



Historical Development of Higher Education and Developmental Issues in Nigeria

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Abstract: This paper discussed the historical development of higher education and developmental issues in higher education in Nigeria. Secondary data were employed in the paper. The secondary data were collected from print and online publications. The paper identified the developmental issues that have affected the higher education development in Nigeria including funding, infrastructural, personnel, autonomy, brain-drain, Integrated Payroll and Personnel Information System (IPPIS), strike actions, political influence, indigenization of principal officers, corruption, admission crisis, higher education expansion policy, data generation, poor ranking and insecurity issues. To address these developmental issues, the paper suggested the following; that the government should increase the funding of higher institutions in Nigeria. Adequate funding is the panacea to higher institutions' development and sustainability. The establishment of new higher institutions should come with a new funding model where the higher institutions can survive without 100% dependency on government funding. The government should introduce private-public partnerships (PPP) in the management of infrastructure facilities in higher institutions. Before then, the government should embark on total infrastructural facilities development in all the higher institutions in Nigeria etc.

Keywords: Development, Higher Education, Funding, Man Power.

Introduction

Higher education is an organized educational system designed for the global community of people with the aims of carrying out teaching, research and community service activities. Ogunode (2020a) defined Higher education as the post-secondary school education designed for the production of manpower. Higher education is an education that awards certificates after the completion of the programme. Higher education is the education that deals with teaching programmes, research programmes and community service programmes. Higher education is the peak of educational institutions and it is an organized educational system that is meant to support the social, economic and political development of the country.

Obanya (1999); Ogunode, Haliru, Shehu & Peter (2023); Ogunode & Olaitan, (2023); and Ogunode, & Ade (2023) posited that higher education includes post-secondary institutions such as polytechnics and colleges of education. "Higher Education" includes all forms of professional institutions drawing from the available pool of persons who have completed various forms of secondary school education: Institutions of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programme. Higher education deals with teaching, researching and providing community services. Higher education in Nigeria includes Colleges of education, polytechnics, mono-technics, advanced professional institutions and universities.

The National Policy on education of the Federal Republic of Nigeria (2013) defined Tertiary Education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). The goals of Tertiary Education according to (the National Policy of the Federal Republic of Nigeria (2013) shall be to: Contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction

The goals and objectives of higher education include the following: production of manpower for the country, to stimulate the development of sound value orientation for the individual and the societies; to ensure critical thinking that stimulates the development of the capacities of individuals and skills to enable him/her contribute to the development of the country and to provide higher education for secondary school graduates (Ogunode, Peter, & Ayoko, 2023; Ogunode & Ayoko, 2023; Ogunode, Atobauka, & Ayoko, 2023).

Nigerian higher education is among the best in the early 1960s. The universities were known for great research and quality standard (Eneh, & Owo, 2009). Borishade (2002) described the state of Nigerian universities in the 60s and the greater part of the 70s as conducive to teaching, learning and research. In a similar vein, Obasi (2004) stated that during the early post-independence era, the Nigeria University system acquired and retained national and international recognition. The learning environment, the quality of learning, as well as the quality of the products of the universities, were all considered good enough within the constraints of a developing nation. However, the prevailing situation in the Nigerian education system shows that all is not well with the system; for instance, Babalola (2001) noted that Universities in Nigeria are in crisis. Also, NOUN (2012) and Daniel-Kalio, (2019) observed that concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident in the quality of graduates produced by these institutions. For instance, graduates from Nigerian universities are faced with the problem of unemployment upon graduation. Based on the issues raised by the above researchers on the crises in the higher institutions, the paper is aimed to discuss the historical development and developmental issues facing the higher institutions in Nigeria.

Historical Development of Higher Education

NOUN (2009) submitted that the Nigerian higher education system comprised of Universities, Polytechnic and Colleges of Education offering programs in areas such as teacher education, agriculture and others. It is the largest and most complex higher education system on the continent. The literature reviewed focused mainly on Universities with minimal reference to other components of the system. Issues raised are mainly issues affecting the University system. It is assumed that the trends observed in the Federal Universities are similar to those that are found in some State Universities and other components of the higher education system. The first higher educational institution, the Yaba Higher College, was established in 1932. The agitation of Nigerians for a more comprehensive higher education provision led to the constitution of the Asquith and Elliot Commissions on Higher Education. Their reports in 1943 favoured the establishment of universities in Nigeria. Consequently, in 1948, the University College Ibadan was founded as an affiliate of the University of London. University College continued as the only University Institution in Nigeria until 1960 (NOUN, 2209; Jubril, 2003).

In April 1959, the Nigerian government commissioned an inquiry (Ashby Commission) to advise it on the higher education needs of the new nation for its first two decades of Independence. Before the submission of the report on 2nd September 1960, the Eastern Region government established its university at Nsukka (NOUN, 2009). The recommendation of the Ashby Report includes among others:

1. The Federal Government should give support to the development of new Universities in Nigeria;
2. A university should be established in the north using the old site of the Nigerian college in Zaria as its base;
3. A university should be established in Lagos with day and evening courses in business, commerce and economics;
4. University College Ibadan, should move away from its conservative position, widen its curriculum and develop into a full university;
5. All universities in Nigeria should be national in outlook;
6. There should be wider diversity and greater flexibility in university education;
7. All the universities should have B.A. (Education) degree courses;
8. Courses in engineering, medicine, law, commerce and agriculture should be offered;
9. All new Nigerian universities should be independent of one another and each should confer its degrees;
10. A National Universities Commission should be set up to have undisputed control over the affairs of the universities, particularly in terms of finance, staff and courses (NOUN 2009).

