ResearchGate

See discussions, stats, and author profiles for this publication at: https://www.researchgate.net/publication/360619575

A Qualitative Study on Contribution of Private Universities to the Development of Kwara State, Nigeria: An Empirical Evidence from Al-Hikmah University

Article · January 2022

CITATION
1

READS
167

6 authors, including:



Yusuf Suleiman
56 PUBLICATIONS **154** CITATIONS
SEE PROFILE

Mustapha Adam Ishola
Kwara State University
29 PUBLICATIONS **50** CITATIONS
SEE PROFILE



Saheed .O. Lawal
Al-Hikmah University
9 PUBLICATIONS **7** CITATIONS
SEE PROFILE

All content following this page was uploaded by Saheed .O. Lawal on 30 December 2022.

The user has requested enhancement of the downloaded file.

Journal of Management in Practice

Vol. 7, No. 1, 15 MAY 2022, ISSN: 2456-1509

A Qualitative Study on Contribution of Private Universities to the Development of Kwara State, Nigeria: An Empirical Evidence from Al-Hikmah University

Yusuf Suleiman, and Mustapha Adam Ishola,
Department of Educational Management and Counselling,
Faculty of Education,
Al-Hikmah University, Kwara State, Nigeria

Sambo Oganija Shakirat, Lawal Saheed Oluwaseun, and Obalasiki Muhammed Kamal,
Department of Economics,
Faculty of Management Sciences,
Al-Hikmah University, Kwara State, Nigeria

Corresponding Author: yusufsuleiman@alhikmah.edu.n

Abstract

As captured in the National Policy of Education that private investors are needed to contribute to the growth of the country, the current study finds out the contribution of private universities to the advancement of Kwara State with evidence from Al-Hikmah University. The research design adopted was a qualitative type. Both purposive and convenience sampling techniques were employed to select four participants for the study. An interview protocol titled "Interview Protocol on Contribution of Private Universities (IPCPU)'' was employed to elicit relevant information. Findings indicate that the university contributes immensely to the growth of Kwara State. The contribution includes enrolment of students into the university, employment generation, and manpower development. Similarly, results indicate that the challenges connected to the university include non-access to external funds and inconsistent government policy among others. It was suggested that government should provide enabling environment to remove the policy threat by giving constitutional recognition to the efforts of the private sector in the creation and operation of private universities.

Keywords: Private Investment, University Education, Qualitative Approach

Introduction

All over the world, there has been an increase in the creation of private universities occasioned by the globalization of the educational sector (Ajayi, Adetayo, Gbotoso & Salvador, 2021; Yusuf, Hanafi & Taslikhan, 2017). The active participation of private investors in university education in Nigeria (Jegede, 2016; Olawore and Ajayi; 2016) is based on four major factors; the growing request for university education with a declining ability of public schools to meet these demands, deregulation of education sector which allow for additional private participation, ineptitudes related with public provision of university education in Nigeria, and flexibility and responsiveness to labour market requirements which are not adequately pursued in public-owned universities (Kitaev, 2003; Muhammad, 2022; Olawore & Ajayi, 2016).

In Nigeria, out of 170 approved and recognised universities, 79 of them are privately owned (National Universities Commission, 2021). The United Nations Institute for Educational Planning (2013) and Muftahu (2021) observed that private higher education has played a substantial role in expanding the sector." Therefore, to reinforce this observation of the United Nations Institute for Education Planning, it suffices to say that private investors are the major providers of university education. According to Belfied and Lerin (2003), private universities are non-public universities that are not entitled to financial support from the government and are usually managed by denominational bodies. Therefore, the major aim of private universities is to maximise profit. Similarly, Olaniyan (2001) considers private universities to be those universities that are established and managed by private investors to recuperate profit in a short time.

Historically, the university system in Nigeria had been under public sector arrangement. Thus, from 1948 when the first set of universities was established up until 1999 when licenses were issued to the first three Nigerian private universities, university education had been under public funding and control. These private universities, like their publicly owned and financed counterparts, offer quality teaching and research required to develop the knowledge and skills students need for professional, technical, and managerial positions (Salimon et al., 2021). To sum it all up, Jegede (2016) outlined the contributions of private universities to the Nigerian education development sector. They include expansion of access to education, which helps to eliminate excess demand for university education; production of highly required human resources; and high employment generation,

Despite the huge contribution of private universities to the growth of education in Nigeria, these universities, in some quarters, have been regarded as being bemused with several challenges. The greatest challenge facing private established universities in Nigeria is the lack of adequate funds (Olawore and Ajayi, 2016), poor staffing in terms of part-time to full-time staff, education infrastructure, quality assurance, and courses offered, among others (Ajayi, 2010). Kwara State was established in 1967 and is in the North Central Geo-political zone of Nigeria, occupying a total area of 36,825 km2 (14,218 sq. mi). According to NUC (2021), the Kwara State has seven (7) private universities (Al-Hikmah University, Landmark University Omun-Aran, Crown Hill University, Thomas Adewunmi University, Ahman Pategi University, University of Offa, and Summit University). Established on the 7th of January 2005, Al-Hikmah University was the first private university in Kwara State. It is against this background that this study aims to assess the contribution of private universities to the growth of Kwara State concerning Al-Hikmah University.

