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ADEQUATE FUNDING OF UNIVERSITY EDUCATION: A PANACEA FOR ACHIEVEMENT OF EXCELLENCE IN TEACHING AND LEARNING IN NIGERIA

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ABSTRACT

The role of the university education in human capital empowerment for national development in the Nigerian society cannot be overemphasized. Given the important roles and benefits of university education, yet, this level suffers a lot of financial crisis and constraints creating difficulties in achievement of excellence in the management of teaching and learning in the universities. The universities are well known for the pursuance of their goals and objectives through quality teaching and learning, research and development, provision of practical based curriculum together with high standard facilities and consultancy; most times these educational processes are usually constrained by inadequate funding affecting the attainment of a high degree of excellence in their services. This paper therefore discussed the need for adequate funding of university education as a panacea for achievement of excellence in teaching and learning in Nigeria. Further discussed in the paper were few definition of concepts as adequate funding, university education together with its benefits, history and objectives, excellence in teaching and learning. The importance of adequate funding of university education as a panacea for excellence in teaching and learning was also discussed in the paper. The trends in funding of university education likewise, areas of primary concerns affecting achievement of excellence in teaching and learning in university education system demanding adequate funding were further highlighted in the paper. Various fund generating system of the Nigerian universities were reviewed. Finally, the strategies for improving university education funding was used to conclude the paper.

Keywords: Adequate, Funding, University, Education, Panacea, Achievement, Excellence, Teaching, Learning

Introduction

The Nigerian university education system through the establishment of public and private universities is popularly known for training of different manpower for the Nigerian economy. The university education is the highest level in the tertiary or higher education system cadre, likewise, the pivot on which the development of any society hangs. This means that the university education trains useful and vibrant manpower that make contributive efforts towards socio-economic, political and cultural development in the country. Since the establishment of various universities in the country, professionals from different fields of studies of science and technology, humanities, social sciences, management sciences, education and arts, have been produced for positive contributions towards national development. University education provides students with diverse basic knowledge, information and skills through theory and practice for entrepreneurship and technological advancement in the Nigerian society. Therefore, no science and technological advancement in the country can be made realistic without positive contributions from the university education system. The role(s) and benefits of university education in human capital or capacity

building and empowerment for national development in the Nigerian society cannot be overemphasized. This level of education, as stressed by the Federal Republic of Nigeria (FRN, 2013, p.41) makes optimum contributions towards national development through the intensification and diversification of its programmes for the development of high level manpower within the context of the needs of the nation; making all professional course contents reflect the country's national requirements; making all students part of general programme of all-round improvement in university education, to offer general courses such as history of ideas, philosophy of knowledge, nationalism and Information Technology (IT); and making entrepreneurial skills acquisition a requirement for all Nigerian universities. In pursuance of the aforementioned intentions, the Nigerian university teaching sought to inculcate community spirit in the students through projects and action researches. And technologically-based professional courses in the universities shall include as components, exposure to relevant future working environment. The above statements showcase that the university education system processes and structure sought to pursue their goals through quality teaching and learning, research and development, high standards of quality of facilities, services and resources, provision of a more practical based curriculum relevant to the needs of the labour market, staff welfare and development programmes, provision of a variety of flexible learning modes including full-time, part-time, block release, day release, and sandwich programmes. All these cannot be successfully attainable without adequate funding of the university education. Hence, effective administration and management of all activities especially in the aspects of teaching and learning in the university education cannot be possible without adequate funding.

Again, excellence in teaching and learning in university education system can never be achievable without adequate or sufficient funding. Funding is very crucial for attainment of high standards, quality education and the objectives of the university education. Hayes (2020) observed that funding which is also known as financing, entails providing funds or money for business activities, making purchases, or investing in something like education. Funding is equally the act of providing resources, usually in form of money, or other values such as effort or time, for a project, a person, a business, or any other private or public institutions. It is the financial resources provided to make some project possible (Definitions.net. STANDS4 LLC, 2020). In the Nigeria, education funding or financing as described by Guthrie and Schuermann (2017)refers to governmental and organizational processes by which revenues are generated (through taxation, tuition, fees, and philanthropy), distributed, and expended for the operational and capital support of formal schooling. Funding of education according to Babalola (2014) is of utmost importance because it assists to promote enrolment of all students irrespective of the income profile of the parents; provide infrastructures such as classrooms across all levels, so as to ease over-crowding, increase access and reduce pupil/teacher ratio; and enhance the efficiency, resourcefulness and competence of teachers and other educational personnel through training, capacity building, and motivation. According to Rowell and Money (2018), the underlying rational for public funding of education is to equip people with the requisite knowledge, skills and capacity to enhance the quality of life and increase productivity and capacity to gain knowledge of new techniques for production so as to be able to participate evocatively in the development process. Funding or financing of education has been generally identified as the most important of all resources required for quality educational service delivery. This is because it is capable of influencing the quality and quantity of other resources which are needed for execution of educational programmes. Education funding however, comes from different sources, according to Rowell and Money (2018). The major one at all levels of government is public revenue from taxation. The public funding includes direct government expenditures in the form of subsidies to households such as tax reductions, scholarships,

loans and grants. It also includes payment from Education Tax Funds (ETF) mainly for capital expenditure. At present, private sources account for about 20% of total national donors. Education funds are reported to be distributed among primary, secondary and tertiary educational levels in the proportion of 30%, 30% and 40% respectively (Balurni, 2003 cited in Rowell & Money, 2018). Funding of public education or educational institutions just like the universities with the exception of the private institutions and universities is primarily government's responsibility. Although, the Nigerian university have various sources of fund generation through their ownership or sponsorship (that is; federal and state government or private ownership), endowment fund, commercial ventures, consultancy services, among others, yet they seem not to be enough for the management of the university education in the country especially in handling teaching and learning activities. A glance at the universities in Nigeria shows that they suffer lack of sufficient funds which is visible in their dilapidated structures and building, inadequate physical facilities and equipment, poor resources mobilization, inadequate academic staff training and development. Rowell and Money (2018) expressed their dissatisfaction that the fact remains that education in Nigeria has experienced loss of facilities, deterioration of equipment and plants and uncompleted projects as a results of the financial crisis facing the system. Given the poor state of the country's budget to education, the current financing trend might not be sustained in the near future. The revenue from government allocations have to increase to meet this rising costs or else education at all levels will suffer setbacks either in total number of staff, in relative wage and salary increase or in capital and equipment.

