

Accessibility in Public Universities and Challenges of Tuition Fees in South-South Geo-Political Zone Nigeria

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Abstract

Increasing social awareness and economic value of higher education has contributed to the high demand for and access to university education in Nigeria. The expansionist policy intervention of government over the years in university education is often limited by inadequacy of state funding thereby justifying the introduction of tuition to augment the shortfalls in their financial plan. The analytical primary data collected provide the historical progression of accessibility, administrative methods adopted by universities, implications and remedies in Nigerian universities. Student organization representatives selected from six federal universities in South-South, Nigeria representing 110 student executives sampled through mixed sampling technique of cluster and simple random. Internal consistency of the survey instrument was determined by using split half method and analyzed with Cronbach Alpha to obtain 0.78. Descriptive statistics was applied for the analysis and findings revealed that universities through tuition fees fund essential facilities and utilities that support teaching and learning as well as expand university access. However, non-involvement of student government by university management in negotiation of tuition and inappropriate communication has been identified as trigger of crises in universities. On the other hand, participative decision making practice should be entrenched as a lifestyle of university governance so as to bridge the information gaps and eliminate the outbreak of tuition-related crises of different proportion in universities.

Technical Terms: University education, Accessibility, Tuition Fees, Governance

1. Introduction

University education is catalysts for invention and innovations that adds value to humanity and the society. There is general consensus amongst studies that persistently supports the interdependence between higher education and economic development (World Bank, 2001, Krcal, Glass & Tremblay, 2014, Ahmed, 2015, Mushemeza, 2016, Akinsanya, 2017). Higher education institutions globally are centre for new knowledge and innovative thinking, providers of skilled labour, attractors of international talent and business investment in countries (Bamiro, 2012). Higher education institutions (HEIs) though not compulsory the competition for university education in Nigeria is all times high. The demand and more importantly increase awareness amongst young adults for university degree is related to the attendant social and economic benefits, changes in the relationship between credential competition, occupational structure and employers high demand for educated labour which has equally influenced the choice of the workforce in technical, managerial and professional employment (Brown, Hesketh & Williams, 2002, Brown et al, 2001, Falstead et al, 2002). The unrelenting enthusiasm for higher education and certification to the formation of a privileged stratum in bureaus and offices, supporting their holders' claims for intermarriages with notable families, admission into the circles that adhere to codes of honour, respectable remuneration rather than remuneration for work well done, assurance for advancement and above all monopolize social and economically advantageous positions in countries (Brown et al, 2002). The above submission is quite supported by (Baum & Payea, 2004) that students who attend institutions of higher education obtain a wide range of personal, financial, and other lifelong benefits, likewise, taxpayers and society as a whole derive a multitude of direct and indirect benefits when citizens have access to postsecondary education. Aptly, this explains the disposition among young adults towards university education as currently witness in Nigeria. Nigerian youths in particular, and the adult population in general with high aspiration, potential and desperation scramble every year for limited admissions in both public and private universities. Despite the increasing numbers of universities in Nigeria in addition to other higher education institutions, universities have limited admission capacity to meet the growing student population. Currently, National Universities Commission (2018) has licensed and accredited 40 federal universities, 44 state universities and 74 private-owned universities. The 158 universities appears insignificant and highly inadequate in contrast to 1, 048, 314 candidates who passed the examination out of the 1,503,931 participants in 2017 Unified Tertiary Matriculation Examination (UTME) conducted by the Joint Admissions and Matriculation Board (JAMB). This challenging problem has in depth implications on university admissions, placement and management of university as well as the standards. Different admission policies such as quota system, catchment area, educational backwardness, post unified matriculation examination (PUME) are used by public - owned universities for selection of candidates. State -controlled universities although public differ greatly from federal owned universities. Students from other states though Nigerians are treated as non-indigene pay unequal tuition

fees than their colleagues. State of origin dichotomy formally recognized in Nigeria universities as measure of admission, tuition, entitlements and benefits is one major aberration to national unity and egalitarianism. Unwittingly, it breeds inferiority complex, inequality and the students lack fair representation, preclude from leadership positions and governance in supposedly acclaimed ivory tower.

