
University Ownership and Academic Achievement Among Undergraduates in Nigeria

Mary Adetola Ala

Educational Management Department, University of Ibadan

Ismail Adeshina Raji

Educational Management Department, University of Ibadan

Adewale Babajide Sanni

Educational Management Department, University of Ibadan

doi: <https://doi.org/10.37745/bje.2013/vol13n9101114>

Published August 10, 2025

Citation: Ala M.A., Raji I.A., Sanni A.B. (2025) University Ownership and Academic Achievement Among Undergraduates in Nigeria, *British Journal of Education*, 13 (9) 101-114

Abstract: *The study aimed at finding out the level of academic achievement and the significant difference of academic achievement among undergraduates in federal, state and private universities in southwestern, Nigeria. This research adopted an expo-facto descriptive design. The total population 282,834 students in total, with a target population of 72,062 undergraduates in 200 level and the sample size was 1,526 respondents. The dominant academic achievement in federal (41.0%) and state universities (44.5%) was second class lower grade, while that of the private university was second class upper (43.1%). Tertiary education, tertiary occupation and high-income status dominated the SES with the respective highest percentages in private universities (84.1%, 79.4% and 75.4%), followed by State universities (55.1%, 52.0% and 39.5%) and Federal universities (54.0%, 50.1% and 30.5%). University Ownership ($F_{(2,1343)} = 34.906$) had significant difference on academic achievement. The study therefore recommended that Government should fund public universities (Federal and State Universities), by reducing tuition fees, so as to leverage equal access to university education both by the rich and poor. Policymakers should formulate an equal scale for admission into public (federal and State) and private universities in Nigerian for every academic programme. Government should renovate public university facilities and equipment to improve the quality and standard of education in public universities.*

Keywords: academic achievement, university ownership, undergraduates

INTRODUCTION

Academic achievement can be described as an outcome of an educational process, reflecting the pace at which students and education stake holders achieve specific short and long-term learning objectives. It serves as an indicator of students' skill levels, knowledge and individual efforts. Also, academic achievement is widely acknowledged as a key indicator for assessing the cognitive abilities of students, ultimately contributing to the overall quality of life within society. Academic achievement is a way to assess students' understanding, abilities, and expertise as well as their capacity to fulfil the learning goals established by universities.

Gizem (2020) described academic achievement as a measure of performance based on examinations and tests to assess students' level of understanding. In essence, the cognitive, emotional, and behavioural domains are captured by academic achievement. While the emotional component explains the development of experiences or feelings in handling circumstances, the cognitive component describes the development of abilities linked to information, understanding, applied analysis, synthesis, and assessment associated with learning and problem-solving. On the other hand, the psychomotor domain is the application of learning into practice which is reflected in the potential and capabilities of undergraduates in desired learning. However, the constant decline in the academic achievement of Nigerian graduates is contrary to the high expectations of stakeholders in the education sector, generating serious debates across the world and hindering international competitiveness (Olatunji, 2020).

Academic achievement is a challenge to most students in tertiary institutions, as it reveals deficiencies and failure to achieve desired educational goals. Many parents complained of low academic achievement obtained by their wards, without being informed of the reasons and the means to resolve them (Samer and Mohammad, 2015). In some cases, students found it difficult to obtain a minimum of 1.0 Grade Point Average (GPA) after a session of two semesters. In another instance, some students failed compulsory courses till they had no opportunity to register for them again. All these could lead to low academic achievement and withdrawals of undergraduates from various academic programmes in Nigerian universities, which seemed disheartening to education stakeholders.

Furthermore, low academic achievement could also be observed in some students with low-class degrees. Low-class degrees are the degree that cannot attract scholarship opportunities or further studies. It can also be classified as students graduating with a third class or pass division (Duffy and Goldberg, 2014). However, there are various categories and sub-divisions to measure the academic achievement of all graduates who passed the final examinations in Nigerian universities (Anyikwa, 2006). For bachelor's degree programmes, these categories are first class, second class upper and lower divisions, third class, and pass; nevertheless, the first class and distinction students are classified as high academic achievers, credit, second class upper, and lower divisions are

Publication of the European Centre for Research Training and Development-UK

classified as average achievers while third class and pass are classified as low achievers. Noor, Saim, Alias and Rosli, (2020) explained that at the initial stages of enrolment, most undergraduates want to achieve first-class results, however, most of such dreams seem dashed as some find themselves graduating with a third class or Pass.

