

MANAGEMENT AND FUNDING FOR QUALITY ASSURANCE IN THE CURRICULA OF HIGHER EDUCATION IN NIGERIA

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ABSTRACT

The pursuit of quality in education has become a worldwide phenomenon. This stems from the astronomical demand for higher education, as well as the rising integration of relevant emerging educational reforms in the Nigerian curricula. Despite the efforts at promoting best practices in ensuring quality of achievement and learning outcomes, the management and funding of higher education have been criticised for being regressive in recent years. On this premise, this article examines management and funding for quality assurance in the curricula of higher education in Nigeria. The article appraises the concerted actions of management and quality control agencies that are involved in the transformation of the higher education landscape in Nigeria. Some reform measures, which have gained entrance into Nigerian higher education, are also enunciated with a critique of the dire financial situation of higher education in Nigeria, as evidenced by some financial reports from appropriate sources. Similarly, the issue of quality echoed frequently in Nigerian higher education is critically examined. Some of the submissions in the end include the need for the installation of a sustainable culture of quality reforms management and use of adequate financial sharing formula with a view to proving curricula output of higher education in Nigeria.

Keywords: curricular; education; funding; management; quality



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INTRODUCTION

At various times in Nigerian educational history, concerted actions to transform the educational landscape have been made. Significantly, some of the major frameworks such as Education For All (EFA), the United Nations Millennium Development Goals (MDGs), the United Nations Literacy Decade, the United Nations Decade of Education on Sustainable Development, the World Summit on the Information Society (WSIS) and the World Summit for Sustainable Development (WSSD), have sharpened educational thought and practices in Nigeria at various levels and dimensions. It is quite obvious that from the beginning of twenty-first century, and even to date, significant expansion and growth have been witnessed in the Nigerian education sector, albeit with the challenges of chronic inadequacy of resources – human, material, infrastructural and financial – and criticisms on educational reforms management vis-à-vis quality assurance in the curricula.

It is clear that policy changes and expansion in the education sector often lead to corresponding improvement in the curriculum at the various levels of education concerned. Thus, curriculum is the core of education (Obadiora and Adesina 2000) and effective implementation of a nation's policy on education takes place through its effective implementation. According to Alade (2013), curriculum plays a crucial role. It enhances productivity, stimulates global competitiveness and brings about economic development of the citizenry, he buttressed. As a result, in the pursuance of educational goals at all levels, but specifically, in the context of this article, in higher education, comprising various curricula in diverse disciplines, management and funding are essential. In the same vein, management is a strong determinant of quality output.

In Nigeria's case, the management of the education system is in the hands of designated bodies. Some of the agents, which are at the apex for quality assurance and control, include the National Council on Education (NCE), with the Federal Minister of Education as Chairman and State Commissioners for Education as members. This body exercises its political power to prescribe and maintain sound, uniform educational standards throughout the nation. The Joint Consultative Committee on Education (JCCE) works in close collaboration with the National Council on Education (NCE). It offers professional advice and sets the stage for the NCE to exercise its political will (Osuji 2004). Membership of the JCCE includes Directors of Education, Deans of Faculties of Education and others with a standing interest in education.

In addition, educational management, development and quality control are also guided by policy and regulated by the various designated agencies and commissions, whose regulatory functions have led to norm-setting for educational establishments or initiatives under their respective jurisdiction. Apart from the national institutional framework for managing education development and reform, both the federal and state governments finance and manage their own educational institutions through the

appropriate mechanisms – commissions, boards and committees - at all educational levels.

To be specific, the level of education, which is of concern in this article, is higher education. In spite of the high demand for higher education as an investment in human capital and also a prerequisite for economic development in Nigeria, the universities and other tertiary institutions often experience a state of decay when quality teaching staff leave the country in search of greener pastures abroad. Ubogu (2011) observed that apart from the impact of inadequate funding on the quality of the teaching and learning process in higher institutions, students support is now inadequate. He further stressed that the number of students from poor and disadvantaged backgrounds attending our higher institutions has become insignificant. The funding of higher education has obviously been regressive over the years in Nigeria. Both parents and students are apprehensive of any new initiative in the management of tertiary institutions, which may have implication on tuition fees (Abdu 2003).