Accessibility in higher education is a universal problem. Krcal, Glass & Tremblay (2014) attributed the expansion of higher education in most countries to the overwhelming number of student enrollment. The OECD in 2011 average net entry rate into tertiary education was 80% as against 65% growth rate in 2001 (OECD, 2013). Mahoney in Quinlan (2011) noted that despite the great success of higher education in the United Kingdom, the sector expands continually in line with government policy to provide individuals, companies and UK governments' access to knowledge for the creation of wealth in many forms, changing their opinion and to enable economic growth. The growth currently witness in most countries higher education is a transition from elitist to massification of which some countries have excellently obtained universal model. Despite this rapid expansion, qualitative higher education and the changes face by developed countries according to Krcal et al, (2014) include broader access, greater diversity in terms of study programmes and students; broader spread of institutions' social missions equally reflects Nigeria common experience in its current efforts to decentralize higher education. Pathetically, the situation is worrisome in Nigeria higher education. (Bamiro, 2012) interlocked in the associated problems is broadly defined by the vectors of access, quality and cost. These challenging problems somehow limit the capacity of universities to admit all qualified candidates seeking admissions into higher education institutions (HEIs). Several policy intervention by governments such as privatization of higher education, distance learning, national open university policy are yet to sufficiently resolve the challenging problem of accessibility and equality in Nigeria universities. Proliferation of university education supported with the enactment of decree No. 9, 1993 (National Minimum Standards and Establishment of Institutions) encouraging private sector investment and participation, set up university in accordance with laid down guidelines by National Universities Commission. The expansionist movement aimed at increasing private sector participation to alleviate the challenges of limited access; improve its quality and financing the demand for university education in particular still remain extremely high. Mushemeza (2016) lamenting the precarious situation in Africa countries identified funding, infrastructural deficits, inadequate staff remuneration, high student enrolment, governance and management deficits as challenges face by academic staff and higher education.

Many studies have successfully linked access to higher education to quality of state funding. Different funding models are evolved to fund higher education. Uniqueness and application of such model is related to economic differences among countries. In South Africa, for instance, the higher education funding framework uses fund as incentive for achieving student access, quality and research, improves student retention and success. Despite the constant decline of budgetary allocation annually, Ekankumo & Kemebaradikumo (2014) and Ahmed (2015) reportedly insists that higher education especially universities as major suppliers of highly skilled manpower for sustainable economic growth must adequately be funded and prudently management if these institutions must achieve their goals. However, different stakeholders have also argued in recent times that government alone cannot fund higher education; universities in particular should use alternative mechanisms and additional sources to raise their internal revenue status. This funding pattern of higher education transferred the burdens of university education to students. The shift towards private expenditure in the tertiary education sector in many developed countries unlike in Nigeria higher education has also been followed closely by a shift of public subsidies to students themselves. Tertiary education is now more private rather than public good, belonging to individual students rather than society. Murray (2009) had observed that the proportion of private funding has been flexible stretching from less than 4 percent in Demark, Finland, and Greece to over 50 percent in Australia while households in Australia covering 70 percent of all private expenditure. In United Kingdom, for instance, the base public funding is 40% of university resource while 60% shortfalls is supplemented through variety of non-state sources and student fees (Greenaway and Haynes, 2003, Williams, 2008). Tuition is a well-known global trend of funding higher education institutions. As Bamiro (2012) noted the economic growth-oriented model of academic funding by government charged institutions aspiring to transform to world-class to develop multiple sources of funding to achieve their vision goals. The expenditure arising from tuition and maintenance of 75,000 Nigerian students schooling in Ghanaian universities has been estimated at \$1.0 billion per session. Mangeol (2014) survey of fees paid in United Kingdom in 2009 showed that some universities charge foreign undergraduate students more than £17,000 per year as tuition fees as against the £3,070 per year paid by British and European Union (EU) students studying in British universities. Unfortunately, state funding radically reduced thus justify stakeholders' position which supports shared responsibility involving parents, guardians and governments to guarantee adequate funding. In most cases, vice –chancellors in collaboration with various governing councils reportedly initiate policies to introduce tuition and non – tuition levies with little or without incorporating student perspectives to enhance their decision making process. Amalu (2018) deputy vice-chancellor academic, University of Calabar insisted that payment of relevant school charges and dues is a