Literature Review

A critical assessment of the literature indicates that studies have been considered on private investment in university education mainly with a quantitative approach (survey and secondary data) (Alam et al., 2021; Yunianto, Rozak, & Rachmawati, 2021). For instance, the study examined by Jegede (2016) concluded that private investors in universities have come to stay, given their immense contribution to national growth development. The work of Yusuf, Hanafi, and Taslikhan (2017) employed a mixed-method approach to assess private universities and the development of education. The study used primary and secondary data to elicit relevant information from the respondents. The study, therefore, concludes that private institutions remain a key player in Nigeria's higher learning system given their involvement in the development of highly trained human resources is unrivalled. While acknowledging the significance of private institutions, Kasirim (2005) noted that private universities play a significant role in alleviating the human capacity problem in Africa, particularly Nigeria, where it is believed to be a key impediment to commercial growth. Yusuf et. al. (2021) assessed the pattern of enrolment and graduation rates at Al-Hikmah University and established steady growth in enrolment and graduation rates in the university.

According to Onuoha (2013), the exorbitant costs of staff training and development, lack of well-resourced libraries, and insufficient teaching and learning equipment and infrastructure are all deterrents to the efficient operation of private institutions in Nigeria. Akintola, Abosede, and Itiola (2021) used secondary data to assess the role of private universities based on admission enrolment in universities. According to Ajayi (2010), private institutions rely heavily on tuition fees and other internally generated income (IGR) from students to meet their expenses. To this end, most of these colleges are experiencing financial constraints, which frequently lead to inefficiencies in service delivery. Norah (2011), in his view, noted that private institutions are not aided in funding and, as an effect, rely heavily on school fees as a source of income. This, he claims, is the foundation for the exorbitant school tuition imposed by private institutions. He recommended that private institutions look into diversifying their sources of revenue, as well as advocating that the government should in the financing of private universities. Many private institutions were founded for profit rather than service to humanity; thus, they charge exorbitant fees that many Nigerians cannot pay. (Adewole, 2011; Ajadi, 2010; Ajayi & Ekundayo, 2010). Abiodun-Oyebanji (2011) established that private university owners sought to recoup their investment costs. According to him, private university owners' cost recovery methods frequently hurt service quality and the quality of graduates produced. Many private university owners appear to be interested in profit to be realized rather than service, which means that the value may be sacrificed in the name of profit.

The courses provided by many private universities in Nigeria reflect a marketable deliberation. In Nigeria, the popularity of private institutions provides degrees that require little in the way of infrastructure and instructional facilities. Private universities are more focused on less capital-intensive degrees in business and social sciences. This means that the courses given by private colleges are not based on the needs of the country, but rather on the founder's preferences and financial resources (Olawore & Ajayi, 2016). Part of the required infrastructure in universities is the availability of highly skilled and competent staff. Many private institutions in Nigeria, are very new and operate with a small number of academic and non-academic employees to cut expenses. The lack of highly skilled labour has been thought to hurt their outputs (Abiodun-Oyebanji, 2011). Varghese (2004) discovered that private universities, regardless of their location or orientation, rely heavily on part-time academic staff. The low staffing of private colleges in Nigeria is one of these universities' unique traits, according to (Ajayi, 2010). A substantial number of part-time or sabbatical academic personnel and few full-time academic staff is the usual trend. In a different study, Okoroanokoro (2014) and Abiodun-Oyebanji (2011) found that

private universities lack appropriate resources for effective teaching as well as research, which could have an impact on graduation quality. Nwaham (2007) examined the human resources of Nigerian private universities and found that the majority of academic staff lacked the necessary teaching skills because they were not professionals.

Many Nigerian private universities, according to Abiodun-Oyebanji (2011), are in desperate need of adequate human resources and modern facilities, without which it is impossible to administer and manage an ideal university that is both internationally competitive and locally relevant. He further said that some of the required human resources are unavailable to these private universities and that most of their academic staff members are under-motivated and under-equipped to perform their duties efficiently. When compared to public universities, educational facilities for staff training and research are limited in private universities. Osokoya (2007) found that implying that the result of private universities may not be on par with their counterparts in public universities. Robinson and Nwaham (2007) opined that private universities face major difficulty in terms of procurement and preservation of facilities such as classrooms, offices, hostels, and furnishing items for students and staff, laboratory equipment, and related books and journals in the library. According to them, the study's core questions are based on each of the difficulties listed above.

