



RE-ENGINEERING FINANCING HIGHER EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT: IMPERATIVE FOR HUMAN RESOURCE DEVELOPMENT AND ENHANCEMENT OF VALUE EDUCATION

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ABSTRACT

Education is an expensive venture that requires adequate funding. it involved a synergy between the government, community, institutions, parents and students for the achievement of educational goals. This paper re-engineering financing higher education for sustainable national development discusses the concept of finance, financing education and higher education. It further x-rays the role of higher education, relevance of higher education for sustainable development, setback/challenges of higher education and solutions to higher education challenges. It also discussed the concept of national development, objective of national development and challenges of national development. It was concluded that, there is need for re-engineering financing of higher education to make higher education to be both public and private good. The following recommendations were made among others: that the government should ensure that funds are adequately provided and judiciously used to meet the goals of higher education; that staff should be adequately motivated through promotion, prompt payment of salary and other allowances.

Keywords: Financing, Higher education, Sustainable, National development and human resource development

Introduction

Education is viewed as an instrument for national development. Hence the need to provide the citizens with socio-economic and self-reliance skills for national development. This has continuously been an issue of serious concern across nations and the globe. Education according to Anashie and Ogar- Ikwen (2026) is considered a steering engine for individual and national development. According to Offem and Anashie (2021), education is one of the most important means of empowering every individual with the essential skills, knowledge and self - confidence necessary to participate in societal development. Education in Nigeria has been objectively tailored towards developing an individual's social, mental, physical, emotional, moral and psychological aspects so as to enable the individual acquire skills and competence to contribute to the development of the society. In the same vein, Udayi et al (2026)



stated that education is widely recognised as a vital instrument for national development as it contributes significantly to the social, economic, political and technological advancement of every society. Furthermore, it is aimed at building a free and democratic society, creating a just and egalitarian society, building a united strong and self-reliance nation, establishing a great and dynamic economy, and enculturating social norms. Above all, education in Nigeria is established to solve problems associated with the individual, community and the nation at large. In view of the above, successive governments in Nigeria have continued to introduce educational policies with target objectives aimed at addressing national problems.

Conceptual clarification

National development is geared towards improving the lives of citizens in the society through higher education as a potential tool, which can enhance the desired national sustainable development. In practical, a graduate of Nigeria University is said to be worthy in character with degree that will fetch the individual holder a job that would enable him contribute significantly to national development.

The obvious implications of education as a tool for national development cannot be overemphasized. It is an effective, predictable, as well as a veritable instrument for the achievement of the developmental goals of the society (Okenyi, 2023). Education is a process of training, as well as decontaminating the sensibilities of an individual, thereby developing and harnessing his/her mental, physical as well as moral skills through formal and informal schooling.

National development

National development is referred to as the ability of a nation to improve the lives of its citizens. The importance of education to sustainable national development is that education improves the development of any society hence the need for the educated one's to occupy significant positions in order to improve the society (Ukpong, 2016). Anashie and Ogar-Ikwen (2026) affirms that effective management of basic education promote national cohesion.

Education at various levels is expected to transform the future leaders for economic growth and development. Therefore, the importance attached to education as a source or factor for national development is expressed in national policy on education (FGN, 2004). In this document, the Federal Government of Nigeria adopted education as an instrument par excellence for effecting national development. Education improves the development of any society. This is in line with the view of Akuegwu in Udoessien and Ezeh (2014) who observed that higher education is a veritable instrument for transformation and sustainable development. Udayi et al (2026) affirms that principals' transformational leadership styles significantly influence management effectiveness in public secondary schools. Ubana et al (2024) observed that administrators supervisory role promotes quality service secondary school delivery. The role of higher education in the production of high skilled manpower that is a panacea for national economic development cannot be overemphasis.

Objectives of National Development

National development and planning is defined as the allocation of a country's resources (human, financial and material) in such a way that will yield maximum profit or maximum returns for the benefit of the society. We also noted that development and planning programme



looks at the economy of a country as a whole including both the private and the public sectors. Most of the development and planning programmes formulated by some West African Countries including Nigeria take into consideration their economic well-being and try to formulate economic and social development accordingly. Ettah (2003) briefly summarize the objective of national development and planning programmes thus:

