



Education Fund Misappropriation and Mismanagement and the Provision of Quality Higher Education in Nigeria

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Abstract

Higher education is the forefront in the production of capable human resources base of Nigeria's economy. However, regardless of efforts to establish Colleges of Education, Polytechnics and Universities in Nigeria to prepare effective and competent students before they graduate, there has always been a fundamental shortages fund. As a result, this research was enthused by the yearning of academic staff unions on the adequacy and inadequacies of funds available for higher education in Nigeria. Adopting a descriptive research design, a structured questionnaire that was validated by experts was used for data gathering, while descriptive statistics represented in column and pie charts were used to display the results. Linear regression was used to test the hypotheses and the results revealed that the declining quality of Nigerian higher education is as a result of inadequate funding. Similarly, education funds misappropriation and mismanagement is a major reason for the deteriorating quality of Nigerian higher education. The study recommended that adequate funds should be made available for public institutions of higher learning, corruption and embezzlement should be reduced to the barest minimum. This academic work is addressed to the federal and state governments, higher education planners, leaders and researchers who are interested in having empirical information on education funds misappropriation and mismanagement and their impacts on the provision of quality higher education in Nigeria.

Keywords: Education Funding, Misappropriation, Mismanagement, Provision, Quality, Higher Education, Administration and Planning, Nigeria.

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INTRODUCTION

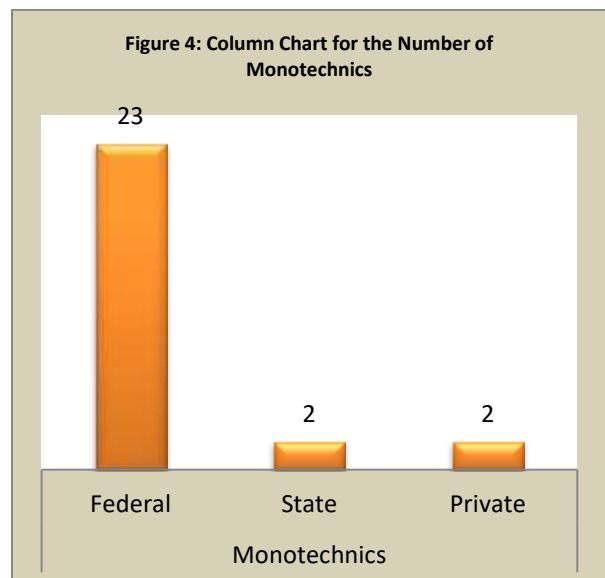
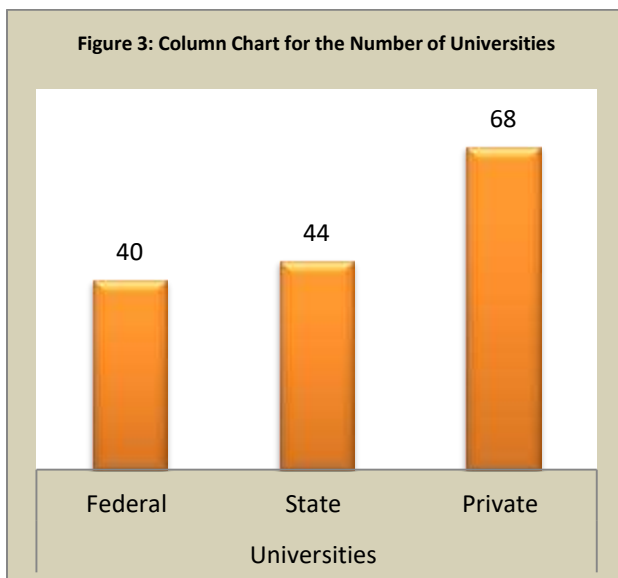
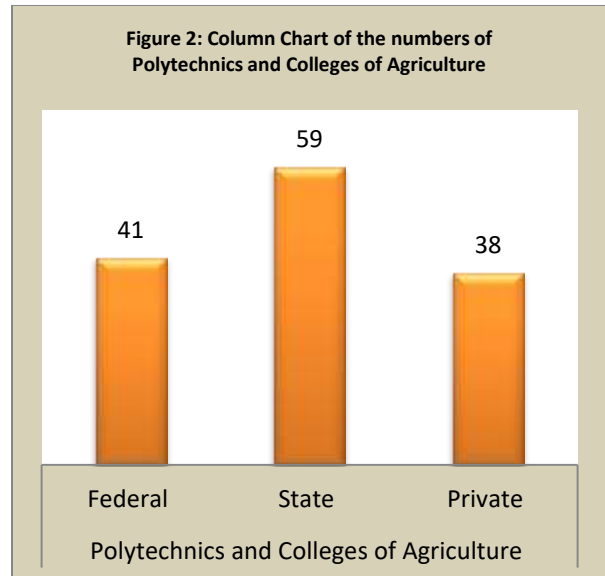
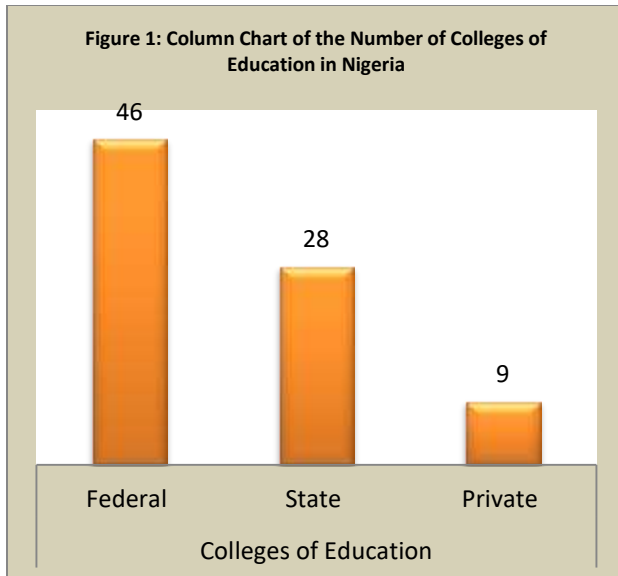
Education is as old as human existence, and higher education is one of the branches and the most important sector in the development of a nation. Higher education is important when research and development are highly encouraged. Every country's higher education institutions are powerful instrument for socio-economic progress without which neither an individual nor a country can achieve professional and economic growth (Ololube, Onyekwere, & Agbor, 2016b).