In the Eastern Region, the University of Nigeria, Nsukka was founded in 1960; in the West, the Obafemi Awolowo University, Ile Ife (formerly, the University of Ife) came to be in 1961; and Ahmadu Bello University, Zaria was established in the North in 1962. In 1962, the University of Lagos was born, while in 1962, the University College Ibadan transformed into a substantive university. This made UCI, Ibadan and the University of Lagos became the first two federal universities in Nigeria while the other three were regional. In 1970, the newly created Bendel State established a university known as the University of Benin. The 6 universities established during this period 1960-1970 are referred to as first-generation universities (NOUN 2009).

In 1975, all the six universities mentioned above became federal universities while seven new ones came into existence by 1977 to reflect the nineteen states structure of Nigeria.

These second-generation universities as they were referred to include the University of Calabar (1975); the University of Illorin (1976); the University of Jos (1975); the University of Sokoto (1977); the University of Maiduguri (1977); the University of Port Harcourt (1977); and Bayero University Kano (1977). They became federal universities by Decree 46 of 1977 which provided for the Federal Government take-over of all universities in Nigeria (NOUN 2009).

The 1979 constitution's transfer of university education from the exclusive to the concurrent legislative list meant that state governments were free to establish state-owned universities if they so desired. As a result of this development, between 1979 and 1983, the following universities were founded: Bendel State University, Ekpoma; Anambra State University of Technology, Enugu; Imo State University; Etiti; Ogun State University, Ago-Iwoye; Ondo State University, Ado-Ekiti; Rivers State University of Science and Technology, Port Harcourt; Cross River State University, Uyo; and Lagos State University, Ijanikin. Seven Federal Universities of Technology emerged between 1981 and 1985.

These were the Federal Universities of Technology Bauchi (1982); Markurdi (1981 / 1982); Owerri (1981 / 1982); Yola (1982 / 1983); Akure (1982 / 1983); Abeokuta (1983 / 1984); Minna (1983 / 1984). The Federal University of Technology, Yola, became an outpost of the University of

Maiduguri. The University of Jos absorbed the Federal University of Technology, Makurdi as the outpost of the former, while the Federal University of Technology, Abeokuta became a campus of the University of Lagos (Okon, 2006; NOUN 2009). Following the dawn of the third republic (from May 29, 1999, till date), there has been an increase in universities establishment across the nation. The fourth-generation universities are those established between 1991 to date. They included more state universities, National Open Universities and private universities. Students' numbers are in scores of thousands. As for Polytechnics and Colleges of Education, they are in excess numbers respectively. Presently, Nigerian higher institutions are above 900. This paper reviewed pieces of literature from the Universities with minimal reference to other components of the system. Issues raised are mainly issues affecting the University system. It is assumed that the trends observed in the Federal Universities are similar to those that are found in some State Universities and other components of the higher education system.

Developmental Issues Facing Higher Education in Nigeria

Many issues have militated against the development of higher institutions in Nigeria. Some of the developmental issues include; funding, infrastructural, personnel, autonomy, brain-drain, Integrated Payroll and Personnel Information System (IPPIS), strike actions, political influence, indigenization of principal officers, corruption, admission crisis, higher education expansion policy, data generation, poor ranking and insecurity issues.

Funding Issue

Funding issues are one of the major problems facing higher institutions in Nigeria. Scholars have identified inadequate funding as one of the problems facing Nigerian schools, especially higher institutions. This has in no small measure hindered their optimal performances over the years (Ajayi & Akindutire, 2007; Akomolafe & Ibijola, 2014; Ogunode & Emmanuel, 2023). Such a predicament adversely affects the administration of institutions across the country. Consequently, delayed salaries and staff remuneration, poor infrastructural development, shortage of basic learning amenities, poor maintenance of structures and poor staffing are prevalent. Most institutions in the country are poorly financed and the consequence of this is more felt in the quality of the output from these schools. The budgetary allocation for the management and administration of various higher institutions in Nigeria is not adequate to implement the programme of the institutions. The inability of the federal government to stick to the UNESCO 15-20% of the national budget for education has affected the development of higher education in Nigeria (Paul, 2015; Ogunode, Onaolapo, Adeosun & Ayoko, 2023; Ogunode Ohibime & Jedge 2023). In the 2022, budget, the Federal Government allocated the sum of N355.47 billion to the 44 federal universities from the total budget of N875.93 billion given the education sector. According to a document by a civic organisation, BudgIT, out of the N355.47 billion allocated to the federal universities, N326.9 billion would go for recurrent expenditure comprising N320.7 billion for personnel cost and N6.1 billion for overhead cost. Only N25.5 billion is slated for capital projects in the universities. The top five universities with the highest allocations are the University of Nigeria, Nsukka, N24.2 billion; Ahmadu Bello University, ABU Zaria, N22.6 billion; the University of Calabar, N19.8 billion; the University of Benin, N17.7 billion and the University of Ibadan, UI, N17.1 billion. In terms of capital projects in the universities, the top five beneficiaries are the National Open University, N2.6 billion; Federal University, Lokoja, N1.7 billion; ABU, N1.6 billion; University of Lagos, UNILAG, N963 million and UNN, N900 million. The above allocation to the universities is not adequate considering the student population and infrastructure needs of the universities. Alechenu (2012); Ogunode, Abubakar & Ajape (2021) noted that the underfunding of higher institutions in Nigeria has serious implications for quality instructions and academic productivity in the institutions. The poor funding has led to poor development of infrastructural facilities and a shortage of staff. Many factors have been identified as the reasons for the funding challenges of tertiary institutions in Nigeria. For Ogunode & Ibrahim (2022) they stated that the financial model of public universities in Nigeria is not the best because it makes the universities dependent on government funding. The funding model designed for Nigerian public universities from the onset did not favour financial autonomy and this has constituted a lot of problems for the autonomy