Furthermore, the upsurge in the activities of secret cults, along with debilitating strike actions by higher education staff often resulted in the shutting of the tertiary institutions for months. This may be as a result of underfunding, which sometimes if not always puts the tertiary institutions' management under stress, strains and incapacitation in providing essential services. These are enough reasons to examine the reforms management and funding for quality assurance in the curricula of higher education in Nigeria discussed in this article.

REFORM MEASURES IN NIGERIAN HIGHER EDUCATION CURRICULA

Higher education, which is often called tertiary institutions in Nigeria, generally covers the post-secondary section of the national education system, which is offered in universities, polytechnics and colleges of technology, teacher education colleges, correspondence colleges, colleges of arts and science, schools of agriculture, schools of forestry, nursing schools and institutions offering diplomas beyond secondary school level. They provide both the middle- and senior-level manpower and management needed in the public and private sectors of the country's economy. Higher education in Nigeria can be classified or divided into the public or private, and the university sectors. The universities, polytechnics and colleges have governing boards or councils appointed by the government and some internal representatives of the institutions as elected members. These councils generally direct the affairs of the institutions on behalf of the government or respective owners.

The management of each institution is headed by a chief executive officer, that is, the vice-chancellor in the case of universities, the rector in the case of polytechnics and the provost in the case of a college of education. Supervisory and coordinating agencies are established for each group of institutions: the National Universities

Commission for the university, the National Board for Technical Education for the polytechnics and National Commission of Colleges of Education for colleges. Funding, management and quality assurance are largely channelled, instituted and fostered through these agencies and those at the helm of affairs in the established institutions.

Higher education is essential for promoting sustainable human development and economic growth (Amadi 2011). It is crucial to the resolution of the complex problems and the development challenges that face the African continent. While the ability to access and apply knowledge and technology will remain a central feature of Africa's renewal and rejuvenation, the 'African renaissance will not be possible without higher education producing sensitive and committed intellectuals, scholars, writers, dramatists, artists, musicians and critics' (Alani and Oni 2011).

Curricular policies of higher education therefore are expected to contribute meaningfully to improving the quality of schooling, health care, welfare and other public services at national, provincial and local levels. This requires the active promotion of quality, with effective management and funding as part of the essential indicators. Higher education can help developing countries use the economic transformation being wrought by globalisation to leapfrog stages of development (David 2002).

In order to cater for the needs of society, using education as a dynamic instrument of change, the issue of reform in higher education curricula holds a prominent place. Several reform measures have been witnessed by Nigerian higher education since the beginning of the 21st century. Indeed, the year 2000 was a mark of the departure point for such concerted actions to transform the educational landscape in Nigeria, driven by the spirit of the provisions of the Federal Constitution of 1999, the National Policy on Education (1998), as well as Nigeria's committed membership of the United Nations. The first in the reform measures is the re-launch in 2003 and actual take-off of the National Open University of Nigeria (NOUN), first established in 1983 and suspended shortly after. The second landmark reform strategy is the Nigerian Virtual Library Project for Universities and other institutions of higher education launched in 2003. Another innovative reform is the National Universities Commission's successful launch in September 2003 of the Virtual Institute of Higher Education Pedagogy (VIHEP). This becomes important, as it targeted for the first time at all higher education teaching personnel who do not have a professional teaching qualification, as well as professionals who are expected to avail themselves of opportunities for continuous and on-the-job professional development.

The reforms with respect to the curricula of higher institutions were two innovative strategies evolved by the National Universities Commission to enhance quality assurance. The first is the introduction in 2001 of league tables for universities, based on the outcome of visitation/accreditation reports. An overall ranking of universities was initially planned, but later modified for greater validity to reflect ranking by

generation and ownership of the institutions under first, second and state ownership. The second tertiary institution reform is the recent comprehensive curriculum review of all programmes in universities, with a view to ensuring relevance and quality in line with the needs of the labour market.