There is no doubt that the provision of adequate funds for higher education institutions is the best way to enhance excellent administration, effective planning, quality instruction and programs, which are strategic towards understanding the need for institutional management. The education of students is meant to help them grow and develop as individuals and provide them with the necessary professional competences, skills and abilities to assist them in acquiring the right types of understandings, concepts, values and attitudes to manage live after graduation and become productive members of the societies, because the world is a global village.

To a large extent it is presumed globally that adequate funding of education at all levels determines the quality of the educational system that are functional in any nation. According to Okebukola (2002), Marinho (2002) and Ekankumo and Kemebaradikumo (2014), poor funding and the mismanagement of funds within the educational system has led to the dysfunctional and unethical practices that have generated limitations across Nigeria's educational system, especially in higher education. They further assert that poor funding and inadequate implementation of budgetary allocations has led to incidences of backlog of results, late preparation of results, insufficient staffing, non-availability of most important instructional materials, etc.

Therefore, it is believed that with well-funded education programs in place, nations are guaranteed effective and first-class brains that will propel national and regional development. The education of students through quality higher education institutions is fascinatingly exclusive for those who are able and privileged to acquire one. Higher education institutions strongly defend the right to educate their students to be reflective and independent professionals who are capable of viewing their work from a scientific point of view (Ololube, Kpolovie, Egbezor & Ekpenyong, 2009).

Different higher educational systems (e.g., Colleges of Education, Polytechnics, Universities) have the ability to shape and mold the direction of societal progress through their diverse programs. Probably every higher education systems can be developed to further the present and the future all round development of students. For example, the reason for the education of students in universities, polytechnics and Colleges of Education is to determine the caliber of the workforce of a country. Sustaining the efforts of higher education institutions for national development is determined by the availability of adequate funds that are devoid of misappropriation and mismanagement. Figures 1, 2, 3 and 4 depicts the number of Colleges of Education, Polytechnics and Colleges of Agriculture, Universities and Monotechnics in Nigeria as of 2016.



Source: <http://www.nbte.gov.ng/institutions.html>
<http://www.ncceonline.edu.ng/colleges.php>
<http://nuc.edu.ng/nigerian-universities/federal-universities/>

Purpose of the Study

In Nigeria, higher education institutions are structured to improve students' intellectual abilities. They are established to provide effective, professional and quality higher education programs. In such institutions, students are trained to develop professional lifestyles that will help them become proficient employees that can shoulder responsibilities, become innovative and research oriented individuals that can collectively conduct themselves in ways that are worthy of emulation. It is presumed that Nigerian higher education institutions train students to cope with the monumental task ahead of them in the new information age. Consequently, students are obliged to share new information and skills with their fellow students, seek more knowledge on

their own initiative, and above all, they are expected to be flexible and willing to experiment and not be afraid of failure (Ololube, 2007; Akinsanya, 2007).

However, fund shortages and its availability has been a fundamental problem regardless of government's efforts to establish Colleges of Education, Polytechnics and Universities in Nigeria to prepare effective and competent students before they graduate. This problem has hindered the successful implementation of higher education programs. As a result, this research was enthused by the yearnings of academic staff unions like the Academic Staff Union of Universities (ASUU), Colleges of Education Academic Staff Union (COEASU) and the Academic Staff Union of Polytechnics (ASUP) that higher education institutions in Nigeria are stifled compared to their counterpart in the west because they are poorly funded.

To examine the craving by the three different academic unions for adequate funding of higher education in Nigeria, this study seeks three basic objectives:

- To evaluate the adequacy of funding of the nation's higher education and the quality of programs of these institutions;
- To determine if misappropriation of funds is responsible for the quality of higher education in Nigeria; and
- To examine if mismanagement of funds is responsible for the quality of education in Nigeria.