status of the universities. The funding model has been formulated to make the universities dependent on the government for funds. According to Mark (2018); Ogunode, Onyekachi, & Ayoko (2023); and Ifeanyi, Ogunode & Ajape (2021) the poor internally generated revenue of the universities, corruption, national debt servicing, insecurity problems, subsidize payments, revenue leakages, lack of implementation of funding policy and fall in national revenue are the obstacles to investment in Nigerian universities.

Infrastructural Facilities Issue

Infrastructural facilities shortage is a common problem in higher institutions across Nigeria. Ogunode (2020) viewed infrastructural facilities as those facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support the effective administration of educational institutions and the inadequacies will prevent the effective administration of educational institutions. The lack of adequate infrastructure in our higher education has posed serious setbacks in the achievement of higher education goals. In institutions where there are no adequate classrooms, resource rooms, staff rooms, lack laboratory facilities, computers and the like; proper teaching and learning cannot be effective and efficient in the system (NOUN, 2011; Bamiro2012; Ojudu, 2012; Ogunraku, 2016). Also, (Ebehikhalu & Dawam (2017) posited that many public universities in Nigeria do not have adequate lecture halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices and peradventure they have one is been shared by five to six lecturers. The offices of the deans and heads of departments are not something to write home about. The Students do not have adequate lecture halls and hostel accommodations. Ogunode & Jegede (2021); Koko (2015); Mgbekem & Nakpodia (2009) identified inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects as the causes of the shortage of inadequate infrastructural facilities in Nigerian public universities. Also, Ishaya & Ogunode (2021); Ogunode, & Ukozor (2022) confirmed that poor academic performance of students, poor performance of academic staff and non-academic staff and poor quality of education are the effects of inadequate infrastructural facilities in Nigerian public universities.

Shortage of Personnel Issue

The issue of shortage of personnel is a common problem in the higher institutions in Nigeria. Personnel in higher education are grouped into two namely; academic staff and non-academic staff. Ogunode, Jegede & Musa (2021) defined Academic staff as the teachers and deliverers of instruction in higher institutions. Academic staffs are the knowledge, character builder and imparter in the higher institution. The academic staffs are the engine room of the higher institutions. They are the pillar and foundation of higher institutions. The academic staff determines the quality of the higher institutions as well as proper solutions to Nation Economic and social problems. The functions of the academic staff include lecturing, preparing the lecture note, preparing the lesson note, sourcing for instruction materials, giving assignments to students and assessing the students. Also, Ogunode, Jegede, Abubakar & Martinal (2020) viewed non-academic staff as the people meant to provide non-teaching and essential services in higher institutions. Without non-academic staff, the objectives of higher institutions cannot be realized. Higher institutions render many services, one of which is academic service. Higher institutions are designed to function with the academic and non-academic staff. The realization of the objectives of higher institutions depends on both teaching and non-teaching. The availability of university personnel in the right quantities and right qualities matters in the areas of quality attainment in the universities. The report of Dateline (2022) as captured in National Universities Commission data indicated that federal universities in Nigeria suffer a shortage of full-time professors. According to the data, no federal university scored up to 50 per cent in the ranking of full professors. This implies that no federal university has the required number of full professors. Some of the federal universities ranked in the top 10 are the Usmanu Dan-Fodiyo University, Sokoto, with 36.44 percent; Obafemi Awolowo University, Ile Ife, 35.80 percent; the University of Ibadan, 29.04

percent; Federal University of Technology, Akure, 27.28 percent; Federal University of Agriculture, Abeokuta, 27.25 percent; the University of Abuja, 25.33 percent; the University of Benin, 23.26 percent; University of Port Harcourt, 21.26 percent; the University of Calabar, 21.20 percent; and the University of Ilorin, 21.12 percent. Also, NOUN (2009); NEEDS, (2014); Ogunode, Ajape & Jegede (2020); Ogunode, Ahmed, Gregory & Abubakar (2020); Ogunode & Abubakar (2020a); Ogunode, Yiolokun, & Akeredolu, (2019) all confirmed the shortage of staffs in the Nigerian universities. In addition, Obadara & Alaka, (2013); Ogunode & Adamu (2021) suggested that inadequate funding, lack of strategic manpower planning, brain drain, poor motivation, unconducive working environment and corruption as the reasons for the shortage of academic staff in Nigerian public higher institutions. Also, Obasi (2004); NEEDS (2014); Tunde, & Issa, (2013); Ogunode & Okwelogu (2022) asserted that low productivities, poor quality of teaching, over-crowdedness and poor quality of education are the effects of the shortage of academic staff in the Nigerian public higher institutions.