The issue of poor and inadequate funding of the Nigerian university education has continued to raise a lot of doubts and so much concerns from various stakeholders. This has equally been responsible for the numerous ASUU strike actions both in the past and present, agitating for adequate funding of the universities in the country. Currently, in this year 2020 of Corona Virus (COVID-19) pandemic, the universities are supposed to carry on all their teaching and research through the use of e-learning or electronic means, but they are rather on strike fighting for government support for adequate financial assistance and funding for the development of university education. Inadequate funding of university education has a lot of consequences on both students' development and national development. University education is supposed to produce the requisite competent workforce for the Nigerian economy which can be realized through excellence in teaching and learning. Whereby excellence cannot be achievable in teaching and learning, this would have negative impact on the workforce, meaning production of incompetent graduates that cannot tackle the societal challenges or make significant contributions to the competitive labour market and also move the economy forward to a greater height. From all the foregoing discussions, calls the need for adequate funding of university education as a panacea for achievement of excellence in teaching and learning in Nigeria. This has warranted discussions in the different sections of this paper to be channeled, looking into several definitions of concepts, the benefits, history and objectives of university education, the importance of adequate funding of university education as a panacea for excellence in teaching and learning, trends in funding of university education, areas of concerns affecting the achievement of excellence in teaching and learning in university education system demanding adequate funding, review of various funds generating system in the Nigerian universities and finally, the strategies for improving university education funding in Nigeria. Several concepts which formed the basis of the paper has been described in details below.

Adequate Funding Conceptualized

The term adequate simply means that something is sufficient. Fund is simply money. It means that something is surplus or satisfactory and acceptable in quality and quantity for its purposes. Guthrie and Schuermann (2017) defined funding

of education as governmental and organizational processes by which revenues are generated (through taxation, tuition, fees, and philanthropy), distributed, and expended for the operational and capital support of formal schooling. The California Coast University (2013) described funding of education as that which is concerned with the process of understanding that resources, social progress, technological advancement and wealth are created through a sound and continuously improving educational system. Such a system itself depends upon many kinds of inputs, one of the most important of which is adequate funding. Adequate funding therefore as viewed in this paper entails provision of sufficient funds or money in large quantity for effective control or management of an educational system like the university education. Funding of education in Nigeria as previously pointed out by Rowell and Money (2018) comes from various sources such as public revenue from taxation. Other sources of public funding include direct government expenditures in the form of subsidies to households such as tax reductions, scholarships, loans and grants. It also includes payment from Education Tax Funds (ETF) mainly for capital expenditure and private donors. In line with all the above discussions, adequate funding therefore, is of utmost importance to the entire management of university education and which has been discussed below.

Importance of Adequate Funding of University Education as a Panacea for Achievement of Excellence in Teaching and Learning in Nigeria

The Federal Republic of Nigeria (FRN, 2013) stressed that adequate funding of university education will aid to achieve excellence in quality teaching and learning by boosting quality students' intake, and the provision of high standards in quality of facilities, services and sources. Adequate funding of university education enables the provision of a more practical based curriculum relevant to the needs of the labour market. It aids support for staff welfare and development programmes coupled with promotion of research and development. Muhammad, Aliyu and Kwazo (2017) stressed that adequate funding in Universities is very essential in carrying out its activities and also realizing the tertiary level of education objectives. Olorunleke (2013) posited that, adequate funding is of great importance in the provision of quality education in the university system. According to him, the importance of adequate funding on the management of universities in Nigeria is of immense benefit to all educational stakeholders within the universities. He further stressed that; this can be reflected in one or more of the following ways: reduction of the cost of acquiring formal education. Provision of quality learning infrastructures, this include hostels, laboratories, workshops, classrooms and other facilities that are needed to provide a suitable teaching and learning environment for both teachers and students. Abdullah, Harun and Jali (2017) opined that adequate funding education is important to the management of university education and achieving excellence in teaching and learning in various ways. It aids to increase the number of skilled labour to fulfil labour requirement in economic sectors. For instance, through funding adequate number of teachers or lecturers needed for promoting excellence in teaching and learning will be provided. In education industry, government funding is a type of subsidy which is allocated by government to reduce actual education cost paid by students (as consumers) and education institute (as producer). Normally, the education institute are given subsidy to offer tuition fees (price) lower than actual fees (price) which should be paid by students. In addition, subsidy given by government to students and staffs helps to attract more student to register in their institutions. It is as reward to motivate students and staffs to attract more students. There is also a part of subsidy which includes salary payment, allowance, and pension of teacher and lecturer, made possible through adequate funding. This allocation is important in order to ensure the good quality of learning by recruiting qualified teachers and the experts from relevant fields (Ogawa, 2004).Adequate funding as further envisaged by Abdullah, Harun and Jali (2017) will assist to support the spending on academic staff training scheme in order to improve the quality of

teaching among lecturers through more involvement of skilled academic staff. This will purposely lead to improvement of quality of teaching and learning process in the universities which becomes more effective and efficient to produce more skilled labour and fulfil labour requirements in industries in the Nigerian economic sector. Furthermore, adequate funding of education will support spending on capital asset such as allocation of equipment for excellent teaching and learning purposes (Orunaboka & Nwachukwu, 2012).