This study is anchored on stakeholder theory. The theory postulates that a paradigm shift in organizational management is required to fit with changing social needs and trends. Managers must instantaneously satisfy the holders, staff, and their amalgamations, providers, and clienteles for a firm to thrive in this new environment. Managing stakeholder relationships is increasingly being well-thought-out as a strategic way of tackling organizational initiatives aimed at social challenges (Freeman et al., 2020). Stakeholder theory has evolved to address a diversity of issues for organizational strategic management, including how to recognize and prioritize stakeholders, how to comprehend their interests and how to balance relationships among various shareholders, and how to involve shareholders in organizational happenings (Freeman et al., 2010; Harrison et al., 2010; Sulkowski et al., 2018). Stakeholders can be divided into two categories: internal and external. Internal stakeholders include owners and staff who act within the organization. Customers and suppliers are examples of external stakeholders who interact directly with the firm (Abramyan et al., 2021; Ibáñez et al., 2021).

Research Questions

Based on the literature review, the following questions were raised to guide the study.

1. What is the contribution of Al-Hikmah University to the development of Nigeria?
2. What are the challenges associated with Al-Hikmah University?
3. What are the remedies for solving the challenges that are associated with Al-Hikmah University?

Methodology

Research Design/Population

Research design is the conceptual structure within which research is conducted. It is regarded as a blueprint measurement, collection, and analysis of data. The contribution of Al-Hikmah University was investigated using a qualitative approach (interview) in this study. The study's participants are all of Al-Hikmah University's academic personnel. The study's participants were chosen using two different sampling approaches. The methods are purposeful and practical. To begin, purposive sampling is a non-probability sampling technique in which "items picked for the sample are chosen by the researcher's opinion. Researchers frequently feel that by applying sound judgment, they can produce a representative sample and save time and money. Purposive sampling (also known as judgment, subjective, or selective sampling) is a sampling strategy in which the researcher trusts his or her judgment when selecting members of the population to participate in the study, according to Maestripieri, Radin, and Spina (2019). As a result, the study's four faculties were chosen using the purposive technique (Education, Management Sciences, Humanities, and Social Sciences and Natural and Applied Sciences). Purposive sampling is regarded as an important method because it is effective when just a small number of persons are used as main data sources due to the nature of the research design, goal, and objectives. In addition, convenience sampling was employed to choose one lecturer from each faculty depending on their length of service. The selected participants for the current study have a minimum of 10 years length of service.

Interview Protocol

An interview procedure titled "Interview Protocol on Contribution of Private University (IPCPU)" was utilized to acquire necessary information from the participants to obtain appropriate information for the current study. The interview protocol is divided into two parts: A and B. The demographic information of the study participants is covered in Section A, which includes sex, marital status, age, position, duration of service, religion, and unit/section department. Sections contained interview questions. The interview protocol was created around elements to recognize the significance of various difficulties that impede private universities' attainment of their objectives in the parts of research, based on the literature studied.

Credibility and Trustworthiness of the Protocol

Credibility, according to Guest, MacQueen, and Namey (2012), is the degree to which one can have faith in the accuracy of study findings. On the one hand, credibility demands that respondents understand the questions in the interview protocol in the way intended by the researcher. In the same vein, the researcher understands the responses supplied by the respondents in the way intended by the respondents (Saunders et al., 2007). As a result, the protocol's legitimacy was recognized by distributing it to specialists in the field of qualitative investigation. The protocol's reliability was also established by the pilot study conducted with two lecturers at another private institution in Kwara State, Nigeria.

Data Collection /Analysis

The participants' permission was taken into account when gathering data. The inspiration for conducting a study on Al-Hikmah University's contribution was explained to the study participants. After permission was given, audiotape, pencil, biro, jotter, eraser, digital camera, headphone, and the laptop was employed to conduct interviews. The interviews lasted between 10-15 minutes for each participant. The thematic approach was adopted to analyse the collected data.

Analysis

This section describes the findings based on the information acquired through interviews with Al-Hikmah University lecturers. The report of the analysis in this section includes answers to the study's research questions, which were recognized through interviews. Also, the analysis ensures that the data acquired is rich and in tandem with the study's specified research questions.

Codification and categorization of the themes were carried out after the transcription and subsequent printing of transcribed interviews. The table below shows the codes assigned to the study participants.