Hypotheses

The research objectives and hypotheses of this study are to supposedly ascertain the degree to which adequate funding, misappropriation of funds and mismanagement of funds are related to the quality of higher education in Nigeria. Specifically, three testable null hypotheses were provided to guide and direct this investigation:

- There are no significant relationship between the adequacy of funds and the quality of higher education programs in Nigeria.
- There are no significant relationship between the misappropriation of funds and the quality of higher education programs in Nigeria.
- There are no significant relationship between the mismanagement of funds and the quality of higher education programs in Nigeria.

BACKGROUND

Any education that is given at post-secondary level of schooling is regarded as higher or tertiary education. According to the National Policy on Education (NPE) (FRN, 2004), tertiary education is any education given after secondary education—in the Universities, Colleges of Education, Polytechnics, Monotechnics including institutions offering correspondence courses. Their goals according to section 8(59) of the NPE are to contribute to national development through production of high level relevant human resources training; develop and teach proper values for the survival of individuals and society; develop the intellectual capability of individuals in the understanding and appreciation of their local and external environments; acquire both the physical and intellectual skills that will enable individuals to be self-reliant and useful members

of societies around them; promote and encourage scholarship and community service; cement national unity; and international understanding and interaction (FRN, 2004, p. 36).

Section 8(60) of the NPE states that the aforementioned goals can be achieved through teaching, research and development, virile staff development programs; generation and dissemination of knowledge; diverse modes of programs including full-time, part-time, block-release, day-release, sandwich, etc.; promote access to training funds such as those provided by the Industrial Training Fund (ITF); and Students Industrial Work Experience Scheme (SIWES). Section 8(61) highlights that all faculty (lecturers) in tertiary institutions shall be required to undergo training in the methods and techniques of teaching. This is aimed at strengthening the performance of faculty in these institutions. To supplement government funding, the NPE states that universities and other tertiary institutions are encouraged to explore other sources of funding such as endowments, consultancy services and commercial ventures.

University Education

According to the NPE (FRN, 2004), university education is expected to make optimum contribution to national development through the intensification and diversification of its programs for the development of high level human resources base within the context of the needs of the nation; make professional course contents to reflect Nigeria's national requirements; make all students, part of the general program of all-round improvement and to offer general study courses such as history of ideas, philosophy of knowledge and nationalism. Universities are expected to encourage and disseminate their research results to both government and industries. Universities are expected to inculcate community spirit in their students through projects and action research. They are expected to ensure that faculty in their professional fields have relevant industrial and specialized experience. However, the NPE states that a huge percentage of funding for university education shall be devoted to Science and Technology.