It enables lecturers to use latest technological equipment for teaching and learning purposes in the class, thereby, teaching environment become more practical. Some part of funds allocation is purposely to build the education infrastructure in the Nigerian universities. It helps to improve capacity of students (as customers) and reduce operational cost for the universities in order to ensure that poor students also get such educational opportunity as other peoples (Blankenau, 2005; Orunaboka & Nwachukwu, 2012). Government adequate funding on learning equipment also provided to students (as customers) such as textbooks; laboratories, multimedia and computers equipment; and other learning materials aids to promote excellence in teaching and learning. It aids purposefully to provide equipment to students to use at lower price when compared with real price at markets. Educational funding offered as scholarship and study loan to the universities serves as human capital investment that may obtain future benefit to both the individuals and society in terms of future income, competitiveness and productiveness. On the other hand, without the scholarship or study loans, students will need to survive and pay the cost of education by their own financing. At the same time, maybe some of students who did not get benefit from education facilities provided will not continue study because cost of education at the tertiary level is too expensive for poor students. As the result, industries in economic sectors will face shortage of skilled labour which might not be good for national development (Abdullah, Harun & Jali, 2017).

University Education Conceptualized together with Benefits, Brief History and the Objectives

The word university as indicated in the Encyclopædia Britannica (1911, as cited by the Wikipedia, the Free Encyclopedia, 2020) is derived from the Latin universitas magistrorum et scholarium, which roughly means "community of teachers and scholars". University education thus, as defined by the Great Soviet Encyclopedia (2010, as cited by the Free Dictionary by Farlex Online, 2020) is the training provided by universities in order to prepare people to work in various sectors of the economy or areas of culture. University education in Nigeria provides training primarily in the most important areas of social sciences, humanities, arts, engineering and natural sciences in order to produce graduates for employment in different sectors of the national economy. The term university education also means the totality of general and specialized knowledge and skills that enable a university graduate to solve problems that he encounters in industry or to perform scientific research or pedagogical work within the area of specialized knowledge that he has acquired (the Great Soviet Encyclopedia, 2010, as cited by the Free Dictionary by Farlex Online, 2020).The importance and benefits of university education are numerous which cannot be overemphasized. Obtaining university education is very important to all students' development and national development. Abdullah, Harun and Jali (2017) posited that the existence of university education and training institutes is to assist the unemployed to obtain skills which relevant in any industries in economic sectors. These skills are not only used to obtain job, but it also used to create employment opportunities for other people (Oyelola, Igwe, Ajiboshin, & Peluola, 2014). University education gives wealth widely to community development. Therefore, the university education provides a lot of benefits not only for individuals, it also gives benefits in society by increasing number of skilled labour (skilled labour as part of society). In other

words, the education creates positive externalities to society (Chandra, 2010).Overall, university education increases the number of skilled labour (also as a part of community) which also increases the community's income (Chandra, 2010). At the same time, it improves people's welfare and quality of life i.e. students obtain better job opportunities after they finish their training and study; for instance, health and mortality of students become better caused by increasing the number of doctors; increasing the number of attainment in higher education caused by increasing the number of teachers in community, etc.

No doubt, the university education system has enhanced social, cultural, economic, political, scientific and technological progress in Nigeria. The country is more blessed now with specialists at various fields of endeavour: medicine, law, engineering, philosophy, education, etc. And due to this development, the nation is becoming more and more dynamic and self-reliant as the days go by. This has been made possible because of the university education (Otonko, 2012).Otonko (2012) further attested that the benefits derivable from a good and functional university education system can never be overemphasized. The entire developmental apparatus of the socio-economic structure revolves around a good university education. The contribution of university education to development comes in varied forms. Firstly, it helps in the rapid industrialization of the economy. This it does by providing manpower with adequate professional, technical and managerial skills. In another vein, the university education system helps to boost the transformation of societies into knowledge societies. This it does by providing not just educated workers, but knowledge workers who will contribute immensely to the growth of the economy. Furthermore, a worthwhile university education helps to instill good attitudes and engenders attitudinal changes that are necessary for the socialization of the individuals, thereby, leading to the modernization and overall transformation of the society. It is also clear that a functional university system helps, through teaching and concise research, in the creation, absorption, dissemination and application of knowledge. Finally, healthy university education helps in the formation of a strong nation-state and at the same time aids globalization. It allows people to enjoy an enhanced life of mind; offering the wider society both cultural and political benefits (Otonko, 2012).History however, has it that the modern university education system which was transcended to Nigeria has roots in the European medieval university, which was created in Italy and evolved from cathedral schools for the clergy during the High Middle Ages (Haskins, 1898). The beginning and development of university education in Nigeria as indicated in the works of Abdulrahman (2013), Abdulrahman (2017), Adefule (2015), Okoli, Ogbondah and Ewor (2016) and Otonko (2012) could be traced to the period of 1948 with the establishment of university college, Ibadan. Moreover, the Yaba Higher College was the first higher education institution of learning established in Nigeria (Adefule, 2015). But as at 1930 other forms of post-secondary education centres were introduced in some government departments like the Railway and Agriculture. For example, Agriculture was at Moon Plantation, Ibadan, Samaru near Zaria, Veterinary science was at Vom, and Engineering in Lagos. Within the period, nationalists were getting more vocal in their request for an institution of University rank in Nigeria (Kosemani & Okorosaye-Orubite, 1995, cited in Okoli, Ogbondah & Ewor, 2016). The increasing awareness of few educated Nigerians (the nationalists) who felt very dissatisfied with this debasement of Nigerians in the establishment of Yaba higher college and the post-secondary centres instead of higher institution, led to criticisms and serious agitations which compelled the Nigerian colonial government to consider the need for higher educational institution for Nigerians, and this led to the setting up of Asquith and Elliot Commissions on Higher Education in 1943.The efforts of the Asquith and Elliot Commissions reports and recommendations in 1945, as well as, the emergence of Arthur Greech Jones as the Under Secretary of State for the

Colonies in 1947 after the July, 1945 General Elections in the United Kingdom which the Labour party that won; coupled with the resistances and oppositions from all angles to the implementation of minority report, culminated in the establishment of University College Ibadan (UCI) in 1948.This events equally led to the transfer of about 104 students of Yaba Higher College to form the foundation students of the new university. Dr. Kenneth Mellanby was appointed the first principal of the University College Ibadan (Abdulrahman, 2013; Okoli, Ogbondah & Ewor, 2016).