S/N	**Participant**	***Code Assigned***
1	Faculty of Education	*P1*
2	Faculty of Management Sciences	*P2*
3	Faculty of Humanities and Social Sciences	*P3*
4	Faculty of Natural and Applied Sciences	*P4*

Table 1: Code Assigned to Participants

General Theme

The following theme represents the impression of the challenges associated with Al-Hikmah University, based on data codification that was based on four research questions of the study:

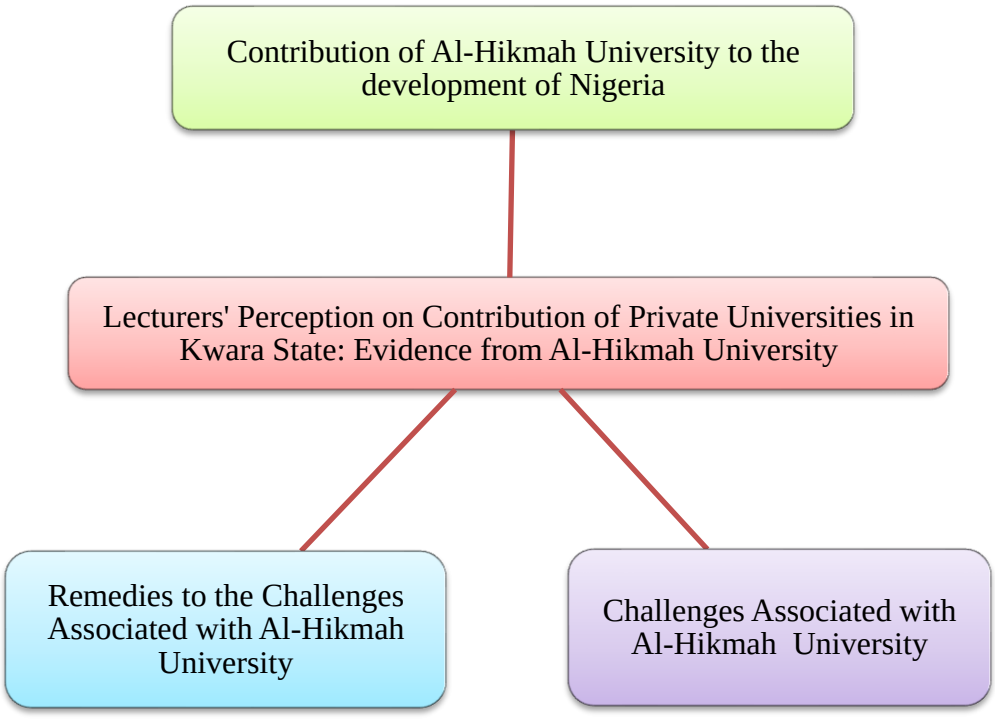


Figure 1: General theme on lecturers' perception of the contribution of Al-Hikmah University

Research Question One: What is the Contribution of Al-Hikmah University to the Development of Kwara State?

The response received from the P1 informant selected for the current study based on research question one of the studies is given below.

> "*The university has contributed hugely to the growth of university education. The contributions include employment generation, increase in manpower development, revenue to the economy, offer of admission to people that are craving for university education. Provision of education involves a broad spectrum of activities and actors far beyond the classroom. Infrastructure maintenance, learning materials and software, student meals, housing, and transportation are obvious examples of goods and services vital to the sector and are all dominated by private providers. Financing of education, management of human resources, and retraining involve some degree of partnering or investing in the private sector based on complementarities that benefit both parties while improving educational access, quality, and relevance. I can confidently state that private investment in university education in Kwara State is expanding daily, thanks to the government's solid strategy ensuring private participation in providing quality education to students."*

P4 also posited that.

> *"Al-Hikmah University has made a noteworthy influence on Nigeria's development in terms of job opportunities, the number of university graduates per year, the development of infrastructural amenities in the area where the school is located, community civilization, and increased revenue generation for the government. For-profit schools that are owned and operated have had success in emerging countries at all levels of education, including early childhood, primary, secondary, tertiary, academic, and vocational. And the need for private education investment is not confined to the wealthy or those seeking specific skills. Private educational services are used, contributed to, and benefited by people from all socioeconomic backgrounds. Thus, considering the rate at which*

people are building schools and paying taxes to the government, private university education in Kwara State is on the expensive side."

Furthermore, P2 and P3 posit that.

"Education is an indispensable tool for enhancing human lives and living conditions, increasing economic competitiveness, and achieving social inclusion and flexibility. In recent times, significant progress has been made in ensuring equal access to education at all levels, particularly for women and girls. However, more aggressive efforts are needed to attain universal education, more importantly in secondary and higher education, which is why we have chosen to invest in secondary education. New private universities are springing up both within and outside of Kwara State. This is hinged on the belief that public colleges alone cannot meet the needs of our burgeoning population. According to this statement, private investment in education is on the high side."

Below is the graphical representation of stakeholders' perceived measures for increasing private investment in university education in Kwara State, Nigeria.