Autonomy Issue

Higher institutions in Nigeria have issues with full autonomy. The higher institutions lack autonomy and this has affected their development. The Confederation of Indian Universities (2004) defined autonomy as the necessary degree of independence from external control that the university requires in respect of its internal organization and governance; the internal distribution of financial resources; staff recruitment; the setting of the condition of study; the freedom to conduct teaching and research. Autonomy in higher education especially in the universities according to (NOUN, 2009) implies that each institution must be governed according to the law that establishes it. Every institution has its law, edict or even decree which spells out the functions of the various organs, such as council, senate, congregation, faculty, department and institute etc. Autonomy in higher education relates to the protection of the institutions from interference by government officials in the day-to-day running of the institutions especially on the issues related to the selection of students; the appointment and removal of the academic staff; including the Vice- Chancellors/Rectors/Provost; the determination of contents of higher education and the control of standards. For the university to meet up with the global best practices there must be financial, academic, human resources and administrative autonomy in all aspects of the university's operations known as total or complete autonomy. All the higher institutions owned by the government in Nigeria are not operating with full autonomy. The inability of higher institutions to have the full status of autonomy has affected the development of higher institutions. Research had it that universities with autonomy developed more than universities without full autonomy. In the views of Okoli, Ogbondah, & Ewor (2016) Autonomy is a principle upon which the university education system tries to maintain its operational stability and actualization of goals. When autonomy is enthroned in the right perspective, it then facilitates academic freedom and accountability. However, in 1973, universities in Nigeria started what would be called the first threat letter to university autonomy. A trade dispute ensued between the governing council and university teachers in 1973 over the issues of autonomy and review of the conditions of service. The review of their conditions of service was thwarted by top officials of the Federal Ministry of Education. The university lecturers were ordered by General Yakubu Gowon to go back to work or face dismissal and ejection from their official residences. This marks the beginning of political interference and influence in the administration of the universities in Nigeria. The political influence in the administration of public universities in Nigeria in recent years has been identified as one of the factors giving rise to crises in university education. The influences are responsible primarily for the numerous problems hindering the development of public universities in Nigeria (Ekundayo & Ajayi, 2009). Ogunode & Ibrahim (2023) concluded that integration of the federal universities into the Integrated Payroll and Personnel Information System (IPPIS), centralization of the university system, centralization of admission, governing council dominance, poor implementation of the university Autonomy Bill and poor funding model of public universities are the tools used by the Nigerian government to undermine universities autonomy and the lack of full autonomy in the system has hampered the development of the institutions.

Brain-Drain Issue

Brain-drain problem is another major challenge in the management of tertiary institutions in Nigeria. Brain drain according to Ogunode (2020) is the massive movement of professionals (academicians) from developing countries to developed countries for better employment opportunities and security. Hundreds of academics are leaving the Nigerian public higher institutions, especially the universities. Jude (2016); Ogunode & Abubakar (2020) and Ahaotu & Ogunode (2021) opined that the massive movement of these lecturers is causing a major gap in Nigerian higher institutions, especially in the sciences programme. Also, Bangura (1994) disclosed that between 1988 and 1990, over 1000 lecturers left the federal university system in Nigeria. According to Saint et al. (2003), various factors have combined to cause these staffing difficulties. One has been the relatively low level of academic salaries during the past decade and the declining financial attractions of university employment in comparison to other opportunities. Another has been the rising workloads associated with deteriorating staff/student ratios. It must be emphasized that while the best brains are leaving the university system, the broad aim of producing high-levelled manpower from the system for national development cannot be achieved. Many researchers like Odetunde (2004); Oni (2000); and Akindutire (2004) also supported this view that brain drain is a problem facing the administration and management of universities. Ogunode & Ishaya (2021) identified the causes of brain drain in Nigerian higher institutions to include but not limited to; poor salary, un-conducive working environment, poor staff development, inadequate infrastructural facilities, strike actions, insecurity and inadequate funding.

Integrated Payroll and Personnel Information System (IPPIS) Issue

The integration of the higher institutions into the Integrated Payroll and Personnel Information System (IPPIS) has affected the development rate of the higher institutions in Nigeria. It has slowed down the federal universities' administration due to the non-flow of funds for effective administration as a result of the centralization of universities' funds (Ogunode & Garba 2023). According to Ogunode, Olaoye, & Yakubu, (2023); Olowonefa, Ogunode & Ohibime (2022) and (Ogunode, Ohibime, & Jedgege (2023), the survival of the university system depends on the availability of funds. The University administrators need a system that guarantees funds are always in the system to enable them to carry out the administrative programme. The poor release of funds from the central system frustrated most administrators of public universities in Nigeria (Ogunode, Ezema, & Ayoko, 2022). In addition, Aluko, (2020) argued that Integrated Payroll and Personnel Information System (IPPIS) is a blatant violation of the concept of University autonomy. University autonomy is a global practice associated with Universities all over the world and it has four main dimensions, namely; academic, organizational, financial and staff autonomy (Aluko, 2020). Academic autonomy simply means the University's capacity to manage its, internal academic affairs independently. Such issues include; students' admissions, academic content, quality assurance and the introduction of new degree programmes while Organizational autonomy has to do with the Universities' ability to decide freely on issues like decision-making, executive leadership, legal entities and internal academic structures (Doki, 2019). Ogunode, & Garba (2023) concluded that the negative impacts of the implementation of the Integrated Personnel and Payroll Information System (IPPIS) on the federal universities administration include; termination of appointment of contract staff, shortage of academic staff, slow federal university administration and violation of federal universities autonomy. Olusiji Sowande, in Guardian (2019) submitted that IPPIS will disrupt the university system, apart from the fact that it is against university laws and autonomy. In the opinions of Ogunode, & Garba, (2023); Bello & Mela (2022); Omeje, Ogbu, Nkwede, & Njoku, (2021) and Kong-kola (2020), the higher institutions should be removed from the Integrated Personnel and Payroll Information System (IPPIS) for the sustainable development of the higher institutions.

