



A HISTORICAL PERSPECTIVE OF CONTRIBUTIONS OF PRIVATE UNIVERSITIES TO THE EDUCATIONAL DEVELOPMENT IN NIGERIA SINCE 1999 TILL DATE

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Abstract:

This study is a historical appraisal of the contributions of private universities to the educational development in Nigeria since 1999. This is based on the purpose, nature of emergence, the ownership structure types, it also examines the policies, motivation behind their establishment vis-à-vis their implementations. The major concern is an evaluation of the processes in relation to the policies that brought about private universities. The causality and evaluative approaches were adopted as the methodology in this research. Data from two major sources (primary and secondary) were collected. They were classified, analyzed ordered and synthesized. Processes of development of education were criticized, pointing out the weak and strong points. The study arrived at some findings. That, out of 34 approved private universities, twenty-six (76% were sited in the south while only eight (23.5%) were sited in the North. That the labour market in Nigeria favours graduates of management sciences as opposed to Art/Science oriented discipline. Thirdly, human material resources remained inadequate in quality and quantity. Due to politicization of education, the goals of the universities (teaching, research and community services) have been submerged and eroded. That there are less specialized universities in the country as against the existence of conventional ones. The establishment of private universities is a welcome form of innovation to the country's higher education.

Keywords: industrial, hazards, occurrence of diseases, inhabitants of Trans-Amadi

1. Introduction

The emergence of a democratically elected government in 1979, and the adoption of the 1979 constitution which returned education to the concurrent legislative list,

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empowered state and private agencies to establish and manage universities and other tertiary institutions. The adoption and implementation of this constitution encouraged the expansion and establishment of tertiary institutions. As a result many state and privately owned universities came to be established, mainly in the Eastern and Western States of Nigeria. Although the constitution did not set up a minimum standard for establishing such institutions, the permission to open depended solely on political patronage. When the military toppled the civilian government and came to power again in 1983, one of its very first decrees was an act to close all privately owned universities with "immediate effect." According to Gabriel (2006) early attempt at establishing private universities were in the late 1970s, when Dr. Basil Ukaegbu made an attempt to establish a private university at Owerri in Imo State. Although the attempt failed to see the light of the day as a result of legal frustration by the then military government. Ukaegbu won the legal battle but failed to realize his dream of private participation in university establishment in Nigeria. The Buhari regime in 1984 did not only close down his university but also went ahead to abolish all existing private universities. It also collapsed four of its own universities and merged them with some of the older ones. The federal university of Abeokuta was merged with Lagos, Yola with Maiduguri, Bauchi with Ahmadu Bello University and Makurdi with University of Jos. In 1988 the four institutions were re-opened as autonomous institutions. Abeokuta and Makurdi were renamed Federal Universities of Agriculture while Yola and Bauchi reopened as Conventional Universities of Art, Science and Technology.

Thus by 1990, Nigeria had twenty two (22) federal universities and nine (9) state universities making a total of thirty-one (31). According to Oyebade (2005) since 1971/1972 academic year there has been about 70% unsatisfied demand for university education by Nigerians.

The National Development Plan of the Federal Government 1970-1974 aimed at a national minimum enrolment ratio of fifty percent (50%) at all levels of education despite the fact that this was a period of reconstruction, and rehabilitation. The military government had enough capital to do this, since this was a period of oil boom. The 1975-1980 plan saw many crash programmes undertaken to train teachers, tuition was made free, universities grew from six to thirteen and there was enrolment explosion. In 1978, a new policy on education was published. The 1980-1985 plan experienced problem as a result of dwindling finances and instability in different Federal Military Government.

The 1986-1990 & 1991-1995, plans saw some evidence and distortion in the execution though many more universities were opened. Many problems were recorded in the educational system at this period.

In 1992/1993 academic session the demand for university education was 83.9%. This unfilled demand for university education and the increasing inability for existing public universities to cope with the rate of increase in demand for university place, as well as the government's inability to adequately fund the public universities, had among other reasons increased the request for private universities by stakeholders.

