

STUDENTS' ENROLMENT INTO TERTIARY INSTITUTIONS IN NIGERIA: THE INFLUENCE OF THE FOUNDER'S REPUTATION – A CASE STUDY.

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ABSTRACT

This paper focuses on the phenomenon of behavioural patterns. Socio-educational cultural consequences as it affect students' enrolment. Of great concern to the paper is the effect and influence of the private tertiary institutions Proprietors' reputation. The level of Cognitive orientation, Evaluative orientation and Affective orientation as factors of influence, Affiliation and Affinity will be discussed. The paper will also point at several other surveys and educational policies in Nigeria, particularly in the last two decades: Factors of the increasing population of the admission seekers, the quality of the hitherto institutions with reference to teaching facilities, spaces, quality of tutors and mentorship. It does some comparative analysis on the previous policies such as 6-3-3-4 introduced by Jubril Aminu in 1987, the 1976 Universal Policy Education (UPE), and the western region Compulsory Universal Basic Education (CUBE) of 1955 which led to the 6-5-4 or 6-5-3-3 policies. It underscores before 1999 the Nigerian Educational system as a shared responsibility of Federal, State and Local government side by side with private institution, the factors of its proprietor as well as various nomenclatures of classes of degrees available in Nigeria tertiary Institutions. The government policy formulation bodies like National Universities Commission (NUC), National Board for Technical Education (NBTE), Federal Ministry of Education, SUBEB et al also formed part of observations. The paper also touches Education Policy implementation, admissions, budgets and challenges of education system. It does a rap-up by showcasing the benefits of private universities, the rationalization for the creation of private universities in Nigeria, Afe Babalola University as a case study and above all the person of its Founder. In conclusion, it hopes to provide explanations, showing Socio-Educational cultural evidences and factors responsible for the marked influence of the private tertiary institutions' Proprietors reputation in the enrolment patterns of prospective candidates. And to probably recommend some hints here and there that will allow for harnessing the benefits inherent in the adequate use of the Proprietors reputations.

Keywords: Cognitive orientation, Evaluative orientation, Affective orientation, Consequences and influence.

INTRODUCTION

Several surveys have been conducted on Educational policy in Nigeria, particularly in the last two decades but little or no attention has been given to the evaluation of personality influence on student attitudes and behaviour. Before the advent of the first private university in Nigeria in the year 1999, enrolment into the tertiary institutions had been on the increase but what is rather disheartening in spite of the Private Universities growth is the fact that the chances of getting admission into the quality institutions is decreasing by the day. So many factors are militating against the prospective candidates who are thirsting for quality tertiary institutions. The factors range from limited number of quality tertiary institutions, limited teaching facilities, limited spaces to cope proportionately with the increasing population of potential students and above all, limited number of good mentors in the owners of the institutions.

In 1999, the development that seemed like a ray of hope for admission seekers occurred when private Universities began to spring up nationwide almost on annual basis. This development to some extent cushions the effect of the acute scarce admission into tertiary institution among the seekers but not totally. The issue of gaining admission and into a quality tertiary institution owned by a reputable proprietor soon developed and the reputation of the proprietor as a topical factor in particular is the major concern of this paper. Critically, the study examines number of ways in which Founders' personality affects the structural layout of the institution, the staff quality, the programme both curriculum and institutional requirements, the delivery in the curriculum and above all personality factor as major impetus of student enrollment. It identifies the influence of the proprietors' personality as a yardstick for enrolment and to justify the rate of enrolments among Federal, State and other Private Universities.

1.2 Purpose/Learning Outcomes

Efforts of privates' universities in their bids to provide highly competitive educational services in delivery, infrastructure and the development of curriculum that will outwit the existing public universities to the extent that the public and private organizations will attest to their qualities.

In different marketing strategies embarked upon by private universities most Institutions showcase their achievements, innovative/improved curriculum, first-class facilities embedded in the achievement and personality of their proprietors.

Objectively, one can infer that, private universities students having undergone thorough academic training would be of apex quality in nearly all the fields of endeavours. Such students would have the competence to outwit successfully the challenges usually posed by the traditionally covered customs that are not too good for the growth of academic professionals and business world performance.

1.3 Problem Definition

This study investigates: Influence of the personality of the proprietor on the enrolment behavioural patterns of university students from 1999-2011; ABUAD as a case study.

By inference, some leading questions include:

- 1 In what manner has the policy of the Nigerian government encouraged the establishment of private universities between 1999 and 2011?
- 2 Where do the policies on the first question emanate?
- 3 Are these policies of positive impact or otherwise on ABUAD?
- 4 How have the actions of the founder of ABUAD affected the ability of the University to respond to these policy changes?

2. GENERAL OVERVIEW OF HIGHER EDUCATION IN NIGERIA

2.1 Higher Education In Nigeria

Nigeria (Clark et al, 2013) is the most populous country in Africa, with approximately double the population of both Ethiopia and Egypt, the next biggest African countries by population size. Demographically, the country is young and growing quickly, with sixty-three percent of the population under the age of twenty four (24) and a high average relative growth rate of 3.24 percent, a full half a percentage point higher than the Africa average.

Table 1: Nigeria: Country and Higher Education System Vital Statistics

Population	174.5million (July 2013 est: CIA World Fact book)
Language of Instruction	English (Hausa, Ibo and Yoruba in the first 3 years of primary)
Compulsory Education	Primary & Lower Secondary School (Grades 1 - 9)
Academic Year	September to July
Number of Universities	128 (51) Private
Number of Students: Tertiary Enrolment	1,700,000 (UIS: 2012)
Tertiary Gross Enrolment Ratio (GER)	10% (UIS: 2010)

Clark et al (2013) emphasise that the number of students at the tertiary level has grown from under 15,000 in 1970 to approximately 1.2 million today. As a result of huge surge in demand, hundreds of thousands of aspiring tertiary students are annually missing out on places as there are simply not enough seats to meet the demand. In 2013, 1.7million students registered for Nigeria's centralised tertiary admission examinations conducted by Joint Admission and Matriculation Board JAMB, all competing for the half million places available; potentially leaving over a million qualified college-age Nigerians without a post-secondary place. The former Minister of Education, Professor Ruqayyatu Rufa'i laments that the growing number of students who enroll for admission into tertiary institutions annually is alarming, as revealed by the number of students sitting for the year 2013 UTME examination. She says there is only space for one-third of these applicants, the remaining candidates, who may even pass the admission cut-off mark, may never get admitted. The Federal Government despite the number of universities already established has stated that more universities should be created so as to avert this vicious cycle of enrolment problem. She revealed that during the 2011/2012 admission year, a total of 99,195 candidates applied for placement at the University of Lagos that has a carrying capacity of a little above 6,000, this represents less than ten percent of the students applying for placement, 90% of potential candidates could not be placed by virtue of spaces available.