In April 1959, the Federal Government commissioned an inquiry (the Ashby Commission) to advise it on the higher education needs of the country for its first two decades. Before the submission of the report, the Eastern Region government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The implementation of the Ashby Report led to the establishment of University of Ife (now Obafemi Awolowo University, Ile-Ife) in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern Region and University of Lagos (1962) by the Federal Government. The University College, Ibadan became a full-fledged university in 1962. This meant that UCI, Ibadan and University of Lagos became the first two federal universities in Nigeria – the other three remained regional (Otonko, 2012). In 1970, the newly created Midwestern region opted for a university known as University of Benin. The six universities established during this period 1960-1970 are still referred to as first generation universities. During this period, universities in Nigeria were under the close surveillance of the government. Appointments of lay members of the council, and that of the Vice-Chancellor, were politically motivated. In the Third National Development Plan (1975 -1980), the government established seven universities instead of the four proposed in the plan, and also took over the four regional universities in 1975. They were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Ado Bayero University, Kano - all known as second generation universities (Otonko, 2012). The third generation universities were established between 1980 and early 1990 and are: the Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While state universities were found in Imo, Ondo, Lagos, Akwa-Ibom, Oyo and Cross-River states. The fourth generation universities are those established between 1991 and the present date. They include more state universities, Nigerian open universities and many private universities (Otonko, 2012).Adefule (2015) also posited that as of today, there are about 146 universities in Nigeria (includes the Federal, State & Private universities). However, all the universities established are recently funded and financed based on their ownership of federal government, state government and private ownership. The Nigerian universities just like any other level of higher education has furthermore been set up with certain goals and objectives, as stated by the Federal Republic of Nigeria (2013, p.39) in the National Policy on Education and they are to: (a) contribute to national development through high level manpower training; (b) provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of all Nigerians; (c) provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills to the needs of the labour market; (d) reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; (e) promote and encourage scholarship, entrepreneurship and community service; (f) forge and cement national unity; and (f) promote national and international understanding and interaction. Actualization of these goals and objectives can only be made possible through the achievement of excellence in teaching and learning in the universities. The achievement of excellence in teaching and learning in university education as observed by Abiola (2013) will require adequate funding of university education in order to develop and inculcate proper values for the survival of training in the methods and techniques of teaching the individual and society;

and also encourage the universities to explore other sources of local and external funding such as endowments, consultancy services and commercial ventures in order to develop the intellectual capabilities of individuals in the institutions and to acquire both physical and intellectual skills for national development. Given the important roles and benefits of acquiring university education, there is need to provide adequate funding for achievement of excellence in teaching and learning. Abdullah, Harun and Jali (2017) opined that clearly, government funding of university education is an important spending to improve excellence in teaching and learning for economic performance in the country.

Excellence in Teaching and Learning Conceptualized

The position of university education in the country demands that excellence in teaching and learning be highly obtainable. Excellence in teaching and learning in university education as viewed in this paper means that the universities maintain a high standard in promoting best practices or service delivery in teaching and learning. Excellence in teaching and learning is been broadly understood as teaching that is oriented to and focused on students and their learning. Therefore, promoting excellence just as effective teaching and learning in university education as envisaged by Devlin and Samarawickrema (2010) will be focused on establishment of certain criteria such as making sure that there are available excellent teachers with sound knowledge of their disciplines and teachers who know how to motivate their students, how to convey concepts and how to help students overcome difficulties in their learning. This will entail promoting teaching effectiveness based on stimulating students' interest; clarity; organization; and a positive classroom climate. Young and Shaw (1999 as cited in Devlin & Samarawickrema, 2010) proposes six major dimensions of excellence in teaching and learning as: value of the subject; motivating students; a comfortable learning atmosphere; organization of the subject; effective communication; and concern for student learning. This dimensions are realizable only when there are adequate educational resources and facilities which is determined by adequate funding. Besides, to 'excel' means to surpass, to be pre-eminent, hence 'excellence' in teaching and learning implies being pre-eminent and connotes a sense of certain distinguishing features such that those exhibiting excellence stand out from the rest (Little, Locke, Parker & Richardson, 2007).Little, Locke, Parker and Richardson further opined that in UK policy documents, excellence in teaching at a system-wide level is often associated with international standards, rankings and meeting national economic goals, but it also used to enhance the status of certain institutional functions (for example, teaching) in relation to others, in particular research. Excellence, hence, showcases superiority of something together with its fitness in order to achieve desirable results or best performances. Teaching on the other hand, according to Collins English Dictionary (2012), is a process of giving instruction or lessons (in a subject) to a person. Learning (according to Cobb, 2010) refers to as a lifelong process of transforming information and experience into knowledge, skills, behaviours and attitudes. It involves a measurable and relatively permanent change in behaviour through experience, instruction, or study. Whereas learning itself cannot be measured; but its results and outcomes can be (Business Dictionary Online, 2016). Teaching and learning in the universities takes place in different patterns of lectures in the classrooms, halls or auditorium, project and research works, consulting services, workshops, confidential counselling, laboratory practical or experiments and field work experiences/industrial attachment (IT) (Center for Excellence in Teaching & Learning, 2020). All these programmes needs adequate funding for effective operations and service delivery. For instance, the lecturer in the classroom need the support of excellent facilities, curricular and equipment in order to promote excellent teaching. From all the foregoing discussions, the summary of the trends

in funding of university education have been further discussed below.