precondition for participating in second semester examinations. Number of administrative methods and procedures such as preclusion of non-tuition paying students from examinations, repeating previous level and courses, non-publication of results, limited timeframe for payment of fees, inaccessibility to individual student portal are used by universities to coerce students to pay. Self-financing concept introduced into Nigerian universities has been followed by strong resistance and protests of different dimension by student organizations and organized unions in Nigerian universities. Omole (2018) Chair of Academic Staff Union of Universities (ASUU), Ibadan Chapter lamented the staggering 7 percent allocation to education and continued failure to vote enough money to public varsity education as the source of crisis confrontation between university administration and students in Nigeria. Tuition is more generally accepted with less conflict of interest in Europe than in Nigerian universities where collegial governance is almost abhorred. Increasing complexity of universities makes the use of undemocratic approaches to management of universities unacceptable. Share authority takes into cognizance the involvement of all internal members which include student organizations in governance and decision making by universities. Participative governance is a global practice that radically transforms institution management and builds healthy competitive learning environments for achieving organizational goals. Therefore, the study examined the contribution of tuition towards improving access and its implications to the corporate existence of public universities in South-South geo-political zone.

Research Questions

1. In what ways adoption of tuition has contributed to accessibility in public universities?
2. How do students perceive the administrative methods adopted by universities?
3. What are the direct implications of tuition to the university community?
4. What palliative remedies to the challenges of tuition fees to students in public universities?

2. Accessibility, Tuition and Governance in Nigeria higher education: the University perspective

Increasing popularity and unequal privileges attached to university education in emerging economies heighten the demand and competition for higher education among young adults. Competition is incontrovertibly high for university education rather than polytechnics, colleges of education and technology, colleges of health and agriculture. However, Bamiro (2012) vector analysis of higher education using access, quality and cost critically explains the inability of all available higher education institutions to admit all qualified candidates seeking admissions into higher education institutions. Economic Recovery and Growth Plan (ER&GP) initiated by the Federal Government (FGN, 2017) lamented the insufficient capacity and sub-standard infrastructure at the tertiary education contribute largely to limited access which on other hand has direct consequences on the critical skills needed to develop the economy. Challenges of access to university education to include limited provision of science, technology and mathematics (STEM) education, inadequate facilities and financing of tertiary education, insufficient number of skilled teachers and lecturers, outdated and obsolete educational policies and practices that greatly undermine quality of education. According to Osang, Ngole & Tsuma (2013) the unrelenting increase demand for education in Africa raise the need to identify more affordable ways of improving access to learning opportunities. Access to higher education refers to available space in comparison to the student population universities at given time can offer admission in a country. In other word, the total number of eligible candidates, available universities has the carrying capacity to admit in each academic session. Access to university education in Nigeria has witnessed tremendous growth. The government through its policy intervention builds more universities to expand, provide more access and promote the culture of open or mobile learning as typified by the National Open University thereby stretching the possibilities for teaching, learning and research beyond the classroom learning environment. Obasi, Akuchie, & Obasi (2014) describe the licensing of private universities in Nigeria in 1999 as a milestone in the developmental trend of higher education and put to end the domineering power of federal and state governments to establish and operate higher education institutions. The policy achieved through the enactment of Decree No. 9, 1993 (National Minimum Standards and Establishment of Institutions) by the federal government encourage private sector participation and consequently the licensing of private universities across the country principally expand accessibility of universities. As a result, private organization, religious organizations, public institution, group of persons or individuals having the wherewithal established university in accordance with outlined guidelines by the National Universities Commission. Historical data cited by Okejie (2009) puts the total enrollment capacity of 30 private universities (41,884) accounted for only 5% of total enrolment; the figure was comparatively almost the same in Ahmadu Bello University, Zaria with 39,219 students. This situation, on the other hand, continue to improve in the first quarter of the second decade, enrollment in 50 private universities then significantly increase to 10% of total enrollment (Ruqayyatu, 2013). The growth of universities as witness in recent times in Nigeria in addition to other allied higher education institutions could be seen as part of government massification programme to substantially expand the admission capacity of universities. Available statistics put the progressive growth currently at 158 universities. This figure is still insignificant and highly inadequate in contrast to 1, 048, 314