The number of available places has grown significantly in recent years as the government establishes new institutions in its efforts to meet demand. Since 2005, the number of Universities has nearly tripled from 51 to 128, while the intake of existing universities has been stretched to increase overall capacity.

The growth in demand for university places is largely a function of Nigeria’s rapidly growing youth population, and despite a school system that is failing to educate a large percentage of its youth. The Gross Enrolment Ratio (GER) as posited by (Clark et al, 2013) is just about ten percent, which is on par with the sub-Saharan average but well below the global average.

The failure of Nigeria’s education system to meet the booming demand, in combination with the generally poor quality of its universities and the rapid growth in the number of families that can afford to send their children overseas are the primary drivers of academic mobility out of Nigeria. According to data from the UIS, the number of Nigerian students at overseas institutions of education grew by 71 percent between 2007 and 2010. The UIS approximate the total number of Nigerian students abroad in 2010 at just fewer than 39,000, although subjective evidence from education watchers in Nigeria would suggest that the number is considerably higher; with many students taking placement at private institutions in neighbouring countries like Ghana, Republic of Benin, etc.

Table 2: Nigerian Students Abroad (2007 - 2010)

Year	Top Five Overseas Study Destinations					Total
	First	Second	Third	Fourth	Fifth	
2010	UK (16,486)	USA (6,510)	Malaysia (5,443)	Ghana (1,649)	Canada (1,302)	38,851
2009	UK (14,380)	USA (6,153)	Malaysia (1,407)	Ghana (1,349)	South Africa (1,084)	31,405
2008	UK (11,783)	USA (6,229)	Malaysia (497)	Ghana (1,349)	South Africa (649)	24,953
2007	UK (11,136)	USA (6,074)	Germany (430)	Ghana (1,349)	Canada (405)	22,712

Source: UIS GED

2.2 Education System

Education in Nigeria is majorly a shared responsibility of the Federal, State and Local governments. The Federal government is more directly involved with tertiary education than it is with pre-tertiary school education that is largely the responsibility of State (secondary) and Local (primary) governments. Education (Abdulraheem, 2013) in Nigeria has evolved over a long period of time, and with series of policy changes. The 1976 Universal Policy Education Programme gave every child the right to tuition-free primary education. The introduction of Universal Primary Education programmes in the Western region in 1955 and the Eastern region in 1957 led to the 6-5-4 or 6-5-2-3 system, that is, six years of primary, five years of secondary and four years of higher education, or for those who took a two-year Higher School Certificate (HSC) course after secondary education, there were three years of Higher education. In the northern part of Nigeria, there was a five-year primary, three-year middle school and five-year secondary school system. After independence in 1960, a variety of structures still existed around the country.

The 6-3-3-4 system was introduced in 1987 following the introduction of the National Policy on Education. This was introduced to bring uniformity to the structure of education throughout the country. This made the education sector to be broadly divided into three sub-sectors: basic (nine years – 6 : 3), post-basic/senior secondary (three years - 3), and tertiary (four to seven years, depending on course of study). According to the National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of primary and three years of junior secondary. University education is for a period of 4 years for most courses except medicine, architecture, engineering and other allied courses. Polytechnic education is for a period of 4 years broken down into stages – 2 years for the Ordinary National Diploma (OND) and 2 years for the Higher National Diploma (HND), there is a compulsory one year work placement and industrial attachment scheme in-between the two stages. Another qualification obtainable in the sector is the National Certificate of Education (NCE), which lasts for a period of 3 years and is awarded by universities and colleges of education

The tertiary education consists of a university sector, and a non-university sector that is composed of polytechnics, monotechnics and colleges of education. (Clark et al, 2013) indicates that Nigeria has 128 federal, state and private accredited degree-awarding institutions in addition to 78 polytechnics, 27 monotechnics, and 281 colleges in various specific disciplines. The academic year typically runs from September to July while most universities use a semester system of 18 – 20 weeks. Others run from January to December, divided into three terms of 10 – 12 weeks.

2.3 Government Policy Formulation Bodies

2.3.1 National University Commission (NUC)

The Commission (NUC, web site) is responsible for regulating and accrediting University education in Nigeria. The Vision is to be a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in Nigeria. Its Mission is to ensure the orderly development of a well coordinated and productive university system that will guarantee quality and relevant education for national development and global competitiveness. The goals, mandates and functions of NUC are contained in www.nuc.edu.ng: NUC Web Site.

2.3.2 National Board for Technical Education (NBTE)

This is a principal organ of Federal Ministry of Education specifically created to handle all aspects of Technical and Vocational Education falling outside University Education. It was established by Act No. 9 of 11th January, 1977. In addition to providing standardised minimum guide curricula for Technical and Vocational Education and Training (TVET), the Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post secondary school levels. It is also involved with the funding of Polytechnics owned by the Government of the Federation of Nigeria. The vision and mission is contained on the NBTE Web site (www.nbte.gov.ng).

2.3.3 Federal Ministry of Education

This is the government body that directs education in Nigeria. Established in 1988 with the following functions: formulating a national policy on education; collecting and collating data for purposes of educational planning and financing; maintaining uniform standards of education throughout the country; controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry; harmonizing educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education effecting co-operation in educational matters on an international scale; and, developing curricula and syllabuses at the national level in conjunction with other bodies (www.fme.gov.ng)

2.4 Education Policy Implementation

The educational reforms (Abdulraheem, 2013) require a complex management network in order to achieve effective implementation. The implementation of these reforms and admission policies led to the introduction of Universal Basic Education (UBE) scheme, which is aimed at providing free and compulsory basic education for every Nigerian child of primary and junior secondary school age. The strategies employed by UBE include the conduct of the National Needs Assessment Survey, the Special Monitoring of the Utilization of the UBE/FGN Intervention Fund, and the Financing Monitoring of the State Universal Basic Education Board (SUBEB)'s account (Olubodun, 2008). There is also the introduction of post-UME screening exercise in the tertiary institutions of learning. Most of the policy changes and reforms of the federal government in higher education revolve around the process of admission. Besides, public organisations present (Collins, 1998) an interesting paradox from the point of view of change, because the resource of the state and quality is a major problem of public service. As the resource of the government changes, all public organizations will also change to adapt to the available resources.

