

Enhancing Quality University Education for Sustainable Development in Nigeria: Private Sector Roles and Challenges

Sarafadeen Segun Salami^{1*} and Kamoru Abidoje Tihamiyu²

¹Department of Educational Management and Counselling (Business Education Unit)
Faculty of Education, Al-Hikmah University, Ilorin, Kwara State, Nigeria.

²Department of Educational Management and Counselling (Guidance and Counselling Unit)
Faculty of Education, Al-Hikmah University, Ilorin, Kwara State, Nigeria.

E-mail: sssalami@alhikmah.edu.ng*
Telephone: 08075654767/08161754669

ABSTRACT

The emergence of private universities in Nigeria's educational revolution is commendable. The justification is as a result of some identifiable gaps in the operation of public institutions. Gaps such as instability of the academic calendar due to strikes; inadequate, obsolete and decaying infrastructure; lack of will power to enforce discipline, etc. No doubt, society's growth and development needs to be sustained largely on the quality of services provided by the university. Hence, the university is an institution responsible for instruction and for the acquisition of knowledge and for conducting research in all fields for the benefit of mankind.

This paper established the roles of private universities in enhancing quality university education in Nigeria which include: fostering excellence in research and teaching, enhancing a good community-school relationship, provision of quality student experience, attracting, and engaging high caliber of academic staff, etc. The study further unveiled that fund raising, compromising quality with profit, conditions of academic staff, and increases in social inequality are the common problems militating against effective and efficient operations of private universities in Nigeria. Our research recommends, among other things, that private university management should develop various means of sourcing for funds instead of relying only on tuition fees, provision of fund for research and conference for staff development and ensuring adherence to the schools' rules and regulations by organizing disciplinary committee.

(Keywords: private university, roles, challenges, sustainable development, higher education)

INTRODUCTION

Studies in various capacities have expressed that educational transformation over the years, and the increasing demand for quality employable graduates in all sectors of the economy, have greatly influenced the emergence and establishment of private universities in Nigeria. The determinants of any nation's growth and development depend largely on the quality manpower and its material resources. University education has been challenged with the responsibilities of sustaining a nation's development through the production of quality manpower in all sectors of economy.

Globally, universities are identified as critical engines for socio-economic and political development. It is a primary locus for innovation, expanding the pool of higher caliber manpower to address the challenges of underdevelopment. According to the National Policy on Education (2004), the teaching and research functions of higher educational institutions have an important role to play in national development, particularly in development of high level manpower. Specifically, the aims of higher education in Nigeria as articulated in the NPE include:

- (a) The acquisition, development and inculcation of the proper value-orientation for the survival of individual and society.
- (b) The development of intellectual capacities of individual to understand and appreciate their environment.
- (c) The acquisition of both physical and intellectual skills which enable individuals to develop into useful members of the community.

(d) The acquisition of an objective view of the local and external environments.

The policy further states that higher educational institutions should pursue their goals through teaching, research, the dissemination of existing and new information; and being a storehouse of knowledge (NPE, 2004). A university, according to Enahoro and Badmus (2013), is an institution of higher education and research which grants academic degrees in a variety of subjects and disciplines. They further expressed that a university gives instructions and directions on both undergraduate and postgraduate education. It provides courses of instructions and other facilities for the acquisition of knowledge in all fields, to encourage the advancement of learning, culture and character, encourage and promote scholarship and to conduct research in all fields of learning and human endeavor; and ultimately to relate all its activities to the social, cultural and economic needs of mankind.

The World Bank also justified the usefulness of university education to a nations' development and well-being. University education is fundamental to the sustainability of societal growth and development through the actualization of its roles by providing leaders/graduates in various fields of human endeavor that will fit per excellence for future manpower requirement.

Concept of Sustainable Development

Sustainable development is the organizing principle for meeting human development goals while at the same time sustaining the ability of national systems to provide the national resources and ecosystem services upon which the economy and society depend. The desired result is a state of society where living conditions and resources used continue to meet human needs without undermining the integrity and stability of the national system (Wikipedia, 2016).

According to UNESCO (2013) sustainability development requires participatory teaching and learning methods that motivate and empower learners to change their behaviors and take action for sustainable development. Education for sustainable development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaboration way. The aspiration of sustainability development requires to resolve common

problems and tensions and to recognize new horizons.