NUC was fortified to meet this challenge with passage of Act 16 of 1985 which was incorporated into NUC Amendment Act No. 49 of 1988. The Federal Military Government promulgated policies by decree No. 2 of 1975 establishing federal character federalization, or centralization of universities, quota system of admission and access into universities the introduction of the National Universities Commission (NUC) and Joint Admission and Matriculation Board (JAMB). All those who could not get admission through these policies succumbed to this public pressure through enactment on the education (National Minimum Standards and Establishment Institution Amendment) Act No. 9 of 1993. Thus 1993 Act replaced the private universities abolition and prohibition Act of 1984. On the strength of this law, individual and private universities emerged.

The licensing of private universities in 1999 was a land-mark move that increased access for some of the more than eighty percent (80%) of one million candidates who sat for the Universities Matriculation Examination (UME) yearly and could not be absorbed into the 27 federal and 34 state owned universities which had a dominated space of less than 200,000.

However, the question in the minds of the public is what have been the contributions of private universities to the equalization of access to higher education in general and the development of quality university education in particular. To provide answers to these questions is the problem of this study.

Some of the issues to be examined center on the merits and demerits of the private universities, based on the quality of programmes and the nature and spread of these universities. This study therefore sets out to examine the role and the effects of private universities in the over-all educational socio-economic and political development of Nigeria. It is assumed that one of the major reasons for the emergence of private universities is to redirect, political economic instability and to facilitate the re-direction of the educational imbalance and to lay a solid foundation for science and technology, is this objective being realized? How do we cope with the seemingly unorganized spread and/or ownership and identical type of private universities that have emerged today? Is there anything Nigeria can learn from the participation of private persons/agencies in universities education in some selected countries of the world?

2. The Scope and Methodology

This study will concentrate on the participation of private universities to development of education in Nigeria 1999-till date; attention will be drawn to the educational programmes and policies initiated by the various governments at the higher education level. Also emphasis will be on what led to the upsurge of the universities to, imbalance of education between Northern and Southern Nigeria, the ownership types, structure nature as well as the factors that prompted private individuals to setup universities in

Nigeria. It will nevertheless ascertain the extent to which the objectives of this private tertiary education were realized.

The methodology used is the evaluative approach and the causal approach. The evaluative approach according to historians, evaluates complex and difficult exercise, in order to do this successfully; is necessary to collect classify, synthesize, analyze, order and criticize the processes of the development, showing the weak and strong points and make suggestions that will enable the system achieve its goals and if possible make future improvement. According to Minecks (1966:107) the search for causality in history is impossible without reference to values, for behind the search for causalities, there always lies directly or indirectly the search for values. This is essential because history promotes our understanding of the past in the light of the present and future. In relation to the contributions of the private universities on the growth, expansion and development of universities in Nigeria. It is clear that an evaluation of the expansion of universities in Nigeria has impact on the educational system of the universities and the entire country. Evaluation in this circumstance has to do with the aims, goals and objectives of the universities on one side and the issues, nature, and purpose, implications and by products of the expansion of the universities within the period under review. The major aim of this work is to also evaluate all issues involved and the contributions made by private universities to the development of Nigeria since 1999.

The Causal Approach establishes causality – one has to pull together all available causes that have had effects on the educational system in time frame. The causes have to be arranged in order of importance in relationship with one another and with education. This is necessary to enable the research according to E. H. Carr's work, which says, to get to the ultimate cause, the cause of all causes. This calls for imaginative power, ability at developing a logical order Carr as such in Sherman and Kirschner (1979:65) sums it up as follows:

"History therefore is a process of selection in terms of historical significance. It is selective causal orientation to reality. Thus the historian is able to put together multitudinous causes and events into a logical and rational explanations and interpretations."

E. H. Carr in Sherman and Kirchner (1976:27) saw the study of history as a study of causes. The historian deals with the past from an understanding of its continuity with the present. The historian in education probes into this past asking such questions as why did it happen. Not just how did it happen but by developing this curiosity about something. The hidden past is delved into and this may have implications for the present and future as causality has to be established. In order to do this it should be remembered that educational system in any given society is part and parcel of the society where many causes and effects occur. The causes have varied phases-short and long terms. The causes not only affect education but also affect each other.

From the foregoing, the contributions made by private universities to the development of education in Nigeria over the years under view is being surveyed. The purpose and nature of its emergence in turn with the development of university education to bring about the development in the system and society is being brought to limelight.