Further reform is a programme of entrepreneurial studies introduced in tertiary institutions to prepare graduates of the education system to be self-employed and create employment, rather than look to government for employment. Apart from the National Stakeholders Workshop that was held in June 2004 on the need for curriculum reform, the Education Tax Fund (ETF) also carried out a three-week National Survey in July 2004 to determine the needs of the labour market as well as those of university undergraduates within the context of the larger society and world of work that are not being met by the existing curricula. The outcomes of the national survey, which involved all major public and private enterprises and employers of labour in the six geopolitical zones of Nigeria, form the basis for review of the curriculum.

Osuji, in his paper presentation at the forty-seven session of the International Conference on Education, Geneva, 8 – 11 September, 2004, identified the major reforms at the tertiary level of education in innovative terms as:

1. Maintenance of a uniform academic calendar for all tertiary institutions;
2. Proper funding and maintenance of infrastructure;
3. Introduction of Information and Communication Technology Education;
4. Approval of the establishment of private universities; and
5. The modification of Distance Learning to National Open University of Nigeria (NOUN) to make education accessible to the greater population of Nigeria.

It is believed that these reforms altogether with adequate management would: result in the total development of all individuals; improve the quality of education content and delivery at all levels; make the education system more relevant and functional for the acquisition of skills for everyday life and for work; and promote Information and Communication Technology (ICT) capabilities at all levels. It is clear that the coordination of all the resources that go into reforms in higher education through the process of planning, organising, directing and controlling, otherwise termed 'reforms management', is a principal factor for quality assurance in higher education curricular implementation.

Nigeria, as a developing nation, is still witnessing the implementation of the reforms and increasing numbers of candidates struggle and thirst for higher education. These demand a corresponding increase in proper management and funding. It is saddening to note that the indices that can guarantee qualitative higher education are

not taken into consideration adequately in the country's quest to meet both quantity and quality assurance targets in the ambitious curricula of Nigerian higher education.

PHENOMENON OF MANAGEMENT

The term 'management' in administration refers to the function in the organisation that is concerned with the execution of policy within the limits set by the coordinating board or ministry. It involves planning, directing, controlling and staffing. Central to the performance of these functions is decision-making. One way or the other, management is decision-making (Alade 2009). In contemporary organisations, much change is led by top management and involves the application of strategies (Balogun and Ekore 2002). The task of ensuring quality assurance in product and service delivery in education is viewed to be a priority. This is due to the intense competition in the labour market, both locally and globally. To achieve competitive advantages, many sectors have begun to pursue quality. In higher education, 'management' is a systematic attempt to achieve continuous improvement in the quality of the institutions' product and services. Managing is one of the most important human activities that permeate all organisations. The managerial heads that work together for the attainment of a predetermined objective are charged with the responsibility of ensuring that the aims and objectives of the organisation, in this case, higher education institutions, are realised. It is the educational managers' responsibility to ensure that every member of the group contributes his or her best towards the actualisation of the objectives fostered through educational reforms.

Opara, Falade-Obalade and Nosike (2009) defined management as the guidance or direction of people towards organisational goals or objectives. Management promotes research, quality and productivity based on established principles. It regulates behaviours. Organisations aim at growth through proper management. In respect of institutional facilities, Gbadamosi (2009) defined management as the process of planning to meet the needs of the school for physical facilities. An essential component of an effective higher education programme is a well-conceived management.

For a desired output in managerial activities, Total Quality Management (TQM) is essential. This includes leadership, motivation, commitment, team work, effective communication, and continuous improvement as the components of its practices. The applicability of management is universal. It affects all facets of humanity – education, health, science, technology, environment, humanities. Dramatic and continuous policy reforms in Nigerian education are unavoidable because our world is a rapidly changing one. Thus, management today and tomorrow must be in tune with change, if it must be universally effective in responding to the demands for quality in Nigerian education, higher education inclusive.

