



Tertiary Education and Implication on Educational Development in Nigeria

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ABSTRACT

Economic and financial cost implication of managing tertiary institutions in Nigeria calls for a critical analysis. Tight admissions policies due to inadequate spaces for qualified candidate in Nigeria, before the period of economic meltdown. A sample size of one hundred and twenty (120) from the above table, out of 120 questionnaires distributed to the respondents, 80 were returned which represented 60% properly completed and returned, while 40%, were either not returned or not completely filled. respondents was carefully selected Decision it could be seen that the computed chi-square value is 17.75. Since the calculated value (17.75) is greater than the P Value (9.488) Hence we reject the null hypothesis and accept the alternative hypothesis which state that, There is a significant relationship between economic and financial implication and the capabilities to manipulate performance of Tertiary Education. Findings revealed It was observed that the success or failure of an organization depends on leadership. The study made amongst other recommendations, a cost-sharing and funding partnership arrangement between the government, parents, communities and the private sector should be explored.

INTRODUCTION

Higher education, also known as tertiary or post-secondary education, refers to the learning provided after secondary school in institutions such as colleges of education, monotechnics, polytechnics, universities, and other institutions offering distance learning programs (Federal Ministry of Education, 2013). Tertiary education can be understood by examining the levels and roles of educational experiences it provides. These institutions are distinct due to their emphasis on research, and their administrators hold titles such as provost, rector, and vice-chancellor. Globally, tertiary institutions are acknowledged as essential tools for building knowledge-based economies and developing human capital (World Bank, 1999). They play a vital role in a nation's socio-economic, political, cultural, health, and industrial progress, functioning as key contributors to wealth creation and human resource development. In Nigeria, this view aligns with the belief that universities represent the peak of academic achievement, tasked with producing highly skilled, well-rounded individuals for the workforce, research initiatives, and community development.

Statement Of The Problem

The economic and financial implications of managing tertiary institutions in Nigeria require careful and critical examination. Limited admission opportunities caused by insufficient capacity to accommodate qualified candidates highlight the strain on the system. Even before the onset of economic downturns, safeguarding education budgets was a challenge, as all educational levels, along with other national sectors, depended heavily on federal and state government funding. One of the core issues facing the financing of university education in Nigeria is the rapidly growing population, which has led to a significant surge in student enrolment across all levels of education, thereby intensifying pressure on available resources.

Research Question

The following will be answered at the end of this research.

1. Does any relationship exist between economic and financial implication and the capabilities to manipulate the performance of tertiary education?
2. Does economic and financial implication have effect on tertiary Institution in Nigeria?

LITERATURE REVIEW

Research Hypotheses

The following are the hypotheses formulated for the study.

Hypothesis One

Ho: There is no significant relationship between economic and financial/implication and the capabilities to manipulate performances of tertiary education.

Hypothesis Two

Ho: There is no significant effect of economic and financial implication on tertiary institution in Nigeria.

The development of university education in Nigeria began with the Elliot Commission of 1943, which led to the establishment of University College Ibadan (UCI) in 1948. UCI, affiliated with the University of London (Babalola et al., 2007), faced several initial challenges, including strict constitutional constraints, inadequate staffing, low student enrollment, and high dropout rates. The recommendations from the Ashby Commission resulted in the creation of Ahmadu Bello University, Zaria, and the University of Lagos in 1962 by the federal government, while the Eastern Region established the University of Nigeria, Nsukka. During the Third National Development Plan (1975–1980), the federal government went beyond the proposed four universities and founded seven new ones, while also taking control of the four regional universities in 1975. These second-generation universities included Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt, and Bayero University. The third generation comprised Federal Universities of Technology located in Owerri, Makurdi, Yola, Akure, and Bauchi. Additionally, state governments established institutions in Imo, Ondo, Lagos (Lagos State University), Akwa Ibom, Oyo, and Cross River. Universities founded from 1991 onward are considered part of the fourth generation.

