendation, which calls for 15-20% of national budgets to be dedicated to education in developing countries. The insufficient budget allocation for infrastructure development is a critical issue that has plagued Nigerian universities for years. Poor infrastructure and subpar learning environments continue to undermine the quality of education and academic performance, with many universities struggling to provide adequate facilities for students and staff.

Research by Okoye and Innocent (2023) supports these findings, highlighting how inadequate funding and budget allocation in the Nigerian educational system hinder the growth of university infrastructure. Their study

examines the structural and financial challenges that universities face, including inadequate resources for infrastructure development and maintenance. Similarly, studies by Oji (2022) and Oyekanmi (2023) underscore that while there are slight increases in budget allocations, the gap between what is required and what is allocated remains wide, further exacerbating issues like outdated facilities, limited resources for teaching and research, and poor student support systems.

Furthermore, the tension between the government and the Academic Staff Union of Universities (ASUU) reflects a broader systemic issue in Nigerian higher education, where the funding shortages impact the overall quality of teaching, research, and student life. ASUU has consistently emphasized that poor funding contributes to the persistent strikes and dissatisfaction among university staff, which in turn affects the quality of education offered to students.

### **Revenue Sources on Curriculum Implementation in Nigerian Universities**

The financial stability of Nigerian universities plays a crucial role in ensuring effective curriculum implementation. Adequate and diversified revenue streams are essential for maintaining a dynamic and relevant curriculum, allowing institutions to equip graduates with the necessary skills to succeed in an

increasingly competitive global market. This view was unanimously supported by 100% of the 2,500 respondents from five universities, affirming that proper funding is vital for the academic mission and the continuous evolution of curricula.

Okoye and Innocent (2023) argue that the funding of universities in Nigeria significantly impacts both the infrastructure and quality of education, which directly affects curriculum delivery. Similarly, Uche (2021) emphasizes that diversified revenue sources, including government funding, private sector partnerships, and internal revenue generation, are fundamental in ensuring that universities can adapt curricula to meet the demands of the modern workforce.

### **International Aid and Grants on Funding in Nigerian Universities**

The role of international aid and grants in financing Nigerian universities has been shown to have a profound effect on the financial resources available to these institutions. According to responses from 2,500 participants across five public universities, 99.2% agreed that international aid and grants are crucial in supplementing domestic funding, enabling universities to pursue their educational objectives. These external contributions help to address financial shortfalls and enhance the academic environment. A notable example is the MacArthur

Foundation's initiative in 2001, which provided grants between \$2 million and \$3 million to four Nigerian universities, significantly boosting infrastructure and academic development.

Furthermore, international aid has contributed to increased educational enrolment across the country, with studies showing that regions with active aid projects tend to see higher enrolment rates in both primary and secondary education, ultimately benefiting the higher education system. However, the effectiveness of international aid depends largely on its management. Poor implementation and mismanagement of funds have been identified as challenges that hinder the full potential of these external contributions. Therefore, ensuring efficient fund management is critical to maximizing the benefits of international aid.

These findings align with the work of authors such as Abah and Akintoye (2023), who argue that international aid is a significant factor in the improvement of Nigerian universities' infrastructure and academic programs, although they caution that poor management of such resources can limit their impact. Similarly,

Bello and Ahmed (2022) suggest that international grants have the potential to enhance educational outcomes if institutions develop robust mechanisms for fund management and accountability.

### **NUC Accreditation and Reaccreditation in Federal and State Universities**

The results of the study indicated that 80% of respondents (2,000 participants) disagreed with the statement that there were regular accreditation and reaccreditation processes carried out by the National Universities Commission (NUC) in both Federal and State universities. Only 20% (500 respondents) agreed that NUC conducted regular accreditation and reaccreditation exercises. It was noted that the accreditation process, as it currently stands, is fragmented and inconsistent.

These findings are consistent with the of Okonkwo and Ejiofor (2023) who highlighted the irregular nature of accreditation processes in Nigerian universities, emphasizing the lack of a continuous and systematic approach, which affects the overall quality assurance in higher education. Similarly, Idowu (2022) underscores that the accreditation process is often delayed or incomplete, resulting in

universities operating with outdated curricula and insufficiently assessed academic programs. The fragmented nature of these accreditation efforts has been identified as a barrier to ensuring quality standards across Nigerian higher education institutions.