FINANCING HIGHER EDUCATION IN NIGERIA

Education is an incredibly capital intensive enterprise in which the expected returns or results may remain elusive, if the ever-growing needs and demands of citizens are not matched with the appropriate resources, infrastructure and conducive environment. As a result, funding is still a major pre-occupation of government at both federal and state levels. The underlying rationale for educational funding is to equip people with the required knowledge, skills and capacity to enhance the quality of life and augment productivity and capacity to gain knowledge of new techniques for production, so as to be able to participate well in the development process.

An education system requires adequate human, material and financial resources to be able to execute its programme and fulfil its expectations as an instrument for national development (Durosaro and Fasasi 2009). Among those resources, finance plays a leading role. According to Olagboye (2004), educational finance constitutes an important aspect of public finance due to the fact that federal, state and local governments are involved in its provision and management. It also constitutes a vital aspect of private investment, because voluntary organisations and individuals are involved in it. However, financing higher education in Nigeria today is a crucial national problem. It is quite disheartening that so many years after the formulation of the National Policy, education in Nigeria has not been able to meet the goals of the capacity development through high-level relevant manpower training in higher education institutions. Like most African nations, Nigerian public schools are in a dire financial crisis (Alufohai 2011). Alufohai also lamented that the allocation to education in the Federal budget fluctuated between 1989 and 2003, while the percentage allocation was most ridiculous in 2003, when government budgeted 18.1% to education. This is terribly far from the UNESCO recommendation of 26% for developing countries. Durosaro and Fasasi (2009) had earlier lamented that the problem plaguing the financing of education in Nigeria is fraud and misappropriation of funds. There are always gaps in fund allocation, fund release and fund utilisation, they said.

The result of the decreased funding is that facilities and infrastructure declined in quality and quantity, thereby contributing to the system's inefficiency (Obanya 2006). The trends in fund allocation to federal universities and other higher institutions of learning are shown in table 1 and 2 (see the Appendices) as provided by National Universities Commission (NUC 2001; 2002) and Education Tax Fund records.

Despite the identified sources of funds and development partners such as ETF contributions towards the funding of higher institutions in Nigeria, the Britain-Nigeria Educational Trust Fund (2009) reported that the education sector, which suffers from inadequate funding at all levels, has not utilised the sum of ₦22.6

billion (\$5.11 trillion) allocated by the Education Trust Fund, covering the period 2002 – 2007. The fund was to be made available to universities, polytechnics, State Ministries of Education and the Universal Basic Education Boards. Nwosu (2009) considered it very embarrassing and unacceptable, especially in a situation where most of these institutions are in a dire state, yet there are funds unutilised in the treasury of the Central Bank of Nigeria.

The Education Tax Fund (ETF) becomes a notable source of funds for higher education. On its establishment under Act No. 7 of 1993, the objective is to improve the quality of education in Nigeria. This has not yielded much result because of the low-capacity utilisation of the funds by the beneficiary institutions. In fact, in view of the critical role of funding in the whole process of educational development in Nigeria, the other example of achievement in partnership by the Education Tax Fund that has played a critical role in funding education projects at all levels is made clear in the Federal Ministry of Education Country Report (2003) to the 15th Commonwealth Conference of Education Ministries as presented in table 3 (see Appendices). The statutory intervention of ₦16.3148 billion (\$3.69 trillion) (item xii, table 3) by ETF in the tertiary education sub-sector is a welcome development.

In addition, table 4 (see Appendices) reveals the share of the federal government budget to the educational sector between 1999 and 2010 within which higher education has its share.

From table 4, there is the clear indication that apart from 2007 and 2009 when the budgetary allocation rose to 13% (₦210 billion) (\$47.5 trillion), the financial status of the education sector has been dwindling. By implication, there still exist difficulties in the higher education institutions, which are hindered by under-funding and inadequacies in facilities from implementing the content of the curricula in various specialisations. Qualitative curriculum implementation can only be achieved through adequate funding. The funding of our educational system is not encouraging. Since funding is central to any programme, inadequate funding paralyse any well-formulated reform (Aigbokhan, Imahe, and Ailemen 2009). With inadequate and fluctuating budgetary allocations to education annually, there is bound to be deterioration of the system with its attending implications on human capital development (Alufohai 2011).

