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Private Universities and Development of Higher Education in Nigeria: A Mixed Methods Approach

Yusuf Suleiman

Universiti Utara Malaysia, yusufsuleiman@alhikmah.edu.ng

Zahyah Binti Hanafi

Universiti Utara Malaysia

Muhajir Taslikhan

Universiti Utara Malaysia

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Abstract

Private university education is unarguably one of the growing trends in the education system in the world. Providing university education to citizens should not be the solitary efforts of government, but should be the responsibility of adults at all levels. The giant stride of private investment in the acceleration of university education in Nigeria is overwhelming. This paper examines the private university's contribution to the development of university education in Nigeria, focusing on the strengths, weaknesses and way forward. Basically, the purpose of the study is to highlight the areas where private universities had contributed to the advancement of university education. It carefully looked at the historical background, rationale and antagonists of private universities. Also, the paper examined the global trends of private universities. Methodologically, mixed methods approach was used for the study. Quantitatively, secondary data were collected and analyzed to establish the areas in which private universities contributes to the development of higher education in Nigeria. Qualitatively, interviews were conducted in two private universities, where teaching and non-teaching staff of the universities granted the interview. NVivo Software was used to do the transcription, coding and analysis of the interview. Findings from the two methods employed revealed that the importance of private universities cannot be under-estimated, it is akin to the advancement of university education in Nigeria. Conclusively, the activities of private universities would continue to play a positive role in ensuring that Nigerian university education is placed among the developed countries. Significantly, the study would assist private universities on how to improve their efforts for a better private university education so as to ensure quality service. Also, government should endeavour to assist private universities in the area of staff capacity building and infrastructure. Lastly, enabling environment should be provided by the government for more private investors to establish more universities in Nigeria.

Keywords

Private Universities, Development, Higher Education, Mixed Methods Approach, Nigeria

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Private Universities and Development of Higher Education in Nigeria: A Mixed Methods Approach

Yusuf Suleiman, Zahyah Bt Hanafi, and Muhajir Tanslikhan
Universiti Utara Malaysia, Malaysia

Private university education is unarguably one of the growing trends in the education system in the world. Providing university education to citizens should not be the solitary efforts of government, but should be the responsibility of adults at all levels. The giant stride of private investment in the acceleration of university education in Nigeria is overwhelming. This paper examines the private university's contribution to the development of university education in Nigeria, focusing on the strengths, weaknesses and way forward. Basically, the purpose of the study is to highlight the areas where private universities had contributed to the advancement of university education. It carefully looked at the historical background, rationale and antagonists of private universities. Also, the paper examined the global trends of private universities. Methodologically, mixed methods approach was used for the study. Quantitatively, secondary data were collected and analyzed to establish the areas in which private universities contributes to the development of higher education in Nigeria. Qualitatively, interviews were conducted in two private universities, where teaching and non-teaching staff of the universities granted the interview. NVivo Software was used to do the transcription, coding and analysis of the interview. Findings from the two methods employed revealed that the importance of private universities cannot be under-estimated, it is akin to the advancement of university education in Nigeria. Conclusively, the activities of private universities would continue to play a positive role in ensuring that Nigerian university education is placed among the developed countries. Significantly, the study would assist private universities on how to improve their efforts for a better private university education so as to ensure quality service. Also, government should endeavour to assist private universities in the area of staff capacity building and infrastructure. Lastly, enabling environment should be provided by the government for more private investors to establish more universities in Nigeria. Keywords: Private Universities, Development, Higher Education, Mixed Methods Approach, Nigeria

Globally, education is seen as a way of enlightening people in the society, it's a concept that is considered as the foundation to a successful life. Investing in education has unique returns (financial and non-financial) to the investors. It is believed that returns in education cannot be quantified in all ramifications. Also, it's a bedrock to the development of any nation that desires to be ranked as one of the developed nations in the world (Akpotu & Akpochofa, 2009; Psacharopoulos, 2014).

University education remains an integral part of the development of manpower in the country. The neglect of this tier of education could cause an irredeemable problem to the society. It produces the man power for the economy of the country. Acquiring university education seems to make an individual to be self-reliant and contributes positively to the development of the society (Federal Republic of Nigeria, 2004; Mundy & Menashy, 2014). The funding of the education system is the responsibility of any focused government, most

especially the university education which is seen as the apex of education universally. The funding of this level of education cannot be solely funded by the government if it is to achieve the aims and objectives of which it is established. The involvement of private and individual to the acceleration of university education has been in the public domain for decades. It becomes necessary due to the debate about the need for private to invest in the education system. The advocate for private investment came in different ways. Whether it should be completely handed over to private has been a long-time controversy globally (Riggan, 2012).

According to Kitaev (2003), private investment in education has become a popular policy in developing countries, namely, France, Britain, Germany, Spain, Singapore, Russia, Canada, Australia, Italy, China, Japan, etc. They see the need for the full participation of individual to education as the only way to hasten the acceleration of the education system. These developed countries allowed privatizing education at all levels of education (primary, secondary and tertiary). It is a practice that has also spread to developing countries. Underdeveloped countries also have woken up from slumber and realized the need for total involvement in the education system. In Africa, private universities are embraced to serve as an alternative to public universities in the region. It's a known fact that the springing up of these private schools seems to be one of the policy which some African countries see as a way of making university education accessible to the people (Badat & Sayed, 2014; Brock-Utne, 2005).

In Nigeria, as the one of the developing countries, is not left out in the area of private investors in education. Due to the population explosion in Nigeria, coupled with the fact that people are advocating for the inclusion of private universities in the country to solve the multifacets problems hobnobbing with the public universities in Nigeria. It is obvious that public universities alone cannot cater for the provision of university education, hence, the need for the private universities to demystify university education in the country (Ssewamala, 2014; Omomia, Omomia, & Babalola, 2014; Yusuf, 2014).

Problem Statement

Governments around the world, and mainly those in developing countries, face various educational challenges. Despite progress in raising education admissions at the basic education level, which is yet to be done. Presently, about 77 million kids in developing countries are not in school, particularly in Sub Saharan Africa and South Asia. Education participation rates remain low in many developing countries (Bjarnason, Patrinos, Tan, Fielden, & LaRocque, 2008). Public institutions struggle to admit growing numbers of secondary school graduates. Public institutions face ongoing challenges, including inadequate teaching and research resources, coupled with the loss of competent staff to developed countries, led to the emergence of private schools (Bjarnason, Patrinos, Tan, Fielden, & LaRocque, 2008).

Education they say is a tool for fighting poverty and disease in the society. Surprisingly, Nigeria's higher education system is purely that of underdevelopment slightly than that of sizable amounts of growth and diversification', given its size, population and material resources as well as its highly enormous skilled and versatile human capital. This underdevelopment, which is rooted in the long period of military dictatorship (1966–1979 & 1984–1998), is glaringly manifested in the non-establishment of private universities under military rule (Obasi, 2005; Okwu, Obiakor, Oluwalaiye, & Obiwuru, 2011). The challenges facing public universities are not farfetched, it ranges from the inability of the public universities to cater for university education due to the population explosion in the country. This has led people to seek admission in polytechnics and colleges of education, which are not their desired schools to be enrolled. Prior to return to democracy in 1999, there were concerned

about the need to give private investors the opportunity to invest in university education for the development of education sector as practice in other developed countries.