Low academic achievement results in academic wastage and social crimes (Gimenez and Barrado, 2020). Academic wastage can be described as the inefficient use of available educational resources, including early dropout, unemployment and brain drain (Durosaro, 2012). This has led some affected students into drug peddling, prostitution, armed robbery, cyber-crime, depression of not achieving career goals and frustration of not having a better living standard than their colleagues who had high academic achievements. Academic performance is one of the primary criteria that businesses take into account when hiring new employees, according to Olufemi, Adediran, and Oyediran (2018), who also noted that some graduates do not get well-paying jobs after completing their university degree. This contradicts the goal of university education, which is to continually attract, promote and train competent, knowledgeable and talented individuals (Federal Ministry of Education, 2006). Many graduates experience brain drain as some are underemployed, while some do not find fulfilling employment in spite of academic achievements (El-Khawas, 2004).

On the contrary, high academic achievement is expected to be a catalyst for positive societal change. It is the fundamental goal of every student to have lucrative employment choices and economic success (Hout, 2012). Moreover, high academic achievement as a result of sound education is expected to improve students' standard of living, enhance societal values, prevent criminal activities, provide immense opportunities, reduce threats and increase a strong sense of self-esteem in society (Agarana and Ehigbochie, 2015). Nevertheless, many undergraduates struggle to attain high academic achievements while some find it difficult to maintain high grades in various programmes.

University ownership can be described as the body responsible for financing, controlling, and operating a higher education institution, as sanctioned and regulated by the National Universities Commission. Federal, state, and private entities may all own and manage universities in Nigeria. Federal or state government funds are used to support public universities. Private universities can be described as institutions established on the basis of independent policies and objectives and privately founded by individuals, a group of people and a mission (Ogundele, Timson, and Bodang, 2021). Institutional ownership largely determines the performance of the institution (Ekpoto and Bassey, 2018). Both private and public universities have similarities and differences (Naidu and Derani, 2016), particularly when it comes to the calibre of instruction, the admissions procedure, the services offered, and the academic performance attained by university students. Ajadi (2010) also explained that most private universities are self-financed and profit-oriented, therefore, they organise their institution in line with the social trend of employable academic programmes and offer academic programmes that have a premium 'and in the market as in the labour market the market. This is usually costly and unaffordable for intelligent but less privileged

Publication of the European Centre for Research Training and Development-UK
students who generally prefer public universities (Adeyanju, Mogaji, Olusola, and Olaniyi, 2020). These inequalities reflect socio-economic status. In an effort to draw in more students, the majority of private institutions in Nigeria have decreased their admission requirements when compared to state universities (Ajadi, 2010). These discrepancies indirectly influence satisfaction with curriculum and academic achievement at federal, state, and private institutions in Nigeria.

A university is the highest level of a higher educational institution. It is a legal entity established by law with the responsibility of promoting knowledge and other services to society while being an engine of growth and development. Across the nation, universities are essential to the growth of the economy, society, technology, and human capital (Olunkwa and Nwokolo, 2018). A method for quality control is often in place. According to Jaja (2013), this duty is being carried out in Nigeria by the universities and the National University Commission (NUC).

The Nigerian Federal Government created the NUC as an external oversight agency to manage the nation's many tertiary institutions. The Commission was established in 1962 to oversee and develop Nigerian higher education. Its responsibility is to approve all academic programmes offered by Nigerian institutions. Likewise, it authorises the founding of all universities that provide degree programmes and, via recurring accreditation, attests to the quality control of all university academic programmes. One cannot overlook the importance of NUC in system performance. The external quality assurance agency of the Nigerian university system performs various functions, such as encouraging the federal government on the establishment and location of universities, acquiring new facilities and postgraduate programmes, providing guidance on essential university requirements, administering federal grants to federal universities, preparing periodic plans for general programmes to be executed by universities, and establishing and maintaining minimum academic standards.

The NUC's oversight function has unequivocally enhanced the quality and sustainability of higher education in Nigeria. In recent years, the demand for higher education has skyrocketed. Many high school graduates are seeking university admission opportunities across the country. Unfortunately, the available universities in the country are not well equipped to provide all opportunities to those who desire higher education (Akpan and Undi, 2021). The competition among all secondary school graduates for university admission indicates that people may acknowledge the significance of university education as a means for personal development, upward mobility, and individual advancement (Akpan and Undie, 2021). Okoli and Chiadi (2017) asserted that universities typically seek to advance and disseminate knowledge via instruction, research, and innovation in a variety of capacities.

University-level education is seen as a crucial instrument for a country's overall social and economic development (Mukhtar *et al.* 2015). The development and sharing of knowledge to enhance the world through creativity and innovation is the primary objective of university education. There is an increasing recognition that university education addresses the needs and aspirations of different learners, indicating a proportion of students (DeShields, Ali, and Erdener,

Publication of the European Centre for Research Training and Development-UK

2005). Fortino (2012) emphasized that the creation of universities influences students' intellect to achieve the objectives of higher education. The major objective of university education is to guarantee that students' educations are finished effectively and enhanced. In a competitive climate, this optimistic trend in higher education highlights the value of educational institutions and information for student satisfaction.