The data for this study was collected from different types of sources primary and secondary. In recent times some volumes of statistical information on the universities has been published and made available by federal government. Some of these are educational laws, codes, edicts, gazettes and ordinances secondary sources include educational records from the Federal Ministry of Education, military archives, budget speeches, educational statistics, periodical programme reviews, newspapers, commentaries, publications, journals, history, geography, economic books, opinion leaders, gazettes, data from educationist, politician, etc. Data of primary and their sources are looked into, for instance Federal Republic of Nigeria second and third National Development Plan 1970-1974, 1975-1980. Federal Republic of Nigeria fourth National Development Plan 1981-1985. Federal Republic of Nigeria Decree No. 2 of August 1975 establishing JAMB. National Universities Commission, Nigerian Annual Reports 1978-2000. National universities commission, Nigeria statistical direct Gazettes and laws establishing the universities. Looking at secondary sources speeches of some educationist and learned journals summaries of workshops, projects and panels on university educational and social matters, newspapers and magazines on universities. The major concern is an evaluation of the processes in relation to the policies that brought private that brought about universities, the enactment of the education (National Minimum Standards and the Establishment Institute Amendment) Act No. 9 of 1993 which repealed the private universities abolition and prohibition Act of 1984.

3. Private Universities: An Overview

The term “private universities” are used to identify schools that are not operated by government, that function in lieu of government operated (public) schools for compulsory school attendance purposes, and that offer some or all of the elementary, secondary and university levels of instruction. “Private” is used increasingly in the United States to identify such schools, though they are sometimes called “non public” or “independent” is the most common label in Canada. In Australia schools of the same type are dubbed “non-government” and some elitist schools in this group are known as “public” also in Great Britain. In the United States there are different private schools sector some are religiously affiliated and are loosely designated as parochial although the term strictly means associated with or run by the local parish and thus would not apply to a school run by a diocese, a religious order, a damnation, a collection of cooperating churches, or a society of parents. Similarly Catholic often use the term “private” to refer exclusively to school run by exempt religious orders, such as the Jesuits. A more consistent terminology would facilitate discussion considerably. In

keeping with our definition a school may be “private” even if some of its support is derived from taxation, so long as it is not administered by an agency of government. Although terminating. Comparisons can be made among private schools in various nations, space dictates that the present work focus on private universities in Nigeria.

In the 1950s and early 1960s, the number of private schools was negligible. But with time private universities are a potentially important way of diversifying the finance base of national; higher education without adding significantly to government costs. In Latin America private universities have soaked up a substantial amount of student demand over the last 30 years – between 1960s and 1970, private higher education enrolments jumped five fold, almost doubling their share of total enrolments from 16.4% to 31.0% during the decade from 1970 to 1985, private higher education quadrupled, but its share remained almost constant 32.69% (Brunner, 1990:106). Economists in Western Europe during the 1950s began to propound that investments in human beings through higher educational training was the surest way to economic development. Green in Nzimiro (1971) contended that:

“Universities beyond reasonable doubts have distinguished themselves as the most significant creation of the medieval world.”

This is because the graduates of these universities helped to shape European thought, to create a mode of intellectual disciplines, to lay foundation for its customs and to administer its governance. Thus universities whether in Europe, United States of America, Asia, Nigeria, South Africa, Latin America. They all serve their societies.

Private education in Nigeria are created, controlled, operated and principally financed by private individuals, religious groups and sometimes communities rather than government.

4. The Emergence of Private Universities in Nigeria 1999-till date

The Federal Government of Nigeria succumbed to public pressure through enactment of the education (National Minimum Standards and Establishment Institute Amendment) Act No. 9 of 1993, which repealed the private universities abolition and prohibition Act of 1984. On the strength of this law, individuals and private organization are permitted to establish private higher education, such as colleges of education, polytechnic and universities.

As at the time 1999, when the first group of private universities came on board, the Nigeria education system has never remained the same, precisely on the 10th of May 1999, the first set of private universities emerged. They are: Macdonald University Okija, Igbinedion University Okada and Babcock University Ilesan Remon, with the power given to individuals, organizations and universities were cited in every part of the country.

4.1 Deregulation and Privatization

Deregulation and privatization are sometimes used interchangeably by some scholars, writers and commentators as though they mean the same thing. Strictly speaking, deregulation means the removal of control. In strict economics parlance, the Wikipedia Encyclopedia defines deregulation:

... as the process by which government remove selected regulations on business." In order to (in theory) encourage the efficient operation of market. The under lying assumption is that "fewer regulations will lead to a raised level of competitiveness, therefore higher productivity, more efficiency and lower prices overall."