History Of Cost On Tertiary Institution In Nigeria

Over the past thirty years, higher education in Nigeria has experienced substantial growth, marked by a significant increase in student population and the establishment of numerous additional institutions. While this expansion reflects efforts to meet the growing demand for access to tertiary education, it is concerning that many critical factors necessary to ensure quality in higher education have been overlooked. In the pursuit of numerical growth, issues such as infrastructure development, staff quality, research funding, and institutional governance have often been neglected. The high demand for university education is driven by its dual role as an investment in human capital and a fundamental driver of national economic development. Therefore, effective management of university education in Nigeria is essential—not just to accommodate the increasing number of students, but to ensure that the education provided meets global standards and adequately prepares graduates to contribute meaningfully to the country's growth.

The management of university education in Nigeria can be examined from two key dimensions: the external and the internal levels. At the external level, oversight and regulation are primarily carried out by the Federal Government through the National Universities Commission (NUC), the statutory body responsible for coordinating university management across the country. The central aim of the NUC is to ensure the orderly and systematic development of university education in Nigeria, uphold high academic standards, and guarantee sufficient funding for the sector. To achieve these goals, the NUC undertakes a range of activities aimed at enhancing the quality of university education. These include the accreditation of academic programs, development of minimum academic standards, allocation of resources, institutional ranking and

monitoring, capacity building, as well as fostering partnerships and research collaborations both locally and internationally.

Over the years, Nigeria's educational system has undergone various policy reforms, particularly in areas such as curriculum development, institutional restructuring, expenditure adjustments, and financing strategies – especially at the higher education level. These reforms stem from the recognition of education as a vital tool for national development and the growing necessity to align higher education with the evolving needs of society. Specifically, educational financing reforms have been driven by several key objectives: to widen access to tertiary education, provide students with quality and relevant knowledge for both personal advancement and national progress, and to better prepare citizens for the demands of globalization. Additionally, these reforms aim to establish quality assurance mechanisms that ensure the efficiency and accountability of higher education institutions, thereby fostering a more resilient and responsive educational system in Nigeria.

Sources Of Financing University Education In Nigeria

Financing university education in Nigeria today is a crucial national problem, funds for running a university are derivable from two major sources external and internal. Sources of financing university education in Nigeria are as follows:

Government Subvention And Grants

Government grants and subventions make up a significant portion of the financial resources available to universities in Nigeria. This method of educational funding is crucial, as education is widely regarded as a public good, prompting governments in many countries to allocate a substantial part of their annual budgets to its support and development. These financial provisions are typically categorized into capital and recurrent grants. Capital grants are intended for long-term investments such as the construction of new buildings, major renovations of existing facilities, and the acquisition of essential infrastructure and equipment like laboratory tools. Recurrent grants, on the other hand, cover ongoing operational expenses. While the underlying principle of providing these subventions remains consistent, the actual amount allocated may vary from year to year depending on government policies, economic conditions, and institutional needs.

Donations and Endowment Funds:

Another important source of funding for university education comes from donations and the creation of endowment funds. These contributions are typically provided by corporate organizations, particularly multinational companies (MNCs), as well as local communities and individuals who are motivated to support the advancement of university education within their states or across the nation. Most of these donations are voluntary gifts, given either in cash or in kind, aimed at enhancing the resources and capabilities of universities.

Tuition Fees/ Levies:

When students enroll in schools or universities, they are often required to pay for the instruction they will receive, which is commonly referred to as tuition fees. In addition to tuition, students may also be responsible for other payments such as examination fees, laboratory usage charges, development levies, and non-refundable admission deposits. These additional fees represent various ways institutions generate funds from students to support different aspects of their education and campus facilities.

- a. a. Education Trust Fund (ETF): The Education Trust Fund, established under the Education Tax Decree No. 7 of 1995, mandates companies operating in Nigeria with a workforce of at least 100 employees to contribute 2% of their pre-tax profits annually to the ETF. This fund is specifically dedicated to supporting education in the country. The ETF has significantly impacted many universities by financing the construction and rehabilitation of facilities such as classroom blocks, hostels, staff offices, and laboratories.
- b. Loans: Educational institutions may obtain loans from financial institutions to finance their programs and projects. However, since public schools operate on a non-profit basis, they often face challenges in accessing loans from commercial banks and other lending agencies, limiting this funding option compared to profit-driven entities.

