



Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

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ABSTRACT: This study is on the impacts of funding on quality academic delivery in public universities in the south east Geopolitical zone of Nigeria. This study determined the impacts of funding on quality academic delivery in public universities in the south east Geopolitical zone of Nigeria. On that note, FUTO and IMSU were choosing as case study in the south east. One research question and one hypothesis guided this study. Descriptive survey research design was used for this study. The population of this study is made up of 15, 990 respondents which comprised 5,293 lecturers and 10,697 students in Federal University of Technology FUTO and Imo state University Owerri. Stratified random sampling technique was used to obtain 8, 52 lecturers and students. The instrument for data collection was a structured questionnaire developed by the researchers with four rating scale of strongly agree, agree, dis agree and strongly dis agree. The questionnaire was subjected to face validation with the use of three lecturers; two lecturers from Business Education and Computer Science Education, one lecturer from Economics department, all from Madonna University Anambra state. The reliability coefficient of the instrument was ascertained using Conbach alpha technique and the reliability coefficient indices were 0.81 and 0.91 which shows that the instrument is reliable to be used for this study. Data collected for this study were analyzed using mean and standard deviation while, t- test statistical tool was used to test the hypothesis. The findings from this study revealed that there are inadequate funding in Nigerian universities which results to inadequate provision of teaching and learning facilities, poor academic delivery of learning contents by lecturers, poor maintenance culture on building facilities and equipment's among others. It was recommended from this study that adequate funding should be allocated to public universities to enable universities build more needed facilities such as classrooms, administrative offices and perhaps, carry out maintenance of existing building facilities and equipment's needed in public universities in the south east and Nigeria in general. In the same vein, grants provided by the international foreign agencies should be channeled directly on the purpose on which those grants are sent for. Government should increase allocation to federal and state universities, this would enable Vice- chancellors mitigate others needed services such as conferences, workshops and funding of departments in public universities in Nigeria.

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KEY WORDS: Funding, Quality, Quality Academic delivery.

INTRODUCTION

Fund is the most important resource for effective and efficient management of organizations. Effective functioning of any organization is dependent on availability funds and its judicious management. Fund is required to for adequate provision of quality human and non-human resources in an organization. Funds guarantees effective transformation process. It is a panacea for effective

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

work in progress. The astronomical increase in student's enrolment in universities colleges of education, polytechnics calls for adequate funding and effective management of all funds provided in the tertiary institutions.

Nwadeedu(2003), likened dilapidated school buildings and equipments in school environment as “ towers of rust” where there are nonfunctional toilets, classrooms and school administrative offices. “Towers of rust are likened to institutions where there are leaking lecture halls, broken chairs, abandoned or half completed building structures. The poor condition of higher education institutions due to poor funding are expressed as show of brain drain, which could trigger off students riots, harassments to school management, destruction of available school equipment's and facilities.

This infraction has caused distortion on school calendar. Poor funding is in the form of poor salaries paid to academic and non academic staffs, its unprecedented effects dovetails to incessant strikes, cultism among others. Okejim & Uche (2020), lamented that increased massification of universities have caused dwindled funding to public universities. Poor funding has truncated university management. Those in political powers have not done a painstaking research on how to curb or tackle this deep-seated social dysfunction in universities. Poor funding has caused staff relapse in discharge of their official responsibilities in universities. The level of this relapse has crumbled teaching and learning in universities because university lecturers cannot teach effectively with adequate teaching facilities and equipment's. This sad story has raised series of questions on the products of these universities. This has evidently caused unemployment on the products of most of Nigerian universities especially in the south east. Quality is a state of being exceptionally good or perfect. Quality is concerned with standards. Quality is a state of being real or original. Uche (2021), explained that quality assurance is a state of measuring up with standard to meet up with an anticipated goodwill which ensures satisfaction because, expectations are mitigated. Quality is identified as meeting up with expectations or standards and exceeding standards in line with goals set. Quality set the pace for goals achievement. Quality is a professional imperative. A show of quality in school administration means that school administrators should be committed to meeting the needs of students and staff as well as regulatory bodies. Okorie & Uche (2004), observed that students are very important customers to universities, it is very crucial that their needs and needs of lecturers should be provided for cohesion of peace and effective university management.