Privatization, however suggests the *"converting of schools, industries, firms, etc. into private ones."* In the 1960s and 1970s, the Federal and Regional Government provided the financial muscles Nigerian universities needed to run the affairs of the institutions. These days, they are to *"fend for them"* and so the new word is deregulation. The social service like Education, Health, Transportation, Electricity, Portable water and Education without recourse to cost-sharing. Thus Nigerian universities wallow in the turbulent waters of privatization, commercialization, and such other endemic variants of a deregulated economy. The wind of a guided de-regulation policy came into being in 1995. This implies the divestment of government corporate body, of its interest in a public enterprise to private persons or particular group. The catchword for the present economic reforms programmes of the federal government of Nigeria is deregulation. The principle of deregulation is captured in the National Economic Empowerment and Development Strategy (NEEDS) document, it states that; *"NEEDS is a development strategy anchored on the private sectors as the engine of growth for wealth creation, empowerment generation and poverty reduction. The government is the facilitator, and the regulator. The private sector is the executor, the direct investment or and the manager of business. The key elements of this strategy include the renewed privatization, deregulation and liberalization programme to shrink the domain of the public sector and buoy up the private sector"* (Fashion, 2005).

Privatization, domain deregulation and liberalization have found expression in the various socio-economic sectors of national life, including the educational sector. In the Nigerian university system, Bako (2005) observed that deregulation is packed in the Nigerian University Innovation Project (NUSIP) and autonomy which has been passed as an Act of the National Assembly. The core objectives of NUSIP and the principle of autonomy emphasize the notions of self-government and accountability. According to Okebukola (2005) these include the issue of funding. He observed that, it takes the form of introduction of various cost sharing measures including use charges where previously non-existent. He supports this position by arguing that if individual students gain from universities education and so far it is fair that some form of cost sharing be put in place. However, Kuna (2005) claims that according to the World Bank this goes beyond cost sharing and including the reduction in the size of universities

through the rationalization programmes and the insistence that universities must generate in some arguments up to 40% of their resources. The position involving funding of universities is predicated on the notion that deregulation, is allowing in situations and other services to operate under the market driven principles. The market driven principle assumes that universities are sellers of products and as such they must continue to find the right value of their revenue and that they must structure their programme and activities in a way that is consistent with their projected incomes.

On the question of access to universities education, Okebukola argues that one of the most significant policy initiative that have increased access to university education introduced by the present administration and the licensing of universities within and the reopening of the National Open University. These initiatives have opened up access to university education. The establishment of more private universities by Federal governments is further complementing the efforts of the government. Bako observed that, the thrust of Okebukola's position is that deregulation is good as it promotes adequate funding quality of products, equality of access, relevance, good governance and management. Other arguments in support of deregulation are that it brings about competition and quality services, choice and efficiency. How these apply to the university system should interest us.

4.2 Implications of Privatization

Over a decade, the privatization movements are said to have been phenomenal in transforming the economics of some nations. One of them strongly held the views in support of deregulation, which private firms perform better than public enterprises. Phelps in Aaron gave five reasons why private firms perform better than public enterprises.

1. Private firms may be more entrepreneurial as opposed to public enterprises.
2. Members of private firm are likely to act with case on their own intuition about what products or production process that will be successful.
3. Private firms focus on profit maximization as opposed to undue interest and group pressures that public sectors grapple with.
4. Private investors in general have a long term horizon for acquiring assets that can be sold, whereas political-electoral assets tend to be more electing.
5. Finally, private firms, unlike public enterprises hardly receive public assistance (subventions) and so face harsh penalties for failing to maximize profit.

In Nigeria, the privatization advocacy draws its inspiration from the background of the dismal performance of public enterprises, which have been well documented in several sources. Specifically public enterprises in Nigeria are known for gross inefficiency operating losses, low returns on investment and a drain on public funds. But as Toyo, as did the Nigerian Marxist journal observed, critics of public enterprises do not tell us the role of government in creating these problems.