Strike Actions Issue

Another issue that has affected the development of higher institutions in Nigeria is the strike actions. Nigerian higher institutions are known for continuous strike actions by different union groups operating in the different institutions. For instance, the university system in Nigeria is always on strike

because the government fails to meet its demands. As observed by Offem, Anashie, & Solomon (2018); Ogunode, Yiolokun, & Akeredolu (2019); Ogunode, Ajape & Jegede (2020) for decades, Nigerian public universities have been encountering challenges of poor funding, inadequate infrastructure, obsolete educational system, dilapidated structures and equipment, and brain drain and successive governments have not been able to proffer solutions to these problems. ASUU, a trade union formed in 1978 to represent the interests of academic staff in all of the federal and state universities in the country, whose objectives include regulation of relations between academic staff and employers, has always been at loggerheads with the government. Under the present government's administration, undergraduates in universities across the country have lost at least 13 months from their educational calendar owing to the recurring strikes by ASUU. Educationists noted that this explains why the products of Nigerian public universities are half-baked and certificates obtained from Nigerian universities are not rated high outside the shores of the country (Leadership, 2022). The continuous strike actions by these different union groups in the various institutions have frustrated the smooth running of the institutions in Nigeria. Lawan & Ogunode (2021) acknowledged that the reasons for the strike actions by different union groups include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of the agreement reached with union groups and poor working conditions and the implications of the continuous strike actions on the institutions according to Ogunode, Olaoye, & Yakubu (2023); Ogunode (2023); Ogunode, Ugochukwu & Jegede (2022) include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

Political Influence Issue

Higher institution's administration and management in Nigeria are politically influenced and this has militated against its development for decades. Olayinka (2018) defined political influence on education in the context of this study refers to the success of good educational policies issued by the government on the citizen, as formulation of policies is influenced by the political parties in power which sometimes being criticized by the opposition party. Political influence is the ability of private individuals and groups to influence, condition, shape, and control authoritative decisions and actions. According to Gbenu (2012), political influence is the use of power, influence, and authority by the government of the day, especially in the allocation of resources. Ogunode (2020) submitted that another big challenge facing the administration of public universities in Nigeria is political influence. The public universities have been designed to function with political office holders or politicians in the country. The school administrators of public universities are answerable to the governing council constituted by the government to manage the affair of the public universities in the country. Ogunode & Musa (2020) and Okoli, Ogbondah & Ewor (2016) observed that the activities of these governing councils have affected the effective administration of public universities in Nigeria. The alarming level of political interference in the administration of public universities in Nigeria is frightening. The visitors of the universities who are the chief executives (president/governor) have reserved powers to appoint the chancellors and constitute the governing council of various universities under them and select their cronies as members. These appointees in turn interfere in the internal management of the university such as the selection of VCs and other principal officers of the universities. This practice is seriously jeopardizing the administration of universities in Nigeria. In addition, Nenne (2011) observed that government interference in school management to a large extent has influenced the management in different ways. It is observed that in areas of employment within the education sector, politics to a large extent determines who is to be taken and who is not to be employed. Also, Ogunode, Ajape & Jegede (2020) observed that politicians have at least a slot in any recruitment processes in Nigerian higher institutions. Sometimes their candidates may not qualify; they influence their employment against the policies of the institutions. The uneven development of universities in Nigeria is traced to the political influence of the allocation of more financial resources to some universities. These universities that got higher financial allocation attract more development than those with fewer financial resources. For instance, some higher institutions in political zones are more developed in terms of infrastructural facilities than in other political zones (Ogunode & Musa 2022). Babalola,

Jaiyeoba, Okediran (2007); Ajayi & Ekundayo (2006) and Ogunode & Musa (2022) concluded that political influence is manifested in the administration of public tertiary institutions in the following ways: employment/recruitment of staff, the appointment of school administrators (VCs, Bursar, and Registrar), planning and establishment of public universities, location of universities, the appointment of council members, expansion of National Universities Commission powers and admission of students into the various public universities. Corruption, overconcentration of public universities, poor leadership, uneven development of public universities, and poor ranking of public universities were identified by Ogunode, Atobauka & Ayoko (2023) as effects of political influence on the administration of Nigerian public universities.