Trends in Funding of University Education in Nigeria and Implications on Achievement of Excellence in Teaching and Learning

The funding of university education in Nigeria as summarized by Afolayan (2015), Ayo-Sobowale and Akinyemi (2011), Muhammad, Aliyu and Kwazo (2017), Ndujihe (2018) showcases that the funding of university education through government budgetary allocations to education is generally poor. The Federal Government as observed by Muhammad, Aliyu and Kwazo (2017) controls the universities and other higher education institutions through the following organs of the Federal Ministry of Education, the National Universities Commission which among other things allocates funds to federal universities and also prescribes the spending formula, and the Committee of Vice Chancellors of Nigerian universities governing councils on matters of general and specific concern to higher education. Okojie (2010 as cited in Fameruwa, 2014) described the current approved funding criteria used by NUC to disburse funds to universities as follows: Capital grants on the basis of generation, that is, year of establishment of the University. Ratio of personal costs to overheads at 60:40, Library 10%, research cost 5%, capacity building 1% of the total recurrent. Academic to non-academic funding at 60:40, Expenditure on central administration – 25% minimum internally generated revenue 10%. The above criteria tend to guide administrators on their expenditures and spending in the universities. Brief trends in funding of university education as further reported by the above named scholars indicated that the funding situation in the Nigeria university system in the 1960s and early 1970s' during the oil boom was considered adequate until late1970s' and early 1980s' when the situation began to change, this situation in the university that is said to be causing considerable tension and stress within the university system during the period (Muhammad, Aliyu & Kwazo, 2017). Afolayan (2015) expressed that initially, Ibadan being the only University in the country was adequately funded in all aspects of teaching and research. In fact, the first generation universities were all well-funded and some of them established and maintained internationally acclaimed and respected standards. It was reported that there were years in which the amount received was slightly more than the amount requested for, but this is no longer true today. The federal budgetary allocation to education in nominal terms rose from =N6.2 million in 1970 to =N1, 051.2 in 1976. Thereafter, it declined to =N667.1 million in 1979, rose again to N1,238.5 million in 1980, declined in succeeding years before rising to N3,399.3 million in 1989. It dropped further to =N1, 553.3million in 1991 before rising gradually to =N9, 434.7 million in 1994. Thereafter, the declining trend continued. Specifically, in 1996, the federal government funded its universities at the rate of $300 per student. However, in the year 2000, funding for tertiary institutions, did improve significantly. For the federal universities, unit costs rose from $370 to $932, rise of 252%. Current funding levels are low and lead to poor remuneration for academic staff. Between 1990 and 1999, for instance, as a result of enrolment growth and currency devaluation, recurrent allocation per university student in the federal system fell from $610 to $360, and this has obvious implications for educational quality. Thus, in current value terms, the governments' recurrent grants to federal universities would appears to have increased dramatically from 530 million naira in 1988 to 9.6 billion naira in 1999. In real terms, however, total recurrent grants per student in1999 were at only one-third of their 1990 level. Thus, increased budgetary allocation has been muted by the effect of rising enrolment. Today, Nigeria is experiencing a crucial manpower development handicap occasioned by the fact that the number of prospective students seeking for admission into tertiary institutions is projected at over 1.2 million (JAMB 2012 as cited in Afolayan, 2015). However, only about 20%of this number actually secures admission to such institutions private or public. The reason is that the demand out –weighs the supply especially in the universities.

It is however an already known fact that the source of many problems facing university education system in Nigeria today can be traced to insufficient funding of the system. Between the periods of 2017 and 2019 there was also considerable shortfalls in the funding of university education. The N48 billion proposed for capital expenditure for the education ministry for 2020 is lower than the N61.73 in 2018 and N56 million for the sector in 2017. However, it is higher than the capital expenditure of N47.2bn in 2019. In this year 2020 total budgetary allocation proposed for Universities is ₦285 billion. Funding short falls have therefore, become the norm for many years as enrolments have increased more quickly than the government's capacity to maintain its proportional financial support. There still exist difficulties on the universities to meet her only 10% internal fund generation quote despite the normal government subventions (allocation) to universities. These can only be facilitated through adequate financing. Given the above trends in the funding of university education system in Nigeria, yet, the funds allocated seem not to be sufficient and this will continue to have serious implications on achievement of excellence in teaching and learning in university education. Ndujihe (2018) reported that the issues surrounding poor funding of the universities has resulted into ASUU to embark on series of industrial strike actions on several occasions almost on a yearly basis. Recurring strikes between 1992 and 2017, university lecturers went on strike 20 times, with the attendant adverse effects on education at the tertiary level in the country. The industrial actions were embarked on following the failure of government to implement agreements reached with the academic union. Between 1992 and 1999, there were seven strikes by the lecturers, including industrial strikes, trade dispute, internal strikes, and nationwide strikes, and between 2010 and last year, there were 13 strikes. There were several agreements signed between the Federal Government and the lecturers' umbrella body, Academic Staff Union of Universities (ASUU), in 1981/82, 1992, 1999, 2001, 2005, 2006, 2009, and 2013 which were not faithfully implemented by government. The Academic Staff Union of Universities (ASUU) was forced to embark on its last strike because the Federal Government failed to implement the 2009 Agreement and 2013 Memorandum of Understanding (MoU) and that after series of meetings with the Minister of Education and the National Assembly on the need to respect the Agreement and the MoU, it got no tangible results on key issues. Expectedly, lack of tangible results on key issues over the years had adverse effects on the standard of education in the country. Adepoju (2004) remarked that the gross under-funding of the education sector in the country has been rendering the university system incapacitated. However, money is absolutely the input of any education system. It provides the essential purchasing power with which education acquires its human and physical inputs. Yet, the university system has not enjoyed adequate financial resources necessary to maintain educational quality in the midst of significant enrolment explosion. Afolayan (2015), in his own view posited that the by-effects of dwindling funding in higher institutions (Nigerian Universities precisely) is explicated in many mechanisms such as: curtailment of laboratory/practical classes, limited number of field trips, curtailment in the attendance of academic conferences, curtailment of the purchase of library books, chemicals and basic laboratory equipment, freezing of new appointments for lecturers, virtual embargo on study fellowships, and reduction in research grants, among others. too narrow strategic profiles and core areas, loss of variety in research and teaching, dangerous close down of studies not in demand at present or expensive (unprofitable) studies, loss of autonomy through increased dependence from external principals (third party funding), internal centralization and expansion of administration, increased administrative burdens at the expenses or research and teaching, and reduced coordination (harmonization) between universities because of increased competition. However, there are certain factors connected to the teaching and learning in the universities which needs priority attention to be paid and demanding adequate funding as well.