Just as every system continues to be in constant change and flux, what is regarded as quality today may become obsolete and of low quality in the future because time, taste, needs, aspirations, methods, ideas, trends and technology continue to change and new ones evolves and as new ones evolves, quality set inn to maintain standards. Uche (2011), averred that quality assurance, without inputs to strategies the expected quality will still be on low quality. Democracy is defined as a democratic system of government in which all qualified adult members of a state or country share the supreme power directly or through their elected representatives. Democracy is a kind of government in which citizens of a state or country are accountable to it. It is a government in which the opinions of the citizens are mostly recognized or taken.

Abraham Lincoln gave axiomatic definition of democracy. Lincoln defined democracy as the government of the people by the people and for the people. Democracy has been described as “government that is usually practiced by the consent of the governed.” i.e. a democratic system of government in which leaders leads or governs with the approval of the citizens. Democracy ensures that people's interest or desires are represented. Julie (2004), identified that citizens should be allowed to study the history of their old traditions and modern society, this helps to reinvigorates in the citizens, the spirit of leadership, obedience to law and order prevalent in their states of their origin. Conditions necessary for a successful democracy include:

- i. economic development of a country through provision of all social amenities that better the lots of the masses.
- ii. political socialization or education of the masses
- iii. effective and efficient leadership
- iv. leader, follower relationship among others.

Though sometimes, human beings differs or change at any time especially when they have gotten what they are looking for from the citizens or the electorates. It is very clear that the reasons for voting a candidate in a democratic elections are essentially to enable the candidate to fit inn on elected positions and represent the electorates through provision resources to succor the plight of the electorates. Democracy is analogous to good and bad governance. A good government is the type of government practiced under the rule of law, transparency and accountability of the leaders to the electorates. It is in a good democratic rule that that the citizenry succeeds in realizing their social, political and economic objectives. Nkom (2000), explained that with democratic norm, leaders shapes the societies economic and social environment in agreement with public interest.

Obasanjo, (1993) identified that good democracy or governance is perceived by the way government commits themselves in improving the welfare of the masses through provision of effective an efficient law and order and provision of social amenities.

Democracy has condoled injustice and the masses of people in Nigeria are badly represented. Prizes of motor spirit have not been only the case; everything has turned upside down in Nigeria. Chinua Achebe book, things fall apart, observed that things have fallen apart. The leaders and those they are leading are confused or disarrayed. Achebe has come to lime light that expectations of the masses have turned to scorn; it is choking public higher institutions on inadequate funding. Majority of people have no means of livelihood, hunger, starvation, and joblessness have continued to cause human extinction. Series of deaths have been observed in different geopolitical zones of Nigeria. Sufferings and regrets are observed by the way people struggle for commodities or

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

consumables even with their money and cannot get enough to satisfy themselves and their families. Nigerian economy has continued to be in constant change and flux. Okeke (1976), observed that the shortfalls people are experiencing in their lives are as a result of bad governance or leadership which is tremendously engulfing all sectors of the economy as a result of inequitable distribution of needed resources in communities, constituencies and in public institutions like schools and universities. Folaranmi (2012) observed that Nigerians are going through hard and perilous times. Though, Nigeria is not the only country suffering from bad governance. Notwithstanding, food scarcity has hold sway in communities Nigerian communities, poor funding in primary, secondary and universities have continued to truncate administration of schools and universities. The new students of these schools and universities are the worst heat. A lot of incomes are generated from public universities to government coffers in Nigeria still, government cannot doll out a reasonable amount of fund to maintain its public universities. High cost of education has stopped majority of school age adults from going to school among other costs of livelihood. Nigerian economy has been the worst, it is very sad and Nigeria should be pitied because it is a giant of Africa with large masses of land with mineral and petroleum resources still, poverty, hunger, high cost of education and inadequate funding have continued to destabilize its universities.