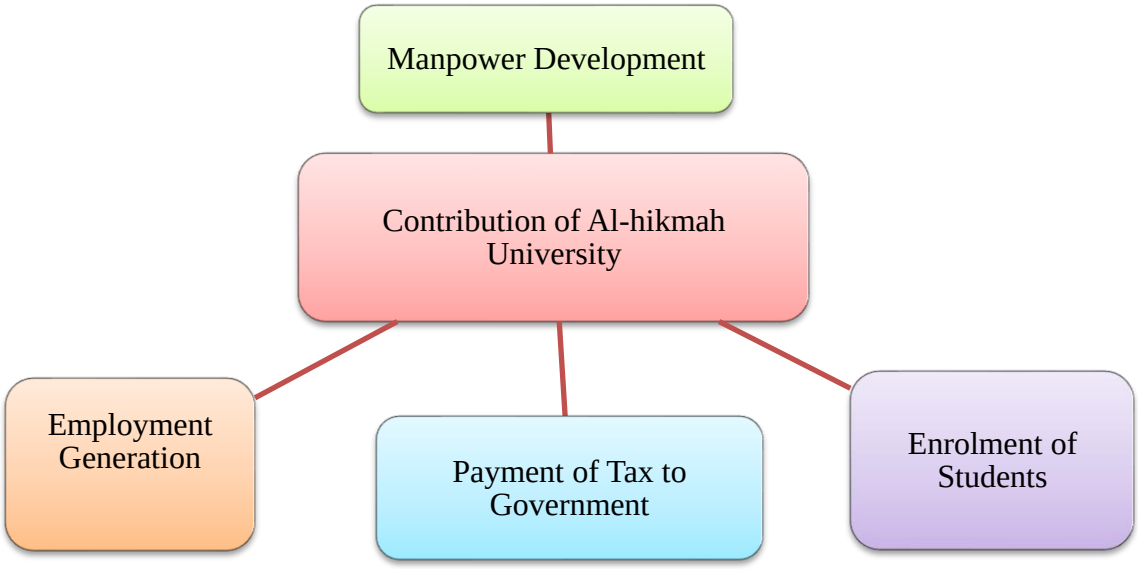


Figure 2: Contribution of Al-Hikmah University to Nigeria

Research Question Two: What are the Challenges Associated with Al-Hikmah University?

Based on research question two of the study, assessment of the challenges associated with Al-Hikmah University, P3 revealed that.

> *"It is problematic for genuine investors in the process of private institutions to obtain cash to follow their aim of offering high-quality education. Currently, the Nigerian economy is categorized by a mild rise rate, high-interest rate, low-capacity use, and high joblessness. Investors in private colleges are finding it hard to make the necessary funds in the sector to enhance the quality of education they provide because of the high-interest rate. Therefore, many schools rely on parents and guardians to raise the funds needed to invest in their institutions."*

Corroborating the above assertion, P4 opined thus:

> *"Proliferation of mushroom private universities has sprung up to assist the masses that are unable to afford the high costs of quality education given by numerous private colleges. Many private institutions across the state are weak in terms of instructor quality, infrastructure, and management. Some of the schools employ unqualified personnel and are understaffed, have insufficient instructional buildings, lack laboratories, and sporting facilities, and so on."*

In the same vein, P3 posited that.

> *"Parents who are unable to pay their school fees face the difficulty of having to withdraw their children and wards from school. Some students will drop out, while others will be enrolled in public schools, where tuition is nearly free. Some school dropouts nowadays may be as a result of parents' inability to afford their children's tuition at private colleges, as an outcome, they work odd jobs on the streets, engage in criminal activity, and constitute a societal nuisance."*

Also, the view of P2 on the challenges associated with Al-Hikmah University revealed thus:

"Students and lecturers' discipline: When the school environment is unsuited for learning, it affects students' and lecturers' behaviour. When school facilities are dilapidated and poorly kept, lecturers and students' pride and feeling of dignity suffer. Consequent to this, unconscious expressions of hatred and animosity will emerge. In addition, neglecting the physical state of a school's lecture room can induce disruptive behaviour among students and lecturers alike. A poorly maintained lecture room is likely to cause distraction, excite disorder, and encourage general misconduct. In addition, private investment in education in Kwara State and Nigeria as a whole is hampered by inconsistencies in government policy and a lack of access to credit."

Below is the graphical representation of the challenges that are associated with Al-Hikmah University.

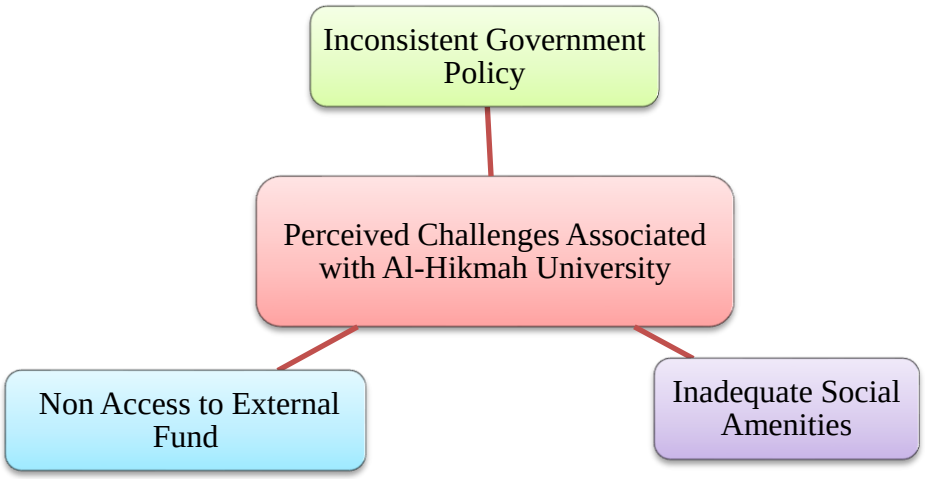


Figure 3: Lecturers' perception of challenges associated with Al-Hikmah University