It is a fact that the source of many problems facing the higher educational system in Nigeria today can be traced to insufficient funding of the system. Funding shortfalls have unfortunately become the norm for many years, thus affecting Nigerian education. The effects of these include high degree of 'brain-drain' among the academic staff, rampant crises, incessant strike action, indiscipline among staff and students, and examination malpractices. All these factors continue to have a serious effect on the quality of higher education in Nigeria.

TOWARDS ENSURING EFFECTIVE MANAGEMENT AND QUALITY ASSURANCE IN NIGERIAN HIGHER EDUCATION CURRICULUM IMPLEMENTATION

It has been echoed frequently that quality education programmes will have to go along with concerted action in a number of closely related areas of sustainable human development: political and social re-engineering, improved and performing economics, improved educational policy and programme development and management, curriculum enrichment, and new directions in international cooperation (Ajetunmobi 2006; Zenz 2007). Thus, effective management and quality-fostering are essential ingredients for successful education.

Whenever issues of higher education are discussed worldwide, concerns are expressed about quality. Defining quality in higher education has proved to be challenging (Becker and Brookes 2005). At the broadest level, education quality can be viewed as a set of concepts that border on relevance, validity, functionalism and excellence in the input, process and output of the education system. Quality connotes the ‘worth’ or ‘appropriateness’ of the products of education. Quality assurance denotes the checking of quality of the product by testing samples that come out of curriculum implementation.

Osasona (2005) identified the following views about quality:

- i. Quality is related to the extent to which formulated goals and aims are reached.
- ii. Quality is the extent to which the product meets the demands/satisfaction of both the customers and employers of labour.
- iii. Fitness for purpose – quality of provisions, quality of programmes.
- iv. Fitness of purpose – standards, competencies, academic/professional qualifications.
- v. A race without a finishing line.

Quality is an indication of conformity to standard. Its pursuit in education has become a worldwide phenomenon. This stems from the rising globalisation and adaptation of relevant emerging educational issues. Indeed, curriculum revision/development is an important aspect of ensuring quality in education. It ensures that school curricula are current and reflective of national and global needs.

In Nigeria, the pursuance of qualitative education in the implementation of higher education curriculum needs to be addressed from what the author refers to as a ‘rhombus approach’ in this paper (figure 1 – see Appendices). It shows the line diagram of the rhombus approach for effective reforms management and funding for quality assurance in higher education. In respect of the rhombus approach (figure 1), reform priorities in the higher education curriculum can only thrive well where there is effective management of resources. In the process, quality reforms need

quality management and quality resources. The four concepts work together and none of the parts is lopsided; that is what makes the line in the line diagram equal – a rhombus approach. In addition, quality priorities in the Nigerian higher education should continue to be reflected in the following areas:

- i. content
- ii. instructional techniques and materials, and
- iii. monitoring and supervision

Higher education curriculum subjects or courses that can foster the realisation of higher institution objectives should attract high-quality content for the multifaceted empowerment of recipients. Highly coordinated instructional techniques that would enhance quality content achievement should always be utilised. Quality instructional materials should be a component package of quality content. Such quality instructional materials should include:

- i. Visual and audio-visual materials, together with storage and maintenance facilities.
- ii. Laboratories that are well equipped.
- iii. Relevant and adequate textbooks.
- iv. Well-equipped libraries.
- v. Information and Communication Technology Networks.