In Nigeria, the economy has caused the masses of the people into continuous struggles, everybody is striving for survival, high cost of living has triggered off corruption, violation of human rights, increase in fallen standard of education, electoral mal-practice, epileptic power supply or outage have caused dis-regard of Nigerian electricity, incessant strikes has been the strategy public institutions used to obtain their demands from federal and state government, lack of security of lives and properties, unemployment, fraud and greed have increased uncontrollably in Nigeria public universities. Nnajieto, (2005), observed that a lot of public revenues are channeled to non-profitable ventures, while the most needed current and capital expenditures in public universities are suspended at the detriment of the masses who continually suffer from it. Nnajieto further observed that the hard times the masses of the people are experiencing in Nigeria are as a result of unequal distribution of resources obtained from Nigerian land; these situations have caused the poor to be poor while the rich especially those in power continue to enrich themselves with public resources. In Nigeria evil triumphs over good, the Godly people have remained mute due to fear of the unknown. In many Nigerian universities, there are no electricity light, lecturers and student's sweats during teaching and learning in the classroom, nonfunctional and outdated desks, chairs, cracked walls, have been the trends instead of the new evolving trends in education backed up with adequate funds provision. The need for Nigerians leaders to change is imperative because the consequences of these may lead to break down of law and only ethical reorientation fostered with good leasership could help to launder or address Nigerian polity on areas with it is not bettering the plights of the masses. Ejekwu (2003), identified that "to be in poverty is painful and regrettable. It is more excruciating when one is poor and wretched in the midst of plenty" Aliyu (2001) posited that, about 80% of percent of Nigerians are below the poverty rate, no money to afford their children education and school facilities are in continuous dilapidation. This calls for concerted effort of the government to curb this looming poverty in our public learning institutions.

Improvement in the general welfare of the people of Nigerians will not occur as it is hoped for, unless there is relative peace and stability through good democratic governance on the citizenry. It is established that where tribal or inter- state, community and civil conflicts are endemic, economic growth and other indicators of development are sure to be distorted. Also, where collective societal resources are plundered or cornered by few for selfish reasons, conflict is very likely to be an offshoot or bad fruits of that government. The case of Samuel Doe and the ex-Liberian president, Charles Taylor are lucid examples of misappropriation of state resources for parochial interest of the ruling elite. Pettiff (2005). Averred that the revenues from oil are huge, but mis- allocations, embezzlement and over-invoicing that constitute kick backs in governance are the order of the day and it is on this premise that the Niger Delta youths have held excuses for constituting conflict in the area.

The state of primary, secondary and universities buildings and equipments are in shambles, the leaders in power have refused to release adequate funds for the development of education in Nigeria. The said funds are meant for building new classrooms, maintain and provide other facilities for teaching and learning in schools in Nigeria. The little disbursed for the development of education were used and not enough to build citadels of learning comparable to the universities found in the western world. The little that were provided and built with, have been over taking by new architectural building designs as a result of new technological evolvment. Some of the old buildings have been wrecked dawn by the rain while some are on a blown roof or lying obscure to the eyes that looked at them. The bad condition of Nigerian tertiary institutions has trigger off mis-understandings between university management and the students on several occasions in public universities.