In Nigeria, without bias, there is no single region that is free from any form of problem or the other. In the North-Eastern part of the country, the Boko-Haram sect has seriously undermined the government efforts in the area, the issue of Independent People of Biafra (IPOB) in the South and Badoo in Lagos South-West, Nigeria. Generally, corruption, political problems and religious intolerance are all threats to the nation's development. Nigeria's Federal and local governments have been conscious towards the creation of one nation over the past several decades.

The implementation and protection of these norms remain a challenge. For example, despite the progressive empowerment of women through greater access to education, they continue to face discrimination in public life and in employment. Again, while technological development contributes to greater interconnectedness and offers new avenues for exchange, cooperation and solidarity, there is also an increase in cultural and religious intolerance, identity-based political mobilization and conflict.

Education must find ways of responding to such challenges, taking into account multiple worldviews and alternative knowledge systems, as well as new frontiers in science and technology such as the advances neurosciences and the developments in digital technology. Rethinking the purpose of education and the organization of learning has never been more urgent. Education for sustainability is the practice of learning how to achieve global and local sustainable communities. This paper examines the role of private universities and the challenges in enhancing quality university education for sustainable development in Nigeria.

Evolution of Private Universities in Nigeria

The establishment of private universities first came into being in 1979 after the Supreme Court ruling that establishment of private universities was legal (Barrow, 1996, Aliyu 1984 cited in Thaver, 2004). But in 1983, the Buhari-Idiagbon regime who seized power in a *coup de tat* from the democratically elected president (President Sheu Shagari) cancelled the approval for private

university establishment. In 1991, the then Head of State, General Ibrahim Babangida lifted the ban on the establishment of private universities and set up the Longe Commission in 1991 to review higher education in Nigeria. Among the recommendation of the commission was the establishment of private universities (Longe Report).

However, the actualization of establishment and operation of private universities saw the light of the day during the reign of President Olusegun Obasanjo in 1999. In this period, National University Commission (NUC) was given the

responsibility to give approval for the establishment of private university in the country. Out of the numerous applications in 1999, three universities were granted operation license. From 1999 to 2016 there were 69 private universities in the country. In December 6, 2017 six other private universities were also approved by NUC under the Buhari-Osinbajo Regime making the total number of private universities in Nigeria to be 75. Also, the same regime approved more four private universities in January 2019. This shows that the total numbers of private universities in Nigeria are 79 in number (Table 1).

Table 1: List of Private Universities in Nigeria.

S/N	NAME OF THE INSTITUTION	OFFICIAL WEBSITES	YEAR LICENSED
1	Babcock University, Ilishan-Remo	www.babcock.edu.ng	1999
2	Igbinedion University Okada, Edo State	http://www.iuokada.edu.ng	1999
3	Madonna University, Anambra State	http://www.madonnauniversity.edu.ng	1999
4	Bowen University	http://www.bowenuniversity-edu.org	2001
5	Benson Idahosa University, Edo State	http://www.idahosauniversity.com	2002
6	Covenant University, Ogun State	http://www.covenantuniversity.edu.ng/	2002
7	Pan African University Lagos State	http://www.pau.edu.ng	2002
8	Caritas University, Enugu State	http://www.caritasuni.edu.ng/	2005
9.	ABTI-American University, Adamawa State	http://www.aun.edu.ng	2003
10	Al-Hikmah University, Ilorin	https://www.alhikmah.edu.ng	2005
11	Ajayi Crowther University Oyo State	http://www.acu.edu.ng	2005
12	Crescent University Ogun State	http://www.crescent-university.edu.ng	2005
13	The Bells University Ogun State	http://www.bellsuniversity.org	2005
14	Bingham University, Nasarawa State	http://www.binghamuni.edu.ng	2005
15	CETEP City University, Lagos State	http://www.cetepuniversity.com	2005
16	Al-Qalam University, Katsina	http://www.auk.edu.ng	2005
17	Redeemers University Ogun State	http://www.run.edu.ng	2005
18	Wukari Jubilee University, Taraba State	http://www.kuw.edu.ng/	2005
19	Lead City University Oyo State	http://www.lcu.edu.ng	2005
20	Crawford University ogun State	http://www.crawforduniversity.edu.ng	2005
21	Novena University, Delta State	http://www.novenauniversity.edu.ng	2005
22	Renaissance University, Enugu State	http://www.renaissanceuniversityng.com	2005
23	University of Mkar, Benue State	http://www.unimkar.edu.ng	2005
24	Joseph Ayo Babalola, Osun State	http://www.jabu.edu.ng	2006
25	Obong University, Cross River State	http://www.obonguniversity.net	2007
26	Caleb University, Lagos State	http://www.calebuniversity.edu.ng	2007
27	Fountain University, Osun State	http://www.fountainuniversity.edu.ng	2007
28	Salem University, Kogi State	http://www.salemuniversity.org	2007
29	Tansian University, Enugu State	http://www.tansian-edu.com	2007
30	Veritas university, Abuja	http://www.veritas.edu.ng	2007
31	Wesley University of science and technology, Ondo State	http://www.wusto.edu.ng	2007
32	Western Delta University, Delta State	http://wdun.edu.ng	2007
33	Calvary University, Ogun State	http://www.calvary.edu	2007
34	Achievers university, Ondo State	http://www.achievers.edu.ng	2007
35	African University of S&T, Abuja	http://aust.edu.ng	2007
36	Wellspring University, Edo State	http://www.wellspringuniversity.net	2009
37	Rhema University, Abia State	http://www.rhemauniversity.edu.ng	2009
38	Paul University, Anambra State	http://www.pauluniversity.edu.ng	2009
39	Oduduwa university, Osun State	http://www.oduduwauniversity.edu.ng	2009
40	Nigerian Turkish Nile University, Abuja	http://www.ntnu.edu.ng	2009
41	Godfrey Okoye, University Enugu State	http://www.gouni.edu.ng	2009
42	Afe Babalola, Ekiti State	http://www.abuad.edu.ng	2009
43	Adeleke University, Osun State	http://www.adelekeuniversity.edu.ng	2011
44	Baze University, Abuja	http://www.bazeuniversity.edu.ng	2011