4.3 Purpose and Objective of Private University in Nigeria

The first explanation for the private involvement in university education in Nigeria lies with classic literature explanation of “public failure theory” that as the universities increase in number and as enrolment continues to soar and human material resources remained inadequate in quality and quantity, the university system especially the public one has become over the years become a shadow of itself. The goal that the universities are known for (teaching, research and community services) have been submerged and eroded due to poor infrastructure, poor funding, politicization of educational matters, inadequate staffing and democratization and frustration of the available few ones, examination malpractices, incessant strikes and unstable educational policies. These and many others related problems have created situations where the quality of education given by the public universities has become questionable. Apart from endemic internal problems and a disabling environment that hamper goals of realization, among the students. The development of higher level intellectual traits innovativeness, creativity recognized social economic and cultural values have been completely eroded.

Secondly there is “demand absorption theory” as public supply of higher education fall short of the number of applicant to the Nigeria universities every year, and in which only very few percentage are being offered admission into the existing public universities. On the average, the unfulfilled demand for university education was clearly about 90% for the years coverage, this means a large percentage could not secure admission into the universities. Therefore, the establishment of the universities is justified as a means of expanding access to university education in the country. Enrolments show some significant potential for growth at least based on evident from one of the oldest private universities. Macdonia University which graduated 390 student during its first convocation ceremony in 2004, had 7,000 student by the total enrolment figure recorded for the private universities in the years 2006/2007 academic year.

Another major reason for the emergence of private universities lies with the differential function offered by private universities. This apart from increasing access to university education, private universities have also been in high demand because of the stakeholders apprehension about the quality of education being given by the public universities and the quest for different content (Alani, 2004). This is explained through the function performed by the private universities by filling the gaps created by the inadequacies of the public universities to react to the market demand for some academic programmes, in meeting these expectations. Alani (2007) as quoted by Lawal (2008) stated that some private universities have introduced courses that many public universities could not mount, some of these courses that have been found to be relevant to the development drives of the modern times. These include courses like Biotechnology, International Business, Transport, Management and Planning, Projects Management Technology, etc. Some of these are rare in public universities.

Nevertheless, the question in the minds of educators is what have been the contributions of private higher. Universities to the development of higher education in general and the university education in particular. This work, therefore, would examine the effects of private universities on the development of higher education in Nigeria with particular emphasis on university education 1999-2019.

4.3 Ownership Structure of Private Universities

Out of the 61 private universities already granted approval at least 22 of them have link with Christian religious organization or profess to be faith-based institutions. These are Ajayi Crowder University Babcock University, Benson Idahosa University, Caritas University, Crawford University, Bowen University, Covenant University, Joseph Ayo Babalola University Macdonna University, Redeemers University, Salem University, Veritas University, Wesley University of Science and Technology, Landmark University, Samuel Adegboyega, Evangel University, Gregory University, Mcpherson University, Augustine University, Christland University, Christopher University, Hallmark University, Kings University Mountain Top University, Hezekiah University, etc. With the public outcry about moral degeneration in the Nigeria society, these faith based private universities have promised to reverse the trend in their vision and mission statements. The institutions are largely residential thus giving the authorities the opportunity to monitor students' activities closely. Some of them, like some of their public counterparts have introduced dress codes for students and other regulations for staff and student unions are also alien to the institutions. Suggesting narrower participatory governance which is characteristic of private education institutions around the world (Bernasconi, 2003). At least three private universities have been founded by Muslim organisations or individuals who believe in the Islamic faith. These are Al-Hikmah University, Crescent University and Fountain University. Others belong to individuals and are run by their founders or persons they have given a proxy. These are university that Bernasconi (2004) classified as "proprietary" without imputing any profit motive.

One of the major issues arising from the prominence of religious organization in the ownership and management of private universities is the need to protect the rights to freedom of thought, conscience and religion, and freedom from discrimination which the 1999 constitution of the Federal Republic of Nigeria guarantees all citizen of the country.