However, several studies have been conducted on private universities in Nigeria, those studies dwelled on the emergence and the analysis of private universities in Nigeria, which were aimed at looking at it from evolution perspective of private universities. For instance, Obasi (2007) focused on the analysis of the emergence and development of private universities in Nigeria. The research was done majorly on the evolution of the private universities in Nigeria. Research to date has shown that most of the studies conducted on private universities are done quantitatively (Ajadi, 2010; Akpotu & Akpochafo, 2009), which gives limited attention to qualitative approach (Albatch, 2010). In the light of the foregoing, the to investigate some pertinent issues on the importance of private universities via qualitative approach became necessary, this would be help for better understanding of the study phenomenon. Thus, in order to realise this, mixed methods approach was employed to carry out the research with a view to know explore the areas where private universities had contributed to the overall development of higher education in Nigeria.

Research Questions

1. In what areas do private universities contribute to the advancement of higher education in Nigeria?
2. What are the strength and weaknesses of private universities in Nigeria?

Research Objectives

1. To determine the areas in which private universities had contributed to the development of higher education in Nigeria
2. To explain the strength and weaknesses of private universities in Nigeria

Synopsis on Historical Background of Private Universities in Nigeria

According to National Policy on Education (Federal Republic of Nigeria, 2004), Section 8 subsection 67, all persons (groups, individuals and voluntary agencies) who intends to establish private universities in Nigeria should be allowed to do so provided that they follow laid down requirements which should be stipulated by the Federal Government of Nigeria. This laid down procedures must be strictly adhered with before the issuance of an operational license to the proprietors/proprietresses of the university.

Historically, the university education in Nigeria commenced in 1948. This followed by establishment of first generation universities in Nigeria between 1961-1970. The second-generation universities in Nigeria played out in 1970s. The third-generation universities came between 1980 – 1990. The last universities established by the federal government were between 2011 - 2013. Also, the state government owned universities in Nigeria started in 1980s, which has continued up till date. The universities in the years mentioned were established by the Nigerian government and those universities are all government (federal and states) owned universities. The funding and other financial related matters related to the financing of those universities, rest on governments (federal and states).

However, the idea of private universities in Nigeria was first mooted during the civilian administration of Allhaji Sheu Shagari (1979-1983), which was the first democratically elected President in Nigeria. This idea of private university cropped up as a result of the landmark verdict delivered by the Supreme Court, which ruled that private investors have the constitutional rights to establish university subject to the approval of the Federal Government

(Obasi, 2007; Thaver, 2004). Private investors who had already signified interest in establishing universities have their hope dashed following the abortion of democracy in Nigeria by the Military Ruler General Muhammad Buhari, who took over power in 1983. The then former Military President pronounced the closure of all private universities in Nigeria, citing lack of standards for the pronouncement.

Lack of physical infrastructures and shortage of qualified and competent personnel were responsible for the indefinite proscription of the private universities in Nigeria. This action put a stop to the activities of private universities in the country (Obasi, Akuchie, & Obasi, 2014). In 1985, another military coup consumed the military head of state and it ushered in another military president in the person of General Ibrahim Badamasi Babangida. His era witnessed positive attempt to ensure the birth of private universities in the country. His first action concerning university education was to lift the ban imposed by his predecessor. There were calls for the establishment of private universities to compliment the efforts of public universities in Nigeria. Then the former military president eventually lifted the ban on establishment of private universities in Nigeria (Abubakar, 2005).

In 1991, after the lifting of the ban, a commission was set up to review the provision of higher education in Nigeria. The commission was tagged "Longe Commission." Fifteen terms of reference were given to the commission. Part of the terms of reference for the commission were to come up with requirements that should be met before the establishment of university in the country. The requirements should be in consonance with the international best practices. The recommendations of the commission became the cornerstone in which the guidelines for the establishment of private universities were unveiled. The commission recommended that the issue of the proliferation of private universities should not be entertained. Stringent conditions were spelt out, part of the conditions are education standards, financial resources, clear vision and mission, geographical location and other conditions. The reports of the commission were submitted to the government for endorsement and onward implementation.

In 1999, when Nigerian returned to democratic rule, the then Former President, Chief Olusegun Obasanjo, gave room for private investors who had an interest in the establishment of private universities in Nigeria (Obasi, 2007). The period became the era from the beginning of private universities in Nigeria. The National University commission (NUC), which is the body saddled with the responsibility of regulating universities in Nigeria, was mandated to receive applications from private investors for the establishment of private universities. After receiving the applications from interested applicants, the proposed schools to be used were visited to ascertain their readiness for the establishment. The facilities were inspected and verified to know their suitability for university education (Obasi, 2005, 2007).

Shortly after the inspection of the physical facilities in the schools, recommendations were made to the Federal Government. Subsequently, licenses were issued in 1999 to three private universities to operate as recognized universities in Nigeria. The three pioneer private universities are Igbenedion University, Okada (1999), Babcock University (1999), and Madonna University (1999; Obasi, 2007). After the establishment of the three pioneer private universities as mentioned, more private investors became more interested in establishing universities in the country. In 2001, Federal Government granted operational license to another private university (Bowen University), making it as the fourth private university to be established in the country (Ajadi, 2010). Since that time, the surge in private university established in Nigeria continued to grow on a yearly basis.

Presently, the number of private universities in Nigeria stands at 47 (see the appendix). There is plethora of applications before the Federal government from private investors seeking the operational license for their proposed universities (Ajadi, 2010; Obasi, Akuchie, & Obasi, 2014).

Global Trends in Ownership of Private University Education

Universally, surge in private university education globally was predicted in the 20th Century to be dominant in the 21st Century (Altbach, 1998). This prediction is currently manifesting as it can be seen that private university education is trying to leapfrog the public university education as it is happening in Nigeria (Ajadi, 2010; Omonijo, Nedium, Fadugba, Uche, & Makodi, 2013). Research has been done to see the reason for the private universities in countries across the world, the outcome of this research seems to be for so many reasons for the rapid establishment of private universities ranging from low quality education provided by public universities as well as the inability of the public ones to cater for more people due to increased demand for university education. Other reasons for increase in private universities are due to population explosion globally and falling standards of education which are applicable to underdeveloped countries and developed countries in the world (Altbach, 2000; Laguador, Villa, & Delgado, 2014; Levy, 2002; Ssewamala, 2014; Teferra, 2005).