### **Adequacy of Research Grants and Funding Opportunities in Nigerian Universities**

The findings of the study revealed that an overwhelming majority of respondents (99.8%) agreed that the Nigerian government does not provide sufficient research grants and funding opportunities for universities. Only 0.2% of respondents believed that the government provides adequate research support. Furthermore, the study highlighted that most lecturers have never received research grants during their tenure, reflecting the scarcity of funding opportunities for academic research in Nigerian universities.

This aligns with the perspectives of Adegboye and Olowokere (2023), who argued that the lack of sufficient government funding for research hampers the academic and innovative progress of Nigerian universities. In their study, they found that the limited availability of research grants directly affects the ability of

faculty members to conduct meaningful research, thereby undermining the universities' role in national development. Similarly, Oyebanji (2022) emphasizes that, despite the critical need for academic research to address Nigeria's development challenges, the inadequate funding of university research has resulted in a significant decline in the country's global research standing.

Wahab (2025) also found that Federal Government was to spend \$30m on science, technology in 2025, John Hopkins University to spend \$3.1bn, Harvard University \$1.2 billion, Oxford University \$1.3bn, TETFund spent \$12m in 2024 in Nigeria no allocation for research in varsities. The system designed to impoverish Nigerian universities, only Lagos State have research council.

Efforts by the country to bridge development gaps between it and advance nations of the world through, research and development, R&D, are not only inadequate as result of poor funding, researchers in universities and institutes are also expressing frustration with the politicization of the process to get the paltry sums available to them. A number of countries in China and South Africa fund

their lecturers to conduct research and thereafter pay them for publishing the paper in a good journal. The situation is not so in Nigeria.

### **Student Financial Support in Public Universities in Nigeria**

The study found that 99.84% of respondents (2,496 participants) disagreed with the assertion that there is financial support for students in public universities in Nigeria. They indicated that the Nigerian government had ceased providing scholarships and bursaries to students in public institutions of higher learning. Only 0.16% (4 respondents) believed that there was any government financial assistance to students, excluding those in private universities. The handbill of the Nigerian Education Loan Fund, shown in Figure 1, was cited as a potential alternative, though it has not been widely implemented or regarded as a significant source of financial aid.

This finding is consistent with the observations of Akinbode (2022) notes that the cessation of government-funded scholarships and bursaries has exacerbated the financial challenges faced by students in public universities,

leading to greater reliance on personal and family funding. Similarly, Olamide (2023) suggests that despite occasional initiatives like the Nigerian Education Loan Fund, government support for students remains inadequate, which has intensified the burden on students and their families.

Meanwhile, stakeholders in the educational sector, namely the Academic Staff Union of Universities, Congress of University Academics, CONUA, and the National Parent Teacher, NAPATAN, have described the over \$182 billion spent by Nigerians to pay tuitions fees in foreign universities as a national embarrassment and an indictment of the university education system in the country. They also called for an investigation into the source of income of those who paid such money. Despite the over 30 per cent depreciation of the naira, Nigerians increased spending on foreign education and health services by 26 per cent to \$2.3 billion in the first nine months of 2024. (Komolafe, Ogundipe and Wahab, 2025).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presented the summary, conclusion, recommendations, implications of findings, contribution to knowledge and suggestions for further studies.

#### **Summary**

This study investigated impact of funding on the academic programmes implementation in Nigeria universities in South-South geopolitical zone of Nigeria. to guide the study 6 research question were raised and answered directly. The research questions that were raised to guide the study were as follows;

1. Is there any impact of budget allocation on infrastructure and learning environment in Nigerian Universities?
2. Is there any impact of revenue sources on curriculum implementation in Nigerian Universities?

3. Is there any impact of International Aids and Grants on funding and financing support in Nigerian Universities?
4. Were there regular NUC accreditation and reaccreditation process in the Federal and State Universities?
5. Has the Nigerian Government provided enough research grants and funding opportunities in Nigerian universities?
6. Was there student financial support in public universities in Nigeria?

The purpose of the study was to investigate the impact of funding on academic programmes implementation in Nigerian universities only public universities in the South-South geopolitical zone were covered.