For quality to be sustained over time, the need for effective management cannot therefore be over-emphasised. The relevance and importance of management to the effective utilisation of resources are paramount. Higher education aims at growth through proper management. Maintaining quality is not alien to Nigerian higher education. However, reforms management of higher education would demand the following:

- i. The use of monies accruing to an institution must be closely monitored to ensure healthy academic and administrative expenditures, i.e. financial management;
- ii. The human resources available to an institution need to be carefully managed, i.e. personnel management;
- iii. There must be proper control over purchasing and inventory management, i.e. materials management, and
- iv. There must be appropriate coordination of items of equipment consistent with the prescription of the tertiary institutions regulating bodies.

In all, quality assurance in higher education is not a one-time operation or once-and-for-all activity. Continuously, the challenging areas that need to be addressed to facilitate quality education include:

1. Policy stability;
2. Quality in admission;
3. Effectiveness of regulatory authorities to apply sanctions;
4. Staff condition of service;
5. Quality of staff;
6. Environment of instruction;
7. Content of instruction;
8. Students support services;
9. Management by processes, facts and sincerity;
10. Continuous learning and improvement;
11. Quality of instruction, and
12. Quality of assessment, measurement and evaluation.

CONCLUSION

The fact remains that higher education institutions foster national development through high-level relevant manpower training, but the reforms that reflect in the curricula of respective higher education institutions can only thrive well under adequate management and with adequate resources. Also, in keeping with the dictates of policy reviews in the emerging society, the realities of the corresponding curricula reforms are largely determined by management and funding. These are also among the factors for quality assurance in higher education. In fact, in the recent past, public opinion has strongly criticised certain aspect of the education system in Nigeria. Higher education and its curriculum of programmes in Nigeria and beyond can hardly be ignored. As a result, this article has focused on reforms, management, funding and quality assurance in the curricula of higher education in Nigeria, with a view to giving it more priority by the stakeholders of education, both in policy and the practices that go into the implementation. Effective consideration of higher education curricula implementation is always essential so that higher institutions can offer their students the quality of education, that they have a right to expect for functional living in the society.

RECOMMENDATIONS

To sustain higher education in the country, the following recommendations are made:

1. Educational Management Information Services (EMIS) should constantly be put in place and operate regularly for effective reforms management and quality assurance in higher education institutions.
2. Federal and state governments are urged to improve the conditions of service of staff from time to time as a springboard to improved dedication, to reforms management and improved quality of higher education.
3. Accrediting bodies and other quality assurance agencies should always work with higher education institutions to develop standards and benchmarks for quality management and review.
4. If African higher education is to remain relevant in a globalising, competitive and quality-demanding world that is increasingly knowledge-driven, veritable mechanisms for developing and fostering a robust and sustainable culture of quality management should be fashioned and be honestly put into practice in the tertiary institutions.
5. Since under-funding makes realistic periodic review and reforms of curricula, in line with global best practices as a major element of quality assurance impracticable, the Nigerian government should ensure that allocation of financial resources in tertiary education institutions is based on appropriate sharing formulae, bearing in mind the quality of research, the number of students and continuous institutional general performance.
6. All stakeholders such as parents and guardians, private sectors, non-governmental agencies and the society in general must become involved progressively in the financing of higher education.
7. Effective planning, organising, coordinating, and control system must be put in place of higher education programmes in the country.
8. The content of higher education must be constantly updated with the rapidly advancing frontiers of knowledge for wider acceptability and global quality relevance.
9. Enough facilities and instructional materials must be provided for the use of management and academic staff to help them render quality services and then transform theories on teaching into practice.
10. An effective supervisory system for curricula reforms implementation and funding should be constantly injected into the higher education institutions.

11. The internal and external criteria for quality-raising and assurance should be harmonised by coordinating agencies or bodies and higher education institutions.
12. Higher education institutions are encouraged to adhere strictly to manuals for institutional quality management and also participate in global quality assurance activities such as those organised by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).