Research Question Three: What are the Remedies for Solving the Challenges Associated with Al-Hikmah University?

Given research question three of the study, measures that can be adopted to solve the challenges associated with Al-Hikmah University emerged as the third theme of the current study given the interviews conducted.

The view of participant P4 on measures that can be employed to solve the challenges facing Al-Hikmah University is highlighted below.

> "*There ought to be a level of funding support from the government for the private schools, and the provision of an enabling environment and policies to encourage the investors*.''

In the view of the P1, she submitted as follows.

> "*There should be strict monitoring and supervision by relevant government agencies to ensure that the approved private universities maintain quality and always operate within the approved standards".*

Moreover, P3 stated that.

> *"Government should intensify its efforts to ensure that private institutions operating without approval are, or those approved without the proper requirements are closed down and its owners sanctioned".*

Lastly, P2 on the measures for solving the challenges associated with a private university stated that:

> "*Access to private education should be extended even further by building on the initiatives already undertaken by the private universities themselves to promote students' academic performance. Such informal schemes could be extended and replicated by philanthropists and/or the state. With these, many more children of the poor could be empowered to attend private universities.*".

Below is the graphical representation of the perceived remedy for solving the challenges of Al-Hikmah University:

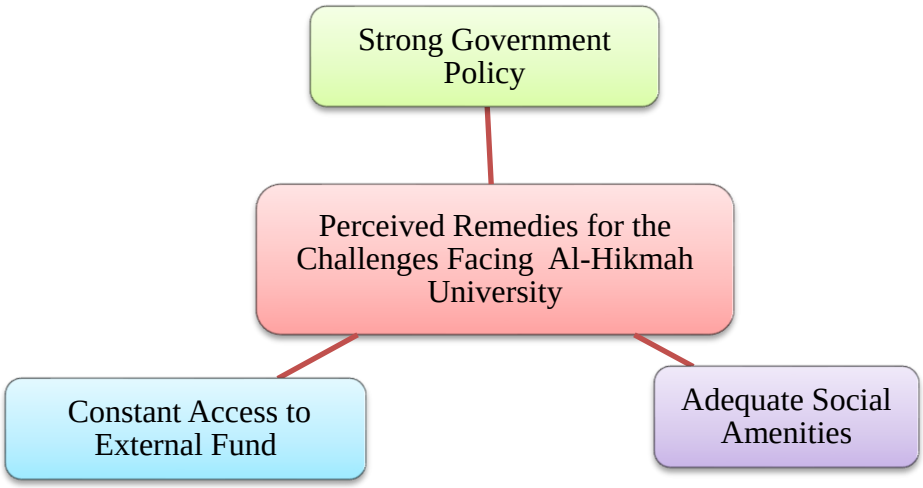


Figure 3: Perception of remedies to the challenges associated with Al-Hikmah University

Discussion

At the onset of the study, three research questions were raised to serve as a guide to the study on the contribution of h Al-Hikmah University, Kwara State, Nigeria. The first research question was based on the perceived nature and level of contribution of Al-Hikmah University to the development of Nigeria. Evidence from the study through the participants shows a high level of the university's contribution to Nigeria's growth and development. They include employment generation, enrolment of students for admission, and manpower development. The finding corroborates with the study conducted by Uyi (2012) established that the contribution of private investment to the development of education can be viewed from two perspectives. They include manpower development and employment opportunities for unemployed Nigerians. For private investors to do more, a conducive atmosphere must be provided by the government at all levels. The current finding also aligns with the research conducted by Patrinos, Psacharopoulos, and Tansel (2021) who investigated private and social returns as parameters for measuring school success and found a high contribution of private investors in education.

The second research question was grounded on the challenges associated with Al-Hikmah University. Evidence from the study revealed that most of the challenges faced by the university include non-access to external funds (e.g., Tertiary Education Trust Fund (TETFUND), Petroleum Trust Development Fund (PTF)), and inadequate facilities, and inconsistent government policy on private investment in education. The findings align with the research

carried out by Adetula et al. (2017) on private sector involvement in education enterprise and quality learning outcome and found that investors in private universities were largely motivated by the need to salvage education standard; students' learning outcome was low at a cumulative mean score which confirmed the average level of performance recorded between 2012 and 2014. The major challenges included irregular payment of school fees, inadequate lecture rooms, inadequate qualified lecturers, inadequate learning resources, poor road networks, irregular electricity supply, and policy threats. Also, the findings accord with the research of Sahnoun and Abdennadher (2021) that examined private investment in education and concluded that private schools are suffering from a plethora of challenges. The challenges include insufficient funds, inadequate staff, inadequate training, and re-training of lecturers.