In Furtherance, other reasons are incessant strike in public universities, unpredictable school calendar, students' unrest, neo-liberal economic policies, Information and communication advancement and globalization (Ajadi, 2010; Teferra, 2005; Thaver, 2004). The reason why the activities of private universities are waxing stronger is due to the fact that they are successfully running by their owners. The owners see it as a private investment that must be efficiently and effectively run to maximize profits. They believe that the university must be funded to compete favorably with their public counterparts (Obayan, 2006).

In America, the establishment of private universities is seen as a business venture, commercial organizations and industries are participating actively in ensuring that people have access to university education. Some of the private universities established in America are, Harvard University, Cornell University, Yale University, Catholic University and Bridgeham University. Apart from the fact that the primary aim of private universities is on how to ensure that they get quick returns on their investments, equally, they offer qualitative education to the people (Obayan, 2006).

The private sector plays a huge role in the delivery of school level education in developed countries, including Australia, France, Korea, and Spain. Also, in countries like Lebanon, Bangladesh, Fiji, Guatemala – more than 50 percent of students attend private schools. In the same vein, significant private sectors (e.g., 30-40 percent) invested countries like Bangladesh, Belgium, Brazil, Burundi, Cameroon, Chile, Ethiopia, Guatemala, Indonesia, Korea Mali, Pakistan, Philippines, The Gambia, and Togo. Private participation is generally higher at the higher education level than at the school level. Likewise, in Malaysia, the establishment of private universities is on the high, these universities are established are established to make profits and to provide qualitative education to the people. Some of the private universities in Malaysia are, International University College of Technology, Kuala Lumpur metropolitan University College, International Medical University and Open University Malaysia (Ramachandran, Chong, & Ismail, 2011; Yonezwawa, 2014). The establishment, private universities all over the world will continue to grow in this present century and more centuries to come (Tilak, 2014).

Rationale for Private University Education

The private education sector has grown virtually in developed and developing countries. The reason for this expansion is the inability of public finances to keep pace with the growing demand for higher education. Other factors are: dissatisfaction with the quality of education provided by public schools (i.e., large class sizes, teacher absences, and lack of books

and teaching supplies. The politicization of public education, and favorable policy changes by the government (Bjarnason, Patrinos, Tan, Fielden, & LaRocque, 2008).

The idea of private initiative in advancing the university education in Nigeria is a popular initiative that has received accolades from citizens. Protagonists of private investors believed that the development of education should not be vested in government alone, rather; it should include the investment of individuals who wishes to contribute to the development of university education (Fang & Norman, 2014; Obayan, 2006; Psacharopoulos, 2014). There is this general believe that private investors provide qualitative education to the people in the society. The reason being that whatever the money one expends on education, one can be rest assured that it will have value for it than public schools. The population explosion in Nigeria brought the interest of private individuals in venture into development of university education. Obayan (2006) opined that private investment in education is a global practice that is in vogue. The protagonists who are in favor of private investment in education argue that the essence of investing in education apart from monetary gain, which is normally accrued to the investors, which is give the rationale for private investment in education. The rationale is stated as follows:

1. Primarily, education provision should be the concern of individual families in the society. This will help to raise and integrate the children into socio-political and cultural nature of the society they come from.
2. Through the acquisition of education, an individual enjoys prestige, status, and other benefits that are due to him/her.
3. An individual is appreciated in his society and the world generally. This will distinguish him from non-educated persons.
4. There is general assumption that education that is being run privately provides qualitative education than publicly run education.
5. The citizens have the liberty to choose the type of education they want for themselves (primary, secondary, and tertiary education) as an alternative to public education.
6. Privately owned schools are not subject to irrational policies that have been the cogs in the in the public one. They are free from government unnecessary interferences in terms of policy formulation and policy implementation. Thus, it ensures smooth running of programmes in their schools.

Antagonists of Private University Education

Unequivocally, private investors play an indispensable role in demystifying university education all over the world. Their positive input in making people have access to university education cannot be overlooked. Despite their undisputed contribution to university education, some schools of thought are of the view that the proliferation of private universities portends a threat to qualitative education. They averred that since the main cardinal purpose of private universities is to maximize profit not minding the poor services they offer (Obayan, 2006).

Furthermore, Obayan (2006) opined that the antagonists of the establishment of private universities hinge their criticisms of private universities based on the following cogent reasons:

- i. They are of the view that private universities are segregative
- ii. It is believed that virtually all private universities are meant for the children of very important personalities, thereby shutting doors against the children of poor families.

- iii. Some of the private universities were established by people of tainted character and unproven integrity, most of the owners are politicians.
- iv. Most of the universities do not have the financial wherewithal to sustain and the consequence of this could lead to foreseeable closure.
- v. Fragmentation of the educational system and the society into tiny groups that could adversely affect the efficiency in the education system as well as skyrocketing education costs (Oladimeji & Said, 2012; Toye, 1984).

However, in the Nigerian context, concerned watchers of education are worried about the upsurge of private universities in Nigeria. They submit that with the rate of private institutions in the education system, if it is not regulated, resultant effect will not be able to manage. Also, they assert that the provision of university education to citizens should not be left in the hands of the private investors. Some of these universities are run in a disgusting manner and this could lead to undermining the efforts of government and add to the predicaments of university education in Nigeria.

Importance of Private Investment in University Education

The importance of private investment in university education cannot be underestimated hence, the need for advancement of tertiary education, most especially, university education. Primarily, provision of quality education should be seen by all as the responsibility of individuals in the society (Riggan, 2012). The aim of university education, according to the National Policy on Education (Federal Republic of Nigeria, 2004), is to produce a highly skilled manpower for the running of the economy. It is also to produce an individual who will be self-reliant and to contribute their own quota to the development of the society which they belong to. Also, the aim of education is to inculcate moral values into individuals for them to respect the views of others in the society. Investment in education has been discussed previously to be a global trend (Tilak, 2014). The rate at which establishment of private universities in Nigeria is overwhelming and it is very popular in the country. The contribution of these universities to solve the multi-facets bedevilling the public universities in Nigeria remain unmatched. Their contribution to university education in Nigeria can be measured in terms of establishment, demystification of admission and man-power development for economic growth (Ajadi, 2010; Obasi, 2007).

Specifically, Obayan (2006) and Bjarnason, Patrinos, Tan, Fielden, and LaRocque (2008) posits that the protagonists' private education is of the view that private university education is seen as the other means of providing qualitative and standard university education. Thus, the importance of private investment in education is mentioned below:

- a) Increased private involvement can bring new skills and knowledge – pedagogic, technical, and management – to all levels of education. The greater management flexibility enjoyed by the private sector means that it is much better placed than public schools to introduce curricular and program innovations, improved assessment methods, and modern teaching methods. Private organizations can also circumvent unnecessarily restrictive employment laws and outdated pay scales that limit the ability of public schools to hire appropriate staff and organize delivery in the most efficient and effective manner.
- b) The competition from increased private delivery of education can generate improved performance among both public and private schools.
- c) Supplementing the limited capacity of government institutions to absorb growth in school enrolments. Private resources can be (and often are) focused on

providing additional inputs (e.g., textbooks, infrastructure, IT, training, and development) aimed at improving the quality of education delivered in government institutions.