According to the NEEDS document, “the government recognizes the critical importance of tertiary institutions for developing high-quality human resources, especially in an increasingly technology-driven world economy. The government also recognizes the challenges facing these institutions, challenges that include inadequate funding and facilities, curricula that are inadequate to meet the challenges of nation building, inadequate and inappropriate staffing (especially among the lecturers), cultism, and low moral and academic standards among students. Higher institutions in Nigeria currently depend almost exclusively on government subsidies. The bulk of federal government spending on education goes to tertiary institutions; state governments spend at least 20 percent of their budgets on education, mostly primary and secondary education. Almost total dependence on the government for funding higher education is neither practical nor sustainable. There is therefore a need for fundamental reforms of the higher education system”. The priority of the Federal Government of Nigeria is to improve the quality of education at all levels. The area of concern in the implementation of National Policy of Education is students' enrolment (admission) (Obanya et al., 2005).

2.5 Challenges of the Education System

Not all the reforms in Nigerian higher education are successful or beneficial to people. There are different challenges in implementing some of these reforms successfully. There have been cases where people are either afraid, or unwilling, or are not allowed to express their feelings openly on the reforms agenda. In some cases, there might not be enthusiasm for innovation and change, partly because there are more pressing issues like poverty, limited access to education, inequality, corruption and abuse. Therefore, reforms are often considered as absurd.

2.6 Private Universities at a Glance

Private universities are a recent development in Nigeria as compared to the federal and state government owned universities. It evolves during four historic phases. During these phases necessary machinery are put in place to scrutinize applications from individuals, religious and corporate organizations who are applying for private universities operating license. To (Belfied and Lerin (2003), cited in Ajadi, 2010) private universities are non-public or independent universities who do not receive governmental funding and are usually administered by individuals, denominational or secular boards; others are universities operated for profit. The priority of this is to improve the quality of education at all levels. Establishment of universities in Nigeria has been limited by the amount of money made available by either the federal or state government depending on the owner. But recently, the federal government is aware of the fact that there is the need to involve private individuals and corporations in the ownership, funding and management of universities, more so, that it is becoming more difficult for the government to cope with the cost of running the university education and cost of expanding the existing universities as a result of dwindling world economy.

2.6.1 Rationalisation for the Creation of Private Universities in Nigeria

The need for private universities in Nigeria (Ajadi, 2010) has been enhanced by a number of factors: a burgeoning demand from students for access and the inability of the public universities to satisfy the growing social demand for university education has necessitated the entry of private university in order to expand the access conditions, the declining capacity of public universities, the retrenchment of public servants and incessant strikes by Academic Staff Union (ASU) and other public university staff, the demand for courses and subjects of study had changed and public universities were thus unable to respond to this phenomenon, pressure by external agencies to cut public services, a growing emphasis on and need for a highly skilled labour force that target the local market, and the beginning of interest by foreign providers. In Nigeria now, in terms of numbers, there are more private universities than the federal government-owned universities.

2.7 Afe Babalola University Ado-Ekiti (ABUAD)

2.7.1 The University

Afe Babalola University (www.abuad.edu.ng), is a Federal Government Licensed Private University established in 2009. It is a non-governmental and non-profit making private institution and it is a model which is unique in many ways. It is located on 130 hectares at an altitude of over 1500ft above sea level which *ipso facto* provides cool and ideal climate of learning and sport activities. ABUAD is the only university in Nigeria, which prior to the issuance of provisional license by the Federal Government of Nigeria, moved to its permanent site and constructed magnificent College buildings and College Hostel, Staff Quarters and equipped with modern teaching facilities including E-learning platform and electronic boards within eight months. National Universities Commission (NUC, SCOPU, 2009) was so impressed by the key educational success indicator already provided by ABUAD to entrench high quality assurance that it refers to ABUAD as a miracle, model, reference point and benchmark for other universities. ABUAD began with students' enrolment of 322 in January, 2010 and has grown in leaps and bounds to over 4,000 students despite having done the maiden graduation. It was on this premise that the University (ABUAD, 2013) was adjudged the fastest growing private university in Africa. The vision, mission, philosophy and the colleges and departments is contained in the university web site (ABUAD, 2013: www.abuad.edu.ng).

2.8 The Founder/Proprietor

The founder of the university is Aare Afe Babalola, B.Sc (Econs) Lond; LL.B(Hons) Lond; FPPA, FNIALS, FCL.Arb, Senior Advocate of Nigeria (SAN); Doctor of Letters (LL.D); Office of the Order of the Federal Republic (OFR), and Commander of the Order of Niger (CON), former Pro Chancellor and Chairman of the Governing Council of the University of Lagos, Nigeria; the past Chairman of the Committee of Pro-Chancellors of Nigerian Universities, winner of the best Pro Chancellor award in 2005 and 2006, winner of Queen Victoria Commemorative Award at Socrates Award of European Business Assembly in Oxford UK and member of the Rector of Europe, October, 2007 just to mention but a few. An icon who believes in making impossibility possible (Babalola 2011 : ABUAD, 2013 : www.abuad.edu.ng)

3. LITERATURE REVIEW

This study focuses on behavioural attitude and its cognizance on the enrolment pattern of students seeking admission into private universities in Nigeria between the periods of 1999 to 2011. The chances of entry into tertiary education are in most cases a function of how healthy the educational system is and consequently the general behavioural patterns of students. This cannot be studied in isolation from the circumstances surrounding the prospective candidate within social context that affect both economic and societal status Babalola (2011) posited that bond between learning and living should cause balance to student's behaviour in a choice of higher education in Nigeria.