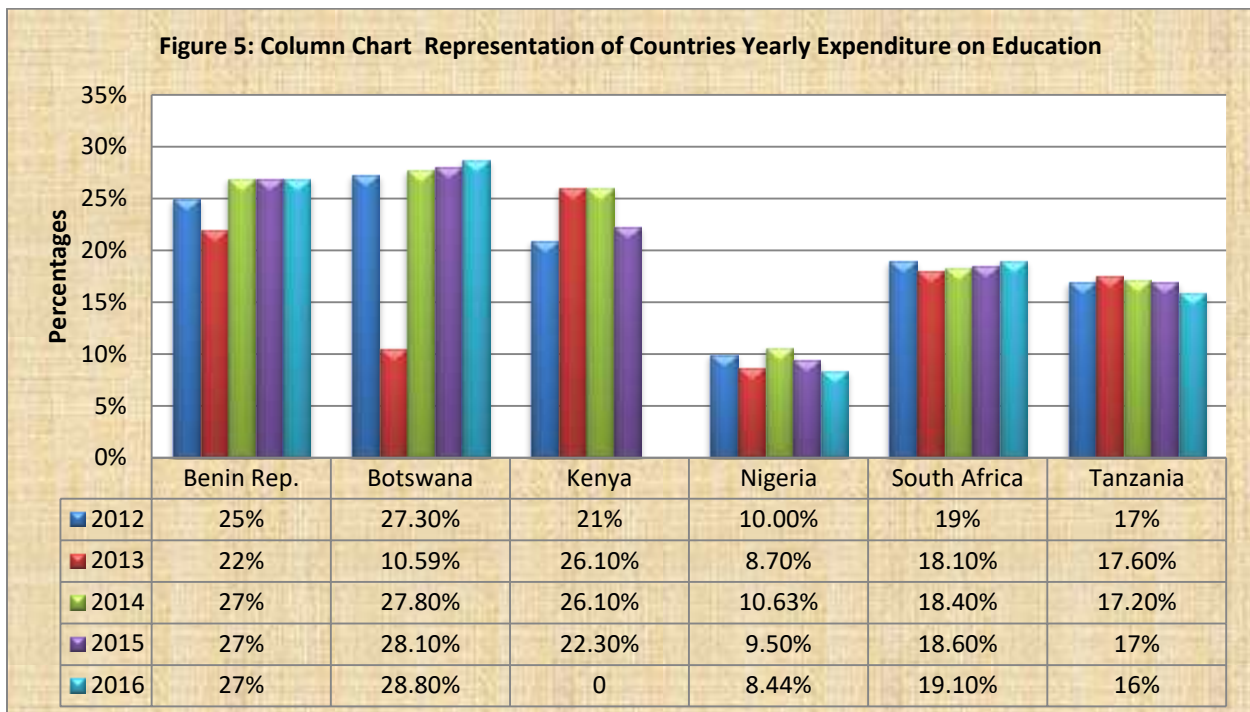
Colleges of Education

No education system can rise above the quality of its teachers (Ololube, 2007). Colleges of Education are mandated to produce teachers alone; they are not expected to produce other caliber of professionals. In other words, teacher education is the sole responsibility of Colleges of Education. As a result, government shall continue to give major emphasis in all of its planning and development. Colleges of Education provide the minimum qualification (Nigeria certificate in Education [NCE]) for entry into the teaching profession in Nigeria. To achieve the goal of teacher education, the NPE (2004, p. 39) conditioned that Colleges of Education are expected to produce highly motivated, conscientious and efficient classroom teachers for all levels of Nigeria's educational system; encourage the furtherance of the spirit of enquiry and creativity in teachers; help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to change; and enhance teacher's commitment to the teaching profession.

Polytechnics

Polytechnics are expected to produce high level human resources needs of the country through a two-tier program of study—National Diploma (ND) and the Higher National Diploma (HND) including a one year period of industrial training experience. To this end, Polytechnics are expected in addition to the goals in sub-section 59 of the NPE provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management sciences, which will lead to the production of high level trained human resources; provide the technical knowledge and skills necessary for agricultural, industrial, commercial, and economic development of Nigeria; give training and impart the necessary skills for the production of technicians, technologists, and other skilled personnel who shall be enterprising and self-reliant; train people who can apply scientific knowledge to solve environmental problems for the convenience of humans and technologies; and give exposure on professional studies in the technologies. In pursuance of these goals, Nigerian governments have pledged its commitment to develop and encourage the ideals of polytechnic education through student’s industrial remuneration, improve immediate and long-term prospects of polytechnic graduates, and other professionals with respect to their status and remuneration (FRN, 2004, pp. 41-42).

In spite of all the huge goals of the universities, polytechnics and Colleges of Education, inadequate funding has remained the fundamental problem militating against the achievement of the stated goals. Government funding on education is vital in building resilient infrastructure (Ololube, Ololube & Aiya, 2016a), highly skilled and educated workforce for the progress and development of Nigeria. Nigeria has never in its history met the 26% benchmark specified by the United Nations Education, Scientific and Cultural Organization (UNESCO) for developing countries (Ibara, 2011).



Source: Countries national budgets.

The information in figure 5 shows a five year (2012-2016) percentage representation of education funding for six sub-Saharan African Countries. Benin republic, Botswana, Kenya, South Africa and Tanzania devoted more money into education than the self-acclaimed giant of Africa (Nigeria). Benin republic in 2013 invested 22% of its annual budget on education. For the years 2014-2016, Benin republic invested 27% of its annual budget on education, with an increase of 1% above the UNESCO benchmark. Botswana invested more than 27% of its annual budgets for four out of the five years examined. Out of the five years analysis, Kenya invested 26% UNESCO benchmark on education in 2013 and 2014, however, spent 22.30% in 2015 and 21% in 2012. South Africa has consistently appropriated over 18-19% of its national budgets on education. Similarly, Tanzania invested over 16-17% of its budgets on education in the five years under review. Nigeria, who claims to be African largest economy, barely spends 10% of its national budgets on education.

LITERATURE REVIEW

Education Funding in Nigeria

There are growing interests and calls by academic unions, stakeholders and politicians on the financing aspects of education at all levels and higher education in particular. One of such reasons put forward for this development is the considerable growth in the number of enrollments and the desire to acquire higher education qualifications. Nearly every countries of the world, Nigeria included, points to the basic fact that higher education institutions are the topmost employers' of highly skilled workforce. As such, higher education institutions are expected to utilize large amounts of a country's budgetary allocations. Funds are the life wire of these institutions because moneys provide the purchasing power of the institutions to provide physical materials needed in these institutions, and adequate funds determine the hiring capabilities of staff of higher education institutions.

Much of the funds required to run public institutions of higher learning are got from governments around the world. Public expenditure is seen to be the responsibility of government's social services and responsibilities of which the funding of education is one. In furtherance of this, section 13(120) of the NPE (FRN, 2004) recognized that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of educational programs. In almost all countries of the world, public expenditure on education and higher education in particular has increased tremendously, but the financing of higher education has been a major course for concerns especially in developing countries, more especially in sub-Saharan African countries, which Nigeria is a key player.

The push in the cost of higher education is as a result of the uncontrolled enrollments and desire for higher education and Nigeria was and has not been strategically positioned to handle the situation according to Ololube, Aiya, Uriah and Ololube (2016d). The growing increase in enrollment, upgrading and diversification of programs have propelled higher education human resources requirement needs to meet the technological development in the education sector. If higher education institutions are adequately funded, it creates room for better infrastructural development and maintenance of school buildings, office blocks, classroom blocks, student hostels, staff quarter, etc. (Ololube et al., 2016a). It enables the procurement of instructional

materials or resources like medical tools, books and journals for libraries, electronic boards, computers, laboratory equipment, video conferencing facilities, etc. (Ololube, Agbor, Major, Agabi & Wali, 2016c). Adequate funding of education guarantee staff development through academic programs like workshops, seminars, conferences, and scholarships. Most importantly, staff welfare and retention through regular payment of staff salaries and allowances assured. It guarantee's the protection of students welfare by providing playgrounds, refectories, lavatories, hostels, resource centers, etc.; and the maintenance of healthy schooling environment via good sanitary environment, avert multiple disciplinary problems, regular maintenance, etc. (Agabi, 2014; Ololube, 2013). These are some of the factors considered when discussing the quality of higher education in Nigeria.