STATEMENT OF THE PROBLEM

The present state of education in Nigeria is regrettably one that does not cheer anybody up nor inspire anyone with confidence. From the primary education to the higher education it is a tale of woe. (Omolayole 1998), asserted that higher education institutions are in comatose and seems to be in a state of perpetual disrepair. Omolaye stated that it is crumbling and distressed as a result of dilapidated infrastructures, poor funding and delay in release of logistics for teaching and learning. The number of classrooms, administrative offices in universities in the south east appear totally inadequate. The facilities have decayed so much, to the extent that their rehabilitation seems impossible. The trade unions organizations provided to assuage the plight of the masses have not

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

helped matters. The practice of two extreme types of trade union activity has produced more disaster than good. The most serious problem facing the whole educational system is a very large under funding syndrome, because of it, libraries have scanty books, scientific equipment's and reagents are lacking, the examination bodies have devised alternative to practical, the bit of money made available is often mismanaged due to bad leadership, inconsistent policy and haphazard planning. Even if there appears to be fund allocation to Nigerian universities, perhaps the universities in the east part of Nigeria, there is still financial crises in Nigerian universities in the south east (Uzoka 2007), asserted that with rapid growing trend in pursuit of education by the citizenry, the acute shortage of fund for development of education in Nigeria is likely to continue, it is worrisome to note that lecture halls, laboratories, students hostels, library books and journals, official spaces are all seriously inadequate to carry out the basic function of academics, this hinged on frequent change of government, delay in allocation, diversion embezzlement of funds meant for universities have protracted university management in Nigeria, especially in the south east. Education like any other aspect of human endeavour requires good sustenance. Slow – down in education budget or no good budget for education is a serious problem which definitely demands systematic planning to tackle. Nduka (2002), stressed that the acute shortage of facilities and equipments have been problematic to school management and students. Sometimes, students find it uneasy to learn in those schools where facilities and equipment's are lacking. Foreign agencies have slacked from donating funds to Nigerian universities because; the funds are diverted for personal use. Some of the funds meant for universities are delayed and purposes of having them have been written off in Nigerian universities project schedules, these are the reasons why the funds allocated goes into wrong use. The heightened effects of these funds mis management among others, have caused financial underfunding distress in Nigerian universities especially in the south east. These misnomers have resulted to several students conflicts with school management because of inadequate facilities and poor management of universities in the south east.

Research question one:

What are the impacts of funding on quality academic delivery in public universities in the south east geopolitical zone?

Test of hypothesis

There is no significant difference in the mean responses of FUTO lecturers and IMSU students on impacts of funding on quality academic delivery in public universities in the South East geopolitical zone of Nigeria.

Review of Related Literature

This study was reviewed under the following major concepts

Funding

Funding is the most critical components of university development. The functionality and success of all components of university development is dependent on fund availability and its effective management. Fund is required for adequate provision of quality human and material resources. It guarantees effective transformation process. Fund create enabling environment for continued growth of the any university. Just as human facility is required in a university system, fund is also required for the achievement of goals of a university. Several measures, approaches have been in use or adopted to find lasting solutions to the problem of funding but, without reasonable success. Instead the more years continue to evolve or roll by, the more problematic or complex fund inadequacy becomes to universities. Funding of public universities has continued to dwindle downward with its adverse consequences on infrastructure, teaching and research. Its consequences possess danger on the quality of higher education products. Ukeje (2002), encapsulated that during the establishment of first generation universities in Nigeria, funding in Nigeria universities were adequate.

However, trouble started with the establishment of more institutions which gave rise to increase in student's enrolment without proper planning to address the problem of funding on increased number of students which continued to be the offshoot. The hydra-headed cut in the amounts requested by the first generation universities have continued to shake both second and third generation public universities till date. Uche & Wodu (2005), explained woefully that government grants dropped from N148.9m in 1977 to N85m in 1978 and local income to universities also dropped from N24m in 1977 to N22.9m in 1978. The downward trend in funding has continued to worsen from 1997 to 2023 till date.