Indigenization of Principal Officer Issue

The Minister of Education, Adamu Adamu, confirmed at a National Assembly hearing in 2019 that he had been under pressure from indigenes of host communities insisting on producing the VCs of Federal Universities (Punch, 2022). The call by the host communities of the tertiary institution especially the Universities in Nigeria for their indigenous sons and daughters to be appointed as principal officers of the Federal and State tertiary institutions is a current problem facing tertiary education in Nigeria. Ogunode & Agyo (2022) defined domestication of principal officers of the tertiary institution or indigenization of principal officers as a former request by the indigenes of a host community to the government to appoint their sons and daughters into the positions of principal offices of the institutions located in their communities. Domestication of principal officers of the tertiary institution or indigenization of principal officers is an agitation by host communities of tertiary institutions to produce the principal officers of the institutions. Domestication of principal officers of the tertiary institution or indigenization of principal officers is an appeal to the government to consider their sons and daughters or appoint them into the principal offices of the institutions located in their communities based on community interest first before merit. Indigenization of principal officers or domestication of principal officers of the tertiary institution is an act whereby indigenes of a university's host community would be laying claim to the coveted position of a VC and other positions in the institution because they are the host community. Bamigbola (2021) noted that the introduction of primordial sentiments in selecting principal officers such as chief academic and administrative officers is very bad and not good for the system because the university recruits staff and students from all over the world. In the same vein, the Vice-Chancellor can come from any part of Nigeria and the wider world. The vice chancellorship is purely based on merit and not on the geography of the candidate. Merit other than where the candidate comes from must be emphasized in the appointment of the vice-chancellor of a university. The appointment of a vice chancellor should be based on merit and not the ethnic background of the candidate. However, if an indigene of the town the university is located qualifies for the job on merit, he should be given the post. Universities should be universal and international in outlook. Some Nigerians have been appointed heads of universities abroad. Ogunode & Agyo (2022) concluded that poor international outlook, poor international rating, bad governance, under-development, discouragement of foreign academics, bad international image and less competition are the implications of the indigenization of principal officers or domestication of principal officers of the tertiary institution (Universities) in Nigeria.

Corruption Issue

Corruption in the management of higher institutions in Nigeria has also hampered the development of the higher institutions. The high rate of corruption in Nigerian tertiary institutions has hindered the effective management of the institutions. Many higher institutions are in the present condition because of corruption. Funds provided for the implementation of the programme, provision of infrastructural facilities, employment of staff and programme development ended up being looted or diverted into private accounts. (Ahmodu, & Sofoluwe, (2018) and Godwin (2017) submitted that Nigerian universities have now become an ivory towers in the throes of corruption scandals where things are no longer at ease, corruption allegations mounted on top officials of Nigerian Universities are fingered in financial offensiveness and maladministration Asiyai (2015) identified the causes of corruption in universities to include moral decadence of the Nigerian society of getting rich quick syndrome, lack of

fear of God, poor management and the desire to pass the examination without working hard for it. She went further to observe that the Nigerian society's worship of money and material wealth resulted in neglect of education for excellent character development. People who made it through dubious means are celebrated. Also, Ahmodu, & Sofoluwe (2018) and Dawood (2012), argued that many University administrators have allegations of financial mismanagement. From vice-chancellors to bursars, various officials of major Nigerian universities have been accused of corruption with some of them are already being prosecuted. The recently prosecuted Universities are; the Federal University of Agriculture Abeokuta (FUNAAB), the Federal University of Technology Akure (FUTA), the University of Calabar (UNICAL), Obafemi Awolowo University Ile-Ife (OAU) and the University of Ibadan. The Vice Chancellors and Bursars have been accused of mismanaging funds which were part of the N100 billion released by the Federal Government in 2013 to universities in response to agitations by the Academic Staff Union of Universities (ASUU) for the upgrade of facilities at the tertiary institutions in Nigeria (Telegraph, 2016). Also, Priye (n.d); Otonko (2012); Ogunode, Ohunene, & Olatunde-Aiyedun, (2022); Ogunode, Josiah & Ajape (2021) and Ololube (2016) itemized reasons for the high rate of corruption in the public universities in Nigeria to include corrupt school administrators, lecturers and students; weak monitoring and evaluation system; weak trade unions; political interference; weak educational system; and poor accountability system. They also identified the implication of financial corruption on the public universities in Nigeria to include: reduction in the volume of funds, inadequate facilities, shortage of staff, poor quality of university education, poor academic programme accreditation status, strike actions, and bad international image.

Admission Crisis Issue

Many higher institutions in Nigeria have problems admitting all the students that applied and qualified to gain admission into the institutions due to limited space. Admission crisis is an education terminology according to Ogunode, Akinjobi & Abubakar (2022) that means a situation where qualified applicants who are ready for an educational programme cannot secure it due to a shortage of educational institutions. An admission crisis in higher institutions is a situation whereby young persons who are willing and ready for higher education cannot gain admission at a particular time. Ogunode, Akinjobi & Abubakar (2022) and Olawale (2018) submitted that many Nigerians are faced with admission problems in Nigeria. Every year millions of Nigerians are not admitted into higher institutions because of limited space. The Joint Admissions and Matriculations Board (JAMB) is a Nigerian entrance examination board for tertiary institutions. For instance, in the Nigerian university system, Statistics obtained from the Joint Admissions and Matriculation Board (JAMB) showed that over 1,662,762 candidates wrote the 2018/2019 Unified Tertiary Matriculation Examination (UTME), of which only 585,498 gained admission into the tertiary institutions. Of the 1,157, 977 candidates who sat for UTME in 2019/2020, about 612,557 were offered admission into various tertiary institutions. Between 2018 and 2020, over three million of the candidates who applied for admission into Nigerian tertiary institutions were unable to secure placement in the universities, polytechnics, and colleges of education. In 2020 over 2.1 million candidates registered for the UTME and Direct Entry programmes however, a total of 1,456 candidates who scored 300 and above out of the possible score of 400 in the entrance examination failed to secure admission to Nigerian tertiary institutions for the 2020/2021 academic session (Allafrica, 2021). According to Ogunode, Nelly & Olatunde-Aiyedun (2022), the factors responsible for the admission crisis in Nigerian universities include inadequate higher institutions, poor funding of higher education, poor planning of higher education, increase in population, corruption, policies instability and poor implementation of plan actions on higher education.