The study employed a survey research design, a method that systematically gathers data to describe and analyse the characteristics of a target population. The population of the study comprised of 15 Federal and State universities in the South-South geopolitical zone in Nigeria. Out of this number there are 7 Federal Universities as well as 8 State universities in the region. A sample of 15 universities i.e. 7 Federal universities and 8 State universities was used

proportionally from the selected 15 universities in the South-South region. Fifteen (15) universities were drawn from 5 States in South-South geopolitical zone. The major state in the South-South are Akwa Ibom, Bayelsa, Cross-River, Delta, Edo and Rivers State. In each of the States, respondents were contacted through Letter of Introduction. Information was also collected through Internet, telephone, digital camera, brain storming, panel and Oral Interviews. A proforma of Oral Interviews and Brainstorming was developed and adopted for this study. Descriptive statistics in respect of percentages were used to answer the research question, tables and figures were used to present result.

The findings of the study based on the research questions answered revealed that:

1. The total number of respondents (2,500) to these questions unanimously agreed that 7.3 percent of Nigeria's education budget in 2025 will not bring any change because it does not meet UNESCO recommendation of 26 per cent for developing countries.

2. In totality, our 2,500 respondents, drawn from 5 universities, all of them 100 per cent agreed to the assertion above that there is impact of revenue sources on curriculum implementation in Nigeria universities.
3. Two thousand five hundred (2,500) respondents from 5 public sampled responded to these questions. Five hundred respondents were from each university out of this number 2,480 i.e. 99.2 per cent agreed that international aid and grants have a profound effect on the financial resources available to Nigerian universities, playing an essential role in supplementing domestic funding. While 20 respondents i.e. 0.8 per cent disagreed.
4. Result revealed that 2,000 respondents i.e. 80 per cent disagreed that there were regular NUC accreditation and reaccreditation process in the Federal and State universities while 500 i.e. 20 per cent of the respondents agreed that NUC carried out regular accreditation and reaccreditation of Federal and State universities. The accreditation exercise as observed currently is piece meal.
5. It was found that 2,495 (99.8 percent) respondents agreed that the Nigerian Government does not provide enough research grant and funding opportunities in Nigerian universities. Only 5 (0.2 per cent) agreed that Nigerian government

provided enough research grant and opportunities in Nigerian universities. A greater majority of lecturers has never received research grants in the employment.

6. It was found that 2,496 (99.84 per cent) respondents disagreed to these questions and stated that Nigerian Government has since stopped scholarships and bursary to Nigerian in institution of higher learning in the country. While 4 (0.16 percent) respondents agreed that there is government financial assistance to students in Nigerian universities excluding private institutions.

## **Conclusion**

The study concluded that the financial health of Nigerian universities is intrinsically linked to the quality and effectiveness of curriculum implementation. Adequate and diversified revenue sources not only support the academic mission of these institutions but also ensure that curricula remain dynamic, relevant, and capable of producing graduates who can thrive in a competitive global environment.

In a nutshell, low budgetary allocations to education over the years have not paved way for efficient and effective academic programmes implementation. Nigerian universities continue to shun out half baked graduates due to paucity of funds earmarked with the running of the programmes in the institutions.

### **Implication for Educational Administration**

The impact of funding on programmes implementation is critical to the attainment of educational goals. The implementation of academic programmes in Nigerian universities covers several specific areas ensuring quality education, compliance with National regulation and alignment with global academic standards. The various of academic programmes that require sufficient funding in Nigerian universities include Curriculum Development and Review, Accreditation and quality assurance, teaching and learning, Research and Innovation, Student Support Services, Infrastructure and Learning Resources, Collaboration and Linkages, Assessment and Evaluation, Entrepreneurship and Development and Regulatory and Policy Compliance. The Nigerian government cannot afford to ignore the importance of funding on academic programme implementation in the universities.

## **Recommendations**

Based on the findings of the study it was recommended that;

1. To achieve the objective of establishing the universities the proportion of the total budget allocated to the sector or programme should be adequate enough to fund the programmes.
2. The per capital funding i.e. average of funding available per institution within a system or programme as well as average expenditure per student in the universities should be increased to enhance teaching, learning and research.
3. Proportion of funding from various sources such as Government grant, private donation, International Aids and Grants as well as Internally Generated Revenue is to be explored to cover programmes in the universities.
4. The ratio of output (result achieved) to input (resources invested) are to be increased.