Cost Implications Of The Demand For Environment In Nigerian Universities

The significant rise in student enrollment at the primary and secondary education levels has placed considerable economic, political, and social pressure on tertiary education in Nigeria, resulting in financial challenges for students, the government, and the broader economy. Additionally, socio-economic studies show that over 70% of Nigerian households live in poverty, with only about 29% of families surviving on one dollar or more per day. This widespread economic hardship limits many parents' ability to afford university tuition fees for their children, thereby restricting access to higher education and exacerbating issues of equity and inclusion within the educational system.

Quality Of Lecturers (Faculties) Obstacles

Teaching in higher education is a multifaceted and intricate endeavor. Just as children are guided by parents, teachers, and others through their growth from infancy to adulthood, adults continue to learn from peers, media, and various sources. However, effective teaching at the higher education level requires the integration of a wide range of cognitive, emotional, and interpersonal elements. To truly understand the challenges involved in achieving teaching excellence, it is important to recognize not only the remarkable diversity of these components but also the various ways in which effective higher education teaching leverages them to develop successful teaching practices.

Administration And Planning Obstacles

The lack of effective administration and planning in Nigerian higher education represents a major barrier to the progress of education throughout the country. The success of any educational system depends largely on sound

planning and efficient administration, which are essential for the proper allocation and utilization of resources. These efforts help to minimize wastage and enhance the overall effectiveness of educational delivery. Educational administration encompasses the services, activities, and tools that facilitate the achievement of the core objectives of the educational process in a more comprehensive and efficient manner (Ololube, 2009).

Socio-Cultural Obstacles

Socio-cultural barriers to education include people's attitudes, behaviors, norms and values, traditions and beliefs, lifestyles, and demographic factors. These elements have significantly shaped the development of higher education in Nigeria. The rapid population growth places immense pressure on the country's educational infrastructure, directly impacting the capacity to train and retrain Nigerian citizens. Consequently, these challenges have complex and far-reaching implications that extend beyond traditional social, political, economic, and cultural boundaries.

METHODOLOGY

The population of the study comprises the employees of Abia State University has a population of two thousand four hundred and thirty (2430) teaching and non-teaching staff (Junior and senior) in the organization. Data were collected at the individual level from the study population. The table below shows the data of the employees in Lagos State University.

Table 1. Data Of The Employees in Lagos State University

STAFF	POPULATION	SAMPLE SIZE
Senior Staff	800	40
Junior Staff	1320	66
Others	310	15
Total	2430	121

Sample And Sampling Techniques

A sample size of one hundred and twenty-one (121) respondents was carefully selected from the entire population of the workforce in carrying out this research as the five percent (5%) of the entire population size. A simple and stratified random sampling techniques were considered in selecting the subject, irrespective of gender (male or female) or status (senior and junior) staff in the organization.

RESEARCH RESULT AND DISCUSSION

Data

The data collected from the respondents are analyzed with the use of frequency distribution table and simple percentage using the SPSS package. Out of 120 copies of the questionnaires distributed to Lagos State University staff, 80 were returned. The responses are tabulated and interpreted for better understanding as below:

Questionnaire

Table 1: Administration of Questionnaire

No Administered	120	100%
No Returned	80	60%
No not Returned	40	40%

Source: Field Survey 2021

From the above table, out of 120 questionnaires distributed to the respondents, 80 were returned which represented 60% properly completed and returned, while 40%, were either not returned or not completely filled. This implies that 80% of the respondents were used for the analysis.

Data Analysis

Section A

Table 2: Analysis of Respondents Gender Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	44	55.0	55.0	55.0
Female	36	45.0	55.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 44 out of the respondents are male representing 55.0%, while 36 are female representing 45.0%. This shows that there are more males employees than female in the organization.

Table 3: Analysis of Respondents Age Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 - 30	25	31.25	31.25	31.5
31 - 39	37	46.25	46.25	77.5
41 - 49 & Above	18	22.5	22.5	
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, it is clear that 25 out of the respondents are within the ages of 21-29, which represents 31.25%, 37 out of the respondents are within the ages of 31-39, which also represents 46.25%, 18 out of the respondents are within the ages of 41-49 which represents 22.5%. This implies that majority of the employees are matured.