- d) A mechanism to raise both the efficiency and quality of education delivery since studies suggest that private delivery of education can be more efficient than public delivery, when measured on a per-student basis.

Methodology

Mixed Methods/Paradigm Shift

Mixed methods approach was adopted for this study with to understand the study phenomenon. Particularly, since studies on private universities has been done quantitatively, we strongly believe that there is a paucity of qualitative studies on this area based on past studies. Thus, the adoption of these methods would help to ensure generalizability. Sequential approach of mixed method was employed for the study. Quantitative study was conducted first follow by qualitative study (Creswell, 2007). In the light of the foregoing, this segment is divided into two studies, study one concern with the quantitative study while study two has to do with the qualitative study.

Study 1: Quantitative Approach

Research Design Technique

This study comprised of all private universities in Nigeria. Specifically, secondary data were collected for this study. The data we collected include: number of private universities in Nigeria (1999-2015), number of applications received and granted from 1999-2015. The data was obtained from the website of the National Universities Commission (NUC), which is the body responsible for the regulation of all universities (private and public) in Nigeria, as well as from various articles reviewed in the literature.

Study 2: Qualitative Approach

Research Design

In this part, we used two sampling techniques to select the interviewees for the study. Specifically, we employed purposive and convenience sampling techniques. Purposive technique was used to select two private universities for the study. Secondly, the convenience sampling technique was used to choose two academic staff and non-academic staff each from the selected universities. The reason for choosing the two sampling techniques is that, they help to identify the target participants, which the researcher deems fit for the study (Creswell, 2013). Also, it is useful for situation where a researcher need to get the target participant quickly, where proportional sampling is not an issue in the study (Palinkas et al., 2015; Sandelowski, 2000).

Interview Preparations/Processes

Consent of the selected interviewees was sought on the need to get useful information from them for the study. Explanation of the questions contained in the interview guide was given to them with a view to have a prior knowledge of the study. Also, materials used for the

study include biro and pencil, digital audio tape, interview protocol, and jotter. The duration of the interview session lasted for 15 minutes for each of the interviewees (Creswell, 2013).

Ethical Considerations

According to Creswell (2013), ethical consideration forms an important element in research. The researcher needs to comply to it with a view to ensure truth and prevent errors. The ethical consideration requires mutual respect, trust, accountability, and fairness among all parties involved in research.

Before the start of the interview session of the main study, verbal consent was obtained from the selected universities. More so, all the interviewees were briefed of the study's objectives, methods and confidentiality. In line with the position of Creswell (2013), he posits that the purpose ethics in research is to make sure that there is no confrontational or argumentative result from the research study. According to Gill, Stewart, Treasure, and Chadwick (2008), they affirmed that highlighting the confidentiality of the information to the interviewees will them some knowledge or ideas of what to expect from the interview and this will enable them to be honest in responding to questions that the researcher will be asking them. In view of the foregoing, we provide the participants with sufficient information on how the data to be collected will be used, and what the research requires of the participants.

Trustworthiness

According to Creswell (2013) trustworthiness is a crucial issue in research. It enables the researchers to explain the virtues research terms outside of the parameters which are normally used in qualitative research work. Thus, the purpose of trustworthiness in this study is to support the argument that the inquiry's results are worth paying to.

In order to achieve this, we conducted a pilot study with a view to ascertain the trustworthiness of the data. Interview was conducted for one lecturer in a university, the responses of the interview was transcribed and sent back to the lecturer with a view to crosscheck the content of the interview he granted whether they are correct with what he said or not.

Furthermore, all the data collected from the interviewees were carried out systematically in consonance with Creswell (2012) rules. Specifically, data were analyzed thematically, while NVivo 10 software was employed in the process of sorting, storing, coding, analysis as well as preparation of graphical representation of data. Lastly, accuracy and credibility of the findings were determined. The findings were used to complement the findings in quantitative aspect.

Findings

Study 1: Quantitative Approach

Descriptive Analysis

All the secondary data collected for the study were subjected to descriptive statistical analysis. Descriptive statistics were considered because it can be used to describe some basic characteristics or features of data. It provides a summary about the measures and sample of the data. Also, it gives graphical analysis that forms the basis of almost every quantitative data analysis (Liu, Parelius, & Singh, 1999; Palinkas et al., 2015; Pond et al., 2014).

1. Research Question 1: In what areas do private universities contribute to the advancement of higher education in Nigeria?

In order to provide answer to the foregoing question, secondary data collected on private universities were used to determine the areas in which the private universities had contributed to the development of higher education in Nigeria. The data collected and analysed thus revealed that, the establishment of private universities in Nigeria is a welcome development by the stakeholders in education. To be precise, the data depicts the establishment of private universities from chronological perspectives. Also, the data analysis shows that private universities contributes in terms of offering admission to applicants seeking placement in universities and this has been a great relieve to the public universities in Nigeria.

Figure 1: Establishment of Private Universities as a Contribution to the Development of University Education in Nigeria from 1999 – 2015.

The above chart shows the establishment of private universities in Nigeria. It gives the analysis of the universities from 1999-2015. Currently, there total number of private universities in Nigeria stand at 59, according to the National Universities Commission (NUC), which is saddled with the responsibility of regulating universities in Nigeria. For instance, three (3) private universities were established. From 2001-2005, 20 additional universities established. Also, from 2006 – 2010, 18 universities came into being. Further, from 2011 – 2014, Nine (9) universities were established. Recently, in March 2015, additional Nine (9) universities were approved by the Federal government of Nigeria, bringing to the total number of universities in Nigeria to 59. In the light of this, it depicts the level of contribution of private investors' intention to compliment the efforts of the Government in establishing universities to compliment the efforts of the public ones owned by the Government. This establishment

promotes university education and ensure that manpower that is needed for the economy can be produced from these universities (Obasi, Akuchie, & Obasi, 2014).

Figure 2: Contribution of Private Universities in Synergy with Public Universities in terms of Admission from 1999-2009.