Higher Education Expansion Policy Issue

The higher education expansion policy and programme of the federal and state government have been viewed from two perspectives; as a blessing and as a curse. Many institutions and education stakeholders have kicked against the government policy of tertiary education expansion because the existing ones are not properly funded. Also, ASUU has kicked against the proliferation of higher institutions in Nigeria and insists on adequate funding of the existing higher institutions across the

country. On the positive side the NUC (2022) noted that even though the current number of universities might seem large, there is a compelling need to establish more universities compared to that of other countries with similarly large and growing populations such as Indonesia which had a population of 274 million and 3,162 universities (122 public, 3,040 private); South Korea with a population of 51 million and 203 universities (20 public, 183 private); Vietnam with a population of about 97 million people had 185 universities (120 public, 65 private); Turkey with a population of about 84 million and 207 universities (128 public, 79 private); as well as Pakistan, with a population of 220 million with about 217 universities (148 public, 69 private), thus indicating that there was a lot of ground to cover (NUC, 2022). In the opinion of Ogunode & Ohiosumua (2022) the expansion policy is not bad since the existing higher institutions cannot admit all the admission seekers. They noted that access to university education is under threat in Nigeria due to limited spaces. It has been observed that every year millions of Nigerians are denied admission because the public universities available across the federation are not adequate. Also, Okebukola (2018) and Ukozor & Ogunode (2022) observed that due to the shortage of public universities across the country and limited space for young Nigerians seeking admission every year, the federal and state government started public university education expansion initiatives meant to provide more access to university education in Nigeria. This public university education expansion initiative is a good development if planned well for implementation. There is a need for funding and planning for the initiation. The federal and state government should not embark on a programme without proper planning for sustainable funds.

Data Generation Issue

Data generation and management is another issue that has affected the development of higher institutions in Nigeria. Current data generation has been a problem for higher institution managers and regulatory institutions in Nigeria. There are no current data to plan for the development of the higher institutions in the country. The Executive Secretary of the National Universities Commission noted that for the Nigerian University System (NUS) to be respected globally, it must live above board by managing an effective and reliable information system that would guarantee accurate, reliable and timely data that could be used in advising the government on issues of national planning. He observed that without accurate data, effective and strategic planning would not only be difficult for the university but also the government. He said that as Ivory Towers, Universities were expected to have adequate and reliable information across all variables such as the total number of students enrolment; the total number of students by programme; faculty; gender; age; mode of entry into the university; Local Government of origin; State of origin; nationality; geo-political zone; distribution in term of PhD, Masters, PGD programmes and students (NUC, 2016). Unfortunately, higher institutions' data are not timely generated, distributed and managed effectively for planning and making decisions concerning higher education development (Ogunode, 2020). Ogunode (2021a); Dominic, Segun & Jide (2016); and Udemé (2017) listed factors that account for inaccurate data in Nigeria to include poor technological advancement, poor infrastructure, poor funding, shortage of manpower, and ineffective supervision. In the opinion of Ogunode, Adah, Audu & Musa (2021); Ogunode, & Omenuko (2021); Ogunode (2021a), inadequate funding, shortage of professional data collection officers, inadequate working materials, institutional corruption, the poor capacity development programme of data collection officers, poor methods and approaches used for collecting data, poor supervision and inspection and political influences are the problems hindering effective data collection and distribution in educational institutions.

Poor Ranking Issue

The poor international ranking is a major issue in the various higher institutions in Nigeria. The Nigerian higher institutions are poorly ranked. The 2023 results showed that only a few institutions in Nigeria have ranked high among the best 500, 1000, and 1500 institutions in the world. Those institutions include; the University of Ibadan (UI) and the University of Lagos (UNILAG) which are tied for the first spot, both scaling into the top 500 as they were placed in the 401-500 band. Covenant University occupies the third spot and is placed in the group band 601-800. Two federal universities, Bayero University, Kano (BUK) and Federal University of Technology, Akure (FUTA) were placed in

the group band of 1001-1200. Ranked among the group band of 1201-1500 are four universities, namely the universities of Benin, Ilorin, Nsukka and Obafemi Awolowo University. The remaining three universities ranked in the last category of 1501+ include the Federal University of Agriculture Abeokuta (FUNAAB), Ladoke Akintola University of Technology (LAUTECH) and Nnamdi Azikiwe University (NAU) Awka (Rabiu, 2022). According to Ogunode, Akin-Ibidiran & Ibidiran (2022) Nigeria has doubled the number of its ranked universities – from six to 12 in the recently released Times Higher Education (THE) World University Rankings. They lamented that out of over a hundred universities in Nigeria, only twelve were ranked as good standing. Anyira & Imade (2020) noted that it is disheartening to discover higher institutions from most countries of the world being ranked far higher than Nigerian universities, polytechnics, and colleges of education as revealed by the July 2018 edition of webometrics world university ranking. It is more worrisome to state that no university or other higher institution in Nigeria was ranked in the top ten higher institutions or universities in Africa. Only one Nigerian university which is the University of Ibadan (ranked 12) was ranked in the top 35 universities in Africa in the 2018 ranking. Considering the poor show of Nigerian higher institutions, the first question that comes to mind is "Is Nigeria truly the giant of Africa in the eyes of the global education community?". Furthermore, Anyira & Imade (2020) submitted that the poor or low ranking of Nigerian higher institutions by webometrics and other globally acceptable ranking authorities if unchecked would spell doom for Nigerian educational sector and the products of these higher institutions in the global arena. Ati (2017) and Anyira & Imade (2020) attributed poor ranking too low visibility on the web and the inactivity of scholars and researchers to contribute meaningfully to the world of knowledge. In most cases, the institutional framework for effective activity is deficient and most research information does not go beyond the four walls of the institution. Also, Ogunode & Abubakar (2023) and Ibrahim (2013) concluded that factors responsible for the poor ranking of universities in Nigeria include; inadequate funding, poor data management, poor website design, inadequate staff, shortage of facilities, unstable academic calendar, political influence, bad leadership, indigenization of principal officers of tertiary institutions, non-defined internationalization Policies, poor reputation, low academic staff-to-student ratio, low doctorates-awarded-to-bachelor-degrees-awarded ratio, low doctorates-awarded-to-academic staff ratio, low institutional income per staff, research reputation, low research productivity, poor citations (research influence), low proportion of international students, low proportion of international staff, low international collaboration and low industry income (knowledge transfer). Also, (Ogunode, Akin-Ibidiran & Ibidiran 2022) identified bad international image, low attraction by International Students and low attraction by international academic staff as the implications of poorly ranked universities.