Table 4: Analysis of Respondents Marital Status Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	55	68.75	68.75	68.75
Single	17	21.25	21.25	90
Divorced	8	10	10	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 55 out of the respondents are married which represents 68.75%, 17 are single which represents 21.25%, while 8 are divorced which represents 10%. This implies that majority of the employees are married.

Table 5: Analysis of Respondents Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid OND	7	8.75	8.75	8.75

B.Sc	15	18.75	18.75	27.5
M.Sc	58	72.5	72.5	100.00
Others	0	0	0	0
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 7 out of the respondents have OND which represents 8.75%, 15 have B.Sc qualification which represents 18.75%, 58 have M.Sc qualification which represents 72.5%, this implies that majority of the employees are M.Sc holders.

Table 6: Analysis of Respondents Length of Service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than1 Year	8	10	10	10
1-5 Years	20	25	25	35
6-10 Years	15	18.75	18.75	53.75
10-15 Years	24	30	30	83.75
16 Yrs and above	13	16.25	16.25	100
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 8 out of the respondents have worked for less than a year which represents 10%, 20 have worked between 1 – 5 years which represents 25%, 15 have worked between 6-10 years which represents 18.75%, while 13 out of the respondents have worked for 16 years and above which represents 16.25%, 24 out of the respondent has worked for 10-15 years which represent 30%.

This implies that majority of the employees have working experience of 10-15 years as indicated by the above table.

Data Analysis

Table 7: Respondents Statement 1

Statement 1: Tertiary institution is a socio-economic, political, cultural, healthier and industrial development of a nation.

Table 7: Shows Response from Statement Number 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	64	80.0	80.0	80.0
Agree	16	20.0	20.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 64 out of the respondents strongly agreed to the statement which represents 80% while 16 agreed which represents 20%.

Table 8: Respondents Statement 2

Statement 2: Higher education in Africa suffers severe crisis of finding and its leaders posses little experience with institutional advancement.

Table 8: Shows Response from Statement Number 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	40	50.0	50.0	50.0

Agree	36	45.0	45.0	95.0
Undecided	2	2.5	2.5	97.0
Disagree	2	2.5	2.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 40 out of the respondents strongly agreed to the statement which represent 50%, 36 respondents agreed to the statement which represents 45%, 2 respondent was undecided which represents 2.5%, while 2 completely disagreed which represent 2.5% as well.

Table 9: Respondents Statement 3

Statement 3: Federal Universities in Nigeria are lacking the financial resources to maintain educational quality in the face of enrolment explosion and this has led to brain drain of the academics.

Table 9: Shows Response from Statement Number 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	42	52.5	52.5	10.0
Agree	10	12.5	12.5	22.5
Undecided	8	10.0	10.0	32.5
Disagree	12	15.0	15.0	47.5
Strongly Disagree	8	8.0	8.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 42 out of the respondents strongly agreed to the statement which represents 52.5%, 12 disagreed to the statement which represents 15%, 8 out of the respondents were undecided which represents 10%, 10 agreed which represents 12.5%, while 8 strongly disagreed which represent 8%,

Table 10: Respondents Statement 4

Statement 4: Tertiary institution is recognized as a fundamental instruments for the construction of knowledge economy and the development of human capitals all over the world.

Table 10: Shows Response from Statement Number 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	12.5	12.5	12.5
Agree	32	40.0	40.0	52.5
Undecided	24	30.0	30.0	82.5
Disagree	12	15.0	15.0	97.5
Strongly Disagree	2	2.5	2.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 10 out of the respondents strongly agreed to the statement which represents 12.5%, 24 were undecided to the statement which represents

30%, 32 agree, which represents 40%, while 2 strongly disagreed which represents 2.5.

Table 11: Respondents Statement 5

Statement 5: Inadequate funding is the most critical challenge that has threatened the attainment of good quality higher education in Nigeria.