1. To enable the nation to be self-reliant by catering for the members of the society. As earlier noted, development and planning programmes have human elements within them. Therefore, the fundamental principle underlying it must be a way of catering for the masses because the plan is made for them.
2. To enable the less-developed nations catch up with the advanced countries. Some less-developed countries are principally primary producers and they are now aware of the wide gap between them and the developed countries such as U.S.A., France, Germany and the United Kingdom among others.
3. Development and planning programmes may be used to stimulate the efforts of the people by demonstrating possible achievements. Here businessmen may be encouraged to invest and consumers to make sacrifices to permit domestic savings to be raised.
4. It helps in attracting foreign aid and investment if the projects are well planned. With a well-planned programme there is the likelihood that foreign investors may take interest in the development programmes of a nation. Hence, they invest and at times enter into partnership ventures.
5. Development and planning programmes make for a better assessment of projects. This will make for projects evaluation against the background of expected development.
6. To create conditions for self-sustained economic growth and development. This is a way of giving the government and the masses an increasing measure of control over their own destiny.
7. To ensure a steady rate of economic growth. This will happen when resources are properly allocated among competing ends to avoid unbalanced growth.
8. To expand and improve the productive capacity of the country in question. This will be achieved when the available resources are used for increasing productivity.
9. To organize a proper allocation of resources in order to achieve the objective of the plan.
10. To increase employment opportunities for the growing population. If the plan contains an expansion of projects or the establishment of new ones, it will give the populace the advantage of getting employed.
11. To increase the inflow of capital into the country. With a laudable plan enough, capital may be generated and this will boost the standard of living of the society in general.

From the foregoing discussion it can be said that the main aim of any development and planning programme is to cater for the citizens and give a sense of direction to the nation's economy, a sense of priority and urgency and to enlist the support and cooperation of all



sections of the community to work for a better future. Conclusively, the basic objectives of development and planning programmes are that manpower force ultimately determines the failure and or success of a nation's development and planning programmes.

Challenges of National Development

1. The nation's colonial history (see underdevelopment).
2. Neglect of the agricultural sector.

Nigeria which was a major exporter of agricultural products has become a major importer of food items especially consumer goods. Despite the fact that agriculture employs about 72% of the population of Nigerians no real efforts have been made to make this sector work. Programmes like operation feed the Nation (OFN), Operation Grow more food and the Green Revolution were too ambitious to be realized. The land tenure system is a serious problem of agricultural development. Farm implements, inputs like fertilizer, chemicals are sold at prices beyond the reach of the real farmers. Farm implements are still crude. High yielding seedlings were available and inadequate. Fertilizers have often been diverted by people who are supposed to deliver them. There are cases of large-scale smuggling by low class Nigerians or people in the rural areas.

Rural-urban migration also threatens the survival of agriculture as the neglect of the rural areas has encouraged the youths to run to the cities in search of white-collar jobs thereby depriving agriculture of its needed manpower. The result is a decline in agricultural output leading to hunger and starvation in the society. A nation that cannot feed its population cannot be a master of its destiny. Activities of agricultural cooperative societies promotes economic development of co-operators (Andong et al 2025).

3. Overdependence on Crude Oil: Since the discovery of crude oil in Nigeria and the subsequent exportation of the commodity virtually all other sectors of the economy have been neglected. Oil today seems to be the only foreign exchange earner. The national economic life rotates grude oil. The neglect of the pother sectors and dependence on oil have led to the economic crisis in the nation. The glut of the 80's almost brought a total collapse of the Nigerian economy.

4. Lack of proper Planning: Various governments have embarked on white elephant projects such as heavy industries, giant irrigation scheme like River Basins to the neglect of small-scale industries. Lack of budgetary discipline culminating in budget deficit is part of this problem which affects both the social and economic development of the country.

5. Illiteracy: Nigeria is predominantly an illiterate society. The political Bureau of 1987 (p-66) noted that the country has “a literacy rate of about 20% for the people who are above 15 years”. The clear implication of this is that a large percentage of the population does not have a meaningful access to information. And if knowledge truly means power, as the saying goes, then illiteracy has rendered a very large sector of the population powerless and highly vulnerable to exploitation by leaders.

6. Poverty: Nigeria is a highly stratified society with an ever-increasing gap between the rich and the poor. For those who cannot feed their families or pay their children's school fees or buy books and uniforms; any talk about patriotic feeling is a complete nonsense. The situation is particularly tragic when one considers the fact that Nigeria is so generously endowed with



human and material resources, yet the citizens are suffering because of the mismanagement and agreed of a few selfish people especially those in leadership positions. Poverty generates corruption.