Notes: Data for admitted students for 2005/2006 and 2008/2009 admissions was unavailable as at the time of writing this paper

The above chart shows the private universities' contribution to university education in Nigeria in terms of admission offered to the people. The contribution was analyzed together in conjunction with public ones due to the inability of the researchers to get the separate data of admission offered by the private universities since 1999-2009. The chart displayed above clearly show the importance of private universities in ensuring that people have access to university education. Compare to when public universities had a monopoly of admissions. For instance, the number of applications received by both private and public universities in 1999/2000 admission was 417,773. Those that were eventually admitted are 78,550 thousand students, while 339,223 applicants were unsuccessful. In 2000/2001 admission, 467,490 applications were received, 50,277 were admitted while 417,213 were unsuccessful. Also, in 2001/2002, 550,399 applications were received while 60,718 were offered admissions. 544,321 were not admitted. In 2002/2003, 994,380 thousand applicants were received. 51,845 thousand were offered admissions, while 942,535 thousand applicants were not given admissions. In 2003/2004, 1,046,950 applications were received, while 105,157 were offered admission. 941,793 were not given admissions in universities. Moreover, in 2004/2005, 841,878 applications were received. 122,492 were offered admissions, 719,386 were not given admissions. In 2006/2007 admission, 803,472 applications were received, while 123,626 were admitted. 679,846 applicants were unsuccessful. Lastly, in 2007/2008, 1,054,053 applicants were received, 194,521 were offered admission, while 859,532 applicants were unsuccessful. However, despite the synergy between private universities' effort in collaboration with public

universities in given admission to citizens, the fact remains that more private universities need to be established to cater for the population explosion in Nigeria. From the explanation displayed, it is safe to say that the contribution of private universities to the development of university education remains sacrosanct if the Nigerian university education is to be placed among universities in developed countries

Study 2: Qualitative Approach

1. Research Question 2: What are the strengths and weaknesses of private universities in Nigeria?

The aforementioned research question is answered via the qualitative method adopted for the study. After transcription, coding and subsequent analysis of the interview through the Nvivo software, three themes emerged to answer the second research question. It includes contribution of private universities (theme one), weaknesses of private universities (theme 2) and way forward on how private universities could be supported (theme 2). Specifically, theme one has three sub-themes, namely stable academic calendar, increase in female enrolment, and creation of job opportunities. Theme two also have three sub-themes namely exorbitant school fees, shortage of academic personnel, and inadequate physical structures. Lastly, theme three has one sub-theme theme namely government support, which also includes two sub-sub-themes (staff capacity building and infrastructure). Staff capacity encompasses tertiary education trust fund (TETFUND) and petroleum technology development fund (PTDF). Lastly, infrastructure included laboratories and lecture halls. For better understanding of the foregoing, the following general model emerged through the use of Nvivo analysis which helps to visualise the general model of the study:

Theme 1: Contribution of Private Universities

As explained earlier that private universities' contribution cannot be underestimated, the contributions of private universities to university education is widely applauded by all lovers of education system in the world (Ahmed, 2015; Obasi, 2007). In support of this, evidence from the informants attest to the fact that private universities are a blessing to the education sector in Nigeria. Sub-themes of theme one are given below based on perception of the informants selected for the study.

Stable Academic Calendar

Stable academic calendar is one of the sub-themes under theme one. Stable academic calendar refers to uninterrupted academic programmes in school. This leads to smooth running of school programmes without any distractions (Omonijo et al., 2013). Thus, evidence from the interview conducted showed that informants agree that stable academic calendar is assured in private universities in Nigeria.

According to informants 1 and 4, they opined that:

Private universities are known to run stable academic calendar in Nigeria. This is one of their strength, which has been there for long. All private universities established in the country run an on obstructed academic calendars in the country. This had endeared them to the citizens. Students are sure of when their programs will be completed unlike what is happening to their public counterparts.

Lending credence to the above submission, informants 2 and 3 claims that:

Since the inception of private universities in 1999, no serious case of strike action embarked by either students or academic and non-academic staff has not been recorded. This is due to the fact that private universities have the power to sack the erring students or staff who stage strike action against the university management. Students can be rest assured of the year of graduation. This has made private universities to be a better choice for those yearning for university education.

Therefore, the above submission means that the contribution of private universities cannot be quantified, hence the need for more private universities in Nigeria. Thus, the figure below depicts the flow of informants' opinions as regard the contribution of private universities in Nigeria as analysed by NVivo software.

Increase in Female Enrollment

Clamour for gender has been a persistent call by the people to ensure girl-child education in Nigeria (Andrew & Etumabo, 2016). In support of the foregoing, the interview granted by the informants revealed that: “Female access to university had increased since the coming of private universities in Nigeria. In Nigeria, the notion is that, males are more opportune to have gained admission into the university system than female” (Informants 1 and 2).

According to Informant 3, he is of the view that:

The emergence of private universities since the return of democracy in Nigeria in 1999 is a huge blessing to the advancement of higher education in Nigeria. Particularly, female access to university education has increased to some large extent. In our school, female enrolment is higher than male enrolment. You can

see for yourself as female students seek for admission here than male students. So, this is good for the folks in the society.

Also, informant 4 claims that “...female high female enrolment is common in these days in private universities and it good for the development of education system in Nigeria. This would pave way for the promotion of gender equality in our society.”

Taken together, therefore it can be said that female enrolment is very high in private universities and this is a good omen for Nigerian education system. NVivo analysis revealed that informants’ responses unanimously agreed that there is high female enrolment students in private universities. The figure below shows the informants’ that granted interview on increase in female enrolment.

Creation of Job Opportunities

Creation of jobs has to do with providing job opportunities for those who are searching looking job opportunities. There is no way universities will be established without recruiting people to work there. People to work will surely be recruited in the society where the university is situated. However, job creation is another strength of private universities in Nigeria. Many people have been absorbed into private universities in Nigeria either as an academic or non-academic staff. Thus, this had reduced employment to the barest minimum in the society (Suleiman, Neshamba, & Valero-Silva, 2016; Abubakar, 2005). Evidence from the interview conducted shows that private universities have absorbed both skilled and unskilled man-power into their universities so as to reduce the rate of unemployment in Nigeria. For instance, Informant 1 opines that:

Private universities have employed many qualified lecturers and non-lecturers to their folds, this has greatly helped to reduce the level of unemployment rate in Nigeria. Federal government should allow the establishment of more private universities in Nigeria, because of population explosion.

According to Informant 2, he claims that:

The existence of private universities in Nigeria serves as a way of given job opportunities to those are eminently qualified to either apply for teaching or non-teaching positions in the universities. Practically, private universities have done well in terms of employing people in their schools.

In support of the above informants, informant 3 averred that “...to be honest, private universities have become are trying in terms of creating job opportunities for people. Since public universities alone cannot employ all the citizens, private universities have helped to employ job seekers in the country. Informant 4 expresses that “...federal government should grant licences to private investors who wish to establish universities in Nigeria. Since their input in education system cannot be underestimated, courtesy demand that other interested private investors should be encouraged to have his/her school established.

In summary, based on NVivo analysis done in this study, it can be deduced that majority of the informants strongly agreed to the job opportunities created by private universities in Nigeria. Thus, figure below explains the informants who responded to the interview.

Theme 2: Model on Weaknesses of Private Universities

NVivo analysis used for this study produced weaknesses of private universities as theme two of the study. Exorbitant school fees, shortage of academic personnel, and inadequate physical structures formed the sub-themes of the two. The figure below explains the model on weaknesses of private universities in Nigeria.