45	Landmark University, Kwara State	http://www.lmu.edu.ng	2011
46	Samuel Adegboyega University, Edo State	http://www.sau.edu.ng	2011
47	Mcperson University, Ogun State	http://www.mcu.edu.ng	2012
48	SouthWest University, Ogun State	http://www.southwesternuniversity.edu.ng	2012
49	Elizade University, Ondo State	http://www.elizadeuniversity.edu.ng	2012
50	Evangel University Ebonyi	http://www.evangeluniv.edu.ng	2012
51	Augustine University	http://www.augustineuniversity.edu.ng	2015
52	Chrisland University	http://www.chrislanduniversity.edu.ng	2015
53	Edwin Clark University,	http://www.edwinclarkuniversity.edu.ng/	2015
54	Hallmark University	http://www.hallmark.edu.ng	2015
55	Hezekiah University, Umudi	http://hezekiah.edu.ng	2015
56	Kings University	http://www.kingsuniversity.edu.ng	2015
57	Micheal & Cecilia University	http://mciu.edu.ng	2015
58	Mountain Top University	http://www.mountaintopuniversity.org	2015
59	Ritman University	http://www.ritmanuniversity.edu.ng	2015
60	Summit University		2015
61	Christopher University Mowe	http://www.christopheruniversity.edu.ng	2015
62	Kola Daisi University Ibadan, Oyo State	http://www.koladaisiuniversity.edu.ng	2016
63	Anchor University Ayobo Lagos State	https://aul.edu.ng	2016
64	Dominican University Ibadan Oyo State	http://www.dui.edu.ng	2016
65	Legacy University, Okija Anambra State	http://www.legacyuniversity.edu.ng	2016
66	Arthur Jarvis University Akpoyubo Cross river State	https://arthurjarvisuniversity.edu.ng	2016
67	Crown Hill University Eiyenkorin, Kwara State	http://crownhilluniversity.edu.ng	2016
68	Coal City University Enugu State	http://coalcityuniversity.edu.ng	2016
69	Clifford University Owerinta Abia State	https://clifforduni.edu.ng	2016
70	Admiral University, Ibusa, Delta State	http://www.adunedu.org	2017
71.	Spiritana University, Nneochi, Abia State	https://www.spiritanauniversity.edu.ng	2017
72	Precious Cornerstone University, Ibadan	https://www.pcu.edu.ng	2017
73.	Pamo University of Medical Sciences Port Harcourt, River State	https://pums.edu.ng	2017
74.	Atiba University, Oyo	http://atibauniversityoyo.org	2017
75.	Eko University of Medical and Health Sciences.	www.ekounivmed.edu.ng	2017
76.	Greenfield University Kaduna	https://guardian.ng/tag/greenfield-university-kaduna	2019
77.	Dominion University Ibadan	https://dominionuniversity.edu.ng	2019
78.	Trinity University Laloko Ogun	https://new.trinity.edu/about-trinity	2019
79.	Westland University Iwo Osun	https://zegist.com/t/westland-university-iwo-osun-state	2019