Featherman (1993) opines that in USA, a quick survey would reveal that enrolment is of proportional distribution between men and women in higher education. However, research reports in Nigeria identify the level of inequity of enrolment opportunities across regions in Nigeria. The reports expose the inadequacies in the enrolment policies. Its failure in not satisfying needs of people, shortage due to several reasons. The most topical issue is in the infrastructural deficiency that hinders the system such that it could not admit above 50% of prospective admission seekers. According to Moti (2010) this remains a major issue as Moti (2010, cited in Okebukola, 2006) notes numerous policies that failed to proffer solution to the issue. The reports that the enrolment formula that is in vogue places burden on the system and out of place in that it does not take into consideration the cogent needs: needs for progression, ease of applying diversity and good judgement, and unhealthy contest for the space. The short spaces of admission in the universities annually cause unwarranted acts such as examination malpractices, offering of bribes for enrolment and manipulation of examination results. NPE (2004) posited that admittance to tertiary education is everyone's entitlement, depending on the levels.

Onokala (1998) notes a minute enrolment annually as the entire university system has insufficient space for the entire applicant. In addition to the 15% admitted annually, the Universal Basic Education Scheme (UBES)'s request for more spaces further worsen the scenario. Nonetheless, the issuance of license to over 50 private universities from 1999 to date, with the re-opening of the National Open University in 2003, has not really proffered a final solution. Okebukola (2004) suggestion to the state government to establish more Universities to complement the efforts of the Federal government also did not solve the problem in question. In advance, gaining access to higher education be constrained, repressed or starved of, by some guidelines. Ilusanya (2008) presented the issue of gaining entry into higher institution as a political deadlock, He raises a suggestion that the educational paradigm shift between the South and Northern parts of Nigeria calls for further policies which centres on desperate solution. However, he consents to some of the policies provisions but stresses its short comings that such shift brings about national representation only in Federal established Universities.

These policies have negative influence on student's enrolments, as posited by Ilusanya (2008). He claims that this causes problem of multiple enrolments which in-turn compounds university decision in determining what the immediate next year enrolment would be. This issue amongst others gives birth to Joint Admission Matriculation Board (JAMB) in 1978. Akpotu (2005) reported that the aim of JAMB is to unify enrolment exercise within stratified systems of the Universities. He maintained that the major problem to access into Universities that is on the increase is not due to fees but the negative affluence of restructuring, unwarranted quota policy, catchment area, educational less advantage area and inadequate infrastructural facility which culminates into limited absorptive capacity into Nigerian Universities. Fundamentally, JAMB's intent is to regulate a level-plain ground enabling for reforming, uniform and equitable admissions into Nigeria Universities. It is also set up to standardize and regulate enrolment process thereby engendering credible admission process.

However, Obilade (1992) notes some ambiguities with the use of quota system particularly in the pre-private varsities era and also emphasises that JAMB is not strictly following the tenets of her establishment. Sadly enough, JAMB becomes a political weapon for maintaining even-scores in educational opportunities. This becomes glaring with reference to policies and attitudes, meant to upgrade socio-economic background of prospective students to even up enrolment system. Wiche (1988) claims that in the 1970s, the public universities students' set between eighteen and twenty-one years, would drop by twenty-five percent between the late 1970s and early 1990s. This assumably indicates one of the major reasons for granting licenses to more private Universities in Nigeria according to Onokala (2001).

(UNESCO 1993, cited in Schandorf 1995) points to the fact that enrolment into higher institutions tends in the direction of boys in Africa; he attached this to the trend of imbalances in the development of the developing economy at the utmost levels. Hofer (1976) reports that from 1970s towards the end of 1990s college enrolment exercises are based mainly on two strategies: to plan and to forecast. He claims that the behavioural patterns of college enrolment are becoming complex in that administrators are just developing programmes that are of mix nature of both micro and macro market levels. The administrators respond to market interests promptly due to the awareness of the increasingly competitive nature of the students' enrolment pattern in Africa where there is scarce enrolment opportunities owing to various reasons. Riesman strengthens his point that the College Administrators should be more coherent and articulate while engaging in market oriented programmes that would entice the students; He notes that each year's students is seen as the educational end-users for projection. Remarkably, Steedman (1980) preferred to use this outcome for more professional, work-related or skilled courses in lieu of the traditional arts and sciences courses. He indicates that a change in curriculum development targeted at bridging the gap of academic and industry would be required to entice and match students' demand for enrolment into higher institutions.

Hoenaek & Weiler (1979) note that avoidance of some assumptions that might adversely affect planning and forecasting analysis is necessary in the process of understanding and determining enrolment at different stages. Conversely, assumptions would be necessary for estimating revenue and expenditure in planning and budgeting processes. This literature review shows that there is a shortage of places in Nigerian Universities. It is therefore important that research is completed investigating students' choice of enrolment. Whilst it is true that sufficient works are being done by the Federal Government, in formulating different policies in an attempt to give equitable access to higher education in Nigeria. Apparently, enrolments usually and annually exceed places available. NUC (2011) reports that twenty five percent of applicants into Nigerian Universities were actually admitted. It means over seventy percent seeking enrolments were declined annually. NUC documents and reports show that founders/proprietors of private Universities should include their personalities and contributions into their academic brief presented when they apply for a license to operate a private university.

4. METHODOLOGY

4.1. Research Design

In undertaking this research, a qualitative research method is preferred to a quantitative type nevertheless quantitative research method would be required for analytical purposes. Yates, (1993) notes that comparison within behavioural pattern of any class could competently be undertaken with qualitative and site-based studies than otherwise. He notes the reliability of this approach, reports that respondents are unbiased. Having considered the various research methodologies with respect to time, the researcher adopts both the case study qualitative and interpretivist approach research methodologies. It can extend experience or add strength to what is already known through previous research'. The data for this paper comes mostly from primary and secondary sources, i.e. from published papers, newspapers and journal articles, and official government policy documents. Original data is also gathered from structured interview via questionnaire administered on 2000 students of Afe Babalola University and semi-structured interview conducted with three samples; three parents who have their wards in Afe Babalola University Ado – Ekiti, (ABUAD). The samples are selected based on convenience; the students and parents within the location of the University of case study who are within the easy reach of the researcher.