successful candidates out of the 1,503,931 participants in 2017 Unified Tertiary Matriculation Examination. Ojerinde (2017) noted that six southern states registered the highest number of candidates for this year examination include, Imo 123,865, Delta 88,876, Anambra 84,204, Osun 73,935, Oyo 71,272, and Ogun having 71, 173 while Sokoto 5, 664 was the least state. From all indications, the carrying capacity of these preferred universities is far less than total number of admission seekers.

In this context, the federal government is unrelentingly expanding access to university education through the private sector investment initiative and participation. Some universities now focus in medicine, technology, marine and petroleum and agriculture to provide specialized education to aspiring Nigerians in particular and globally. University education is generally capital intensive and there has been wide spread arguments supporting the inability of governments to fund higher education alone therefore universities use non-budgetary sources to augment shortfalls in their financial plan. Thus, tuition fees in public universities lately introduced by federal government abrogate the tuition-free policy have negative impact some intelligently qualified candidates opportunity for university education. The new system is justified largely against the argument that budgetary allocation alone cannot adequately fund universities. In corroborating this view, Committee of Vice-Chancellors of Nigerian Universities (CVCNU, 2017) unrelentingly contend that tuition –free university education is unrealistic and suggests that parents, guardians and government should equitably share the financial burden of education. Tuition fees payment in Nigeria higher education is contentious challenge face by all public universities continued to attract criticisms from Academic Staff Union of Universities, student organizations and civil society organizations. ASUU has constantly canvassed for adequate budgetary allocation, special interventions to fund critical infrastructure in public universities. Omole (2018) described the declined budgetary allocation and funding currently witnessed in Nigeria public universities as an indication of lack of vision and crass exhibition of leadership ineptitude. Furthermore, federal government has equally been criticized for violating the negotiated agreement to pay N800 billion revitalization funds owed public universities. Many prospective students of low socio-economic backgrounds now face challenge of access in public university and their parents cannot afford private universities. Different funding models have been evolved by countries globally to improve the funding of higher education. In response, management of university now exploit all alternative and additional means of funding universities, build linkages with industries, partnership with private sector, strengthen R/D collaboration with the private sector, while the government must ensure sustainable funding of tertiary institutions and position universities for global relevance and competitiveness. In addition, palliative measures such as establishment of education bank to provide students loans and access to finance, reinvent scholarships, bursaries, and other aids for students desirous of pursuing tertiary and post –graduate education. Available literature although support use of tuition as a global practice in higher education institutions (HEIs), the various tuition fees adopted is majorly determined by national economy which vary from one country to another. Bamiro (2012) economic growth-oriented model of academic funding by government notably states thus ‘

No matter the model, developed and developing nations regard higher education institutions as agents of growth and development. Consequently, they have placed great premium on the sustainable financing of these institutions in order for them to perform creditably the key functions of teaching, research and community development in tune with the development of the nation state. The federal government has expressed its desire to fund most public HEIs to world-class through injection of special intervention funds. However, institutions aspiring to transform to world-class must have access multiple sources of funding to achieve their vision goals.