4.4 Academic Programmes Run by Private Universities

Like their counterparts in other parts of the world (Suspitism, 2003; Bernasconi, 2003) most private university in Nigeria mainly offer market related programmes and those that do not necessitate huge investment in equipment and research facilities. Most Nigeria's private universities offer courses in Business Studies, Management and Social Sciences, Basic/Natural and Applied Sciences and Humanities. Other courses are Food Science, Law, Technology, Information and Communication Technology, Agriculture,

and Science Education. Only very few of them (for example, Igbinedion and Madonna Universities) have programmes in Medical/Health Science and Engineering. Table 5 below indicates that social sciences, administration (management sciences/business studies, medical sciences and engineering) are the most popular courses (in that order), demanded by candidates who seek university admission. These are followed by law, science (natural and applied) and arts. The result of a survey reported by the Punch Newspaper of April 25, 2006 showed that the labour market in Nigeria favours graduates of management sciences. It is therefore not surprising that private universities are responding to the market demand from the courses they offer. However, the academic programmes of most private universities are not as diversified as those of the majority of public universities which has various courses. Offering in administration, agriculture, education, engineering, environmental sciences, law, medical sciences, basic and applied sciences, social sciences and arts. Again a report carried out by Punch Newspaper of February 28th 2006 indicates that the arts/science enrolment ratio in seven private universities that were featured was 63.3 : 36.7 in 2005 as against 40:60 recommended by the National Policy on Education. This is because most of the private universities concentrate more on business studies, management and social science, are human than science related discipline.

Table 1: Private universities in Nigeria

S/N	Name of Institution	Date	Location	State	Type	Proprietorship
1.	Igbinedion University	1999	Okada	Edo	Conventional	Chief Gabriel Igbinedion
2.	Babcock University	1999	Ilishan Remo	Lagos	Conventional	Seventh Day Adventist
3.	Madona University	1999	Okija	Anambra	Conventional	Rev. Fr. (Prof) E. Edeh
4.	Bowen University	2001	Iwo	Osun	Conventional	Baptist Convention
5.	Benson-Idahosa University	2002	Benin City	Edo	Conventional	Bishop Benson Idahosa
6.	Pan-Africa University	2002	Lagos	Lagos	Specialised/ Post-graduate	Prof. Pat Utomi
7.	Convenant University	2002	Ota	Ogun	Conventional	Living Faith
8.	ABTI-American University of Nigeria	2003	Yola	Adamawa	Conventional	Alhaji Atiku Abubakar
9.	Redeemers University	2005	Mowe	Lagos	Conventional	Redeemed
10.	Ajayi-Crowther University	2005	Ibadan	Oyo	Conventional	Anglican
11.	Al-Hikmah University	2005	Ilorin	Kwara	Conventional	Islamic
12.	Caritas University	2005	Amprji-Nike	Enugu	Conventional	Catholic (The Sisters of Jesus the Saviour)

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13.	CETEP City University	2005	Onike Yaba	Lagos	Conventional	Evangelical Church of West Africa
14.	Bingham University	2005	Karu	Nasarawa	Conventional	Evangelical Church of West Africa
15.	Katsina University	2005	Katsina	Katsina	Conventional	Islamic
16.	Renaissance University	2005	Ojiagu Agbani	Enugu	Conventional	Dr. Chimaroke Nnamani
17.	Bells University of Technology	2005	Ota	Ogun	Conventional	Chief (Gen) Olusegun Obasanjo
18.	Lead City University	2005	Ibadan	Oyo	Conventional	Eduserve Consult Prof. Jide Oweeye
19.	Crawford University	2005	Igbesa	Ogun	Conventional	Apostolic Faith
20.	Wukari Jubilee University	2005	Wukari	Taraba	Conventional	JBC Seminary Inc. (Mission Orgaia) & Taraba Community Project
21.	Crescent University	2005	Abeokuta	Ogun	Conventional	Prince Bola Ajibola
22.	Novena University	2005	Kwale	Delta	Conventional	Mr. Chuks Ochonogor
23.	University of Mkar	2005	Gboko	Benue	Conventional	Nongu U Kristi U Sudan Hen TIV (NKST) or The Church of Christ in Sudan among the TIV
24.	Joseph Ayo Babalola University	2006	Ikeji-Arakeji	Osun	Conventional	Christ Apostolic Church
25.	Obong University	2007	Obong-Inta	Akwa Ibom	Conventional	Individual
26.	Caleb University	2007	Ikoyi	Lagos	Conventional	Individual
27.	Fountain University	2007	Osogbo	Osun	Conventional	Islamic
28.	Salem University	2007	Lokoja	Kogi	Conventional	Foundation Faith
29.	Tansian University	2007	Oba	Anambra	Conventional	Individual
30.	Veritas Delta University	2007	Oghara	Delta	Conventional	Catholic
31.	Western Delta University	2007	Oghara	Delta	Conventional	Individual
32.	Westley University of Science & Technology	2007	Ondo	Ondo	Science & Technology	Methodist
33.	Achievers University	2007	Owo	Ondo	Conventional	Individual
34.	African	2007	Abuja	FCT	Science &	African Union