4.2. Data analysis

The data generated from the survey is analysed using simple-percentage and demographics such that elements of quantitative analysis is used and the content analysis of the qualitative data is also done.

4.2.1. General Information

The questionnaire (See appendices 1 & 2) is being administered on 2000 students of ABUAD chosen from the five main colleges of the university viz: (17.5%) Engineering, (30%) Sciences, (20%) Social and Management Sciences, (25%) Law and (7.5%) Medicine and Health Sciences. (See appendix 3). Seventy Five percent of the respondents were between the ages of 16 – 20 while the rest twenty five percent were ages of 21 – 30 (See appendix 4). The entire respondents are predominantly single. Sixty-five percent affirm that they attend the university based on Infrastructure excellence, fifty-five percent based on quality service delivery and infrastructure excellence, fifty percent based on superb educational curriculum, seventy -five percent based on the personality of the founder and thirty percent was based on the desire for a private university.

Most respondents claim they are motivated and influenced by the legacy of the proprietor that prompted them to apply for admission into the university. Sixty-five percent assent to the belief that conducive and serene environment is *sine-qua-non* to quality learning. They emphasize the cordial staff to students' relationship. However, two percent claim that government policy on education influence their attending the university.

4.2.2 Mode of Information for Admission Application

More than half respondents know the university via Joint Admission and Matriculation Board (JAMB) Brochure and the Media while about forty percent visited the university website to know about the university and the various courses offered. Fifteen percent claimed they know through their friends and relations.

4.2.3. Infrastructure Excellence

Ninety-eight percent of the respondents affirm the state of the art infrastructure as influencing their decision to choose the university. These infrastructures include among others Massive Hostel for Accommodation, massive Academic Colleges with emphasis on the College of Law and Engineering Building, Sport Complex, Lecture Halls etc. This mitigates the challenge of inadequate and obsolete infrastructure and equipment as well as poor library facilities that is the bane of students' enrolment in Nigerian universities as posited by (Okebukola, 2008) where classrooms, laboratories and the general environment of most universities in Nigeria are still far from a state that will promote optimal learning, teaching and research. Thus, about 15-30% of the infrastructure, equipment and books are non-functional, obsolete or dilapidated (Federal Ministry of Education, 2009). The Federal Government is of the opinion that increased students' enrolment is a function of available spaces and hence the policy for the establishment of private universities.

4.2.4. University Educational Curriculum

The larger percentage of the respondents consent to the fact that the curriculum of the university is in total alignment with their chosen course of study which unequivocally forms part of the influencing factor for attending the university. They state that some of the courses they offer in the university are not obtainable in the public universities. They claim that the curriculum is designed to be self-reliant and industry compliant. The National University Commission (NUC) has accredited over ninety percent of the courses offered in the university to support the claim of the respondents. One major factor affecting access to education has to do with the problem of curriculum and curriculum delivery. The curriculum of Nigerian universities is presently defective (Ajayi & Adeniji 2009), This may have arisen because of lack of relevance of academic programmes, loss of programme focus by some specialized universities to match graduate output to national manpower requirements. (Federal Ministry of Education, 2009).The respondents claim that the university is in partnership with professional certification bodies that perform oversight functions on curriculum design

4.2.5. Personality of the Founder

Eighty-five percent respondents claim that the personality of the founder has a lot to do with their coming to university as no student would attend a university that has a *persona-non-grata* as the founder, nine percent disagreed with the proposition that founder's personality could influence their choosing the university while the remaining six percent remained indifferent to the proposition (See appendix 5). However, the general belief is that only a visionary founder or proprietor would provide the basic needs for learning and living. NUC documents and report show that founders/proprietors of private Universities should include their personalities and contributions into their academic brief presented when applied for license to operate private universities so as to ensure a thorough appraisal and assessment of the pedigree of the founder/proprietor before license is granted.

4.2.6. Government policy on quota system

Fifty-five percent respondents disagreed with government having good policy for tertiary education. They also strongly disagreed that government is not transparent enough to mitigate the challenges of students' enrolment. The respondents emphasise that government policy at times is counter-productive to students' enrolment by the entrenchment into the educational system a policy on quota system that have devastating effect on increased students' enrolment. A scenario where an applicant who scored above the JAMB cut-off mark would be denied placement due to quota system and catchment area and most times the spaces would not be filled by the applicants from the quota area.

4.2.7. Government policy on Carrying Capacity

Most respondents believe that JAMB has not proffered solution to the enrolment challenge despite the annually conducted Unified Tertiary Matriculation Examination (UTME) whereby millions of applicants would write and pass the examination without placement. The challenge of access to university education is compounded by the National University Commission's policy on carrying capacity. By this policy, the NUC has pegged the number of students that can be admitted by each university in Nigeria every year. This is made clearer by the Federal Ministry of Education (2009), which notes that the carrying capacity of Nigerian university system stands at 150,000 while the actual demand is about 1 million.

4.2.8. Government policy on financing

The respondents opine that inadequate funding of the universities is a major bane to increased students' enrolment. Funding is seen to be central to unhindered access to university education. Virtually all the problems of universities in Nigeria are attributable to inadequate funding (Ajayi and Adeniji 2009). As Okebukola (2005) rightly observes, the depressed quality of education in Nigeria has been explained in part by the inadequate funding of the system. As all stakeholders in the education sector have listed funding inadequacy as a problem. The implication of this poor public financing of education is the fact that it inhibits increased students' enrolment, thus, giving only an insignificant number of candidates seeking admission opportunity to pursue degrees in the Nigerian University system (Aluede et al 2010).

4.2.9. Behavioural attitude of founders/proprietors

This section showcases a typical case of particularistic and heuristics data analysis from a qualitative research approach focussing on the behavioural attitude of the founder of Afe Babalola University, Ado (ABUAD).