5. Distribution of funds across universities in various regions, institutions is ensure fairness the ratio of funds spend on term investment (infrastructure) vs recurrent expenditure e.g. salaries and other overheads are to be adequately taken care of.

### **Contribution to Knowledge**

This study contributed to knowledge by adding more information to the body of knowledge in the existing literature. An important contribution of study to the knowledge is that proper funding as correlate for academic programme implementation is done for the first time in South-South geopolitical zone. The study provided some empirical evidences of funding and academic programme implementation which was found to be low in Nigerian universities.

### **Suggestion For Further Studies**

The following suggestions are made for further studies

1. A similar study should be carried on private universities to ascertain their level of funding and academic programmes implementation in these universities.
2. The study should be replicated in other states of the Federation.

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## Appendix I

**UNIVERSITY OF BENIN, BENIN CITY, NIGERIA**  
DEPARTMENT OF EDUCATIONAL MANAGEMENT (DEM)  
FACULTY OF EDUCATION

OFFICE OF THE HEAD OF DEPARTMENT



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Our Ref: FE/DEM/VOL.1/112/77

Your Ref: \_\_\_\_\_

3<sup>rd</sup> February, 2025

Date: \_\_\_\_\_

TO WHOM IT MAY CONCERN

Letter of Introduction: Chukwuka Chidimma Jessica

This is to inform you that the undergraduate student (name above) is from the Department of Educational Management, Faculty of Education, University of Benin, Benin City. She needs data for her Project titled: *Impact of Funding on Academic Programmes Implementation in Nigeria Universities*.

Kindly render her your assistance.

Thank you.

Prof. W.A. Iguodala  
Head of Department  
+2348023436888  
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## Appendix II

Department of Educational Management  
Faculty of Education  
University of Benin  
Benin City, Nigeria

Dear Respondent,

### **LETTER OF REQUEST TO PARTICIPATE IN BRAINSTORMING AND ORAL INTERVIEWS**

I am a final year undergraduate student of the above-named university conducting a study on *Impact of Funding on Academic Programmes Implementation in Nigerian Universities*. The primary objective of this research is to determine the level to which funding impact on the implementation of academic programmes in Nigerian universities in the South-South geopolitical zone.

Your participation in responding to the attached oral questions will provide invaluable insights and impetus for this study to achieve its objectives. Be rest assured that all responses will be treated with the utmost confidentiality and will be used for academic purposes within this research panel.

Thank you for your cooperation and valuable contributions.

Yours Sincerely,

Chukwuka Chidinma Jessica

**Edu2001613**

Research Student

### **Appendix III**

#### **PROFORMA OF ORAL INTERVIEW AND BRAINSTORMING FORMAT**

The following research were to guide the oral interview and brain storming

1. Is there any impact of budget allocation on infrastructure and learning environment in Nigerian Universities?
2. Is there any impact of revenue sources on curriculum implementation in Nigerian Universities?
3. Is the any impact of International Aids and Grants on funding and financing support in Nigerian Universities?
4. Were there regular NUC accreditation and reaccreditation process in the Federal and State Universities?
5. Has the Nigerian Government provided enough research grants and funding opportunities in Nigerian universities?

6. Was there student financial support in public universities in Nigeria?

#### Appendix IV

#### LIST OF UNIVERSITIES IN THE FEDERATION

Here is a list of federal universities, along with their locations and years of establishment:

S/N	University Name	State	Year Established
1	Abubakar Tafawa Balewa University	Bauchi	1980
2	Ahmadu Bello University	Kaduna	1962
3	Alex Ekwueme Federal University Ndufu Alike Ikwo	Ebonyi	2011
4	Bayero University	Kano	1977
5	Federal University of Agriculture, Abeokuta	Ogun	1988
6	Federal University Birnin Kebbi	Kebbi	2013
7	Federal University Dutse	Jigawa	2011
8	Federal University Dutsin-Ma	Katsina	2011
9	Federal University Gashua	Yobe	2013
10	Federal University Gusau	Zamfara	2013
11	Federal University Kashere	Gombe	2011
12	Federal University Lokoja	Kogi	2011
13	Federal University of Lafia	Nasarawa	2010
14	Federal University of Petroleum Resources Effurun	Delta	2007
15	Federal University of Technology Akure	Ondo	1981