Source: NUC, 2019

Justification for the Approval and Establishment of Private Universities in Nigeria

The importance of a university education to the individual, in particular, and to society, in general, has made the demand for university education increase astronomically over the last twenty years, resulting in a very high percentage of unsatisfied demand every year (Ajayi and Ekundayo, 2008). This is despite the phenomenal expansion in publicly owned universities in Nigeria since 1948. It is evident that the government alone cannot provide the much-needed university education to the teeming applicants seeking placement yearly. Hence, the involvement of the private sector.

Isbor (2011) in Olawore and Ajayi (2016) posited that private universities have impacted positively on the education sectors so far. The problem of unstable academic calendar, lack of will power to enforce discipline, poor infrastructural facilities

and poor teaching and learning facilities have been seriously addressed through the emergence of private universities in Nigeria. According to Owusu-Dankwa (2009) in Amposah and Onuoha, (2013) the following factors are responsible for the establishment of private universities:

- i. To provide environments that are conducive for teaching and learning needs in higher education endeavor.
- ii. Bridge gap between the small number of educated Africans and the millions who need university education.
- iii. Government to act in response to the pressure on entrance into the university by providing diversity, innovation and autonomy in the higher education sector.
- iv. Offer quality education to enable individual achieves their potentials through the introduction

of current teaching systems and the effective of information technology.

v. Respond to the universal call for privatization, free market economy and individual ownership of establishment.

Also, another reason justifying the establishment of private universities in Nigeria is the need to increase the access to university education. On yearly basis, it is observed that majority of the candidates find it difficult to get admitted into the public university system. Therefore, there is need for private involvement in providing educational opportunity for people in Nigeria to ensure that all categories of the citizens have access to university education (Paul and Bosede, 2016).

Varghese (2004) in Amposah and Onuoha, (2013) also identified some key reasons that have contributed to the increasing participation of private universities in higher education as follows:

- i. The inability of the public sector to satisfy the growing social demand for access into higher education.
- ii. The shifting political view of extensive public subvention to social sectors to lessen investment possibilities in the productive sectors and thus the growth potentials of the economy in general.

The appearance of private universities in Nigeria has helped in no small measures in some areas they have made a remarkable success in a study conducted by Amposah and Onuoha (2013) on the performance and challenges of private universities in Ghana and Nigeria. The study revealed the main achievement of private universities in the countries in their order of excellence as:

- a. Provision of uninterrupted educational calendar throughout the year.
- b. Production of better quality graduates.
- c. Production of more ethical and disciplined graduates.
- d. Contribution to research.
- e. Provision of improved management for efficiency in tertiary education.

f. Increase in access for qualified people into universities.

g. Provision of employment.

h. Helping government to reduce expenditure on higher education and make enough savings to be channeled to other sectors of the economy.

Muzali (1999) argues that the establishment of private universities in Nigeria has boosted healthy competitions and enhanced standardization between the public and private universities. These competition as expressed by Robinson and Nwaham (2007) could be based on research, teaching, infrastructural and manpower development. The question that arose is that what private universities should do for the achievement made so far to be sustained.

ROLES OF PRIVATE SECTOR IN UNIVERSITY EDUCATION IN NIGERIA

The Important Roles to Play by Private Universities in National Development include:

Fostering Excellence in Research and Teaching: Research is a broad and complex concept, and a major question concerns the purpose of research and its value in contributing to the development of new knowledge. All over the world, there is an increase in pursuing growth and development and how such development could be sustained. University is an institution of higher learning that gives instruction for the acquisition of knowledge in all fields, to encourage the advancement of learning and conduct research in all fields of learning and human endeavor.

Moreover, for teachers/lecturers employed in higher education, research and publication is a main criterion for promotion and academic advancement (Korthagen, et al, 2005). According to Cochram-Smith (2005) all teacher educators have a responsibility to engage in research, which is seen as complementary to teaching. Conducting of research goes along with a lot of factors which include time, finance, and other resources. Conducting research is time consuming and the demand for research has to be highly correlated with the time and resources allotted to it. The main responsibility for providing resources for research in higher education lies with the private universities management to

provide fund, time for numerous research projects as this will help them developing innovative methods of teaching which in long way will promote the standard of the school and the acceptability of its graduates in any part of the world.