Table 11: Shows Response from Statement Number 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	15.0	15.0	15.0
Agree	30	37.5	37.5	52.5
Undecided	28	35.0	35.0	87.5
Disagree	6	7.5	7.5	95.0
Strongly Disagree	4	5.0	5.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 4 out of the respondents strongly disagree to the statement which represents 5.0%, 6 disagreed to the statement which represent 7.5%, 28 undecided which represents 35%, 30 agreed to the statement which represent 37.5%, while 12 strongly agree with represent 15.0%.

Table 12: Respondents Statement 6

Statement 6: Quality higher education is dependent on the quality and quantity of human and material resources put in place in institutions of higher learning.

Table 12: Shows Response from Statement Number 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	35.0	35.0	35.0
Agree	40	50.0	50.0	85.0
Undecided	2	5.0	5.0	90.0
Disagree	8	10.0	10.0	100.0
Strongly Disagree				
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 40 agree to the statement which represent 50.0%, 8 disagree which represents 10%, 2 were undecided to the statement which represent 5%, while 30 strongly agree which represent 35.0%.

Table 13: Respondents Statement 7

Statement 7: The lack of infrastructures such as science laboratories, workshops, students' hostels, libraries and electricity will affect the quality of education.

Table 13: Shows Response from Statement Number 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	12.5	12.5	12.5
Agree	32	40.0	40.0	52.5
Undecided	24	30.0	30.0	82.5
Disagree	12	15.0	15.0	97.5
Strongly Disagree	2	2.5	2.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 10 strongly agree which represents 12.5%, 32 agree to the statement which represents 40.0%, 24 were undecided which represent 30%, 12 respondents disagree which represent 15.0%, 2 disagree which represent 2.5%, while 2 respondent strongly disagree to the statement which represent 2.5%.

Table 14: Respondents Statement 8

Statement 8: For quality teaching and learning, the class size must be small for effective students/teacher interaction

Table 14: Shows Response from Statement Number 8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	20.0	20.0	20.0
Agree	38	47.5	47.5	67.5
Undecided	8	10.0	10.0	77.5
Disagree	10	12.5	12.5	90.0
Strongly Disagree	8	10.0	10.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 16 strongly agree which represents 20.0%, 38 agree to the statement which represents 47.5%, 8 respondents were undecided which represents 10.0%, 10 respondents disagree which represents 12.5%, while 8 respondents strongly disagree to the statement which represent 10.0%.

Table 15: Respondents Statement 9

Statement 9: Most institutions of higher learning in Nigeria lecture halls are overcrowded with majority of the students standing at the corridors during lectures.

Table 15: Shows Response from Statement Number 9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	46	57.5	57.5	57.5
Undecided	6	7.5	7.5	65.0
Disagree	26	32.5	32.5	42.5
Strongly Disagree	2	2.5	2.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 2 strongly disagree which represents 2.5%, 6 undecided to the statement which represents 7.5%, 26 disagree which represent 32.5%, while 46 respondents strongly agree to the statement which represents 57.5%.

Table 16: Respondents Statement 10

Statement 10: The libraries in most institutions of higher learning in the country are stocked with obsolete text books, with current journals and text books lacking.

Table 16: Shows Response from Statement Number 10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	40.0	40.0	40.0
Agree	28	35.0	35.0	75.0
Undecided	10	12.5	12.5	87.5
Disagree	4	5.0	5.0	92.5
Strongly Disagree	6	7.5	7.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 32 strongly agree which represents 40.0%, 28 agree to the statement which represents 35.0%, 10 respondents were undecided which represents 12.5%, 4 respondents disagree which represents 5.0%, while 6 respondent strongly disagree to the statement which represent 50%, while 6 respondent strongly disagree to the statement which represents 7.5%.

Table 17: Respondents Statement 11

Statement 11: Most Universities and Colleges, the science laboratory and vocational and technical education workshops are empty, lacking the equipment needed for effective teaching and learning.