Insecurity Issue

Insecurity is another problem that has hindered the development of higher institutions in Nigeria. Ogunode (2020) noted that Nigeria is facing an insecurity challenge and this is affecting the entire educational institutions in the country. The Islamic sect called 'Boko haram' meaning 'western education is forbidden' is attacking educational institutions in the Northern part of Nigeria. Many public universities located in Northern Nigeria have been victims of continuous attacks (Badiora, 2017; Amoatema, Kyeremeh & Arthur 2017; Ogunode & Ukozor, 2022). Many students, lecturers and administrators have been killed while others kidnapped. The various attacks on the universities have resulted in school closures leading to unstable academic programmes. As observed by Ibrahim (2013); Ogunode, Okwelogu, Enyinnaya & Yahaya (2021); Ogunode, & Ukozor (2022), the insecurity situations has led to the death of many higher institutions students while Human Rights Watch (2016); Garba, Ogunode Musa, & Ahmed (2022); Ogunode & Ahmed (2022) and Ogunode, Peter & Ayoko (2023) submitted that many academic and non-academic staff have been kidnapped and killed by bandits and Boko Haram members. Ogunode (2023) and Paul (2019) stated that insecurity in Nigeria has led to many higher institutions' closure. In the North East, Mark (2020); Ogunode & Idris (2022) and Ogunode, Zhenseh, & Olatunde-Aiyedun (2022) concluded that insecurity has led to brain-drain, increased in the cost of running tertiary education, destruction of infrastructural facilities, loss of manpower, reduction in enrolment of students and disruption of the academic programme were

identified as the effects of insecurity on tertiary education in the North-East Geo-political zone of Nigeria. Generally, loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education have been documented by Akor, Musa & Ogunode (2021) and Ameh (2015) as the impact of insecurity on school administration in Nigeria.

Conclusion and Suggestions

This paper examined the historical development of higher education and developmental issues in higher education in Nigeria. The paper identified the developmental issues that have affected the higher education of Nigeria including funding, infrastructural, personnel, autonomy, brain-drain, Integrated Payroll and Personnel Information System (IPPIS), strike actions, political influence, indigenization of principal officers, corruption, admission crisis, higher education expansion policy, data generation, poor ranking and insecurity issues. To address these developmental issues, the paper suggested the following;

1. The government should increase the funding of higher institutions in Nigeria. Adequate funding is the panacea to higher institutions' development and sustainability. The establishment of new higher institutions should come with a new funding model where the higher institutions can survive without 100% dependency on government funding.
2. The government should introduce private-public partnerships (PPP) in the management of infrastructure facilities in higher institutions. Before then, the government should embark on total infrastructure facilities development in all the higher institutions in Nigeria.
3. More personnel should be employed in the higher institutions across the country and effective manpower planning should be institutionalized to ensure effective manpower development in the country.
4. The government should grant full autonomy to all higher institutions in Nigeria. Full autonomy to all the higher institutions will guarantee the sustainable development of the higher institutions. The granting of full autonomy to higher institutions will limit and prevent political influence in the management of higher institutions in Nigeria.
5. The government should motivate personnel in higher institutions to prevent brain-drain problems in the system.
6. The federal government should remove all the higher institutions from the Integrated Payroll and Personnel Information System (IPPIS).
7. The government should implement all agreements reached with different unions in the higher institutions to prevent strike actions in the higher institutions.
8. The government should discourage the culture and norms of indigenization of principal officers in the appointment of higher institutions' principal officers.
9. The government should deploy the use of ICT for all financial dealings in the higher institutions to prevent corruption and all anti-corruption agencies should be directed to monitor all the financial activities of the higher institutions.
10. More higher institutions should be established to reduce admission crises in the nation's higher institutions. However, the governments should ensure proper funding plans for the expansion of higher education in Nigeria. The issue affecting the existing higher institutions is poor funding. So, adequate financial planning for the expansion programme will guarantee the survival of the higher institutions.
11. The regulating institutions of all higher institutions should be directed to generate timely data for all higher institutions in Nigeria.

12. Higher institutions in Nigeria should be given a target in the areas of ranking nationally and internationally. All higher institutions should draw up new visions and goals towards improving their international ranking.

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