In addition, the road to first class university is related to inputs investment –output analysis. According to Olayinka (2018) Vice-Chancellor, university of Ibadan the students, quality lecturers, relevant curriculum and the facilities are critical inputs that determine quality of outputs and usefulness for the transformation of Nigeria. The key indicators of world Class University are dependent on student satisfaction, entry standards, quality of research, graduate prospects, good honour degree, completion rate, and student to staff ratio, services and technology smart learning that improves students’ employability status. But all these inputs are possible only when adequately funded in universities. Tuition payment was reinvented by federal universities to increase their revenue base to fund critical facilities. Unfortunately, introduction of tuition is faced with protests of different dimension. These policies preclude non-tuition fees paying students from examinations, repeat previous level and courses, non- publication of results, timeframe for payment of fees, inaccessibility to individual student portal and contributed to the growing rate of school drop outs. Some years ago many public universities in Nigeria witnessed a gory incidence of protests organized by student union governments in reaction to management decision to foreclose students who could not pay tuition fees from examinations. This unfortunate but avoidable situation not only threatened the academic environment quietude but resulted in destruction of school property and sudden disruption of academic activities. Unlike Federal owned universities, tuition fees in

State universities are classified into indigene and non-indigene status. Non-indigene students from other states though Nigerians in states -owned public universities are treated foreign students pay higher tuition fees than their colleagues in the same university. State of origin in Nigeria which has become major criteria for admission, entitlements and benefits in all the 36 states is an aberration to equality and national unity. Unwittingly, the students lack fair representation in matters that directly affect them in universities, precluded from campus politics and governance in student organizations. Mangeol (2014) reported that the number of foreign tertiary students enrolled worldwide more than doubled, with an average annual growth rate of almost 7%. A survey of fees paid in the United Kingdom in 2009 showed that some universities charge foreign undergraduate students more than £17,000 per year as tuition fees as against the £3,070 per year charged British and European Union (EU) students studying in British universities. Also Bamiro (2012) noted that Nigerian students in Ghanaian universities estimated at 75,000 with expenditure for their tuition and maintenance is estimated at \$1.0 billion per session. Tuition-induced challenges experience in most Nigerian universities can be managed effectively when there is increase participation of internal members in decision making. There is increasing need of urgency in Nigerian universities to embrace global governance practices that are all-inclusiveness. Students globally are important stakeholders in university governance and play leading role in the governance structure of universities. Positive interrelationship exists among universities, academic staff association, non-academic staff and the various student governments in managing universities. Available scientific literature is inundated with concepts and theories that underpin participative decision making considering the student rights and legitimacy of student involvement unarguably justify their participation in university governance. In operationalizing the concept, Zuo and Ratsoy (1999) refers to student government as student organizations that represents the interest of undergraduate and graduate community. Student government has the responsibility to protect the interests and welfare of students. In fact, student representatives formally recognized by university authorities participate almost in all formal decision making bodies of the university at the different levels to make policies. However, several reasons may provide student representatives motivation ranging from the urge to contribute to university governance, to gain experience, for social reasons, desire to serve their compatriots to influence by parents and their friends. Obviously, participative governance has assumed today unusual popularity as an effective model not only for broadening the scope of governance but contributing generally to policy development in higher education institutions (HEIs). Zuo & Ratsoy (1999) attributed the effectiveness of university governance to shared authority and interdependent responsibility. Obviously the variety and complexity of tasks performed by universities require interdependence among administrators, faculty members, students and members of supporting staff. The contentious issues of state funding justifying stakeholders' position that financing university education should be shared responsibility also requires the use of appropriate mechanisms that is generally accepted. In most cases, some vice –chancellors supported by their governing councils developed policies to introduce tuition and non – tuition levies with little or without incorporating student perspectives to enhance their decision making process. Students though lowest in hierarchical structure play important roles in attaining institutional objectives. Therefore, administrators and the various administrative organs must encourage their participation in making decisions in matters that concern them.