Public universities have at various times been distressed by inadequate funding, inadequate facilities and equipments and poor planning and management. Sawyerr (2004), explained that one of the major challenges of university education system in Africa is funding. Nigerian government does not want to put a reasonable proportion of their budget into university education. They allocate funds to universities but do not find out whether the funds are adequate for productive and research investment in universities because of the competing demands of other sectors such as health , agriculture, transportation among others. The problems of public universities funding in Nigeria according to Ogbennaya (2000) include inaccurate statistical data, political instability, lack of stable policies in university funding, indiscipline and corruption. Others are poor method of fund distribution even at various levels of education, wrong figure and wrong information make it difficult for the government to plan university education effectively let

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

alone providing adequate funds to university education. Ogbuehi (2001) stated that foreign guarantors to universities in Nigeria have refused to offer more assistance because the recipients of these funds have mis-used the funds for unofficial or personal uses. Some heads of institutions have as well, formed the habit of supplying wrong data to the ministry of education and to the NUC. Without contradiction there are lack of suitable policies in universities funding, these have adversely affected universities. Any new government that comes into power chooses its own projects and methods of funding to the detriment of public universities just as it is enunciated by its predecessors. The bulk of establishing and maintaining departments and other universities activities demands effective funding. The funds made available to education are not enough these have hampered universities programmes, such as building projects, lecturer's allowances, workshops, seminars and conferences organized in universities. Cookey (1981), explained that the education agencies in Nigeria should stop building more universities in Nigeria rather, they should allocate adequate funds and ensure judicious use of the funds in universities through adequate monitoring and supervision.

Quality and Quality assurance

Quality is concerned with measuring up and ensuring conformity to a predetermined specification. Quality and assurance are planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled. Okorie and Uche (2004) averred that quality assurance is before and during the event process, concerned to prevent fault occurring in the first place. Quality assurance is more critical at tertiary education level because of its role in teaching, research and the development of middle and high level manpower for national development. Quality assurance is before and during the event process concerned with preventing faults that occur in the first place, rather than embarking on accreditation to prevent fault that has already occurred. Obanya & Okebukola (2010) identified that it is only quality processing input that can yield quality outcomes and this can be manifested in success in examination, cognitive learning enhancement, high level of life-coping and lifelong learning skills. Quality assurance in education, enhance quality of the graduates to be self-sustaining and self-generating for sustainable development of the society. It is the process of making proper effort for inculcating proper orientation to the people in tertiary education to understand what is expected of them at the level of quality assurance. Tertiary institutions creates quality to satisfy customers (students) in the tertiary institutions, providing an enabling grounds for allowing them to do so. Quality assurance directs that funds, sounding teaching and infrastructural provision should be adequately provided in the tertiary institution to encourage academic excellence and development in research. Quality assurance is concerned in meeting standards and exceeding standards through continuous improvement in approaches adopted in tertiary institution system according to societal needs.

Nigerian Democracy

Uche (2021), encapsulated that a nation can benefit from a democratic society it has formed, if the rule of law, social justice and opportunity to rule by the just are democratized in a nation. It is very disheartening that Nigerians polity in this dispensation has turned to political bickering, religious intolerance, sectionalism maiming, killing and vote buying has been the order of the day. These ugly trends in politics have caused several worries, regrets, tantrums and palpable fear in the way politics is practiced in the society. The Godly are not chosen to salvage the yearning s or plight of the masses. It is very clear and of no doubt that some of the political positions and key resources endowed by nature are hijacked and carted away by those in power and their agents, poverty, food scarcity, unemployment, insecurity and poor service delivery in all sectors of the economy continues to hamper progress of governance in Nigeria.

These ugly trends have continued to paint Nigerian democracy with bad records. A literary genre from the west, Wole Soyinka (1990), identified that the gods are not to blame. The things humans should be in need of, for survival has been provided. Man has continued to ravage and over graze it and perverting justice in both the traditional and modern enclaves. Therefore, the gods are not to blame because the resources are provided and miss used for selfish reasons.