Exorbitant School Fees

The provision of qualitative education cannot be compromised. University education is the highest institution of learning. It is seen as the type of education that is very important in the education system (Obasi, 2005; Obasi, Akuchie, & Obasi, 2014; Omonijo et al., 2013). Though there are numerous weaknesses of private universities in Nigeria. The foregoing points is buttressed by the informants going by the interview conducted for the informants in private universities.

To start with, informant 1 opined that:

Indisputably, private investors in education sees the establishment of university as a way to achieve two major reasons. Primarily, they invest to maximise profit to cater for the money they expended on their investment. Secondly, to offer qualitative education to the citizens. However, it is generally believed that private universities are not meant for the poor people. They are meant for the sons and daughters of rich people in the society.

In support of the above-mentioned informant, informant 2 submits that:

The outrageous school fee of private universities is worrisome. They charge people exorbitantly. For example, in 2001, private universities' school fee was between the range of 234, 000 to 300,000 which was considered very high then considering the level of poverty in the country. The school fees of private universities now had been jacked up.

The NVivo software used for the analysis displayed below the informants that were used for the study.

Shortage of Academic Personnel

Shortage of academic personnel is one of the challenges hobnobbing with private universities in Nigeria (Ajadi, 2010). Thus, it is another sub-theme under theme two. Informant 1 explains that:

The obvious weakness of private universities in Nigeria is the shortage of teaching personnel in the courses they run in their respective schools. The number of academic staff in private universities is minimal. They prefer employing teaching staff on a part-time basis rather than full-time as prescribed by the National Universities Commission (NUC). Also, recruitment of unqualified academic staff at these universities is appalling. The minimum benchmark with respect to certificate to lecture in Nigerian Universities is a PhD. This policy has been dumped into dustbin. Most of the private universities' academic staff do not possess PhD's as stipulated by a regulatory body. Though it happens in public universities, but it is most known private universities in Nigeria.

Inadequate of Physical Structures

An in depth-interview with the Informants on inadequate of physical structure revealed disturbing responses. Informant 1 expressed that:

The inadequate physical structures have been the hallmark of some private universities in Nigeria. Some of the private universities do not have adequate physical facilities to implement the programs offering in their respective universities. Since the university is seen as a citadel of learning, it needs state of the art structures for effective teaching and learning activities. It's disheartening that most of them do not have standard structures which should be in line with international standards. Inadequate lecture halls, theatres as well as laboratories are the bane of private universities in Nigeria.

Corroborating the above position of informant 1, informant 2 expressed thus:

Most private universities still lack good physical instructors compare to what is obtainable in public universities. Though some of them have good physical structures which can be found in public universities but some private schools are still lagging behind in terms of provision of facilities for students in school. There is a need for those schools to improve on these challenges so as to compete favourably with their public counterpart.

In contrary to this, informant 3 bears his mind on financial constraint as the factor responsible for the inadequate physical facilities in private universities in Nigeria. He says:

Running a university requires adequate infusion of money to make it function. Though most of the approved private universities in Nigeria are running very well and there has not been any case of financial insolvency. The fact remains

that the money they are generating to fulfil their financial obligations come from the school fees paid their students. The Internally Generated Revenue of private universities rests with their students. Yet, some of the universities are financially buoyant than some other universities. Unlike public universities who gets monthly subvention from the government for the running of the school programs.

Lastly, informant 4 expressed her mind on weaknesses of private universities that:

The weakness of the private universities in Nigeria is non-accreditation and establishment of some professional in some private universities. Some of them are yet to run professional courses like medicine, engineering, pharmacy, law, architecture, agriculture, etc. Those that are running it are having challenges of accreditation from the National Universities Commission. This is dampening the hope of admission seekers who wishes to study professional courses in these universities. Public universities still have the monopoly of professional courses in Nigeria. This is due to their existence before the advent of private universities.

NVivo analysis result shows the for the model on inadequate physical infrastructure.

Theme 3: Way Forward on How Private Universities in Nigeria Could be Assisted for Improved Quality Service in Nigeria (Government Support)

Clamour for government assistance to private universities by proprietors/proprietress and other concerned stakeholders in education system in Nigeria has been in the public domain for years (Obasi, Akuchie, & Obasi, 2014; Obayan, 2006). The advocate has yielded no fruitful response as the government believes that administration, finance and other related needed thins should be under the auspices of their respective owners. The general notion is that, private universities owners should be responsible for the sustenance of their schools. Some believes

that though private universities should cater for their needs, there are some areas where government can assist private universities for quality service delivery, since the main objective of university is to produce highly trained manpower needed for the development of the economy as it is done in public universities (Obayan, 2006). However, in this study, the idea that private universities need to be given assistance by the government to boost their efficiency for improved quality service is supported. Thus, NVivo analysis coding of the interview granted by the informants produced theme three of the study. The theme has two sub-themes namely staff capacity building and infrastructure. Staff capacity building include Tertiary Education Trust Fund (TETFUND) and Petroleum Technology Development Fund (PTDF). Also, infrastructure include lecture halls and laboratories. The figure below shows the model of theme three.

Staff Capacity Building (TETFUND and PTDF)

Staff capacity building can be defined as the activities, approaches, strategies, and methodologies which help individuals to improve their performance, generate development benefits and achieve their objectives (Broome & Seabrooke, 2015). On an individual level, Marsh and Farrell (2015) opines that it requires the development of conditions that allow individual participants to build and enhance knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the "process of learning and adapting to change, which help to make individual to be efficient and effective in an organization. However, empirical evidence from the interview conducted reveals that most informants are of the view that government should extend their gestures to private universities as it been currently enjoined by public universities. Specifically, they opined that the two interventionist agencies in Nigeria, TETFUND and PTDF, should be directed by the government to give fund to teaching staff in private universities on staff capacity building (i.e.,

Local and International PhD and Masters Programmes). Some of the informants express their views.

According to informant 1 and 2, they expressed thus:

Firstly, enabling environment must be provided for investors who wish to establish private universities in Nigeria. This could be in form of formulating policies that would enable them to invest in education. Thus, this would motivate them to contribute to the development of university education. Secondly, the Federal government should evolve policy to ensure that government interventionist agencies such as Tertiary Education Trust Fund (TETFUND) and Petroleum Technology Development Fund (PTDF) should be mandated to provide grants to assist the private universities in Nigeria in the area of staff capacity building.

In support of the above statement, Informant 3 and 4 are of the view that:

I will like federal government to assist private universities in area of staff development. Since private universities are established to produce man power needed for the development of the nation as enshrined in National Policy on Education (Federal Republic of Nigeria, 2004), government should allow staff of the private universities to enjoy TETFUND and PTDF's fund. By doing this, it would make private universities to be more efficient and effective, thereby promoting academic excellence.

In the light of the foregoing, it can be said that informants concurred that private universities in Nigeria should be supported in the area of staff capacity building. This would make them to be reliable and effective citadels of learning. NVivo analysis used for the study shows the below model on informants that were interviewed.