Globally, university education is often seen as a catalyst for scientific, technological, social, political, and economic progress. Despite the vibrancy of its education sector, Nigeria has been unable to break free from this predicament and is still stagnant. The populace of the nation has devised tactics to outcompete the rest of the globe and control and impact all human endeavours, including competition for employment, international trade, and national progress (Pepple, 2017). The demand and desire for education is growing and Nigeria needs to improve and expand its university infrastructure to achieve the desired outcomes. Measures put in place by the government to reduce overcrowding in Nigerian universities have resulted in many students being denied education due to difficulties in access (Mahabub, 2014). The Nigerian Federal Government introduced a quota system in universities to align admissions with university capacity, which the Federal Character Commission describes as minimizing state licensing requirements, awarding 45% to students on the basis of merit, 20% to developing institutions, 25% to catchment areas and 10% to the suitability of the Vice-Chancellor (Ukiwo, 2007).

The quota system is highly disadvantageous to Southern students compared to Northern students. Universities are losing the most intelligent and qualified students due to this quota system, which also has a significant impact on the efficiency of universities (Akpan and Undie, 2007). Considering the significance of education, university education represents the tertiary level of education in Nigeria, enabling Nigerian adolescents to expand their understanding through secondary school (Okoye and Nonso, 2021). Universities around the world are established to produce highly skilled workers for job creation and national transformation (Olunkwa and Nwokolo, 2018). The fundamental goal of funding higher education is the conviction that education is the answer to all political and socioeconomic issues.

However, access to tertiary education is a challenge, especially in Nigeria. The issue of inadequate access to university education, shown by the disproportionate proportion of applications to the small percentage of learners accepted in Nigeria, has persisted since the 19th century. The desire of some Nigerians to obtain tertiary education, since the 1850s, could only be realized abroad and this opportunity was reserved for those few whose parents could afford the cost. Many of these Nigerians who pursued their professional training in foreign institutions upon their return campaigned for the establishment of tertiary education in Nigeria (Raji, 2010). Adedeji, Okotoni, and Ogunleye (2019) elucidated that universities are perpetually overwhelmed with requests for admission that exceed their capacity, as the volume of candidates significantly surpasses the number of available positions, a situation attributed to the heightened demand for admission. Improved access to private universities in Nigeria. The creation of private institutions in Nigeria to meet the growing needs for human capital development has been greatly aided by the persistent

Publication of the European Centre for Research Training and Development-UK

lack of admission slots in public universities for potential students in Nigeria as well as the need to improve access to higher education and raise educational standards (Ajayi and Ekundayo, 2008). Due to the challenges faced by Nigeria's public universities, private universities were established under President Olusegun Obasanjo's administration after the education industry was deregulated and a fresh democratic leadership was established in 1999 (Iruonagbe, Imhonopi, and Egharevba, 2015). Limited access combined with restrictions on public revenue, insufficient infrastructure, ongoing strikes by academic and non-academic staff unions, a lack of funding, and poor management and governance are some of the factors that have contributed to the growth of private universities in Nigeria (Adedeji and Bamidele, 2003; Raji, 2010). According to Tang (2012), the private higher education system is a supplement to the public university system and has evolved more quickly than the public system. Adedeji, Okotoni, and Ogunleye (2019) submitted there are complicated issues in contemporary Nigeria regarding the supply and demand for higher education. Since independence, both the supply and demand for higher education have grown dramatically, perhaps as a result of its vital role in developing the skills necessary for national development. Private and public universities exhibit distinct differences, including both similar qualities and divergent attributes (Naidu and Derani, 2016). In non-profit public institutions founded by the government, infrastructure requirements are determined at the government's discretion, unlike in private universities (Adedeji, Okotoni, and Ogunleye, 2019). Admission to public institutions is exceedingly difficult; thus, most applicants who are not accepted due to inadequate academic performance but possess financial stability often seek enrolment in private universities. The entrance criteria at most private institutions in Nigeria are less stringent than those at state universities to attract a greater number of students (Ajadi, 2010).

The need for private institutions in Nigeria is ascribed to many causes, including the expanding young demographic, which has resulted in heightened demand for higher education. In 1960, Nigeria's population was 31,797,000; by 2006, it had risen to 140,003,542 (National Population Commission, 2006), and by 2010, it further rose to 150,274,000 (UNDP, 2010). The government's ability to provide its citizens with additional goods and services, particularly higher education, has been severely strained by Nigeria's unanticipated population growth. As a result, existing universities and colleges are under pressure from the increase in student intake. Furthermore, Nigeria's economic decline during the last 20 years, coupled with the global economic downturn and population growth, has made it necessary for the government to rely on private institutions, such as private universities.