The third research question was centered on measures for solving the challenges of Al-Hikmah University. The measures include strong government policy, access to external funds, and adequate facilities. This will ensure the effective implementation of policies and programs of the university. This finding aligns with the research conducted by Daniel et. al (2018) on the role of private higher education provision and concluded that increased attention is needed for the fast-track development of primary, secondary, and tertiary education systems in African countries. Kosunen et al. (2020) concluded that private investment in supporting public universities indicated that private investment is regarded as an important factor in increasing scholarship in the school system.

Conclusion and Recommendations

It is a fact that Al-Hikmah University has contributed immensely to the growth of university education, however, some challenges are hampering the happenings in the university. Given the foregoing, we recommend that:

1. Government should provide enabling environment to remove the perceived policy threats and extraneous charges, by giving constitutional recognition to the role of the private sector in the establishment and operation of private universities as an intervention strategy to make the cost of education affordable and expand access to quality education, to ensure the full realization of the United Nations conventions epitomized in EFA Goals, MDGs and the UBE Goals in Nigeria.

2. The private investors should provide adequate learning resources, and standard infrastructural facilities and employ adequate qualified lecturers to enhance effective teaching and learning processes in universities.
3. The government should improve the condition of social amenities such as road networks and electricity supply to enhance private sector entrepreneurs' involvement and operation of quality-oriented schools in students' entrepreneurial skills development and better learning outcome in university education.
4. Policy framework that will reduce the challenges facing private universities at all levels of education should be designed.
5. As part of a technique to reduce the high rate of out-of-school students in Kwara State, more private investors are needed to participate actively in providing qualitative education in line with the international best practices.

Direction for Future Studies

In this research, an attempt has been made to assess challenges associated with private universities in Kwara State, concerning Al-Hikmah University via a qualitative approach. Therefore, a similar study should be carried out in other private universities in the state to confirm or refute the findings in this study. The current study used lecturers to elicit relevant information to provide answers to the research questions. However, additional studies are needed to include other stakeholders (e.g., principal officers, non-teaching staff, parents) in the university to obtain additional information regarding the challenges faced by the university and its contribution. Also, a mixed-methods approach could be used to investigate the contribution of private universities to the development of university education in Nigeria.

References

1. Abiodun-Oyebanji, O. (2011). Towards effective management of private university education in Nigeria. *Journal of Emerging trends in Educational Research and Policy Studies. 2(6): 526-530.*
2. Abramyan, G. A., Shevchenko, D. A., Savenko, O. L., & Yeletsky, A. N. (2021, November). Conceptual Model of the Stakeholders of the Modern Regional Socio-Ecological-Economic System. In *International Scientific and Practical Conference Operations and Project*

management: strategies and trends (pp. 289-295). Springer, Cham.

3. Adewole, I. (2011). Varsity operation with the trader mentality will not survive. Sunday PunchMarch 20th. 53.
4. Adeyemi, K. (2001). Equity of access and catchment area factor in university admissions in Nigeria. Higher Education, 42: 307-332.
5. Ajadi, T. O. (2010). Private universities in Nigeria –the Challenges Ahead. American Journal of Scientific Research.7: 15-24 http://www.eurojournals.com accessed on Jan. 3rd, 2015.
6. Ajayi, F. F., Adetayo, A. J., Gbotoso, A. O., & Salvador, M. Y. (2021). Institutional support and collection development practices in private university libraries in South-West Nigeria. Library Philosophy and Practice, 1-14, 22-46.
7. Ajayi, I. A. & Ayodele, J. B. (2002). History and development of education. Ado-Ekiti: PETOA.
8. Ajayi, I. A. & Ekundayo, H.T. (2010). Contemporary issues in educational management. Lagos: Bolabay.
9. Akintola, O., Abosede, S., & Itiola, M. (2021). Students' enrolment in Nigerian private universities: The pull effect of corporate image and promotional appeal. *Interdisciplinary Journal of Education*, *4*(2), 146-155.
10. Akpotu, N. E &Nwadiani, M. (2003). Factors influencing academic staff turnover in Nigerian Universities. Higher education review, 36 (2), pp. 45 – 56.
11. Alam, G. M., Roslan, S., Al-Amin, A. Q., & Leal Filho, W. (2021). Does GATS' influence on private university sector's growth ensure ESD or develop city 'sustainability crisis'—policy framework to respond COP21. *Sustainability*, *13*(8), 4520.
12. Babalola, J.B, Akpa, G.O, Ayeni, A.O and Adedeji, S.O. Access, Equity and Quality in Higher Education. National Association of Education Administration and Planning (NAEAP) Publication.
13. Freeman, R.E., Harrison, J.S. & Wicks, A.C. (2007), Managing for Stakeholders: Survival, Reputation, and Success, Yale University Press London.
14. Freeman, R.E., Harrison, J.S., Wicks, A.C., Parmar, B.L. and De Colle, S. (2010), Stakeholder Theory: The State of the Art, Cambridge University Press Cambridge.
15. Freeman, R.E., Phillips, R. & Sisodia, R. (2020), "Tensions in stakeholder theory", Business and Society, Vol. 59 No. 2, pp. 213-231.
16. Guest, G., MacQueen, K.M. & Namey, E.E. (2012) Applied Thematic Analysis. Sage Publications, Inc., Thousand Oaks.