7. Ethnic Politics: Ethnic politics has compounded the problem of ethnicity in Nigeria. The political parties of the early days up to the Second Republic in Nigeria were characterized by ethnic affiliations: MCMC and NPP were Ibo dominated parties, Action Group and UPN were dominated by the Yorubas while NPC and NPN were dominated by the Hausa-Fulani group.

8. State and Local Government Creation: Nigerians are denied employment in states, they are considered non-indigenes. There are discriminations in admissions and the fees paid in the States institutions of learning. These discriminatory attitudes based on state and ethnic-regional segregation compel Nigerians to associate themselves more closely with their individual states of origin or their local government areas.

9. Legitimacy: The problem of legitimacy raises questions on the procedure to follow in identifying leaders especially for public offices, so as to make the authority of government acceptable to all sections of the economy. Any leadership which does not enjoy their support, such leaders, if they succeed in imposing themselves on the people, often resort to the use of force to sustain their government, and the national consequence of this is instability. The problem of identity deals with the criteria to be employed in deciding who a 'national citizen' is, what to do to make people feel they belong and to have a say in the system. Regardless of what the constitutions in Nigeria may say the experience is that of mutual distrust, suspicion and fear of domination among the various ethnic groups. And this is transferred to the political process where ethnic and religious considerations, rather than men and ability dominate.

The problem of penetration of government authority has to do with the country's level is how to go about making the impact of government felt in all parts of the country. With the importance attached to the third tier of government, that is the local government councils, this ought not to be a problem. But with the high level of illiteracy and poverty among the populace, there cannot but remain a barrier in the process of consultation between the government and the governed. Moreso, this is the limitation arising from poor roads conditions which limit physical contacts between government officials and e.g., postal and telephone systems.: The problem of political participation derives the above-mentioned factors and seeks to ensure a reasonable level of participation to make the political system function effectively.

10 Problem of Resource Allocation: This has been a particularly sensitive issue in Nigeria. Up till now, no formula for revenue allocation to states from the Federal Account has been found wholly acceptable to every section of the society. Mineral producing areas e.g., Ogoni, Rivers States are being marginalized. This has led to loss of several lives and properties in recent times.

11. Leadership Problems: The general performance of leaders on assuming office has proven even more serious as a source of problem. Selfishness, greed, the tendency of holding to power at all cost, misplaced priorities in public policy, intolerance of criticism and the tendency to personalize power are the hallmark of Nigerian leadership since independence.



12. Variation in Development: The British Colonizers confined their trade and educational undertakings to the Southern and Coastal areas of the country. This resulted in the fact that the people in the Southern parts of Nigeria became more advanced and sophisticated both in trade and in Western education. The State of affairs created a sense of domination and bred contempt between the people in the North and those from the South.

13. Fear of Domination: The fear of domination is responsible for the agitation for the creation of more states and local government areas. The allocation of revenue, employment and even admissions into institutions of higher learning have been quite sensitive and are on the basis of statism and ethnicity in Nigeria hence the Federal character commission under the Transition to Civil Rule Programme in Abacha's Administration.

14. Religious Sentiments: Religious sentiments have been a contributory factor to statism and ethnicity in Nigeria. This is quite apparent because some ethnic groups and states are either predominantly Christians or Muslims. Social sentiments are usually associated with religious groups. Today, religious feelings in Nigeria are very strong resulting in religious intolerance.

15. Bribery and Corruption: Bribery and corruption occur when in the process of obtaining a legitimate official service or right. You have to give a reward along the line because a deliberate obstacle has been put to cause delay. Corruption is therefore an act of dishonesty in our public lives. It involves side-stepping justice. Corruption has been traced to the national squandering of available resources in luxurious items. This luxury leads to high-level corruption; a tendency to accumulate wealth by hook or crook in order to live big.

Setback of Higher Education in Nigeria

Since the establishment of higher education in Nigeria dated 1948, the instruction has been controlled with various setbacks. Setbacks against federal and state institutions led to establishment of many private institutions. Studies have shown that teachers in private institutions are more motivated and therefore provide better teaching performance (Inayatullah & Jehangir, 2015; Babalola, 2018). Oni (2011) contributed that the likely reasons for the existence of more private schools than public schools include quality of instruction, availability of facilities, and commitment of teachers. Some of the challenges facing higher education in Nigeria are as follows:

1. Poorly Implemented Curriculum and Courses: Most courses offered in Nigerian institutions have received several backlash and criticism over the past years as not meeting with the current reality of times and globalization. The courses designed for most schools are comprehensive and broad-based which is aimed at broadening knowledge, skills and outlook of students. Sadly, there have been arguments that the present curriculum does not meet the state of the global expectations. Most alarming is the rate at which the curriculum is changed in some schools without regards to present economic and global situations. In fact, National Universty Commission (NUC) has on several occasions sanctioned schools for not meeting standards in their research and curriculum. It is appalling that while the national subject curriculum may be constant for years, the school subjects / syllabuses are almost always subjected to various changes and/or modifications by teachers to suit a particular subject teacher (Anyafe, 2016).