Infrastructure (Lecture and Laboratory Halls)

Infrastructure is a sacrosanct factor that is needed for the development of education system. It is seen as one of the key factors towards the success of education (Obayan, 2006; Ogunsola & Obadare, 2015). Meanwhile, evidence from the interview conducted reveals that infrastructure is needed for the private universities in Nigeria and which must be supported by the government. Interestingly, informant 2 opines that:

To be objective, there is need for government at all levels to support private universities in term of staff capacity building. Though we are not saying that they should be given full support as it has been done to public universities, but they should be assisted in the area of staff development and erection of structures like lecture halls, laboratories, etc. This would strengthen private universities in Nigeria so as to enable them to offer quality services to the students.

Another informant gives his support that private universities should be assisted by the federal government, he says that:

I think government should support private universities so as for them to be efficient and effective. The area of support should focus on building of laboratories for science-based programmes in particular. Apart from that, proactive action should be taken by the National Universities Commission (NUC) concerning the illegal operation of unapproved universities in Nigeria. Those found culpable should be arrested and made to face the full wrath of the law. This would ensure quality assurance in university education. Lastly, activities of the existing universities should be objectively regulated from time to time. They should beam their search light on some private universities that do not conform to the standards as prescribed by National Universities Commission's (NUC) rules and regulations. (Informant 3).

According to informant 4, he expressed that:

I would be very glad if private universities could be supported by federal government in the area of infrastructures because some of the private universities we have in Nigeria are yet to provide adequate facilities for their students. Though they are trying their best in that aspect but government should assist them a bit. This would make private universities in Nigeria to raise the quality of services they offer to the people. Since the objective of private and public universities is to produce a highly trained manpower. Thus, it would make them attractive and make them to compete favorably with their public counterparts.

In the light of this, it can be concluded that the provision of adequate infrastructure in private universities is needed for the overall development of higher education in Nigeria. NVivo analysis used for the study shows the informants who granted the interview.

Discussion

At the onset, examining the impact of private universities and development of higher education in Nigeria formed the main basis of our study. In view of our findings as explained earlier, this study has strived in advancing the present understanding of the importance of private universities in Nigeria by using a mixed methods approach. Thus, we augment the findings in quantitative and qualitative with a view to gain a better understanding of the study phenomenon. The above submission is in line with the position of Creswell (2013) who asserts that the purpose of using mixed methods is to compare, confirm or disconfirm the quantitative and qualitative findings in the discussion section. Therefore, we provide answers to two research objectives of the study:

1. To determine the areas in which private universities had contributed to the development of higher education in Nigeria.
2. To explain the strength and weaknesses of private universities in Nigeria

Concerning the first objective of the study, which seek to determine areas where private universities contribute to the development of higher education in Nigeria, findings from the quantitative approach revealed that private universities contribute to the advancement of higher education in terms of offering admission to applicants who are seeking university education and this has helped to reduce pressure on public universities in Nigeria. Applicants who are unable to secure admission in public universities now have option of getting admitted in private universities. This finding is in line with the studies of Ajadi (2010) and Obasi, Akuchie, and Obasi (2014) who expressed that the contribution of private universities in terms of admission provision help to promote higher education in Nigeria. In the same vein, finding in quantitative approach show that the private universities in Nigeria contribute to the development of higher education in terms of establishment of private universities, which helped to increase the number

of universities in Nigeria. This finding is similar to the earlier studies conducted by Obasi (2005) and Obasi (2007) who opined that establishment of private universities in Nigeria has greatly contribute to the development of higher education in Nigeria.

Concerning the second objective which seeks to explain strength and weaknesses of private universities in Nigeria, qualitative findings of the study revealed three themes. Theme one is contribution of private universities; theme two is weaknesses of private universities, while theme three is way forward on how private universities can be supported. Specifically, under theme one, informants that we used for the study asserts that private universities in Nigeria contribute in three ways: (i) stable academic calendar (ii) increase in female enrolment and (iii) creation of job opportunities. Thus, a stable academic calendar is one of the strengths of private universities in Nigeria (Obasi, Akuchie, & Obasi, 2014; Omonijo et al., 2013). Also, female enrolment in Nigerian private universities has increased, which helped to bridge the gap between male and female enrolment (Andrew & Etumabo, 2016). The establishment of private universities helps to create job opportunities for people in Nigeria, in terms of recruitment teaching and non-teaching personnel as submitted by the informants used for the study (Suleiman, Neshamba & Valero-Silva, 2016; Abubakar, 2005). In theme two, informants revealed three weaknesses of private universities in Nigeria, they are: exorbitant school fees, shortage of academic personnel, and inadequate physical structures. Exorbitant school fees are common in private universities in Nigeria as revealed by the informants. Inadequate physical structures and shortage of academic personnel are part of the weaknesses of private universities in Nigeria (Obasi, Akuchie, & Obasi, 2014; Omonijo et al., 2013).

Furthermore, government support for private universities emerged as theme three. Basically, informants are of the view that Nigerian government should offer assistance to private universities with a view to provide qualitative education in the country. The two aspects that the assistance should focus on as suggested by the informants include staff capacity building (TETFUND and PTDF) and infrastructure (provision of laboratories and lecture halls), which will help private universities to produce world class graduates for the country as suggested by previous studies (Broome & Seabrooke, 2015; Obasi, Akuchie, & Obasi, 2014).

Taken the above findings in quantitative and qualitative approaches together, thus our study extends the literature by contributing to the body of knowledge in two ways. First, since previous studies on private universities were carried out via quantitative approach (Abubakar, 2005; Akpotu & Akpochafo, 2009; Obasi, Akuchie, & Obasi, 2014; Omonijo et al., 2013), our study employed both quantitative and qualitative approach to investigate the importance of private universities and its contribution to the development of higher education in Nigeria. Precisely, we contribute to the body of knowledge methodologically with the inclusion of qualitative approach in this study, which help to develop a deeper understanding of the topic that is often obtained through quantitative research.

Second, from practical perspective, this study serve as a template on how private universities can be assisted by the Nigerian government through its interventionist agencies such as Tertiary Education Trust Fund (TETFUND) and Petroleum Trust Development Fund. The two agencies should assist private universities in the area of training and infrastructure.

Conclusion

In conclusion, in view of the findings from the two studies, the existence of private universities in Nigeria has, to some extent, contributes to the development of higher education. Their activities had significantly reduced the untold hardship that prospective university admission seekers had been going through for years. The advent of these private universities has reduced the burden on public universities, who previously had admission monopoly in the past. Though considering the population of Nigeria, more universities are still needed to be

established to demystify the university education in Nigeria. Regardless of the weaknesses of the private universities, their obvious contribution to the development of university education cannot be undervalued, hence this study helps to explain how private universities could be assisted by government in certain areas like staff capacity building and infrastructure for them to be more alive to their responsibilities. Private university education is a global practice; thus it has won the heart of the people.