The constant standoff between staff unions and government is as a result of what unions termed government renegeing on its responsibilities towards proper funding of the higher education systems. According to an Internet post on the reasons why ASUU went on a one week warning strike beginning 00.01 midnight of Wednesday 16 of November 2016 was that less than 10% of the universities in Nigeria have video conferencing facilities, less than 20% of Nigerian universities use interactive boards, more than 50% of them do not use public address system in their overcrowded lecture rooms and theatres. Internet services are non-existent or epileptic and slow in 99% of Nigerian universities. ASUU further highlighted that Nigeria university library resources are outdated and manually operated, book shelves are homes to rats/cockroaches, and no Nigerian university library is fully automated and less than 35% are partially automated.

Strike actions are the only music that unions play and the government listens. The inadequacy in government funding has been a bone of contention in almost all the conflicts between the federal government and staff unions. This situation has been like this for decades and has caused disruptions in the academic calendar of institutions of higher education. According to Okojie (2008), the ability to maintain stable academic calendar has been a major problem in Nigerian universities. The series of strikes or threats has been so frequent that it has been a source of major concerns to government, business leaders, politicians, students, parents and stakeholders.

The percentages of Nigerian education budgets between 2008 and 2016 shows that Nigeria has not significantly impacted on education as a sector to influence national development (see table 1). The 26% benchmark by UNESCO is a far cry in Nigeria and in most sub-Saharan African countries.

Table 1: Nine Years Percentage (%) Allocation for Education by Nigeria

Fiscal Years	Percentage (%) Allocation for Education
2008	13%
2009	8%
2010	6%
2011	8%
2012	10.0%
2013	8.7%
2014	10.63%
2015	9.5%
2016	8.44%

Education Funds Misappropriation in Nigeria

Appropriation of funds for education is the action of appropriating money for the education system at all levels. In other words, it is the sum of money allocated officially by legislation for a particular use within the education industry of any nation. Dictionary definitions of appropriation include terms like the grant, endowment or budgeting of money through legislations for some specific purpose. The legislative arm of government grant appropriations that are popularly known as the power of the purse over the executive and other sectors of government, like education. It is important to note that no public money can be expended without legislative approval. When funds are appropriately approved by the legislatures, the misuse of it is what is known as misappropriation. Misappropriation is an intentional or illegal use of funds for one's own use or other unauthorized purposes, particularly by public officials (Mestry, 2004).

For example, the Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch has accused the management of the institution of expending 3.5 billion Naira meant for hostel renovation and construction of new lecture theaters in breach of due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all universities in Nigeria. The fund was in response to the long drawn out cry and agitation of ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Nigerian public universities, but the management of Obafemi Awolowo University failed to abide by the guidelines (The Budget and Monitoring Committee, 2016). According to Chikowore in Mapolisa, Ncube, Tshabalala and Khosa (2014), the number of cases of embezzlement and mismanagement of funds by higher education leaderships in Nigerian are quite frightening.

Accordingly, out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the funds marked for the execution of the projects (ASUU, 2016). Similarly, a study conducted by Onyeike and Owuama (2012) revealed among others that inadequacy of funds, planning with inaccurate statistical data, political interferences, misappropriation of funds and shortage of qualified manpower were major limitations to the development of higher education in Nigeria.

At the 2013 media launch of the Global Corruption Report on Education, Transparency International and Socio-Economic Rights and Accountability Project (SERAP) stressed that, corrupt practices have been identified in Nigeria's education sector. The report revealed that corruption has a devastating impact on national development, particularly in Africa, hindering progress towards the Millennium Development Goals (MDGs) now SDGs, and jeopardizing socio-economic development. With particular reference to Nigeria, it is disheartening to note that this cankerworm was noticed at all levels of education, where massive embezzlement and misappropriation of funds running into millions of Dollar and Billions of Naira are taking place (SERAP, 2013).

Many researchers (e.g., Agabi, 2014; Ekankumo & Kemebaradikumo, 2014) has opined that the inadequate funding of higher education by Nigeria government has contributed immensely to the decay in the sector, especially since the country is unable to meet the

recommended UNESCO's benchmark of 26 percent of every developing country's annual budget to be invested on funding education. However, regardless of the annual budgetary provisions by the Nigerian governments over the years, the standard of educational in the country has continued to decrease because higher education leaders are not sincere as moneys meant for higher education is often used for other purposes. Nigeria can only be able to have a vibrant, well-designed and functional higher education system if funds meant for development of the counties higher education are not misappropriated.