Areas of Primary Concerns Affecting Achievement of Excellence in Teaching and Learning in University Education System Demanding Adequate Funding

Achievement of excellence in teaching and learning can be highly promoted through the consideration of all of the factors that facilitate the learning of students and enhance the teaching and supervision skills of teachers. Since university education brings about national development, it is pertinent that certain areas of primary concern affecting the achievement of excellence in teaching and learning be highly supported through adequate funding. The current poor conditions and situation of teaching and learning in the university education system presents so much concern for the achievement of excellence in teaching and learning. Students learn under difficult conditions where facilities or teaching resources and other infrastructure are lacking greatly. There is a dearth in curriculum support equipment and facilities. The lecture classrooms and halls are overpopulated and congested by students due to the limited number of space, buildings and structures is also raises so much concern. Lecturers are not adequately motivated in order to promote excellent teaching. Meaning, many universities lack well-equipped and adequate library resources, laboratories, studios, sports centres and technical workshops that will promote students practical in teaching and learning. Ayo-Sobowale and Akinyemi (2011) observed that the issue of poor funding has its manifestation in problems such as academic staff shortage, dearth of library books and journals, decline of reading culture among students, dilapidated buildings, obsolete equipment, Mödi (2013) opined that lack of enough and professionally qualified and trained teachers, teaching and learning resources and materials coupled with low remunerations and motivation for teachers equally affected the quality of teaching provided in schools. Teixeira, Amoroso and Gresham (2017) opined that buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of teaching and learning environments in universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. For example, a recent study from the U.K. found that environmental and design elements of school infrastructure together explained 16 percent of variation in students' academic progress. This research showed that the design of education infrastructure affects learning through three interrelated factors: naturalness *(*e.g. light, air quality), stimulation(e.g. complexity, colour), and individualization(e.g. flexibility of the learning space).Describing those areas that matters affecting achievement of excellence in teaching and learning which needs urgently, adequate funding attention, the OECD (n.d) mentioned the need for financial support aimed at improving the learning and teaching process. This should target either the students (learning) or the teachers (teaching) and occasionally both (work environment). Improving excellence in teaching should focus on promoting conducive environment through the use of technological facilities and other equipment, provision of specific services (such as guidance & counselling services) and improving student-teacher relations through manageable class-sizes, and evaluation and assessment procedures. This also includes promoting initiatives aimed at improving the professional aspects of teaching, through the design of a pedagogical strategy, new pedagogical tools or other specific incentives for teachers, among others. The prevailing arrays of mechanisms, tools, human resources and facilities will definitely result into achievement of excellence in teaching and learning. Given the above discussions, thus, the need for a review of various funds generating systems in the university education and they have been discussed further below.

Review of Various Fund Generating Systems in the Nigerian Universities

Afolayan (2015) noted some of the possible fund generating options necessary for financing university education to include fund from owner government, private contributions by

commercial organizations in the form of occasional grants for specific purposes, tuition and fees, gifts, grants and endowments, investment income, auxiliaries (enterprises, licenses, parents and alumni association), consultancies and research activities and community participation, among others. Abiodun and Ekundayo (2007), Akpan and Afangideh (2007), Ayeni (2007) and other scholars discussed several sources of funds for the Nigerian universities. According to these scholars the university education system is funded through the following means:

Government Budgetary Allocation: these are funds provided by government through grants or subventions to publicly owned universities. Ayeni (2007) observed that most times funds sent to the universities as subventions are usually not sufficient to execute other projects because they are spent on salaries and allowances, thereby, leaving little or nothing as running or special votes. The government is however, encouraged and urged to increase the budgets allocated to university education including other tertiary institutions like the polytechnics and colleges of education in order to enable them attain excellence in teaching and learning.

Tuition Fees: students enrolled in the universities pay tuition fees for certain services rendered to them in the universities which serve as one means of generating funds for the universities. Ayeni (2007) attested that different universities have devise means of collecting fees and levies from their students and to that extent, the fees charged on the postgraduate students have increased astronomically, while non-degree programmes such as diploma, certificate or pre-degree courses have attracted high fees. Some universities that are running the Masters in Business Administration degree have had financial breakthrough. Some of the fees introduced include examination fees which ranged between N5, 000 and N6, 000, hall maintenance fee that ranged between N1, 000 and N 2, 500, non-refundable admission deposits of about N2, 000. For instance, the University of Ife and Lagos presented a buoyant revenue generation, especially from non-degree and postgraduate programmes and investments. These funds are most times used to improve students learning and living environment in the universities (Ayeni, 2007).

Donations and Endowment Funds: this are funds generated from government, communities and internal agencies, philanthropists and individuals. Akpan and Afangideh (2007) observed that many institutions of higher learning do establish endowment funds where rich citizens assist in the development of quality education. Prominent citizens donate money to the institutions to be held in honour in institutions. For example, lecture halls, stadium and classroom blocks are named after individuals. The publicity of this endowment funds is a bit low. The institutions should publicize the endowment more through the media in order to serve as incentive or encouragement for others to donate (Akpan & Afangideh, 2007).