4.2.10. Who is the founder?

All the respondents know their university's founder as Aare Afe Babalola, ninety percent are quite aware of his philosophies and legacy (See Appendix 6). They strongly agree with his philosophies. In their rating of the personality of the founder, eighty percent rates him exceptional; twelve percent rates him good while eight percent rates him average. (See appendix 7)

4.2.11. Founder to staff/students relationship

The question is essential to ascertain their state of relationships. This is imperative for their well-being, their state of mind and effective concentration in their studies and teaching. Most respondents described the founders' relationship with staff and students as exceptional and cordial, thirteen percent claimed very good and two percent claimed frictional. (See appendix 8)

4.2.12. Alignment of student/staff with founder's vision

All the respondents attested to the vision of the founder and confirmed their alignment with it. Most respondents claimed that the personality of the founder has a lot to do with increased students' enrolment since the vision of the founder is visibly seen in the key success indicators for measuring learning achievement in any tertiary institution, without which enrolment would decline.

4.3. Semi – structured interview

Using interpretivist approach (Patton, 1990:14; Zeming, 1999:6) in analysing the three samples of Parents having their wards in the school of case study, *Parent A* who has a child in the College of Social and Management Sciences of ABUAD and also the Covenant University allowed his children to attend private universities to the personality of the founders of the universities that any parent would want his children to learn from. He emphasised that most of the problems of incessant strike by the lecturers, poor infrastructure, conservative curriculum, and inadequate funding would not affect the education of his children. *Parent B* who has a daughter in the College of Law, Afe Babalola University, Ado (ABUAD), she was of the opinion that she actually acceded to her daughter attending the university based on the pedigree of the founder – Aare Afe Babalola (foremost lawyer) with sterling qualities whom she believed would help to mentor her child for future prospects. She emphasised that her visit to the university where she saw the magnificent college of Law complex equipped with both manual and e-library also motivated releasing her daughter to attend the university. *Parent C* who has a daughter in the Banking and Finance Department of the College of Social and Management Sciences attributed to the fact that everyone would want to identify with a household name that is known worldwide for success. He opined that what is visibly found in Afe Babalola University, Ado (ABUAD) coupled with the remarks from bodies like National University Commission influenced his decision of allowing his child to attend the university.

4.4 The Corollary

The data analysis shows that increased students' enrolment has a lot to do with Reputation, ability and experience of the founder and the facilities they have created including of the founder/proprietor. The major key success indicator for measuring learning achievements in any university vis: infrastructure excellence, superb curriculum development and delivery, alignment with requisite government policy, adequate funding, staff/student relationship, quality of human resources etc. revolves around the proprietor of the university whether government, individuals or religious organisations.

The low enrolment found in most government owned universities is not because policies are not formulated but that government lack adequate capacity to fund the institution thereby managing available lesser spaces for placement the more reason why Okebukola (2008) said the Gross Enrolment Ratio (GER) and Higher Education Ration HEPR is at a percentage lesser than ten. Findings show that Afe Babalola University, Ado – Ekiti that started with an enrolment of three hundred and twenty two (322) in 2010 has grown to about five thousand inclusive the maiden graduands has surpassed the postulation of Okebukola (2008) on Gross Enrolment Ratio and strengthens the research topic.

5. ETHICAL ISSUES

This study ensured that informed consent was obtained from participants. Participants' privacy, confidentiality and anonymity were guaranteed. Consent forms and a covering letter were available for appropriate endorsement of respondents. Correspondingly, ABUAD permitted the use of documents necessary for this study. The University was reassured that all findings associated with the study would appropriately be used with respect to reporting and publication of the research outcome.

6. CONCLUSION

The picture of quantum enrolment of students in Nigerian universities has become highly imperative. Findings from the sources analysed and from the subjects interviewed suggest that there are clear indications that the impact of Influence of the personality of the proprietor on the enrolment behavioural patterns is a key research area to focus on; the desired effects of this influence have started manifesting in most private universities in Nigeria. It may be early days yet to draw any conclusions but surely all the stakeholders would need to collaborate with each other for the successful implementation of this reform as it is specifically targeted at ensuring a better access to tertiary education in Nigeria.

6.1 Recommendations

- 1) NUC must ensure strict compliance with policy on founders/proprietors of private Universities to include their personalities and contributions into their academic brief presented when applied for license to operate private universities.
- 2) Government should encourage more establishments of private universities with recommendation 1 above in operation.
- 3) Government must appreciate that there is a paradigm shift from the norms of denying prospective applicant access to education that is forming a vicious cycle to taking action positively to mitigate the menace.
- 4) Government should begin the process of reviewing the university curriculum to meet industry standard.
- 5) Nigerian universities should explore other models being adopted in the developed countries and seek alternative sources of funding i.e. through endowment from alumni, private individuals and corporations. This will help solve some of the funding problems which obviously are the foundation of all the other problems.
- 6) Government should imbibe the culture of the proprietor/founder of private universities in area of aligning learning with living and entrenching it in their policy

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8.0 APPENDICES (1 - 8)

Questionnaire

*Investigating the Impact of Personality of Founder/Proprietor of a Private University on Students' Enrolment in Nigeria
1999 – 2011; A case study of Afe Babalola University, ABUAD.*

Introductory Message

This research project focuses on the impact of the personality of Founders/Proprietors who are deemed owner of Private Universities on the actual Students' Enrolment. It also seeks to investigate and explore the behavioural influence of the Founder/Proprietor of Private Universities to implement educational changes (be explicit about the proposed changes) in relation to government policies on tertiary education.

At the end of the research, deduced knowledge on the impact of personality of Founders/Proprietors in relation to Students' Enrolment would be made known and recommendations would be provided.

It would, therefore, be highly appreciated if you would genuinely respond to the questions below. Your prompt response would assist in providing a resourceful knowledge on the research topic.

The instrument is divided into three major sections; "A", "B", and "C" which deals with General Information, Government Policy on Students' Enrolment, and Behavioural Attitudes of the Founder/Proprietor.

Please note that responses would be treated strictly anonymous during analysis and reporting of results.

When you are through with the questionnaire, kindly raise your hand so as to collect the instrument from you.

Thank you.

Personal Data: *(Please tick as appropriate and fill in the spaces where provided)*

Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>
Course of Study (Department)	
College of Study	
Level of Study	
Name of Institution (University)	
Status: Student <input type="checkbox"/>	
Marital Status: Single <input type="checkbox"/>	Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/>
Age Bracket: 16 -20 <input type="checkbox"/>	21 – 30 <input type="checkbox"/> 31 – 40 <input type="checkbox"/> 41 – above <input type="checkbox"/>

SECTION A

General Information

Que 1. Why do you attend this University? (Feel free to indicate more than one where necessary)

- * Quality Service Delivery
- * Infrastructure Excellence
- * Superb Educational Curriculum
- * Desire for Private University
- * The Personality of the Founder/Proprietor
- * Others: Please specify

1:..... 2:.....
3:.....