Enhancing a Good Community-School Relationship: The relationships that exist between the school management and the community most often resulted in useful development. Most management policies and strategies are helped to reach in short run with respect to the acknowledgement of community's support. It is essential for the private sectors (university) management to give room for the community contribution towards the growth and development and the attainment of the school objectives. So many good heads are better than one.

A collaborative effort of school management, parents and private individuals will facilitate the school affairs both in the academic and administration. Ukpai and Enuji, (2016) concluded that through a framework of proactive policies, originating from a round-table discussion among stakeholders, nurtured through improved school-community relations, the universities can be helped to come out of the blues from their many challenges and problems. And also it would help the school to sustain and improve on the achievement so far.

Producing Quality Student Experience: The student experience is always high on the agenda for any educational establishment. The university needs to create the varieties of opportunities for students to have an exceptional and distinctive experience which prepares them for life beyond their studies and this could be achieved by combining and recognizing teaching excellence with an outstanding student experience. To achieve sustainability development, private universities need to develop a strategy of personal development and employability of graduates by providing skills, knowledge, competencies and required attitudes that will make them to be functional productive citizens wherever they found themselves.

There is need to foster a culture of independent learning, critical thinking, and enterprise, in which students are supported to become active and autonomous learners, who take responsibility for their learning. Also, private universities should

develop a full rounded, enjoyable and formative student experience that supports development of employability skills for national and global markets.

Attracting, Retaining and Engaging High Caliber Staff: The teacher's role in the implementation of any educational goal cannot be underestimated. Teachers are the pivot upon which the wheel of educational objectives rotates. They are catalysts to any educational related problems. All over the world, the teacher is recognized as a major factor in implementing educational reform efforts aimed at improving the quality of education. Teachers are the most significant change agent in educational reforms. Lecturers are critical to quality improvement in university and their sense of ownership is important in order to ensure quality teaching and learning. Attracting high quality staff by private university management would help a lot to facilitate improvement in Nigeria educational system.

It is obviously seen that private institutions in Nigeria adopt, to some extent, healthy working environment, for instance, Al-Hikmah University, Ilorin has formulated a program to ensure healthy lifestyles for its staff through the collaboration of Health Maintenance Organization (HMO). Free medical treatment is also offered to all staff and medical costs are reimbursed. Staff development is also in favor of workers. Ketumen and Kantola (2007) indicated that the sense of responsibility and high level of engagement between students and teachers makes quality assurance effective. Lecturers commitment is one of the quality values in congruence among higher education stakeholders.

Producing Students that are Regionally and Globally Competitive: Students' performance and quality are determinant factors to the value of an institution. For any higher institution to be successful in the world of innovation, all efforts must be in top gear to do the needful by providing skillful and experienced students who can compete with their counterparts in any part of the world without any form of inferiority. Too many young people are not employable in an increasingly high-skilled and global economy. To ensure that Nigerian students are graduating with employable skills needed to enter the global workforce and to ensure that they continue to remain competitive in the global economy, the private investors need to be implementing

programs that are relevant in today's labor market. For instance, the introduction of the teaching of ICT in a highly and sophisticated manner is essential, not only taking theoretical contents, the emphasis must also be placed on the practical aspect of the program.

The importance of language proficiency in a competitive world is essential. At times when students are graduating into not only a competitive Nigerian workforce, but a competitive global workforce, investment in language learning is needed more than ever. The goal of this paper is to call the attention of the private universities management to introduce practical learning of both regional and more foreign languages aside English language, providing language learning to our students not only to enhance their learning overall by improving collaboration, communication, problem solving and critical thinking skills. This will not only give them an advantage in their future career but also ensure that they remain competitive in an increasingly global economy (Center for Digital Education, 2013). The roles that private universities play in rescuing the battered image of the public universities in Nigeria are very highly commendable but still there are some challenges facing the effective operation of the private universities in the country.