<b>S/N</b>	<b>University Name</b>	<b>State</b>	<b>Year Established</b>
16	Federal University of Technology Minna	Niger	1983
17	Federal University of Technology Owerri	Imo	1981
18	Federal University Otuoke	Bayelsa	2011
19	Federal University Oye-Ekiti	Ekiti	2011
20	Federal University Wukari	Taraba	2011
21	Michael Okpara University of Agriculture, Umudike	Abia	1992
22	Modibbo Adama University, Yola	Adamawa	1981
23	National Open University of Nigeria	Lagos	1983
24	Nnamdi Azikiwe University	Anambra	1992
25	Obafemi Awolowo University	Osun	1961
26	University of Abuja	Federal Capital Territory	1988
27	University of Agriculture, Makurdi	Benue	1988
28	University of Benin	Edo	1970
29	University of Calabar	Cross River	1975
30	University of Ibadan	Oyo	1948
31	University of Ilorin	Kwara	1975
32	University of Jos	Plateau	1971
33	University of Lagos	Lagos	1962
34	University of Maiduguri	Borno	1975
35	University of Nigeria, Nsukka	Enugu	1955
36	University of Port Harcourt	Rivers	1975
37	University of Uyo	Akwa Ibom	1991
38	Usmanu Danfodiyo University	Sokoto	1975
39	Federal University of Transportation, Daura	Katsina	2023

<b>S/N</b>	<b>University Name</b>	<b>State</b>	<b>Year Established</b>
1	Abia State University, Uturu	Abia	1981
2	Adamawa State University, Mubi	Adamawa	2002
3	Adekunle Ajasin University, Akungba-Akoko	Ondo	1999
4	Akwa Ibom State University, Ikot Akpaden	Akwa Ibom	2010
5	Aliko Dangote University of Science and Technology, Wudil	Kano	2001
6	Ambrose Alli University, Ekpoma	Edo	1981
7	Bauchi State University, Gadau	Bauchi	2012
8	Bayelsa Medical University, Yenagoa	Bayelsa	2018
9	Benue State University, Makurdi	Benue	1992
10	Borno State University, Maiduguri	Borno	2016
11	Bukar Abba Ibrahim University, Damaturu	Yobe	2006
12	Chukwuemeka Odumegwu Ojukwu University, Uli	Anambra	2000
13	University of Cross River State, Calabar	Cross River	2002
14	Delta State University, Abraka	Delta	1992
15	Delta State University of Science and Technology, Ozoro	Delta	2021
16	Dennis Osadebay University, Asaba	Delta	2021
17	Ebonyi State University, Abakaliki	Ebonyi	1996
18	Edo State University, Uzairue	Edo	2016
19	Ekiti State University, Ado Ekiti	Ekiti	1981
20	Enugu State University of Science and Technology, Enugu	Enugu	1979
21	Gombe State University, Gombe	Gombe	2004
22	Gombe State University of Science and Technology, Kumo	Gombe	2017
23	Ibrahim Badamasi Babangida University, Lapai	Niger	2005
24	Ignatius Ajuru University of Education, Port Harcourt	Rivers	1971
25	Imo State University, Owerri	Imo	1981
26	Kaduna State University, Kaduna	Kaduna	2004