3. Methodology

The quantitative study was conducted in six federal universities situated in Southern Nigeria to gather primary data to determine how introduction of tuition fees in public universities contribute to the expansion of access in terms of admissions and its implications to university management. South-South region of Nigeria is subdivided into six states and is strategically located closely to the River Niger and Atlantic Ocean through the Gulf of Guinea. The complex geographical structure cover land mass of 97, 268 square kilometer necessitates the choice of cluster and simple random sample for collection of primary data from each group in sampled universities. The focus population for this study is student governing organizations and total of 110 representatives were selected using cluster and simply random sampling techniques. Student governing body in various campuses was selected as groups to extrapolate the opinion of students. Survey instrument use questionnaire for collection of analytical data in order to address the specific objectives of the study. The instrument contains 38 content based items was first and foremost administered to student union government in Niger Delta University to determine the reliability index. Using split half method the data were analyzed with Cronbach Alpha to obtain 0.78 results. Descriptive statistics was however applied to analyse the instrument structured in 4-point rated scale of strongly agreed (SA-4), agreed (A-3), disagreed (D-2) and strongly disagreed (SD-1). Final analysis was done using total responses collected from 105 respondents who fully participated in the study.

3.1 Presentation of Results

Table 1: Mean Analyses of the Contribution of Tuition to Access of Public Universities

SN	Questionnaire item	Sample 105	Mean	Std dev
1.	Fund academic programme		2.63	1.252
2.	renewal and building of new lecture halls		2.60	1.070
3.	renewal and building of hostels		2.85	1.158
4.	creating new faculty to increase access		2.63	1.057
5.	Provision of office for staff to enhance administrative efficiency		2.85	0.934
6.	Provision of laboratory equipment to improve teaching and learning		2.80	0.657
7.	Step up utility in campus to improve welfare of staff and students		3.04	0.974
8.	renewal and building of laboratory to support research		2.81	0.769
9.	provision of ICT facilities for training and research		2.61	0.881
10.	renewal and expansion of sports and recreational facilities		2.66	0.946

The analytical responses in above table ranked high. Tuition is one major source of internally generated revenue by public universities to fund academic programmes, support faculties and provide other essential facilities. These facilities therefore significantly support teaching and research as well as expand access to university education.

Table 2: Mean analyses of administrative measures Adopted by Universities for Enforcing Tuition Fees Policy

SN	Questionnaire item	Sample 105	Mean	Std dev
1.	Non-negotiation with student representatives		2.58	0.707
2.	Student views not valued in decision making		2.64	1.224
3.	Information about tuition fees is not well communicated		2.51	1.002
4.	Adoption of non-publication of results is fair enough		2.60	1.138
5.	Inaccessibility to student portal encourages payment		2.54	1.125
6.	Timeline propose by institutional management is enough		2.56	1.000
7.	Repeating previous level and courses is quite justified		2.51	0.830
8.	Dialogue is used when there are disagreements		2.70	1.004
9.	Not allowing defaulting students to write examination		2.76	0.882
10.	Pay all outstanding fees before graduation		2.73	0.949

The mean analyses had revealed that tuition fees in public universities although government policy is neither negotiated with student representatives, student perspectives incorporated in decision making nor information properly communicated by management. The policy measures adopted by management of university are initiated to coerce students to pay.