Nigerian has been endowed with natural and human resources, the proceeds from these resources are not equitably distributed while some are hijacked for personal use or enrichment, ethnic war, tribalism have also shattered the rest, because of these misnomers, famine and insecurity have continued to loom very high and the future will entail what it will result to.

FRN(2020), opined that democracy is planned in a way that both the rich and poor will benefit from it. It is very appalling that these resources are not adequately provided. A good number of communities have continued to stay in dark nights for about 3 to 4 years without any remorse or listening ear to the masses by government. After Nigerians have finished suffering from covid 19, which clamped down the economy for a long time, scarcity of money set inn, shortly in this period, food scarcity has risen astronomically to the extent that the poor who voted the leaders in power are suffering and no effective plans to halt this food scarcity in Nigeria by the government.

It is not surprised that what bitter cola sounds when it is cut into pieces with the teeth is not what it tastes. Education has continued to wrought like a ship without shepherd. Both the federal and state government have vowed to provide adequate facilities for teaching and learning from primary to tertiary institutions level in Nigeria but, the facilities and equipment's promised have not been adequately provided. On daily basis, records of dilapidated school buildings and equipment's have continued to increase astronomically in Nigerian schools.

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

Uche, (2021), observed that adequate provision of equipment's and facilities in any educational system is a bench mark for quality academic delivery especially where school facilities and equipment's provides an ideal teaching and learning in an endearing school environment. No nation can boast of its educational system when the required facilities and equipment's continue to lack in schools. It is understandable that most of these institutions are where doctors, Lawyers, educationist's accountant's engineers among others are trained.

Studies carried out on quality education delivery revealed that sound teaching and learning can take place in the school where there are adequate school facilities and equipment's which ignites and arouses invitation of students to learn. Ibukun (2004), explained that sound education is made possible through provision of teaching and learning equipment's such as computers, projectors, comfortable or ideal classroom without leaking roofs nor broken walls and improvement in teacher training. Akindutire (2005), encapsulated that a transparent democratic government should give education a befitting position to the society where facilities and teachers training and development are assured from primary to universities. Akindutire further encapsulated that for teachers and lecturers to get its pride of place in this democratic society there is need to change people's orientation about how teachers and lecturers perceived teaching job. The profession needs to be well equipped by the government, public spirited individuals should as well aid in funding universities for effective teaching and learning in universities where teachers and lecturers lack nothing to teach in schools and universities. Inadequate teacher's motivation in democratic society tantamount to poor teaching in public higher institutions. Durasaro (2006) explained that motivation of teachers should be the utmost priority of Nigerian leaders in Nigerian democratic governance. Durasaro stressed that teachers has continued to suffer even in midst of democratic governance. Durosaro stressed further that what motivates teachers to harness their energy to teach in the classroom include good pay, improved conditions of service for serving teachers, bursary and scholarship awards students at all level. Ogunu (2001), identified that lack of adequate school records, funding, planning, equipment's and facilities raises series of questions to Nigerian democracy.

Education is the leeway for societal development. It exonerates societies from the shackles of war, poverty and food scarcity. Anyaogu (2021), established that education is the eye and the way through which the society can observe the future and carving an edge with other nations. A good number of people who studied in the Diasporas communities and observed how education was used to develop the nations where they studied, proved that education is the pivot a nation can use to develop its economy. The masses of the people also proved that education can seize to provide the good things it is purported to provide to a nation if the government refuses to provide needed facilities and equipments in schools and universities. Nosiri (2007), highlighted that quality education is ensured to the citizenry if the government could provide the essential teaching accoutrements needed in schools. Nosiri highlighted also, that school equipment's can last longer if their quality checks are maintained.

RESEARCH METHODOLOGY

This study is on the impacts of funding on quality academic delivery in public universities in the south east Geopolitical zone of Nigeria. This study determined the impacts of funding on quality academic delivery in public universities in the south east Geopolitical zone of Nigeria. On that note, FUTO and IMSU were choosing as case study in the south east.