Table 17: Shows Response from Statement Number 11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	26	32.5	32.5	32.5
Agree	26	32.5	32.5	65.0
Undecided	4	5.0	5.0	70.0
Disagree	18	22.5	22.5	92.5
Strongly Disagree	6	7.5	7.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 26 strongly agree which represents 32.5%, 26 agree to the statement which represents 32.5%, 4 respondents were undecided which represents 5%, 16 respondents disagree which represents 22.5%, while 6 respondent strongly disagree to the statement which represents 7.5%.

Table 18: Respondents Statement 12

Statement 12: The undesirable conditions of institutions of higher learning in Nigeria have been worrisome to many scholars.

Table 18: Shows Response from Statement Number 12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	20	25.0	25.0	25.0
Agree	26	32.5	32.5	57.5
Undecided	2	2.5	2.5	60.0

Disagree	14	17.5	17.5	77.5
Strongly Disagree	18	22.5	22.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the above table, 14 disagree which represents 17.5%, 18 strongly disagree to the statement which represents 22.5%, 2 respondents were undecided which represents 2.5%, 20 respondents strongly agree which represents 25.0%, while 26 respondent agree to the statement which represent 32.5%.

Table 19: Respondents Statement 13

Statement 13: Students of institutions of higher learning in Nigeria are learning in dilapidated buildings which are poorly ventilated, illuminated, furnished and environmentally depressing and disabling situations.

Table 19: Shows Response from Statement Number 13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	40	50.0	50.0	50.0
Agree	14	17.5	17.5	67.5
Undecided	6	7.5	7.5	75.5
Disagree	6	7.5	7.5	8.5
Strongly Disagree	14	17.5	17.5	100.00
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 40 strongly agree which represents 50.0%, 14 agree to the statement which represents 17.5%, 6 respondents were undecided which represents 7.5%, 6 respondents disagree which represents 7.5%, while 14 respondent strongly disagree to the statement which represents 17.5%. This shows majority of the respondent were in support of the statement.

Table 20: Respondents Statement 14

Statement 14: Closure of the institutions affects staff productivity and the realization of educational aim and objectives.

Table 20: Shows Response from Statement Number 14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	44	55.0	55.0	55.0
Agree	12	15.0	15.0	70.5
Undecided	10	12.5	12.5	83.0
Disagree	6	7.5	7.5	90.0
Strongly Disagree	8	10.0	10.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 44 strongly agree which represents 55.0%, 12 agree to the statement which represents 15.0%, 10 respondents were undecided which represents 12.5%, 6 respondents disagree which represents 7.5%, while 8 respondent strongly disagree to the statement which represents 10%. This shows majority of the respondent were not in support of the statement. It can be observed from the analysis above that closure of the institutions affects staff

productivity and the realization of educational aim and objectives. This is shown as 70.0% of the respondents agree to the statement.

Table 21: Respondents Statement 15

Statement 15: The disruption of academic programmes of institutions of higher learning affects students learning outcomes, since lecture find it difficult to complete the course work.

Table 21: Shows Response from Statement Number 15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	15.0	15.0	15.0
Agree	34	42.5	42.5	57.5
Undecided	18	22.5	22.5	80.0
Disagree	8	10.0	10.0	90.0
Strongly Disagree	8	10.0	10.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 12 strongly agree which represents 15.0%, 34 agree to the statement which represents 42.5%, 18 respondents were undecided which represents 22.5%, 8 respondents disagree which represents 10.0%, while 8 respondent strongly disagree to the statement which represent 10.0%. This shows majority of the respondent were in support of the statement. It can be observed from the analysis above that the disruption of academic programmes of institutions of higher learning affects students learning outcomes. Since lectures find it difficult to complete the course work because 42.5% of the respondents disagree to the statement.

Table 22: Respondents Statement 16

Statement 16: In most institutions of higher learning, there is acute short of computers, multi-media projectors electronic, white boards and automation of lecture halls and lecturers offices.

Table 22: Shows Response from Statement Number 16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	64	80.0	80.0	80.0
Agree	16	20.0	20.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 64, out of the respondents strongly agree to the statement which represents 80%, while 16 agree which represent 20.0%. This shows majority of the respondent where in support of the statement. It can be observed from the analysis above that in most institutions of higher learning, there is acute short of computers, multi-media projectors, electronic white boards, and automation of lecture halls and lecturers offices because 80% of the respondents strongly agree to the statement.