Education Funds Mismanagement in Nigeria

Fund management is the act of planning, organizing and controlling monetary activities in one's care. Simply put, mismanagement means to manage incompetently or dishonestly of anything put in one's care. Dictionaries may include terms like to manage ineptly, incompetently, inefficiently, badly, dishonestly etc. Funds mismanagement is the management processes and practices that deliberately mishandle moneys made available to a person in ways that are characterized as badly or carelessly. Therefore in the context of this article, management of education funds is simply the act of effectively planning, organizing and controlling the education finance in one's care, while mismanagement of education funds means to manage incompetently or dishonestly of education funds put in one's care.

In 2010, the former secretary of the National University Commission Prof. Okojie acknowledged that most federally controlled universities' complained of inadequate funding and the effects of this problem has resulted the deterioration of physical facilities; internal and external brain drain among the faculty, dead of quality scientific research and managerial capacities of Nigerian public university system (Okojie, 2010). Famurewa (2014) noted that with this type of funding, it is certain that Nigeria higher education will not yield progressive results to be able to compete favorably with their counterparts in west.

To corroborate the idea of Dr. Jamila Shuara in Tihamiyu (2012), there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects.

For example, university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing and in-fencing when student's accommodations are inadequate. Governments are interested in expending money on creation of new universities instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than completing the abandoned projects or standardizing existing facilities. Government expends hundreds of millions paying visiting and part-time faculty rather than recruiting full-time staff. Nigerian government (federal and states) expend hundreds of millions in mundane administration cost instead of providing boreholes and power supplements (ASUU, 2016).

Failure in the proper and prudent management of funds according to Nsikan and Emmanuel (2015) can be attributed to unfriendly policy implementations, inability to access funds, inconsistency and complete lack of courage to implement policies and mismanagement of funds by successive government and institutional leaders. Thus, in spite of the inadequate funding of higher education in Nigeria, the little funds appropriated are mismanaged (Acho & Abuh, 2016). According to Mobegi (2015), any country where mismanagement of funds is

experienced, its quality of education is bound to decline. Nsikan and Emmanuel (2015) are of the opinion that to salvage Nigerian higher education, proper planning and effective administration are needed because no organization functions excellently without fundamental policy framework in its planning, organizing and controlling mechanism.

METHODS/PROCEDURES

This study is a descriptive research design carried out in three public institutions of higher education in Rivers State, Nigeria. The population of this study were faculty members and senior management staff of the selected public institutions in Rivers State, Nigeria. In this study, the respondents comprised 209 academic staff and 67 non-academic staff of the three selected institutions. Thus, the sample size comprised a total of 276 respondents. Purposeful simple random procedure was adopted. The three institutions were selected because of their proximity to the researcher. All the respondents agreed to participate in the study after reading the first page of the questionnaire which presented detailed view of the purpose for the study. A 100% response rate was achieved.

The data for the study were collected by three research assistants. The questionnaire was designed and validated by specialists in measurement and evaluation. The questionnaires were distributed to the respondents in their offices. The questionnaire comprised four sections, section 1 incorporated information on respondents demographic variables; section 2 highlighted on issues of education funding in Nigeria; section 3 characterized variables on education funds misappropriation in Nigeria; and section 4 recounts issues on education funds mismanagement in Nigeria. Section 2 of the questionnaire was structured along 4-Point Likert scale of 1=substantially inadequate, 2=inadequate, 3=adequate, and 4=substantially adequate. Section 3 and 4 of the questionnaire was structured along 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