- * None (N):
Please provide reasons.....
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Que 2. What type of Course informed your decision to attend this University if different from your current course of study?

Course.....
.....
College.....
.....

Que 3. What influence your decision to attend this University?

- * Founders’/Proprietors’ Legacy
- * Serene/Conducive School Environment
- * Lecturers’/Students’ Relationship
- * Government Policy on Education
- * Others (Please Specify)

1:..... 2:.....
3:.....

Que 4. How did you get to know the University?

- * University Website
- * Media
 - o Print
 - o Voice
- * Through a Friend
- * Via JAMB Brochure
- * Through a Relation
- * Via the Personality of the Founder/Proprietor

Que 5. Does the Infrastructure of the University influence your decision to choose the University? Yes No

Que 6. If you answer Yes to **Que 5**, kindly mention some of these Infrastructure

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Que 7. Does the University Educational Curriculum align with your reason for choosing the University? Yes No

Que 8. If you answer Yes to **Que 7**, can you please state reasons why the Educational Curriculum is better than what is obtainable in the Public Universities?

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Que 9. In your own view, do you think the personality of the Founder has anything to do with growth of the University in relation to Students' Enrolment? If yes, give reasons.

Yes No Indifference

Reasons:.....
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SECTION B

Government Policies on Tertiary Education

Que 1. Do you agree that Government has a good policy for tertiary education?

Strongly Agree Agree Disagree Strongly Disagree

Que 2. Do you consider the Government's funding capacity adequate to sustain tertiary education? Yes No Indifference

Que 3. Do you agree that inadequate students' enrolment is largely due to Government's Policies on admittance into tertiary education?

Strongly Agree Agree Disagree Strongly Disagree

Que 4. If any of the above options, then state reasons to support your answer in Que 3. above?

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Que 5. Do you think Government's Quota System policy on admittance into tertiary education has any effect on Students' enrolment? If Yes give reasons.

Yes No Indifference

Reasons.....

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Que 6. Do you agree that Government's Policies are transparent enough to mitigate Students' Enrolment challenges?

Strongly Agree Agree Disagree Strongly Disagree

Que 7. Do you agree that Government Policy on accommodation facilities in tertiary institutions could hinder increase in Students' Enrolment?

Strongly Agree Agree Disagree Strongly Disagree

Ques 8. Has Joint Admission Matriculation Board (JAMB) been able to proffer adequate solution to increased Students' Enrolment? Yes No

Que 9. Do you agree that the tenets of JAMB are counterproductive to increased Students' Enrolment?

Strongly Agree Agree Disagree Strongly Disagree

Que 10. Have the policies of Nigeria University Commission impacted on the Students' Enrolment? Yes No Indifference

Que 11. State reasons to support your answer on **Que 10** above.

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SECTION C

Behavioural Attitude of the Founder/Proprietor

Que 1. Who is your Institution's Founder/Proprietor?.....

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Que 2. What are the philosophies of the Proprietor that you are aware of before choosing this University?.....

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Que 3. Do you agree with Proprietor's/Founder's philosophy as stated above?
Strongly Agree Agree Disagree Strongly Disagree

Que 4. Are you aware of the legacy of the Proprietor of this University prior attending the University? Yes No

Que 5. Mention any five of the Legacy that motivated you to attend this University

- 1.....
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- 2.....
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- 3.....
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- 4.....
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- 5.....
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Que 6. How can you rate the personality of your Founder/Proprietor?
Exceptional Good Average Below Average Poor

Que 7. Describe the relationship of the Founder/Proprietor with Staff and Students in one word.....
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Que 8. Do you think the personality of the Founder/Proprietor has anything to do with increased Students' Enrolment? Yes No

Que 9. State reasons?.....

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Que 10. What are the instilled values and attitudes by this University as related to the Founder's Personality?.....

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Que 11. Do you think the Vision of the Founder/Proprietor known by you before attending the University has been bought into by you? Yes No

Que 12. Do you think the Founder's/Personality has influenced the Curriculum Development of the University? Yes No

Que 13. Does the Curriculum Development influenced by the Founder/Proprietor have any effect on the Students' Enrolment? Yes No

Que 14. Support your position in **Que 13** above.....

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Que 15. Does the behavioural attitude of the Founder/Proprietor have influence on the infrastructural development of the University vis-à-vis enhancing the Students' Enrolment? Yes No

Que 16. Does the personality of the Founder/Proprietor influence the choice of Human Resources of the University in relation to Students' Enrolment? Yes No

Que 17. Please indicate how sentimental you are when filling this instrument?
Relaxed Anxious Confused Fidgety Confident

Questionnaire

Investigating the Impact of Personality of Founder/Proprietor of a Private University on Students' Enrolment in Nigeria 1999 – 2011; A case study of Afe Babalola University, ABUAD.

Introductory Message

This research project focuses on the impact of the personality of Founders/Proprietors who are deemed owner of Private Universities on the actual Students' Enrolment. It also seeks to investigate and explore the behavioural influence of the Founder/Proprietor of Private Universities to implement educational changes (be explicit about the proposed changes) in relation to government policies on tertiary education.

At the end of the research, deduced knowledge on the impact of personality of Founders/Proprietors in relation to Students' Enrolment would be made known and recommendations would be provided.

It would, therefore, be highly appreciated if you would genuinely respond to the questions below. Your prompt response would assist in providing a resourceful knowledge on the research topic.

The instrument is divided into three major sections; "A", "B", and "C" which deals with General Information, Government Policy on Students' Enrolment, and Behavioural Attitudes of the Founder/Proprietor.

Please note that responses would be treated strictly anonymous during analysis and reporting of results.

When you are through with the questionnaire, kindly raise your hand so as to collect the instrument from you.

Thank you.