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	University of Science & Technology				Technology	
35.	Wellspring University	2009	Evbubanosa	Edo	Conventional	Individual
36.	Paul University	2009	Awka	Anambra	Conventional	Individual
37.	Rhema University	2009	Obeama-Asa	Rivers	Conventional	Individual
38.	Oduduwa University	2009	Hetumodu	Osun	Conventional	Individual
39.	Afe Babalola University	2009	Ugwomu-Nike	Enugu	Conventional	Chief Godfrey Okoye
41.	Nigeria Turkish Nile University	2009	Abuja	FCT	Conventional	Individual
42.	Adeleke University	2011	Ede			
43.	Baze University		Abuja	FCT		
44.	Landmark University	2011	Omu-Aran	Kwara		
45.	Samuel Adegboyega University	2011	Ogwa	Edo		
46.	Elizade University	2011	Ilara-Mokin	Ondo		
47.	Evangel University	2012	Akaeze	Ebonyi		
48.	Gregory University	2012	Uturu	Abia		
49.	Mcpherson University	2012	Seriki Sotayo, Ajebo	Ogun		
50.	South Western University	2012	Okun-Owa	Ogun		
51.	Augustine University	2015	Ilara	Lagos		
52.	Christland University	2015	Owode	Ogun		
53.	Christopher University	2015	Mowe	Ogun		
54.	Hallmark University	2015	Ijebu Hele			
55.	Kings University	2015	Ode-Omu	Osun		
56.	Micheal & Cecilia Ibtu	2015	Owhcode	Delta		
57.	Mountain Top University	2015		Ogun		
58.	Ritman University	2015	Ikot-Ekpene	Akwa Ibom		
59.	Summit University	2015	Offa	Kwara		

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60.	Edwin Clark University	2015	Kiagbodo	Delta		
61.	Hezekiah University	2015	Umudi	Imo		

Table 2: Number of application into Nigeria universities by faculty

Faculty	1998/1999		1999/2000		2000/2001		2003/2004		2005/2006	
	No of Applicants	%	No of Applicants	%	No of Applicants	%	No of Applicants	%	No of Applicants	%
Administration	88613	27.57	113286	27.04	116906	25.01	282253	27.00	168376	18.42
Agriculture	2891	0.09	3542	0.85	3200	0.68	7079	0.68	7246	0.79
Arts	13309	4.14	18640	4.45	18841	4.03	51786	4.95	45870	5.02
Education	2547	0.79	3020	0.72	3236	0.69	16404	1.57	23596	2.58
Engineering/ Environmental	55907	17.42	72518	17.3	83065	17.77	163945	15.69	142394	15.58
Law	34180	10.64	44274	10.57	48485	10.35	88409	8.46	69751	7.65
Medical	54879	17.08	6793	16.22	80840	17.27	164706	15.76	161292	17.65
Science	16686	5.19	22185	5.20	24743	5.27	59558	5.70	68673	7.51
Social Science	52356	16.29	73525	17.55	88274	18.88	211079	20.19	226664	24.80
Total	321368	100	418928	100	467490	100	1048229	100	913862	100

5. Conclusion

As the growth of federal universities grew in number and students' enrolment soars. In the same vein the emergence of private university providers of university education became a reality when the first three private universities were licensed to operate in 1999 after an earlier failed attempt. Currently Nigeria has sixty one (61) private universities. The National Universities Commission (NUC) was established as a cabinet office in 1962 and became a statutory entity in 1974, the Federal Government of Nigeria through NUC. Plays a major role in the external quality assurance process of Nigerian universities. NUC was charged with advising the federal government on financing needs of university and to handle the planning of a balanced and co-ordinated development of university education in Nigeria. These functions were further expanded, to provide such responsibilities as the collation, analyzing and storage of data from universities for advising government of planning and creating new university preparing periodic master plans for the balanced development on all universities; and advising on the setting up of visitation panels to universities were included in the new mandate. NUC was fortified to meet these challenges with the passage of Act 16 of 1985 which was incorporated as NUC Amendment Act No. 49 of 1988.