Research design

One research question and one hypothesis guided this study. Descriptive survey research design was used for this study.

Population of the Study

The population of this study is made up of 15, 990 respondents which comprised 5,293 lecturers and 10,697 students in Federal University of Technology FUTO and Imo state University Owerri.

Sample and sampling Techniques

Stratified random sampling technique was used to obtain 852, lecturers and students.

Research Instrument

The instrument for data collection was a structured questionnaire developed by the researchers with four rating scale of strongly agree, agree, dis agree and strongly dis agree.

Validation of the Research Instrument

The questionnaire was subjected to face validation with the use of three lecturers; two lecturers from Business Education and Computer Science Education, one lecturer from Economics department, all from Madonna University Anambra state.

Reliability of Research instrument

Reliability coefficient of the instrument was ascertained using Conbach alpha technique and the reliability coefficient indices were 0.81 and 0.91 which shows that the instrument is reliable to be used for this study.

Method of Data Collection

The researcher visited Federal University of Technology and Imo state University Owerri and obtained approval from the vice chancellor before distributing the questionnaire to the lecturers and Students. The data obtained was the basis this paper.

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

Method of Data Analysis

Data collected for this study were analyzed using mean and standard deviation while, t- test statistical tool was used to test the hypothesis.

Research question one:

What are the impacts of funding on quality academic delivery in public universities in the south east geopolitical zone?

Table 1:

S/NO: Items statement	FUTO LECTURERS			IMSU STUDENTS		
	X	SD	Decision	X	SD	Decision
1. Poor maintenance of university facilities	2.67	.97	Agree	2.87	.91	Agree
2. Poor provision of teaching equipments	2.97	.94	Agree	2.61	.96	Agree
3.No funds to carryout research	3.13	.89	Agree	2.44	.89	Rejected
4. Inadequate fund to hold conferences	2.44	.89	Rejected	3.12	.74	Agree
5. Inadequate funds to hold workshops	3.11	.77	Agree	3.15	.67	Agree
6. Lak of fund to fund departments	2.64	.89	Agree	2.44	.94	Agree
7. Haphazard planning due to insufficient resources.	2.68	.84	Agree	2.50	.81	Agree
8. Lack of agreed and consistent policies	2.03	.62	Agree	3.33	.53	Agree
9. Inadequate fund for outreach services	2.90	.90	Agree	3.15	.75	Agree
10. Lack of adequate planning on	3.06	.90	Agree	2.86	.75	Agree
11. Poor medical facilities in schools	3.26	.61	Agree	3.27	.52	Agree
12. Poor sports facilities	2.71	.91	Agree	3.17	.76	Agree
13. Delay by government in release of funds.	3.13	.81	Agree	3.20	.64	Agree
Mean of Means	2.77	0.77	Agree	2.93	0.76	Agree

Table 1: shows mean rating of respondents from Federal University of Technology Owerri and Imo state University Owerri. Items 1, 2, 5, 7, 10, 11, 12, and 13. Ranges between 2.50 and 3.57 and fall within the range for agree in the decision rule. These means that the respondents agree on the items. Meanwhile, respondents from Federal University of Technology Owerri disagreed on issues in items 4, 8, and 9, as indicated on the mean rating of 2.44, 2.03 and 2.15 respectively.

The respondents from Imo state University Owerri also, disagree on issues raised in items 3 and 6 as indicated by the mean ratings of 2.44 for each of them. Also, the standard deviation for the respondents in Federal university of technology Owerri ranges between 0.61 and 0.94. In the same vein, the standard deviation for the respondents in Imo state university ranges between 0.64 and 0.96. The size of the scores is not large and indicates small variations in the mean ratings of the respondents. The mean of the mean and standard of the respondents in Federal university of technology is 2.77 while its accompanying standard deviation is 0.77. Again, the mean of means in Imo state university is 2.93 with its accompanying standard deviation as 0.76. The mean of means indicates agreement but there are items 3, 4, 6, 8 and 9 where the respondents disagreed.