2. Unstable/ inadequate staff: Higher institutions are social institutions meant for the promotion of the students' academic and psycho-social development (Rafiq, Aajiz, Wahid, Rahman, Mand & Khan in Ahmed 2015). Lecturers are vital in the education sector at ensuring that quality education is delivered. Most institutions in Nigeria are inadequately staffed, while some of the existing teachers are unqualified. Moreover, the churning out of teaching staff in colleges of education and some universities have raised the problem of instability rare its ugly head. It is sad to note that teachers are mostly the least paid government workers and even in the private sector yet mostly owed up to the tune of 3-6 months without been paid, this scenario discourages teaching profession as some teachers seek employment in other sectors of the economy, which has nothing to do with their profession. This leads to shortage and instability of teachers in our institutions. The comparatively poor condition of service of lecturers experienced in Nigerian institutions results in brain drain and mass movement of teaching staff outside the country or to sectors.

3. Procurement and maintenance of Equipments: In Nigeria, most of its institutions lack adequate equipment and facilities needed for effective teaching and learning. It can be argued that years of neglect by governments, at Federal and State levels have contributed to major problems in the country. Mohammed (1999) observed that these facilities have to be of appropriate quality, size and quantity to meet the minimum standard for promoting any meaningful teaching and learning.

4. Inadequate Classroom Accommodation: Several schools in Nigeria lack classroom accommodation is grossly inadequate. Owing to increasing number of the large enrolments in Nigerian schools, the resultant effect is seen in the overcrowded classrooms as up to 100 or more students tend to receive instructions in classrooms designed for only thirty to forty students. Ejere (2011) lamented the state of many institutions in Nigeria, which lack adequate physical facilities and instructional materials considered essential tools in the teaching and learning process.

5. Poorly - equipped Libraries and Laboratories: Poor infrastructural development, inadequate teaching equipments and instructional materials constitute a major challenge to educational development in Nigeria. Oduwaiye and Etejere (2009) found that some of the existing libraries and laboratories in institutions were inadequate for the existing number of students thus creating an atmosphere not conducive for learning. In his arguments, Unagha (2008) decried that funding for library development was not major priorities for some state governments in their state institutions. Building digital literacy through social work education for sustainable development (Helen et al 2025).

6. The Problem of Funding: Underfunding of tertiary institutions in Nigeria has had adverse effects on teaching, research, curriculum development etc, thus forcing the institutions into embarking on revenue generating projects to source for extra funds. The study of Adeyemi and Olaleye (2010) cited in Anashie and Ogar -Ikwen (2026) revealed that intermittent disruption of electricity and inadequate funding among others were some of the major problems faced by managers of schools. 2008 was the year budgetary allocation to education witnessed the highest allocation of funds which was at 13 percent of the total budget, which went down to, less than seven percent in 2009 and by 2010, less than six percent of the budget was allocated for education sector. From the foregoing problems listed above, it can deduce that most of them



are attributed to poor funding. The problem of underfunding which is a major challenge confronting the Nigerian higher institutions has had adverse effects on the performance of higher education in the country. In their contribution, Oraka, Ogbodo and Ezejiofor (2017) noted that the by-effects of dwindling finances have resulted in curtailing of laboratory/practical classes, limited number of field trips, reduction in the rate of attendance of academic conferences, reduction in the purchase of library books, chemicals and basic laboratory equipment, embargo on new employment, embargo on study fellowships and reduction in research grants among others.

Lack of teaching tools and facilities

Teaching tools and facilities are the bedrock of teaching and learning in higher institutions in Nigeria. Inadequate and obsolete training equipment effects both the lecturers and students in higher education in Nigeria. Agusiobi (1986) observed that there is shortage of equipment and some schools lack most facilities which implies that there is uneven distribution of equipment in schools. There is critical lack of facilities and of course, where they exist, they are insufficient. Teaching without facilities and equipment means teaching in abstract which may result in loss of interest, boredom and lack of motivation.