Loans: these are funds generated from financial institutions like the banks.

Investment Income: this according to Abiodun and Ekundayo (2007) are funds generated from rent on properties, hiring of the university facilities, payments from services, interest earnings on bank deposits and shareholding as well as income various business operations.

Launching/Appeal Funds: this is also one of the important areas used for fund raising in higher institutions. The launching, if well organized, will produce enough funds to help boost teaching and learning in the universities. This process should be well publicized and rich individuals contacted in order to have a successful launching.

Researches, Contracts and Consultancy Services: Universities have enormous resource of knowledgeable competencies which could be along the lines of capacity building services, advisory/technical services, and management development services. Akpan and Afangideh (2007) opined that universities can undertake researches for big organizations like the oil firm. Money accruing from these researches can be used by the universities. Universities could bid for contracts and their proceeds used for its funding. For example, the Engineering department can undertake road constructions, electrical jobs, and

building constructions, just to generate funds for the university. Survey jobs can be undertaken by the Survey department and the universities can tender for governmental and non-governmental jobs. Some can engage in automobile repairs in order to generate funds. The university can serve as a consultant to some organizations and the proceeds used in promoting excellence in teaching and learning at the universities.

Alumni Association: this involves the old students of the universities who are proud of their Alma Mata to make donations to improve teaching and learning in the universities.

Educational Services: this involve the universities organizing educational programmes such as part-time, sandwich, remedial, mounting short courses and long vacation course programmes for the working class. Some also run adult education classes for adults in their premises. These programmes are usually organized in the evening or long vacation or holidays in such a way that the civil servants may be favoured in terms of fees and lecture time. If these programmes are conducive, then, more civil servants will engage into them in order to further their education and at the same time more money generated for the university. However, the university should ensure that the courses offered in these programmes are relevant to the work of the civil servants (Akpan & Afangideh, 2007).

Community Participation: host communities could donate infrastructures or land to universities as a result of some good community relations, while the existence of a 'Parents Forum' also provides an avenue for community relations.

Private Contributors: big organizations like churches, parastatals, investors and big firms, should be informed of their need to render financial assistance in funding the university education. The university can enlighten them on the need to support the institution through adequate funding. But at present the mindset of the public is that only the direct beneficiaries should fund their institutions and this tends to make most investors to shy away from this responsibility of funding the universities (Akpan & Afangideh, 2007). For universities to have additional resources there is the need to encourage private sector participation.

University Commercial Ventures: most of the universities are involved in establishment of commercial ventures of different kinds on their campuses such as hotel services, consultancies, publishing, printing press, establishment of community banks, sales and marketing which include petrol stations, supermarkets, restaurants, sale of agricultural products, faculty outputs, sale of products of the department of fine and applied arts, operation of pure water industry, bakery, laundry or cleaning services, transportation services, cybercafés, fee-for-service parking lots, student-work based programmes ventures and operation of university nursery, primary and secondary schools. In recent year, it was found that University of Lagos recorded a relatively higher profit margin for many of its ventures compared to other universities. This success could be ascribed to unique location of the university because Lagos could be concluded to be the commercial heart of Nigeria and this made university of Lagos to embark on capital projects and ventures such as hostels construction, classroom, boreholes construction, road and communication network, among others in order to promote excellence in teaching and learning (Ayeni, 2007).

Enterprising Library Services: the library sector can generate income for the university's purse. Universities can introduce weekend Residential Library Services. The services rendered to the graduates and other research students through this method can generate fat sums of money to the university. Universities can the take advantage of modern information technology, for example, Electronic Internet Connectivity. Thus the university library sector should be computerized and connected into the world through the internet information system whereby students and other researchers can use for modern services at functional fees. The personnel within the library can also be made to render useful services in information technology through which users would pay reasonable fees/charges (Ekpoh, Ukpong & Edet, 2009).

Manufacturing/Processing: this include fabricating tools from idle time of training foundries, processing of foods, and developing useable products from research results.

Contributions from Lecturers: according to Akpan and Afangideh (2007), lecturers can make their own personal contributions and donations from their different departments and faculties as a way of supporting their universities funding. This process is usually actualized through publication like textbooks, journals and handbooks which are sold to students and the proceeds used in funding teaching and learning in the department or faculty.

Foreign Grants: foreign grant is another revenue generating source for the universities. These grant generated from international organizations have assisted many programmes especially in the postgraduate studies and staff development. For instance, the University of Ibadan received both the Ford and Rockefeller Foundations, a sum of N7, 717, 592, for the development of its 1962-67 quinquennium. Additionally, the MacArthur Foundation has contributed tremendously in this area of provision of grants to university of Ibadan. Other foreign bodies such as USAID, CIDA, IDRC, SIDA, UNEPA, UNIFEM, Commonwealth Scholarships and the British Council, have made immense contributions to Nigerian universities and individual researches within the system. However, it should be noted that during the military dictatorship that universities did not enjoy these gestures (Ayeni, 2007). This shows that for universities to enjoy foreign grants this could be determined by the leadership of the country.

Funds Generated through Seminars, Workshops and Conferences: this is a common practice in the Nigerian universities. Most of the universities organize seminars, workshops and conferences in their institutions as a veritable means of generating income.