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APPENDICES

Table 1: Source of Funds for University Financing

Heading	Source	Percentage
Personnel	Government grant	98
	Other sources	2
Overhead	Government grant	45
	Income from user charges	49
	Income from investments	6
Capital	Government grant (NUC)	68
	Government grant (ETF)	12
	Private Sector Support	10
	Income from Investment	4
	Others	6

Sources: NUC (2001, 2002) Annual Report

Table 2: ETF Funding of Higher Institutions, 1999 – 2001 Sub-sector

	1999 (N)	2000 (N)	2001 (N)
Universities	2, 041, 374, 962.50	466, 000, 000.00	184, 800, 000.00
Polytechnics	1, 087, 209, 288.00	369, 500, 000.00	76, 926, 000.00
College of Education	1, 099, 137, 930.00	431, 200, 000.00	181, 800, 000.00
Monotechnics	Not Available (NA)	193, 500, 000.00	89, 616, 000.00
Inter-Universities and others Government Agencies NECO, UMC, NFLU, MNLAN, NERDC, NIEPA, NOU, NTI, Nigeria Law Schools	218, 368, 885.33	117, 360, 404.50	277, 000, 000.00

Source: ETF 2001 Annual Report cited in Ubogu (2011)

Table 3: The Contributions of ETF to meeting the funding needs of the education sector between 1999 and 2003

S/N	Project Item	1999 – 2003
i	Provision of Exercise Books for Basic Education	246, 000, 000.00
ii	Teacher production for primary and secondary schools	76, 050, 000.00

iii	Intervention in mass literacy programme	40, 000, 000.00
iv	Intervention in National Open University Project	2, 200, 000.00
v	Championing and Funding New Library Initiatives: Think Quest Computer Literacy School Net Nigeria	210, 000, 000.00
vi	Community-Based Educational Infrastructure Project and Facilities/Modern learning to the grassroots CERG Project.	700, 000, 000.00
vii	Intervention in Special Education	362, 000, 000.00
viii	Curriculum Revision of Primary and Junior Secondary Subject, Book fair	35, 000, 000.00
ix	ETF Invention in Nomadic Education	50, 000, 000.00
x	Statutory Intervention in the Primary Education Sub-sector	9.0058billion
xi	Statutory Intervention in Secondary Sub-sector	4.5042 billion
xii	Statutory Intervention in the Tertiary Education Sub-sector.	16.3148billion

Source: Federal Ministry of Education (2003) Country Report to the fifteenth Commonwealth Conference of Education Ministers

Table 4: Federal Government Budgetary Allocation to Education (1999 – 2010)

Year	Amount (N) Billion	Percentage (%)
1999	23.047	11.2%
2000	44.225	8.3%
2001	39.885	7.0%
2002	10.2	5.09%
2003	64.76	11.83%
2004	72.22	7.8%
2005	92.59	8.3%
2006	166.6	8.7%
2007	137.48	6.00%
2008	210	10%
2009	168.44	13%
2010	3.49	2.27%

Source: Education Sector Status Report (2009) cited in Alani and Oni (2011)

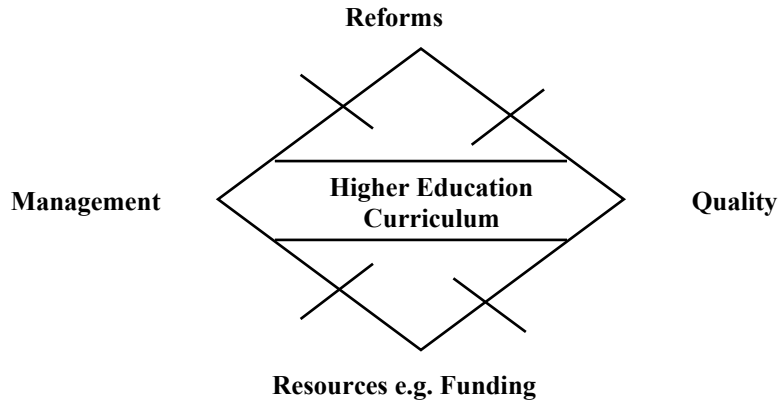


Figure 1: Rhombus Approach for Effective Reforms Management and Funding for Quality Assurance in the Curricula of Higher Education in Nigeria (Source: The Author)