CHALLENGES FACING PRIVATE UNIVERSITIES IN NIGERIA

Despite the immense benefits of private involvement in university education as highlighted above, there are some challenges confronting private universities management in Nigeria which include:

Quality may be Undermined/Sacrificed for Profit: From the submission of some experts, private universities have been described as institutions for profit making purpose. Olaniyan (2001) in Olugbenga (2010) expressed that private universities as those universities that are solely owned, financed and managed by private individuals with intention to recover cost in short time and make profit. Based on this premise, the cost recovery plans however may affect the quality they render and consequently affect the output in the long-run and this may jeopardize the applicability of acquired knowledge to the industry (Abiodun, 2011). Many well-to-do in Nigeria have realized that education is a lucrative business and

make a very huge investment without considering quality. Ajadi (2010) concluded that many private university owners appear to be motivated by profit rather than service.

Fund Raising Difficulties: The challenges facing private universities in terms of finance is not significantly different from that of government owned universities. The issue of financing is critical when it turns to educational sector. High quality education goes in line with the adequate, appropriate and availability to both human and material resources. University education is a capital intensive and major means of private universities revenue is tuition fees which may not be enough for efficient and effective academic affair. Inadequate funding and the apparent shortage of fund available to private universities system are responsible for inadequate facility in many of these universities; many of them seem to be groaning silently for lack of fund (Olugbamila, 2008).

High cost of facilities such as buildings for classrooms, offices, hostel, laboratory equipment, relevant books and journals in the library in terms of procurement and maintenance of materials also affect the institutions' development. As Fadipe, (1999) expressed these factors constitute a very serious problem to private universities.

Academic Staff Conditions in Private Universities in Nigeria: Due to the financial constraints of private universities in Nigeria, a majority of their staff are masters degree holders and a number of their staff are relatively low in number. They supplement them with adjunct lecturers who might not come to the school to perform his/her duty as required. Varghese (2004) in Olugbenga (2010) confirmed that private universities relied most on part-time staff and is a common feature of private universities irrespective of their location and orientation.

All private universities in Nigeria are dire need of human resources, they always rely on lecturers from other public university either for sabbatical or part-time job. Robinson and Nwatam (2007) submitted that many of the lecturers' lack both technical and personnel competencies required in teaching because they are not professionally qualified. Some of them teach courses they were not trained for while in school.

Increase in Social Inequality: Private universities create more gap between the children of the poor and the rich people who can afford to pay high fees, thus further broadening the inability of government to achieve the objectives of egalitarian society. This corroborates with the opinion of Ajadi (2010) who indicated that high fees charged by private universities in Nigeria makes it difficult and deferred qualified candidate whose parents cannot afford such fees.

Staff Development: This encompasses series of activities that solely focus on staff cognitive and moral development. Disbursement of fund for research undertaken, seminar and conference sponsorship, and workshop attendance help in staff capacity-building. But, it is observed that most private universities rarely sponsor staff for conference and seminar. According to Osokoya, (2007) in Olawore and Ajayi (2016) facilities for staff development and research opportunities for staff are limited in the private universities compared with the public universities. Information materials are few, majority rely solely on open access materials online for their clients. Most of the lecturers have little or no time for research because the institutions fail to employ enough staff.

Student Problem: The private universities always seek for more students irrespective of any conditions. It is assumed that high number of students affects the management span of control and if the activities cannot be effectively monitored on the campus due to their numbers, indiscipline reigns. Amposah and Onuoha, (2013) submitted that the increase in the number of student intake is assumed to be posing a lot of problem. It was recorded that when private universities first started, it was easy to cater for and control the students. Increase in the number of the student intake has brought a lot of vices like exam malpractice by the students and many more.

CONCLUSION

The emergence of private universities in Nigeria is highly commendable. Some economic and unemployment problems have gradually reduced as a result of intervention of private practitioners in the education sector. The private universities have contributed immensely in terms of quality education, stable academic calendar without any dispute or industrial action which has been the

common features of public schools and also, to some extent, have reduced the admission problem. But still, there are problems facing private universities in the country. These problems, as a matter of urgency, need to be addressed in order to enhance the private educational institutions to deliver quality education as expected for meaningful social growth and development.