Limitation and Direction for Future Research

In the light of the above study discussed, the researchers would like to suggest that the following studies should be carried out in the future:

1. Firstly, the quantitative data we used fall between 2000-2009 due to the data that was available as at the time of writing this paper. Thus, future studies should investigate the impact of private universities to the development of higher education in Nigeria by using data for years (2010-2017).
2. Secondly, since the literature reveal that there is less study on qualitative approach on private universities, more studies should be carried out on the impact private universities to the development of higher education in Nigeria via qualitative approach.
3. Future studies should focus on comparative analysis of private and public universities in Nigeria with a view to know which one is the best among public and private universities.
4. Lastly, future studies should address the surge in the activities of unapproved private universities in Nigeria and Its implication to the attainment of quality university education.

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Appendix

List of Approved Private Universities in Nigeria

S/N	Name	Website Address	Vice Chancellor	Year Founded
1	Achievers' University	www.achievers.edu.ng	Professor Tunji Samuel Ibiyemi	2007
2	Adeleke University	www.adelekeuniversity.edu.ng	Prof. O.O.G Amusan	2011
4	Afe Babalola University	www.abuad.edu.ng	Professor M.O Ajisafe	2009
5	African Univ. of Sci & Technology	aust-abuja.org	Professor Charles Chidume (Ag)	2007
6	Ajayi Crowther University	www.acu.edu.ng	Prof. K.T. Jaiyeoba	2005
7	Al-Hikmah University	www.alhikmah.edu.ng	Professor S. A. Abdulkareem	2005
8	Al-Qalam University	www.auk.edu.ng	Prof. Shehu G. Ado	2005
9	American University of Nigeria	www.aun.edu.ng	Dr. Margee Ensign	2003
10	Augustine University	N/A*	N/A*	2015
11	Babcock University	www.babcock.edu.ng	Professor Kayode J. Makinde	1999
12	Baze University	www.bazeuniversity.edu.ng	Prof. Michael Hod	2011
13	Bells University	www.bellsuniversity.org	Professor A. I. Adeyemi	2005
14	Benson Idahosa Univ.	www.idahosauniversity.com	Prof. Ernest B. Izevbogie	2002

15	Bingham University	www.binghamuni.edu.ng	Professor F. I. Anjorin (Ag.)	2005
16	Bowen University	www.bowenuniversity-edu.org	Professor. Matthews Akintunde OJo	2001
17	Caleb University	www.calebuniversity.edu.ng	Prof. A. O. Olukoju	2007
18	Caritas University	www.caritasuni.edu.ng	Professor L. C. Onukwube	2005
19	Cetep – City University	www.cetepuniversity.com	Professor Akin Aju	2005
20	Chrisland University	N/A*	N/A*	2015
21	Christopher University	N/A*	N/A*	2015
22	Covenant University	Www.convenantuniversity.edu. Ng	Prof. Charles Koredo Ayo	2002
23	Crawford University	www.crawforduniversity.edu.ng	Prof. Samuel A. Ayanlaja	2005
24	Crescent University	www.crescent-university.edu.ng	Professor Sherifdeen A. Tella	2005
25	Elizade University	www.elizadeuniversity.edu.ng	Prof. Valentine A. Aletor	2012
26	Evangel University	N/A*	Prof. C. Ike Umechuruba	2012
27	Fountain University	www.fountainuniversity.edu.ng	Prof. Bashir A.Raji	2007
28	Godfrey Okoye University	N/A*	Professor (Revd.) C. Anieke	2009
29	Gregory University	N/A*	Prof. Juliet Elu	2012
30	Hallmark University	N/A*	N/A*	2015
31	Igbenedion University	www.iuokada.edu.ng	Professor (Revd.) Eghosa E. Osaghae	1999
32	Joseph Ayo Babalola Univ.	www.jabu.edu.ng	Professor Sola Fajana	2006
33	Kings University	N/A*	N/A*	2015
34	Kwararafa University	www.wukarijubileeuniversity.org	Professor Godwin Akpa	2005

35	Landmark University	www.lmu.edu.ng	Professor Mathew Ola-Rotimi Ajayi	2011
36	Lead City University	www.lcu.edu.ng	Prof. Olufemi Onobajo	2005
37	Madonna University	www.madonnauniversity.edu.ng	Prof. Chucks E.Ezedum	1999
38	Macpherson University	www.mcu.edu.ng	Prof. Adeniyi Agunbiade	2012
39	Micheal and Cicilia Ibru University	N/A*	N/A*	2015
40	Mountain Top University	N/A*	N/A*	2015
41	Nigerian – Turkish Nile University	www.ntnu.edu.ng	Professor Huseyin Sert	2009
42	Novena University	www.novenauniversity.edu.ng	Professor J. M. O. Eze Ag.	2005
43	Obong University	www.obonguniversity.net	Professor Enefiok S. Udo	2007
44	Oduduwa University	www.oduduwauniversity.edu.ng	Prof. (Mrs) Olajumoke A. Olayiwola (Ag)	2009
45	Pan-African University	www.pau.edu.ng	Professor Juan Manuel Elegido	2002
46	Paul University	www.pauluniversity.edu.ng	Professor G. Igboeli	2009
47	Redeemer's University	www.run.edu.ng	Professor Z. Debo Adeyewa	2005
48	Renaissance University	www.renaissanceuniversity.com	Prof. Obiora S. Ejim	2005
49	Rhema University	N/A*	Professor O. C. Onwudike	2009
50	Ritman University	N/A*	N/A*	2015
51	Salem University	www.salemuniversity.org	Prof. Joseph Adeola Fuwape	2007
52	Samuel Adegboyega University	N/A*	Prof. B.E. Aigbkhan	2011
53	South-western University	N/A*	N/A*	2012
54	Summit University	N/A*	N/A*	2015
55	Tansian University	www.tansian-edu.com	Professor C.B Iwuchukwu	2007

56	University of Mkar	www.unimkar.edu.ng	Prof. Emmanuel Hemen Agba	2005
57	Veritas University	www.veritas.edu.ng	Prof. David Ker	2007
58	Wellspring University	www.wellspringuniversity.net	Professor J. E. A. Osemeikhian	2009
59	Wesley Univ. Of Sci. & Technology	www.wusto.edu.ng	Professor 'Tade Badejo	2007
60	Western Delta University	www.wduniversity.net	Professor P.G Hugbo	2007

Source: National Universities Commission Website (2015)

Notes: Asterisks means not available

Author Note

Yusuf Suleiman, PhD., is a doctoral student in the School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia. Correspondence regarding this article can be addressed directly to: yusufsuleiman85@gmail.com.

Zahyah Binti Hanafi, Ph.D., is an associate professor in the School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia. Correspondence regarding this article can also be addressed directly to: zahyah@uum.edu.my.com.

Muhajir Tanslikhan, Ph.D., is a senior lecturer in the School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia. Correspondence regarding this article can also be addressed directly to: zahyah@uum.edu.my.com.

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