Table 23: Respondents Statement 17

Statement 17: Economic and financial implication in terms of orientation and capabilities can manipulate the performance of tertiary education.

Table 23: Shows Response from Statement Number 17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	40	50.0	50.0	50.0
Agree	36	45.0	45.0	95.0
Undecided	2	2.5	2.5	97.5
Disagree	2	2.5	2.5	100.0
Strongly Disagree	80	100.0	100.0	
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 40 out of the respondent strongly agree to the statement which represents 50%, 36 agree to the statement which represent 45%, 2 respondent was undecided which represents 2.5%, while 2 respondent completely disagreed which represent 2.5% as well. This shows that majority of the respondent were in support in the statement. It can be observed from the analysis above that economic and financial implication in terms of orientation and can manipulate the performance of tertiary education because 50% of the respondents strongly agreed to the statement.

Table 24: Respondents Statement 18

Statement 18: Economic and financial implication has effects on tertiary institutions in Nigeria.

Table 24: Shows Response from Statement Number 18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	42	52.5	52.5	10.0
Agree	10	12.5	12.5	22.5
Undecided	8	10.0	10.0	32.5
Disagree	12	15.0	15.0	47.5
Strongly Disagree	8	10.0	8.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 42 out of the respondents strongly agreed to the statement which represents 52.5 12 disagree to the statement which represent 15%, 8 out of the respondents were undecided which represent 10%, 10 agree which represent 12.5%, while 8 strongly disagree which represent 10%. This shows majority of the respondents support the statement. It can be observed from the analysis above, that economic and financial implication has effects on tertiary institutions in Nigeria. This is because 52.5% of the respondents strongly agree to the statement.

Table 25: Respondents Statement 19

Statement 19: There is no significant relationship between economic and financial implication on Tertiary Institutions in Nigeria.

Table 25: Shows Response from Statement Number 19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	12.5	12.5	12.5

Agree	32	40.0	40.0	52.5
Undecided	24	30.0	30.0	82.5
Disagree	12	15.0	15.0	97.5
Strongly Disagree	2	2.5	2.5	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 10 out of the respondents strongly agree to the statement which represents 12.5%, 24 were undecided to the statement which represent 30.0%, 32 agree which represents 40%, while 2 strongly disagree which represent 2.5%. This shows majority of the respondent were in support of the statement. It can be observed from the analysis above that there is no significant relationship between economic and financial implication on Tertiary Institutions in Nigeria because 42% of the respondent agree to the statement.

Table 26: Respondents Statement 20

Statement 20: Poor leadership both at the government level and at the institution level have been a big challenge to quality in higher education in Nigeria.

Table 26: Shows Response from Statement Number 20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	15.0	15.0	15.0
Agree	30	37.5	37.5	52.5
Undecided	28	35.0	35.0	87.5
Disagree	6	7.5	7.5	95.0
Strongly Disagree	4	5.0	5.0	100.0
Total	80	100.00	100.00	

Source: Field Study 2021

From the table above, 4 out of the respondents strongly disagree to the statement which represents 5.0%, 6 disagree to the statement which represents 7.5%, 28 undecided which represents 35%, 30 agree is the statement which represents 37.5% while 12 strongly agree which represent 15% respondent were in support of the statement. It can be observed from the analysis that poor leadership both at the government level and at the institution level have been a big challenge to quality in higher education in Nigeria because 52.5% agree to the statement.

Test Of Hypothesis

The hypotheses that were stated earlier in chapter one would be stated in this chapter for acceptance or rejection. Hypothesis can neither be null hypothesis (H_0), that which is tested or the alternative hypothesis (H_1), that which is available to be accepted when the null hypothesis has to be rejected. Note that 4 we cannot reject the null hypothesis, we do not conclude that the null hypothesis is true but merely that it may be true.

Hypothesis One

H_0 : There is no significant effect of economic and financial implication on Tertiary Institutions in Nigeria.

H₁: There is a significant effect of economic and financial implication on Tertiary Institutions in Nigeria

There is a significant relationship between economic and financial implication on Tertiary Institutions in Nigeria.