Table 3: Mean Analyses of the Implications of Tuition Fees to Public Universities

SN	Questionnaire item	Sample 105	Mean	Std dev
1.	tuition fees in public university is unjustifiable		2.51	0.780
2.	Non-acceptance of students views is the cause crises		2.53	1.156
3.	increase number of school dropouts		2.55	1.023
4.	Students resist unfair policies to achieve their demands		2.71	1.085
5.	Students use pressure on management to withdraw policy		2.56	1.006
6.	Protests over tuition fees increment disrupts academic activities		2.66	0.979
7.	Immediate closure of university to prevent escalation of violence		2.61	0.981
8.	Threats to life and insecurity in the course of protests		2.53	0.969
9.	Postponement of convocation and other graduation ceremonies		2.76	0.963
10.	Casualty and property destruction are consequences of protests		2.58	0.983

The statistical analyses revealed majority of respondents believe the tuition in public universities is unjustifiable and decried the lackluster attitude of management towards students' views. Consequently, student government resists tuition policy using protest and pressure that eventually lead to disruption of academic activities, insecurity and casualty as well as postponement of important administrative activities.

Table 4: Mean Analyses of the Remedies to Challenges of Tuition Fees in Public Universities

SN	Questionnaire item	Sample 105	Mean	Std dev
1.	Improve capacity to partner with the private sector		2.64	0.917
2.	Revitalize bursary schemes		2.86	1.097
3.	Reinvent the scholarship scheme		2.76	1.069
4.	Set up special bank to give loan to students		2.50	0.997
5.	Involve students in research collaboration with the industry		2.79	0.965
6.	Provide temporary jobs for willing indigent students		2.67	1.018
7.	create special area for interested students to do business		2.88	0.980
8.	seek for external opportunities for students		2.85	0.990

The statistical analyses proffer plausible remedies to challenges of tuition fees face by students in public universities. The above identified palliative measures are apparently remedies that could improve students' welfare and meet their expenditure.

4. Discussion of Findings

Structural imbalance between student populations and accessible university education in Nigeria has unduly intensified the massification of higher education. The expansionist policy interventions of government liberalize the higher education and most importantly increase the numbers of universities in the country. Access to university education must be funded adequately for continue expansion of capacity of universities to admit more students. The various empirical findings reaffirmed the importance of tuition as an alternative source of funding applicable to all universities. Importantly, faculties, academic programmes, and sports facilities, building new lecture halls, and utilities as essential requirements for goal-oriented university education are funded through internally generated monies from tuition and other relevant non-budgeted sources. Effective teaching, training and research supported with well-equipped laboratory and ICT facilities is a sine-qua non to development of students residual skills, knowledge, and work-related attitudes. As observed by Olayinka (2018) these facilities are critical for any university in its concerted efforts to be first class university. Inputs investment –output relationship measured by students, quality lecturers, relevant curriculum and facilities are fundamental requirements for producing qualitative graduates needed for socio-economic and political transformation of countries. The key indicators of world class university are dependent on student satisfaction, entry standards, quality of research, graduate prospects, good honour degree, completion rate, and student to staff ratio, services and technology smart learning that improves students' employability status. Generally, universities can only make any meaningful impacts in teaching and eventually have quality graduates when they are adequately funded. Ekankumo & Kemebaradikumo (2014) and Ahmed (2015) reportedly insists that higher education especially universities as major suppliers of highly skilled manpower for sustainable economic growth must adequately be funded and prudently management if these institutions must achieve their goals. Number of literature has underlined the universality of tuition and how it contributes significantly to the growth of universities and the expansion of access as well its direct impact on teaching, research, recruit and retain notable scholars. Bamiro (2012), Greenaway and Haynes, (2003), Williams, (2008) enjoined universities to use multiple non-state sources and student tuition to complement state funding. Mangeol (2014) survey of fees paid in United Kingdom in 2009 also shows great disparity between what foreign undergraduate students pay as tuition while British, European Union (EU) students studying in British universities pay much less. The use of tuition by public owned universities in Nigeria has been criticized for its social consequences and difficulties face by students of low socio-economic status. Students from low income families and those whose parents did not attend college are much less likely than more affluent people. (Baum & Payea, 2005) however attributed the barriers to college participation to financial constraints, academic preparation, aspirations and expectations. Omole (2018) Chair of Academic Staff Union of Universities (ASUU), Ibadan Chapter blamed the staggering 7 percent allocation to education and continues failure to vote enough money to public varsity education to be the source of crisis confrontation between university administration and students in Nigeria. On the other hand, different administrative methods adopted by universities such as non-publication of student's academic results, closure of student access portable, limited timeline for payment, repeating previous level and courses are threats introduced by universities to increase payment by students. Payment of relevant school charges although universal in all universities it has been a precondition for participating in semester examinations (Amalu, 2018). Some universities however allow students to undertake examinations but such students are expected to pay all outstanding fees prior to graduation. Academic Staff Union of Universities, Student Organizations and Civil Society Organizations have severally resisted and pressurized management of universities to rescind their policies. ASUU has constantly canvassed for adequate budgetary allocation, special interventions to fund critical infrastructure to save public universities from utter collapse. Tuition fees in public universities have been described by students as unjustifiable and decried the lackluster attitudes of university management towards students' viewpoints. These policies understandably have contributed to number of crises of different dimension