This Act vested on NUC made it possible for the creation of private universities. Actually the federal government promulgated policies like federal character, quota system of admission, federalization or centralization of universities, the introduction of the National Universities Commission (NUC) and Joint Admission and Matriculation Board (JAMB). All those who could not get admission through these policies succumbed to the public pressure through the enactment of the education (National Minimum Standards and Enactment Institute Amendment) Act No. 9 of 1993 which

repealed the private universities abolition and prohibition Act of 1984. On the strength of this law individuals and private organizations were permitted to establish private higher education, such as colleges of education, polytechnics and universities.

10th of May 1999, the first sets of private universities were licensed by (NUC). They are: Igbinedion University Okada, Benin City, Madonna University Okija, Babcock University Ilesan Remon. All universities all over the world serve their societies that is why Nigerian nationalists agitated for universities of Nigeria because universities of Europe produced lawyers, doctors, teachers, engineers, agriculturists and scientist who transformed, sharpened and revolutionized European society. The service producers objectives of these private universities are not different from the objectives of other societies.

This study which centers on a historical appraisal of private participation in the establishment of universities on Nigeria 1999-1919 is a welcome development and as it has shown through the discussion of this paper that the government have introduced some form of innovations to the country's higher education, especially in the area of ownership, academic programmes and expansion of access. However, some issues especially those bordering on quality, needs to be given serious attention both by the National Universities Commission (NUC) and the federal government so as to enjoy the benefits of multiple higher institutions otherwise multiplicity of universities in Nigeria, many end up in growth without development.

With the emergence of private universities the federal government has seen how possible it is to manage university education and succeed through constructive actions supporting regulatory framework as well as equitable amendments.

5.1 Findings/Recommendation

Findings show that the labour market in Nigeria favour graduates from management science in addition to Arts/Science enrolment ratio in seven private universities that were featured was 63.3 : 36.7 in 2005 as against 40:60 recommended by the national policy on education. This is because most of the private universities concentrate on business studies, management and social science and human than science related disciplines.

Another findings show that universities increase in number and as enrolment continued to soar and human and material resources remained inadequate in quality and quantity, the public one has become over the years a shadow of itself. The goals that the universities are known for (teaching, research and community services) have been submerged and eroded due to funding, politicization of educational matters, inadequate staffing and demoralization and frustration of the available few ones, examination malpractices, incessant strikes and unstable educational policies.

Also public supply of higher education fall short of new demand, this is shown from the continuous increase in the number of applicants to the Nigeria universities every year, and in which only very few percentage are being offered admission into existing public universities.

Findings have also shown that there are less specialized universities in the country as against the existence of too many conventional universities. It seems however, that the existing universities in the country have not brought a significant improvement to this situation as majority of them are also conventional.

There should be a review of Nigerian university educational system in its entirety in a view to restore merit. University staff should be remunerated in line with their counterparts in other nations of the world. University jobs must be made attractive as much as the situations in companies. Welfare of students should be looked into. The academic environment must be made conducive for learning. Amenities, utilities and facilities should be provided; staff welfare and motivation must be vigorously looked into. In terms of funding, universities should write memoranda, press releases, mass education of the private and public sectors on the need for government to find ways of funding university education. Create industries and find trust worthy individuals to manage it in order to yield dividend. It is hereby recommended that certain measures be put in place for Nigeria to fully enjoy the benefits of multiplicity of university institutions.

First, quality must not be compromised to ensure this; the NUC must ensure that the approved private universities meet up with the minimum standard for programmes accreditation. The situation whereby over 70% of the academic staff especially those in the senior cadre would be ad-hoc staff as currently practiced by many of the private universities should be discouraged. Furthermore private universities must be properly guided and monitored in their admission procedures to guide against turning university admission into a matter of highest bidder should also be discouraged.

Necessary encouragement should be provided for groups, organizations and individuals to establish private universities in other parts of the country especially in the North.

Religious disharmony must be avoided NUC, has to monitor the extent to which the various universities respect the rights of the citizens of Nigeria to freedom of thoughts, conscience and religion, and freedom from discrimination as enshrined in the constitution and as stated in the mission statements of some universities. These recommendations have become necessary because over 70% of the private universities are owned by religious group, organizations and individual.

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