S/N	Category	Observed N	Expected N	Residual
1.	Strongly Agree	64	16.6	48.0
2.	Agree	16	16.0	.0
3.	Undecided	0	16.0	-16.0
4.	Disagree	0	16.0	-16.0
5.	Strongly Disagree	0	16.0	-16.0
	Total	40		

Test Statistics? value (96.000) is greater than the P Value (9.488). Hence we reject the null hypothesis and accept the alternative hypothesis which state that,

H₁: There is a significant relationship between economic and financial implication on Tertiary Institutions in Nigeria.

Hypothesis Two

H₀: There is no significant relationship between economic and financial implication and the capabilities to manipulate performance of Tertiary Education.

H₁: There is a significant relationship between economic and financial implication and the capabilities to manipulate performance of Tertiary Education.

There is a significant relationship between economic and financial implication on Tertiary Institutions in Nigeria.

There is a significant relationship between economic and financial implication and the capabilities to manipulate performance of Tertiary Education				
S/N	Category	Observed N	Expected N	Residual
1.	Strongly Agree	10	16.0	-6.0
2.	Agree	32	16.0	16.0
3.	Undecided	24	16.0	8.0
4.	Disagree	12	16.0	-4.0
5.	Strongly Disagree	2	16.0	-14.0
	Total	80		

Test Statistics

There is a significant relationship between economic and financial implication and the capabilities to manipulate performance of Tertiary Education.	
Chi-square (a)	17.75
DF	4
A.Symp. Sig.	.000

a 0 Cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.0.

Decision: From the above, it could be seen that the computed chi-square value is 17.75. Since the calculated value (17.75) is greater than the P Value (9.488). Hence we reject the null hypothesis and accept the alternative hypothesis which state that,

H₁: There is a significant relationship between economic and financial implication and the capabilities to manipulate performance of Tertiary Education.

CONCLUSIONS AND RECOMMENDATIONS

It has been observed that the effectiveness of an organization is largely influenced by its leadership. For success to be achieved, a leader must adopt a management style that aligns with the organization's structure and considers the education level and sophistication of its employees. Leadership that acts unilaterally without collaboration often faces resistance, which can negatively impact staff morale and, ultimately, productivity. In the context of higher education, there is a pressing need for better planning and quality control, particularly concerning student admissions and the recruitment of qualified lecturers. Greater focus should be placed on science, technology, and professional disciplines, as these fields are critical to addressing the developmental needs of a country like Nigeria.

There should also be a strong emphasis on acquiring knowledge and practical skills in critical sectors such as agriculture, mining, building construction, manufacturing, industrialization, health, and education. These areas are essential for national development and should take precedence over excessive campus politicking, which often proves more harmful than politics itself. Politicking tends to disregard established rules and procedures, favoring the exercise of raw, unchecked power. If university authorities can break free from the challenges that have hindered institutional progress and genuinely reform their systems, the path toward meaningful transformation and development will become clearer. In doing so, universities can more effectively fulfill their core mandate of producing competent professionals, instilling positive attitudes, values, and norms, and building both human and social capacity—key foundations for societal and economic advancement. However, unless the issue of quality in Nigeria's educational system is thoroughly addressed, the country's socio-economic transformation will remain elusive.

Therefore, the ongoing relevance and sustainability of the university system depend largely on its ability to fulfill its societal responsibilities. Only when universities effectively serve the needs of society can their continued existence and significance be truly valued and appreciated by the public. Based on this understanding, the study offers the following recommendations:

1. A collaborative cost-sharing and funding partnership involving the government, parents, local communities, and the private sector should be pursued on a larger scale. Parents and communities should take a more active role in providing educational resources such as books, equipment, and materials, possibly through structures like the Parents-Teachers Association. Communities could also contribute by building schools and supplying goods and services in kind.
2. The efficiency of the education system must be enhanced by reducing internal wastage—manifested through high failure rates, student dropouts, repeaters, and low teacher productivity—to improve overall school system performance.

3. All tertiary institutions should implement well-planned designs and effective contract management strategies to achieve significant cost reductions without compromising quality.

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