RECOMMENDATIONS

Based on the identified roles and challenges, the following recommendations are made:

- It has been pointed out that inadequate funding is a threat to the development of private universities in Nigeria. In order to overcome this in no distant time, the management need to develop various means of sourcing for fund instead of relying only on tuition fees. Other means should be explored such as launching of sandwich and top-up, Masters and Ph.D. programs. Other programs like farming, periodic launching of books, establishment of consultancy services, business ventures, appeal to alumni, provision of season books and journals.
- Teachers are responsible for ensuring positive behavioral changes in the life of students in terms of skills acquisition, mental and moral development. In order to guarantee a formidable graduate, private universities should employ highly qualified lecturers and also staff development programs such as conference, seminar and workshop, fund for research should be put in place.
- Provision of multitudes of experience reinforces students' hope and confidence. The school should be very conversant with the changes that frequently influence the working environment. Therefore, necessary contents should be included in the curriculum in order to afford students with the new knowledge and skills needed in today's technological development.
- The issue of discipline among the students of higher learning is a very serious one. Private institutions should see it as important, hence a disciplinary committee that would be

looking into the act and behaviors of the students on the campus should be formed because production of law-abiding graduates will serve as a link to the nation's growth and development.

- The significance of vital information in any organization cannot be over-emphasized. The private universities should liaise with the other stakeholders (students, parents, and government) and always seek for their audience when making policies that, either directly or indirectly affect them for proper and smooth running of the school affairs.

REFERENCES

1. Abiodun, O.O. 2011. "Towards Effective Management of Private University Education in Nigeria". *Journal of Emerging Trends in Educational Research and Policy Studies*. 2(6): 526-530.
2. Ajadi, T.O. 2010. "Private Universities in Nigeria-the Challenges Ahead". *American Journal of Scientific Research*. 7:15-24.
3. Ajayi, I.A. and H.T. Ekundayo. 2008. "The Deregulation of University Education in Nigeria: Implications for Quality Assurance".
4. Amposah, E.B. and L.N. Onuoha. 2013. "The Performance and Challenges of Private Universities in Ghana and Nigeria". *International Journal of Business and Social Science*. 4(5): 256-263.
5. Centre for Digital Education. 2013. "Enabling Globally Competitive Workers". Retrieved from <https://mn.gov/mnddc/asd-employment/pdf/CDE13-STRATEGY-Rosetta-stone-v.pdf> on 10/12/2017.
6. Cochran-Smith, M. 2005. "Teacher Educators as Researchers: Multiple Perspectives". *Teaching and Teacher Education*. 21:219–25.
7. Enahoro, J.A. and A. Badmus. 2013. "Emergence of Private Universities in Nigeria and Monitoring Standards between 2002 and 2012". *American Journal of Business and Management*. 2(1): 59-64.
8. Eni, U. and C.E. Emuji. 2013. "Current Challenges and the Needed Competencies in the Management of University Education in Nigeria". European Centre for Research Training and Development UK. 4(2): 78-86.
9. Fadipe, J.O. 1999. "Quality Control in Education. Ibadan". *NIEPA Daily Graphics Nigeria*.
10. Federal Republic of Nigeria. 2004. "National Policy on Education". Federal Government Press: Lagos, Nigeria.
11. Kettunen, J. and M. Kantola. 2007. "Strategic Planning and Quality Assurance in the Bologna Process". *Perspective*, 11(3): 41-47.
12. Korthagen, F., J. Loughran, and M. Lunenberg. 2005. "Editorial: Teaching Teachers – Studies into the Expertise of Teacher Educators: An Introduction to this Theme Issue". *Teaching and Teacher Education*. 21:107–15.
13. Olawore, O.P. and T.B. Ajayi. 2016. "The Emergence of Private Universities in Nigeria and their Various Challenges". *Journal of Applied Information Science and Technology*. 9(1): 31-38.
14. Olugbamila, A. 2008. "Government for Private Varsities". *The Nation*. December 18th.
15. Olugbenga, A.T. 2010. "Private Universities in Nigeria-The Challenges Ahead". *American Journal of Scientific Research*. (7):15-24. Retrieved from <http://www.eurojournals.com/ajsr.htm>.
16. Robinson, C.A. and O. Nwaham. 2007. "Establishment and Management of Private Universities in Nigeria: The Trend, Problems and Challenges". In: J.B. Babalola, G.O. Akpa, A.O. Ayeni, and S.O. Adediji. *Access, Equity and Quality in Higher Education. National Association of Education Administration and Planning (NAEAP)*.
17. UNESCO. 2013. "Recent Developments and Future Prospects of Higher Education in Sub-Saharan Africa in the 21st Century". UNESCO: Paris, France.

SUGGESTED CITATION

Salami, S.S. and K.A. Tihamiyu. 2019. "Enhancing Quality University Education for Sustainable Development in Nigeria: Private Sector Roles and Challenges". *Pacific Journal of Science and Technology*. 20(2):187-195.