in public universities. These protests resisting unfair administrative policies consequently lead to threats of insecurity, closure of academic activities and casualties. Dialogue may strategically be used as quick response mechanism during crises to reach consensus and rethink the administrative policies that negatively affect students' wellbeing. Participative governance has assumed unusual popularity to be a model not only for broadening the scope of governance but contributing generally to policy development in higher education institutions (HEIs). Students although lowest in the hierarchical organ of university administration globally are important stakeholders whose opinions must be integrated into administrative policies of universities. Collegial governance enables equal participation and contributes to policies making. Leaders at any level are successful when others meaningfully support them. Negotiation, communication and dialogue rather than undemocratic ethos is global best practice for achieving maximum results. Participative management engenders effective communal participation and increase capacity to make generally acceptable decisions. Zuo & Ratsoy (1999) attributed the effectiveness of university governance to shared authority and interdependent responsibility. Tuition –related challenges although inexhaustible could better be managed through special interventions such as bursary and scholarship schemes, accessible loan facility, offer temporary jobs and to create businesses within the university environment to support their livelihood and other academic-related expenditure. Again, external collaboration with industry for research will provide students' basic industrial experience which is key to their professional development. These palliative policy measures of government and managers of universities certainly help students finance their expenditure, add value to their academic success and inculcate in them entrepreneurial spirit needed for economic development.

4.1 Conclusion and Recommendations

Access to university education in Nigeria has been more challenging and competitive due to overwhelming student populations. Capacity of public universities to admit sizeable numbers of qualified students has often been limited by state funding and lack of infrastructural development. The importance of tuition cannot be overemphasized in universities. Different universities charge different tuition in Nigeria. Public universities, in most cases, derive its funds from tuition fee and other non-budgetary sources. Despite the contention and criticisms of tuition, academic administration, essential facilities and utilities funded through tuition have greatly improved accessibility; contributed significantly not only to teaching and research but impact higher education massification policy intervention rapidly making university education more accessible to the populace. The expansionist policy of Government engenders private sector participation and more importantly increased the provision of university education in Nigeria. On the other hand, different administrative sanctions used by these universities such as non-publication of student's academic results, closure of student access portable, timeline for payment, repeating previous level and courses fuel agitations and protests of different dimension organized by Student Organizations and Civil Society Organizations to pressurize university administration to rescind their policies. Academic Staff Union of Universities (ASUU) constantly canvassed for adequate budgetary allocation, special interventions to fund critical infrastructure to save public universities from utter collapse. Therefore, negotiation, communication and dialogue as strategic response mechanisms should be the lifestyle of governance in universities to promote equal participation of internal members. This will further bridge the information gaps and eliminate the outbreak of tuition-related crises of different proportion in Nigerian universities. Again identifiable and workable palliative measures revealed in the study should be re-enacted in all public universities to provide students unhindered access to loan facilities.

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