Lack of motivation for teaching staff

Motivation is a means by which teaching Staff are stimulated and supported to put in their best in teaching process. In most cases salaries, allowances and other fringe benefits are not received as when due. Motivated teaching staff are the foundation of quality teaching, they are the implementers of the educational curriculum and are the centre of the education process. Motivation of teachers is lacking in higher education; this consequently results to teaching staff being frustrated and inefficient in their duties.

Lack of Dynamic Curricula

High quality education requires dynamic curricula. Curriculum in this context, refer to all the experiences to be provided to the students to adequately equip them to be competent in their works. The curriculum must be flexible and must be relevant to both individual learner's needs and societal needs at large. Higher education is deficient in curriculum development. Clark (2001) suggests that the curricula of higher education in Nigeria need to be changed every two or three years to ensure that the content of their teaching reflects the speedily advancing frontiers of knowledge.

Lack of Infrastructure

Infrastructure is a vital tool in higher institution and it includes: buildings, roads, power, decent hostels, classroom or lecture halls, functional libraries, laboratories, water, staff residential accommodations, recreational facilities, health care centres, security etc. Ubana et al (2025) opined that provision of rural water services influence community development. It is observed that these infrastructures are lacking and where they exist are inadequate. Deficiency in infrastructure affects the quality of teaching and learning. As Nnamdi (2016) puts it, reliable not an option.

Cultism in Higher Institution

Cultism is a great challenge to tertiary education. Cultism is a bad behaviour that destroys the students (youths) and dent the image of higher Education. According to Nnadi (2016) government at all levels, the police, all security agents, teachers, youths should join



hands to eradicate cultism in Nigerian educational System so that youths should have their lives. Cultism has become rampaged in higher education, growing and destroying the youth in the schools. It is observed that a good number of students and lecturers are cult members engaging in secret activities. Both students and lecturers in cult practices should be fished out and punished. According to Nnadi (2016), the law should be that any lecturer that supports such activities should also be given stiffer punishment.

Examination Malpractice

This is another big challenge in the higher education. Examination is a test administered to students at the end of each semester to assess their overall performances and award them grades. Nowadays, lecturers sell grades to students and collect money. Nnadi (2016) posited that it has become a tradition in most higher institutions in Nigeria to sell grades as a mere commodity, where grades are now bargained for, this trend is more dangerous than acquired (Immune Deficiency Syndrome (AIDS)). This condition now makes students to be unserious with their studies but depend on acquiring grades on payment of certain amount of money.

Lack of Moral Behaviour

This issue affects the graduates of Higher Education. There is lack of moral behaviour among the students. According to Nnadi (2016), the graduates of higher institution must be made to imbibe some sense of decency, integrity and high moral standard in the course of training. Deviant behaviour must not be tolerated at all in the schools. The products of higher education must be provided with qualitative education that would make them worthy in character and in learning.

Goals of Higher Education for Sustainable National Development

1. To contribute to national development through high level relevant manpower.
2. To develop and inculcate proper values for the survival of the individual and society
3. To acquire both physical and intellectual skills that will enable individuals to be self-reliant and useful members of the society.
4. The development of the intellectual capacities of individuals to understand and appreciate their environment.
5. Promote and encourage scholarships and community service.
6. Forge and cement national unity and
7. To promote national and international understanding and interaction.
8. To promote the development of ICT centers and professionals for innovative education in Nigeria.
9. Contribute to national development through high level manpower training
10. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians.
11. Provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work.
12. Reduce skills shortages through the production of skill manpower relevant to the needs of the labour market.
13. Promote and encourage scholarship, entrepreneurship and community service.
14. Forge and cement national unity and;
15. Promote national and international understanding and interaction.



Concept of Sustainable Development

Sustainable development can be said to be an achievement aimed at raising the productivity potentials of individuals and the society through investing in human capital development. In the views of (Eze, 2011; Eze, 2013) cited in Offem, Anashie and Nwanga (2024), sustainable development refers to the socio - economic and strategy or movement that has a global appeal not only to environmental protection but also in the achievement of economic development that will be pleasant to the people.

Relevance of Higher Education for sustainable development

In spite of the myriad of challenges confronting higher education in the country, it has recorded some relevance. The importance are as follows:

Manpower needs: The higher education sector has consistently provided the middle and the top-level manpower that the country has relied upon for her socio-political and economic development. Colleges of education, polytechnics, monotechnics and universities across the country have produced quality teachers, administrators, engineers, medical personnels and indeed highly qualified professionals in all fields of endeavour especially between the 1960s and the early 1980s. Unfortunately, however, things have negatively changed due to multiplicity of factors that have reduced the quality of graduates in contemporary Nigeria to a laughing stock.