Tertiary Education Trust Fund (TETFUND) Support: TetFund is another way of generating funds to support university education. TETFund has some many programmes they have introduced in order to support quality teaching and learning in the universities. These includes supporting universities through research grants, academic staff development training, building capital projects such as libraries, classrooms and laboratory, workshops, conferences and seminars sponsorships, among others. Afolayan (2015) noted that the Federal Government invested a total of sum of N522,206,727,294.11 within the period 2009-2013, in the area of project development, academic staff training and development, library development and other High impact projects in tertiary education through TETFund. Most times institutions fail to assess these funds and they suffer inadequate funding in the university. Supporting this statement, Afolayan (2015) further attested that it was worrisome when the sum of N65, 647,033,895.93 (65Billion naira) was not accessed even though committed. This same problem happened in 2002-2007 when Britain – Nigeria Educational Trust Fund (2009), reportedN22.6 Billion as not been utilized, according to the report, the education sector, which suffers from inadequate funding at all levels, has not utilized the sum of N22.6 billion allocated by the Education Trust Fund covering the period 2002 -2007. It was to be made available to universities, polytechnics, State Ministries of Education and the Universal Basic Education Boards. In addition to the fund released through TETFund, a total sum of N94, 129,527,348 was released to federal universities through NUC for capital, Direct teaching and Laboratory for cost (DTLC) and for teaching and research equipment (T&RE)

Given all the above explanations, Okebukola as cited in Deji-Folutile and Oketola (2014) and Faboyede, Faboyede and Fakile (2017) proposed four models of creatively sustaining funding for the Nigerian University education system. These models are: Access-Equity-Cost-Sharing Model, Contextualized Formula-Funding Model, Performance-Based Funding Model, and the Host-Proprietor-University-User-Funding Model. The Access-Equity-Cost-Sharing Model demands the lowering of financial barriers to higher education while ensuring equity in sharing of the funding burden by different stakeholders based on ability to pay. The Contextualized Formula-Funding Model stipulates that

universities should be funded based on a formula which factors in individual peculiarities and current state of physical development and a desire to encourage programmes in science and technology with potential to accelerate impact on Nigeria's socio-economic development. The Performance-Based Funding Model is aimed at rewarding universities for efficiency in teaching, research and community service and encourages competition among universities which will stimulate the evolution of centers of excellence. The model makes funding allocation more transparent and more competitive through redistributive funding formulae mainly based on performance (Faboyede, Faboyede & Fakile, 2017). The Host-Proprietor-University-User Funding Model implicates all beneficiaries of the location and service of the university in contributing to funding the university. It helps universities to be committed to their visions and removes the current corruption that appears to be the hallmark of what Universities are doing now. The performance-based funding system is based on research journal publication, number of post-graduate students, students' population, number and quality of professors, teaching outputs, institutional outreach/ community engagements, amount of external grants attracted, and number of foreign students and staff in the university. The model has been identified as the best for public universities in the country because it is capable of promoting competition and enhancing growth and development of the Nigerian university system.

The Contextual-Formula-Funding Model is feasible if Nigerians will not corrupt the scholarship process. The model is capable of promoting competition and enhancing growth and development of the Nigerian university system. This model will also encourage growing IGR in deficient campuses, although it requires commitment of all stakeholders especially the government. The Host-Proprietor-University-Funding Model is seen to be excellent for the recurrent expenditure but university can only grow if sufficient funding is provided f or capital. Contributions to capital development could include direct contribution by the stakeholders such that the proprietors will contribute 30 percent, host-30 percent, university-30 percent and user (students)-10 percent (Faboyede, Faboyede & Fakile, 2017). Having reviewed the fund generating system of most Nigerian universities, many of the universities are yet to engage in all these practices for improvement in teaching and learning. Therefore, strategies that will encourage universities to improve their fund generation for achievement of excellence in teaching and learning have been identified in the next section.

Strategies for Improving Adequate Funding for Achievement of Excellence in Teaching and Learning in University Education in Nigeria

Several strategies mentioned below are required in order to improve adequate funding of the university education for achievement of excellence in teaching and learning.

i. Increase in budgetary allocation for university education at 26% as recommended by UNESCO. Afolayan (2015) opined that the 26% percent of the national, state and local government annual budget should be allocated and properly managed for education as UNESCO demands. The Nigerian Government as further noted by Afolayan should ensure that allocation of financial resources in Tertiary Educational Institutions is based on quality of research and number of students.

ii. Autonomy granted to public universities to source and control their funds. In line with this statement, Afolayan (2015) also mentioned that the apex government should ensure that policy makers consider thefull implementation of autonomy of tertiary educational institutions.

iii. Universities should engage the private sector by soliciting their financial support for management of teaching and learning in university education. Of course, this can only be possible through establishment of good institution-community relationships and partnerships. Afolayan (2015) observed that for quality and excellence to be achieved in teaching and learning, all stakeholders -parents and guardians, the society in general, the private sector and non-governmental agencies must become involved in the financing education.

iv. Government should develop a realistic tertiary education data-bank as this will help in adequate planning and funding of this level of education, for its success will serve as a buffer for the development of the whole economy (Afolayan, 2015).

v. Researches and contracts should be awarded to the universities by the government to serve as another means of funding the universities. Also, big organizations and firms can consult the universities for researches to assist them generate funds in order to support teaching and learning at the universities, just as observed by Undie and Ubgong (2007).

vi. Universities can also generate funds through partial deregulation of the education sub-sector which will enable the government to bring in additional resources through various tax funds, private sector financing and managing some facilities and foreign aid and technical assistance (Ayo-Sobowale & Akinyemi, 2011).

Conclusion

So far, it has been established that funding at university education level is inadequate and perhaps, this situation threatens the achievement of excellence in teaching and learning. University education is beneficial to human capacity development, nation-building and national development for a prosperous society. Notwithstanding the important position of the universities in the Nigerian education system, yet, there are shortfalls in funding of university education in Nigeria. Funds allocated for administering excellent teaching and learning in the universities seem not adequate given the poor state and conditions of most universities. The difficulties in achievement of excellence in teaching and learning in university education needs adequate improvement. Since university education is one of the surest root to escape from poverty, therefore, demands adequate funding from all sources reviewed in the paper. Thus, government and various groups of the civil society must have vested interest in ensuring that the Nigerian universities are adequately funded which is a panacea for achievement of excellence in teaching and learning in university education.

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