17. Harrison, J.S. & Bosse, D.A. (2013), "How much is too much? The limits to the generous treatment of stakeholders", Business Horizons, Vol. 56 No. 3, pp. 313-322.
18. Harrison, J.S. & Wicks, A.C. (2013), "Stakeholder theory, value, and firm performance", Business Ethics Quarterly, Vol. 23 No. 1, pp. 97-124.
19. Harrison, J.S., Bosse, D.A. & Phillips, R.A.A. (2010), "Managing for stakeholders, stakeholder utility functions, and competitive advantage", Strategic Management Journal, Vol. 31 No. 1, pp. 58-74.
20. Ibáñez, M. J., Guerrero, M., Yáñez-Valdés, C., & Barros-Celume, S. (2021). Digital social entrepreneurship: the N-Helix response to stakeholders' COVID-19 needs. *The Journal of Technology Transfer*, 1-24.
21. Jegede, O. (2016) the role of private higher education in sustainable development-a keynote address to the fourth international conference of private higher #education in Africa held at the African union conference center, Addis Ababa, Ethiopia.
22. Kasirimi, N. 2005. Emerging Prometheus: Private provision of higher education. Bal Press
23. Kitaev, I. (2003). Higher education in the Baltic States: Between crisis and renewal. IIEPNewsletter. January-March 2003, 6-7.
24. Muhammad, M. (2022). Establishing new universities in Nigeria and China's converting colleges and universities to vocational schools: lessons for the former. *International Journal of Educational Research*, *10*(1), 47-55.
25. Muftahu, M. (2021). The development of private higher education in Nigeria: A comparative analysis between Northern and Southern Region. *International Journal of Higher Education*, *10*(3), 178-186.
26. National University Commission, (2021). List of Nigerian universities and websites Accessed on October 18th, 2021, from website-https://www.nuc.edu.ng/nigerian-univerisities.
27. Okoro N. P. &Okoro, E. O. (2014). Time and change: Development of private universities in Nigeria. International Journal of Business and Social Science, 9(1), 45-60.
28. Olagbemiro, T. (2012). Private universities appeal to FG for funding. Sunday Punch. August 12th. 60.
29. Olawore, O. P. &Ajayi, T. B. (2016) the Emergence of Private Universities in Nigeria and Their Various Challenges. Journal of Applied Information Science and Technology, 9 (1), 22-56.
30. Robinson, C., & Nwaham, O. (2007). Establishment and management of private universities in Nigeria: The trend, problems and challenges.

31. Salimon, M. G., Mokhtar, S. S. M., Aliyu, O. A., Yusr, M. M., & Perumal, S. (2021). Solving e-learning adoption intention puzzles among private universities in Nigeria: an empirical approach. *Journal of Applied Research in Higher Education*, 14(1), 23-45.
32. Saunders, M., Lewis, P. & Thornhill, A. (2007) Research Methods for Business Students. 4th Edition, Financial Times Prentice Hall, Edinburgh Gate, Harlow.
33. Sulkowski, A.J., Edwards, M. & Freeman, R.E. (2018), "Shake your stakeholder: firms leading engagement to cocreate sustainable value", Organization and Environment,31(3), 223-241.
34. Yunianto, A., Rozak, H. A., & Rachmawati, L. (2021). Improving knowledge sharing through idealized influence leadership case from private universities in central java Indonesia. In *3rd International Conference of Banking, Accounting, Management and Economics (ICOBAME 2020)* (pp. 424-429). Atlantis Press.
35. Yusuf, S., Hanafi, Z. B., & Taslikhan, M. (2017). Private universities and development of higher education in Nigeria: A mixed methods approach. The qualitative report, 22(7), 1848-1879.
36. Yusuf, S., Ishola, M. A., Dewunmi, A. A., & Abiola, A. A. (2021). Pattern of students' enrolment and graduation rates in Al-Hikmah University, Nigeria: Implications for management. *Journal of Economics and Management Research, Faculty of Business, Management and Economics, University of Latvia, 10(1), 100-115.*

View publication stats