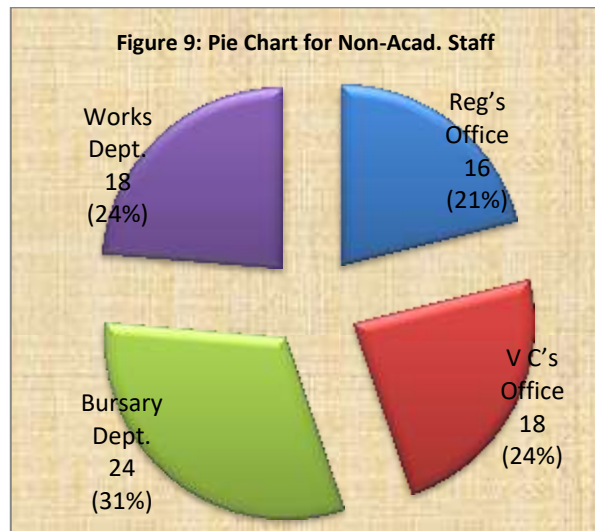
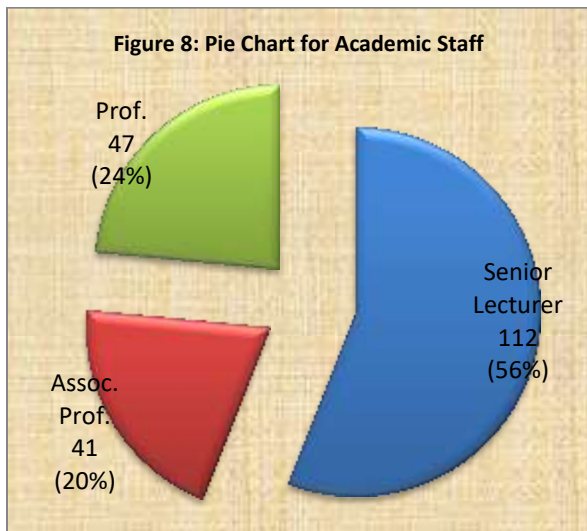
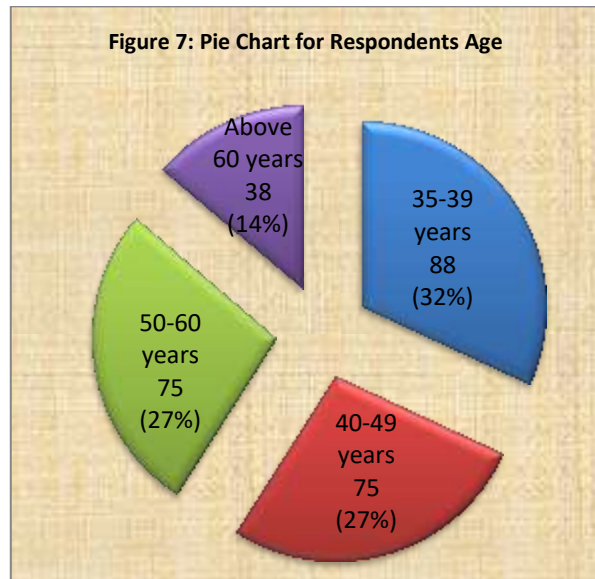
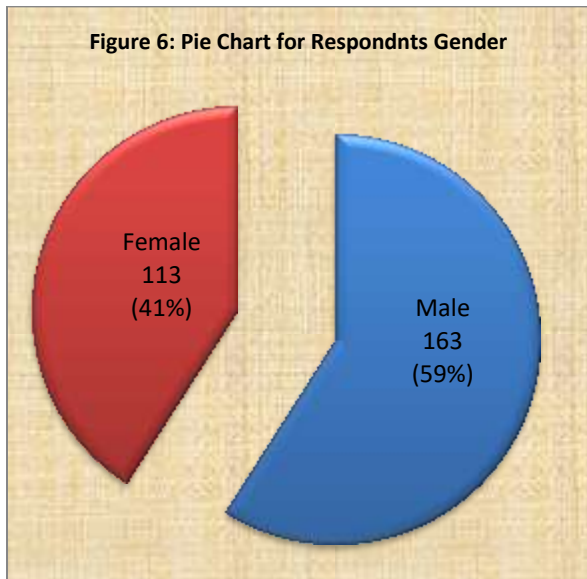
Section 1 included items like age, gender, academic staff, and non-academic staff for respondents' demographic variables. Section 2 highlighted variables of education funding in Nigeria that are presumed to serve as the basis for the provision of quality higher education. The section comprised of 10 items. Section 3 consisted of variables of education funds misappropriation in Nigeria. The section evaluated staff perception of funds misappropriation in higher education. It comprised 11 items. Section 4 recounts variables on education funds mismanagement in Nigerian higher education. The section was designed to examine academic and non-academic staff perception of the influence of funds mismanagement and how it impacts on the quality of higher education. It comprised 10 items. The overall Cronbach's alpha reliability analysis was .765.

The Statistical Package for the Social Sciences (SPSS) version 23 was employed and descriptive statistics (mean and standard deviation), linear regression analysis was conducted to determine the relationship between variables and the level of significance was set at $p\text{-value} < 0.05$.

RESULTS/DISCUSSION

Results from the descriptive analysis represented in pie charts (figures 6, 7, 8 and 9) revealed that respondents variables based on gender were 163(59%) male and 113(41%) female. Information on respondents' age showed that those who were between 30-39 years were 88(32%), 40-49

years were 75(27%), and those who were 50-60 years were 75(27%), while those who are above 60 years were 38(14%). With regards to data on the number of academic staff, the results depicted that Senior Lecturers were 112(56%) and Associate Professors were 41(20%), while Professors were 47(24%). Data for Non-Academic staff showed that respondents from the office of the registrar were 16(21%), that of the office of the Vice Chancellor were 18(24%), and those from Bursary department were 24 (31%), while respondents' from the works department were 18 (24%).



Hypotheses Testing

The purpose of this study and its hypotheses guided the data analysis. The hypotheses were formulated in line with the questionnaire and it provided answers to the specific items in the questionnaire.

The model summary of the regression analysis conducted (table 2) showed significant relationships between variables of the quality of higher education in Nigeria and the variables of

education funds, misappropriation and mismanagement using an R of .781^a, R square of .609 and an Adjusted R Square of .605 of the complete variables entered. Therefore, the value of $R^2 = .609 \times 100 = 60.9\%$ showed that 60.9% of the variables that accounts for the poor quality of higher education in Nigeria are as a result of inadequate funding, misappropriation and mismanagement of education funds. What this represents is that the remaining 39.1% in the variation of poor quality of higher education in Nigeria could be caused by a number of other variables.

The ANOVA analysis presented the sum of square for the regression to be 85.803 and that of the residual to be 55.008, and a degree of freedom of 3. The mean square for the regression is displayed as 28.601 and a residual of .202, with an F-value of 141.423 and a p-value of .000^b implies that inadequate funding, misappropriation and mismanagement have significant relationships with the poor quality higher education in Nigeria.