Development of Knowledge: The higher education sector can be rightly credited for various level of achievements that have been recorded in the area of knowledge acquisition in the country. Teaching of attitudes and values, societal norms are all consolidated at this level thereby leading to modernization and overall transformation of the society (Otonko, 2012). University education in Nigeria has contributed to the development of many Nigerians into sound and effective citizens. Andong et al (2025) opined that incorporating digital technology promotes adult literacy education programmes. Offem and Arikpo (2026) affirms that artificial intelligence is a vital tool for promoting information literacy among library users. Ubana et al (2025) asserts that harnessing security approach and artificial intelligence (AI) as tools helps to combat corrupt/unethical practices. Ubana et al (2024) also see artificial intelligence (AI) as a tool for combating unethical practices in social works education.

Similarly, other relevance of higher education has been narrated by various scholars. Education has long been in existence. In fact, virtually every human has received one form of education of the other. Studies by Schultz (1961), Denison (1962) and a host other economists confirmed that the economy depended on education to foster economic growth. It has been demonstrated by Schultz (1992) and Bloom and Canning (2003) that population quality is the decisive factor of production and emphasized the merits of investing in education and health. Nigeria like most developing nations of the world is faced with myriad of problems ranging from poverty, unemployment, ethno-religious conflicts, to diseases among others (Iwueke et al, 2019). These situations pose great challenges to the very existence of individuals in most developing nations thereby calling for the training of educated men and women who can function effectively in the society in which they live. Nigeria needs to reposition her graduates and young people in general into aggressive motivated and enterprising individuals in a way that will bring drastic reduction of unemployment and job creation (Okwukwe, 2016).



Similarly, education is a key to societal development and regarded as the only instrument through which the society can be transformed. Studies have shown that educating the nation through formal education, informs the imparting of knowledge, skills, values, ideas, attitudes, initiation, innovation techniques and aspirations assist to function as agents of economic development.

Dege and Sen in Dike (2007) assert that investment in human resources constitute a foundation in which a society can be advanced and transformed towards a civilization. For a nation to develop, it has to exploit and develop its existing human potentials. Education is a weapon for acquiring skills, relevant knowledge and habits for survival in an ever changing world and as a dynamic instrument of change which has led developed countries and those aspiring to develop to adopting it as an instrument per excellence for effecting national development. United Nations International Children's and Education Fund in its 2008 report urged that education such receive nothing less than not less than 21 percent of every fiscal budget as it's the most vital sector in any developing economy.

Prospects of Higher Education in Nigeria

Prospect for higher education in Nigeria lies in the followings:

Proper funding: Finance being the most vital propeller to drive any meaningful development programme must be adequately provided by governments and the private owners of tertiary institutions in Nigeria. The federal government must endeavor to play a leading role here so as to encourage states and private participants by establishing a benchmark for proper funding of higher education in the country. Proper funding will help tertiary institutions especially universities to engage in research and developments which invariably will endanger socio-economic and technological development of the country.

Regulation and proper monitoring: The federal government must endeavour to step up stringent regulations and monitoring, especially of the private participants in the higher education sector as many of their schools are just mushroom schools where anything goes. Infact many schools owned by the private participants are outright fakes not known to any regulatory authority in the country, they just collect huge amount of money from people who are desperate to have certificates and, bribe dubious government officials so as to ensure their continuous existence. The federal government must be able to stop this ugly trend of fake universities existing in Nigeria.

Political will of the leaders: The leaders first and foremost, the President of the Federal Republic of Nigeria, his ministers, the National Assembly members and other political office holders must be determined to make education work again in Nigeria. The unfortunate situation where higher institutions lockdown their campuses in incessant strike actions due to government inability to fulfill earlier reached agreement should no longer be the practice.

Declaration of emergency in education: The federal government must endeavor to declare a state of emergency in the education sub-sector so as to further demonstrate its resolve and commitment to once and for all address the rot that education generally and the higher education in particular has become in the country.

Conclusion

Financing of higher education is the greatest investment a nation can use to develop its individuals, and find solutions to their problems through effective research and research



collaboration. It is also a key factor for modernization and economic development in Nigeria. Adequate financial support of higher education will boost life skills to become productive and useful to themselves and the nation at large.

Recommendations

1. The government should ensure that funds are adequately provided and judiciously used to meet the goals of higher education.
2. Staff should be adequately motivated through promotion, prompt payment of salary and other allowances.
3. There should be massive investment in infrastructure and other educational facilities.

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