<b>S/N</b>	<b>University Name</b>	<b>State</b>	<b>Year Established</b>
27	Kebbi State University of Science and Technology, Aliero	Kebbi	2006
28	Prince Abubakar Audu University, Anyigba	Kogi	1999
29	Kwara State University, Malete	Kwara	2009
30	Ladoke Akintola University of Technology, Ogbomosho	Oyo	1990
31	Lagos State University, Ojo	Lagos	1983
32	Lagos State University of Education, Ijanikin	Lagos	1958
33	Lagos State University of Science and Technology, Ikorodu	Lagos	1977
34	Nasarawa State University, Keffi	Nasarawa	2001
35	Niger Delta University, Amassoma	Bayelsa	2000
36	Olabisi Onabanjo University, Ago-Iwoye	Ogun	1982
37	Olusegun Agagu University of Science and Technology, Okitipupa	Ondo	2008
38	Osun State University, Osogbo	Osun	2006
39	Plateau State University, Boko	Plateau	2005
40	Rivers State University, Port Harcourt	Rivers	1972
41	Sule Lamido University, Kafin-Hausa	Jigawa	2013
42	Tai Solarin University of Education, Ijebu Ode	Ogun	1978
43	Taraba State University, Jalingo	Taraba	2011
44	Umaru Musa Yar'adua University, Katsina	Katsina	2006
45	Sokoto State University, Sokoto	Sokoto	2009
46	University of Delta, Agbor	Delta	2021
47	Yusuf Maitama Sule University, Kano	Kano	2012
48	Zamfara State University, Talata Mafara	Zamfara	2018

### **Federal and State Universities in South-South Nigeria**

Here is the updated list in table format:

<b>University Name</b>	<b>Type</b>	<b>Location</b>	<b>Year of Establishment</b>
University of Benin (UNIBEN)	Federal	Benin City, Edo State	1970
University of Calabar (UNICAL)	Federal	Calabar, Cross River State	1975
University of Port Harcourt (UNIPORT)	Federal	Port Harcourt, Rivers State	1975
University of Uyo (UNIUYO)	Federal	Uyo, Akwa Ibom State	1991
Federal University, Otuoke (FUO)	Federal	Otuoke, Bayelsa State	2011
Federal University of Petroleum Resources, Effurun (FUPRE)	Federal	Effurun, Delta State	2007
Nigerian Maritime University (NMU)	Federal	Okerenkoko, Delta State	2018
Akwa Ibom State University (AKSU)	State	Ikot Akpaden, Akwa Ibom State	2010
Bayelsa Medical University (BMU)	State	Yenagoa, Bayelsa State	2018
Niger Delta University (NDU)	State	Wilberforce Island, Bayelsa State	2000
University of Cross River State (UNICROSS)	State	Calabar, Cross River State	2002
Delta State University (DELSU)	State	Abraka, Delta State	1992
Dennis Osadebay University (DOU)	State	Asaba, Delta State	2021
Edo State University Uzairue	State	Uzairue, Edo State	2016
Ambrose Alli University (AAU)	State	Ekpoma, Edo State	1981
Rivers State University (RSU)	State	Port Harcourt, Rivers State	1980

## ABSTRACT

This study investigated the impact of funding on the implementation of academic programmes in Nigerian universities within the South-South geopolitical zone of Nigeria. The study aimed to understand how financial resources influence key aspects of academic operations, including infrastructure development, curriculum delivery, research activities, and student support services. To guide the investigation, six research questions were formulated and addressed. These questions explored various dimensions of funding, such as budget allocations, revenue sources, international aids and grants, accreditation processes, research funding opportunities, and student financial support. The study focused exclusively on public universities in the region to assess whether government and external funding have been sufficient and effective in enhancing academic quality.

The study employed a survey research design and covered 15 public universities (7 Federal and 8 State universities) in the South-South geopolitical

zone. A total of 2,500 respondents, including academic staff, administrators, and students, participated in the study. The findings revealed that budget allocations significantly influence infrastructure and the learning environment, while diverse revenue sources positively affect curriculum implementation. Furthermore, international aids and grants were found to play a critical role in supplementing domestic funding. However, the study found irregularities in the NUC accreditation and reaccreditation processes and highlighted a lack of sufficient research grants and funding opportunities from the Nigerian government. Additionally, student financial support in public universities was found to be inadequate, with many respondents indicating the cessation of scholarships and bursaries.

In conclusion, the study determined that while some funding sources positively impact academic programme implementation, insufficient government funding and irregular accreditation processes hinder the overall academic performance of universities in the region. It is recommended that the Nigerian government increase budgetary allocations to universities, ensure regular and transparent accreditation processes, and revive student financial support programs

like scholarships and bursaries. Additionally, universities should seek to diversify their revenue streams by strengthening partnerships with international donors and private organizations to secure sustainable funding for research and infrastructure development.