Test of hypothesis

There is no significant difference in the mean responses of FUTO lecturers and IMSU students on impacts of funding on quality academic delivery in public universities in the South East Geopolitical zone of Nigeria.

Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

Table 2:

Respondents:	Sample	X	SD	df	t-cal	t-crit	Decision
FUTO Lecturers	341	2.77	0.77	850	0.29	+/- 1.950	Not significant
IMSU Students	511	2.93	0.76				

Table 2: shows that t- test calculated is 0.29, while the t-test critical value is +/- 1.9650. From the result above, the t calculated 2.29 is greater than the t-critical table value of +/- 1.9650. The value also, falls within the acceptable the acceptable region. The null hypothesis of no significant difference on the mean rating is thus accepted indicating that there is no significant difference in the mean rating of Federal University of Technology Owerri lecturers and Imo state University Owerri students on the impacts of funding on quality academic delivery in public universities in the south east geopolitical zone of Nigeria. The null hypothesis which states that there is no significant difference in the mean response of lecturers and students on Impacts of funding on quality academic delivery in public universities in the south east geopolitical zone of Nigeria is therefore rejected this means that there is no adequate impacts of Impacts of funding on quality academic delivery in public universities in the south east geopolitical zone of Nigeria.

DISCUSSION

The findings from this study reveals inadequate funding, poor maintenance culture on school facilities, haphazard policies among others are factors that constitute financial distress in Nigerian universities in the south east. Cooley (1981) explained that the education agencies in Nigerian should stop building more universities, rather, they should allocate adequate funds and ensure judicious use of the funds in universities through adequate monitoring and supervision. Further findings from the study indicated that foreign donors such as UNESCO, Ford foundations, United state agency for national development (USAID) have stopped donating grants to public universities in Nigeria since the facilities the funds was used for, cannot be equated with the amount of funds provided by the above agencies to public universities in Nigeria especially in the south east. Ogbuehi (2001) stated that the grantors of these donors have refused to offer more assistance because the recipients have mis-used the funds for unofficial or personal uses. Sawyerr (2004), explained that one of the challenges of university education system in Africa is funding. University administrators, and the government in Nigeria and other developing countries, generally, do not see the real need to put a reasonable proportion of their budget into university education. They do not see education as an economically and social productive investment because of the competing demands of other sectors like health agriculture, transportation among others. The problems of public universities funding in Nigeria according to Ogbennaya (2000) include inaccurate statistical data, political instability, lack of stable policies in education, sole dependence of the federal government on oil revenue, population explosion, limited sources of funds, indiscipline and corruption among leaders and followers.

CONCLUSION

The financial distress in Nigerian universities include; bad attitude of some university heads that mis-use the funds provided by foreign funding agencies for personal use. Also, unprecedented or astronomical demands for university education has caused shortage of facilities and equipment's. More also, poor management, insufficient data as well as no agreed and consistency policy on funding, have been used to blame Nigerian government for financial distress in Nigerian universities. In universities, accountability is usually on paper work, the physical presence of the resources provided and managed by some Nigerian universities have been a mirage. Uwazuruike (2021) explained that educational planning can only be accomplished by proper planning and accountability.

RECOMMENDATIONS

The following recommendations guided the study

1. There should be agreed and consistent policy of funding Nigerian public universities, in accordance with the numbers of students admitted and staff strengths.
2. Philanthropic individuals, companies should fund universities, this will help in building students classrooms, hostels and procurement of science equipment's in public universities.
3. Public universities should provide the National Universities Commission with accurate data on students enrolled, staff strength and conditions of physical facilities and equipment's in Nigerian Universities.

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Christian N. et al, Impacts of Funding on Quality Academic Delivery in Public Universities in the South East Zone of Nigeria

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