Personal Data: (Please tick as appropriate and fill in the spaces where provided)

Sex:	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
Course of Study (Department)	Economics			
College of Study	SOCIAL AND MANAGEMENT SCIENCE			
Level of Study	100			
Name of Institution (University)	Afe Babalola University			
Status:	Student	<input checked="" type="checkbox"/>		
Marital Status:	Single	<input checked="" type="checkbox"/>	Married	<input type="checkbox"/>
	Divorced	<input type="checkbox"/>	Widowed	<input type="checkbox"/>
Age Bracket:	16 - 20	<input checked="" type="checkbox"/>	21 - 30	<input type="checkbox"/>
	31 - 40	<input type="checkbox"/>	41 - above	<input type="checkbox"/>

SECTION A

General Information

Que 1. Why do you attend this University? (Feel free to indicate more than one where necessary)

- * Quality Service Delivery
- * Infrastructure Excellence
- * Superb Educational Curriculum
- * Desire for Private University
- * The Personality of the Founder/Proprietor
- * Others: Please specify

1:..... 2:..... 3:.....

- * None (N):

Please provide reasons. *Because the founder is a well respected man in the society which I think can give me a great edge in the near future.*

Que 2. What type of Course informed your decision to attend this University if different from your current course of study?

Course *Economics*

College *SOCIAL AND MANAGEMENT SCIENCE*

Que 3. What influence your decision to attend this University?

- * Founders'/Proprietors' Legacy
- * Serene/Conducive School Environment
- * Lecturers'/Students' Relationship
- * Government Policy on Education
- * Others (Please Specify)

1:..... 2:..... 3:.....

Que 4. How did you get to know the University?

- * University Website
- * Media
 - o Print
 - o Voice
- * Through a Friend
- * Via JAMB Brochure
- * Through a Relation
- * Via the Personality of the Founder/Proprietor

Que 5. Does the Infrastructure of the University influence your decision to choose the University? Yes No

Que 6. If you answer Yes to Que 5, kindly mention some of these Infrastructure

The college of law building, The hostel etc.

Que 7. Does the University Educational Curriculum align with your reason for choosing the University? Yes No

Que 8. If you answer Yes to Que 7, can you please state reasons why the Educational Curriculum is better than what is obtainable in the Public Universities?

In the Public universities, students are not given much attention compared to the private universities like Afribankola university. Secondly, because of the strike in public universities, students are held back in the course of their studies.

Que 9. In your own view, do you think the personality of the Founder has anything to do with growth of the University in relation to Students' Enrolment? If yes, give reasons.

Yes No Indifference

Reasons: The founder's personality influences the growth of the university because it says what he achieved in the past years that was able to make the university so great as it is today.

SECTION B

Government Policies on Tertiary Education

Que 1. Do you agree that Government has a good policy for tertiary education?

Strongly Agree Agree Disagree Strongly Disagree

Que 2. Do you consider the Government's funding capacity adequate to sustain tertiary education? Yes No Indifference

Que 3. Do you agree that inadequate students' enrolment is largely due to Government's Policies on admittance into tertiary education?

Strongly Agree Agree Disagree Strongly Disagree

Que 4. If any of the above options, then state reasons to support your answer in Que 3. above?

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Que 5. Do you think Government's Quota System policy on admittance into tertiary education has any effect on Students' enrolment? If Yes give reasons.

Yes No Indifference

Reasons.....

.....

.....

.....

Que 6. Do you agree that Government's Policies are transparent enough to mitigate Students' Enrolment challenges?

Strongly Agree Agree Disagree Strongly Disagree

Que 7. Do you agree that Government Policy on accommodation facilities in tertiary institutions could hinder increase in Students' Enrolment?

Strongly Agree Agree Disagree Strongly Disagree

Que 8. Has Joint Admission Matriculation Board (JAMB) been able to proffer adequate solution to increased Students' Enrolment? Yes No

Que 9. Do you agree that the tenets of JAMB are counterproductive to increased Students' Enrolment?

Strongly Agree Agree Disagree Strongly Disagree

Que 10. Have the policies of Nigeria University Commission impacted on the Students' Enrolment? Yes No Indifference

Que 11. State reasons to support your answer on **Que 10** above.

*The policies of the Nigeria university commission do not provide as much facilities in their universities with which make student go and attend after private university.
The strike: This is also an issue the govt should look into.*

SECTION C

Behavioural Attitude of the Founder/Proprietor

Que 1. Who is your Institution's Founder/Proprietor? *Ar. A. Bababidi*

Que 2. What are the philosophies of the Proprietor that you are aware of before choosing this University? *He is he believe is hard work*

He also believe in making the nation a better place
He believe in giving education, assets.

Que 3. Do you agree with Proprietor's/Founder's philosophy as stated above?

Strongly Agree Agree Disagree Strongly Disagree

Que 4. Are you aware of the legacy of the Proprietor of this University prior attending the University? Yes No

Que 5. Mention any five of the Legacy that motivated you to attend this University

1.....

2.....

3.....

4.....

5.....

Que 6. How can you rate the personality of your Founder/Proprietor?

Exceptional Good Average Below Average Poor

Que 7. Describe the relationship of the Founder/Proprietor with Staff and Students in one word. *He is a caring and loving father to all.*

Que 8. Do you think the personality of the Founder/Proprietor has anything to do with increased Students' Enrolment? Yes No

Que 9. State reasons? He present himself as a role model to student which make students want to go to school and thus by increasing enrolment

Que 10. What are the instilled values and attitudes by this University as related to the Founder's Personality?

Que 11. Do you think the Vision of the Founder/Proprietor known by you before attending the University has been bought into by you? Yes No

Que 12. Do you think the Founder's/Personality has influenced the Curriculum Development of the University? Yes No

Que 13. Does the Curriculum Development influenced by the Founder/Proprietor have any effect on the Students' Enrolment? Yes No

Que 14. Support your position in **Que 13** above. The personality of the founder has effect students enrolment because of the achievement that he had got for himself this is what effect students enrolment

Que 15. Does the behavioural attitude of the Founder/Proprietor have influence on the infrastructural development of the University vis-à-vis enhancing the Students' Enrolment? Yes No

Que 16. Does the personality of the Founder/Proprietor influence the choice of Human Resources of the University in relation to Students' Enrolment? Yes No

Que 17. Please indicate how sentimental you are when filling this instrument?

Relaxed Anxious Confused Fidgety Confident