The estimated constant Coefficient analysis for the quality of higher education is significant. This means that inadequate funding of higher education in Nigeria with a significance level of .000 and a calculated t-value of 4.700 accounts for the poor quality of education in Nigeria. Thus, hypothesis 1 which states that “there are no significant relationship between the adequacy of funds and the quality of higher education programs in Nigeria” was rejected because there are significant relationships between inadequate funding and the poor quality of higher education in Nigeria.

The findings in this study are in line with that of Ololube et al. (c.f., 2016a) when they asserted that inadequate funding of higher education creates room for weak infrastructures, poor maintenance of school buildings, office blocks, classroom blocks, student hostels, staff quarter, etc. According to ASUU (c.f., 2016), only 10% of the universities in Nigeria have video conferencing facilities, less than 20% of Nigerian universities use interactive boards, more than 50% of them do not use public address system in their overcrowded lecture rooms and theatres. Internet services are non-existent or epileptic and slow in 99% of Nigerian universities. All these are as a result of inadequate funding of higher education in Nigeria.

Misappropriation of education funds also accounts for the poor quality of higher education in Nigeria with a significant level of .000 and the study’s highest calculated t-value of 17.187. What this means is that misappropriation of education funds in Nigeria is the highest single major factor that has significant negative influence on the quality of Nigeria’s higher education. Thus, hypothesis 2 which states that “there are no significant relationship between the misappropriation of funds and the quality of higher education programs in Nigeria” was rejected because there are significant relationships between misappropriation of education funds and the poor quality of higher education in Nigeria.

The findings in this study agrees with that of Mestry (c.f., 2004) and ASUU (c.f., 2016), they observed that misappropriation is an intentional or illegal use of funds for one's own use and other unauthorized purposes, particularly by public officials. According to ASUU, out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned, and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. Agabi (c.f., 2014) and Ekankumo and Kemebaradikumo (c.f., 2014) agree that inadequate funding of higher education by the present and successive governments in Nigeria has contributed immensely to the decay in the sector.

Mismanagement of education funds equally accounts for the poor quality of higher education in Nigeria with a significance level of .000 and a calculated t-value of -7.110. Thus,

hypothesis 3 which states that “there are no significant relationship between the mismanagement of funds and the quality of higher education programs in Nigeria” was rejected because there are significant relationships between mismanagement of education funds and the poor quality of higher education in Nigeria.

This study agrees with Okojie (c.f., 2010) when he noted that inadequate funding and its resultant effects has resulted in the deterioration of physical facilities; internal and external brain drain among faculty, dead of quality scientific research and managerial capacities of Nigerian public university system. Similarly, Famurewa (c.f., 2014) highlighted that inadequate funding of Nigeria’s higher education does not allow for progressive results for institutions of higher education to compete favorably with their counterparts in the Pacific, Europe and North America. Tiamiyu (c.f., 2012) also agreed that there are lots of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged because Nigerian higher education institutions have joined other public sector institutions in having sizeable number of uncompleted or abandoned projects. The examples put forward are that university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing when student’s accommodations are inadequate. Governments are interested in expending money on creation of new universities, instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than complete the abandoned projects or standardize existing facilities (c.f., ASUU, 2016).

Table 2: Regression analysis of the relationships between education funds, misappropriation and mismanagement and the provision of quality higher education

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.781 ^a	.609	.605	.44971		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.803	3	28.601	141.423	.000 ^b
	Residual	55.008	272	.202		
	Total	140.812	275			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.450	.186		7.779	.000
	Education Funds	.221	.047	.214	4.700	.000
	Misappropriation	.700	.041	.705	17.187	.000
	Mismanagement	-.361	.051	-.305	-7.110	.000

a. Dependent Variable: Quality Higher Education

b. Predictors: (Constant), Education Funds, Misappropriation and Mismanagement

CONCLUSION

This study has cogently elucidated the relationships between adequacy of education funds, misappropriation, mismanagement and the quality of Nigerian higher education. The

investigation revealed that the inadequacies in the funding of higher education have created loopholes in the quality of Nigeria higher education, in terms of provision of resilient infrastructure, purchase of instructional materials, staff and students welfare.

The unauthorized, misappropriation, intentional or illegal use of the appropriated funds for higher education by institutional leaders for other unauthorized purposes have negative effect on proper and effective management, planning and control of the quality of higher education in Nigeria.

The mismanagement of funds meant for Nigerian institutions of higher learning has thrown Nigeria in a bad light. The little funds appropriated to these institutions are grossly mismanaged. Since Nigerian institutional leaders mismanage their funds, the quality of higher education is bound to deteriorate.

As a result of these direct negative consequences, competency issues should be taken seriously in the appointment of institutional leaders. Proper planning and effective administration are needed at this stage of Nigerian's economic woes because no organization functions excellently without fundamental policy framework in its planning, organizing and controlling mechanism. In addition, this trailblazing study recommended that adequate funds should be made available for public institutions of higher education, while corruption and embezzlement should be reduced to the barest minimum.

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