In addition, Nigeria's admission policy, which has placed the southwestern states of the country among the most educationally advantageous, does not favour many high school graduates who want to continue university studies in this field. Many qualified candidates are repeatedly denied admission each year. It was clear that potential students needed an alternative to state universities for their higher education. The fact that 31 of Nigeria's 69 currently approved private universities are located in the South-West geopolitical zone is thus not unexpected (Adedeji, Okotoni, and Ogunleye, 2019). Private universities are smaller than public universities in terms of structure, curriculum, staffing, and student enrollment. Private universities are authorized and founded to

Publication of the European Centre for Research Training and Development-UK
augment the government's initiatives in delivering university education to everyone (Ogundele *et al.*, 2021). Therefore, for the effectiveness of private universities in Nigeria, admission, recruitment, and funding policies are in the hands of individuals called the proprietor Ogunlade (2018).

Individuals or religious or secular boards are the only ones that own, fund, and run private universities, which are private or non-public establishments. They are often run for financial gain (Mogaji 2019). Nigeria is not an exception to the worldwide pattern of educational institutions being more privately owned over time (Akpotu and Akpochafo, 2009). This is consistent with practices in other areas where the government and private sectors work together to provide and manage higher education (Ajayi and Ekundayo, 2008).

Research Objectives

The aim of the study is to investigate;

- i. the level of academic achievement among undergraduates in federal, state and private universities in Southwestern, Nigeria.
- ii. the significant difference of academic achievement among undergraduates in federal, state and private universities in southwestern, Nigeria

Research Question

What is the level of academic achievement among undergraduates in federal, state and private universities in Southwestern, Nigeria?

Hypothesis

H₀₁ University Ownership has no significant difference on academic achievement among undergraduates in federal, state and private universities

METHODS

This research adopted an *expo-facto* descriptive design. The total population 282,834 students in total, with a target population of 72,062 undergraduates in 200 level at 6 Federal, 6 State, and 13 Private Universities in Southwestern Nigeria, this study's sample size, which was determined by a multistage sampling technique, is 1,526 respondents. Two of the six Southwestern states (Oyo and Osun state) were chosen at the first stage using a straightforward random selection procedure. The inability to secure data has limited the generalization of this study to two states.

In the second stage, a purposive sampling technique was used to select federal, state and private universities from the 2 sampled states established before 2015 with common academic programmes (6 universities). Eight faculties, comprising four each of sciences, Arts/humanities were sampled and classified according to the rate of patronage in admission. In the third step, 200

Publication of the European Centre for Research Training and Development-UK
level students from the selected faculties were chosen using the purposive sampling approach. This study considered undergraduates admitted through post-UTME only. This is because they are relatively new students and the 200 level is considered a volatile stage in which either the university or individual students can decide to withdraw from the academic programme. Also, at the 200 level, the institution would have tested the academic abilities of students admitted through JAMB, through various examinations at the departmental, faculty and university levels to have generated a grade point average (GPA) in which the outcome determines continuity in the programme. In the fourth stage, two departments in each of the sampled faculties (16 departments) were randomly selected. This gives a grand-total of 5, 404 undergraduates

In the fifth step, 25% of the students in each studied department were chosen using the proportionate-to-size sampling approach, yielding a total of 1,526 responders. Descriptive statistics such as Frequency counts and simple percentages were used for demographic information and Research questions. Hypothesis was tested using Analysis of Variance at 0.05 level of significance

RESULTS AND DISCUSION

Table 1: Demographic Indices of the Respondents

Variable		Frequency	Percentage (%)
Age	16-19	568	42.2
	20-23	667	49.6
	24-27	76	5.6
	27- 30	31	2.3
	Above 31	4	0.3
Total		1346	100%
Gender	Male	666	49.5
	Female	680	50.5
Total		1346	100%

Table 1 shows the age range of respondents. In the table 42.2% (568) are between the ages 16-19 years, 49.6 % (667) are between the ages 20 -23 years, 5.6 % (76) are between ages 24 -27years, 2.3 % (31) are between the age 27 -30 years, 0.3% (4) are above 31 years. The Table also shows that 49.5(666) are male while 50.5% (680) are female. This implies that the majority of the undergraduates in the South-West are female

Table 2: Level of Academic Achievement in Federal State and Private Universities in Southwestern, Nigeria

Class of Grade	Academic Achievement					
	Federal Universities		State Universities		Private Universities	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
First Class	69	10.4	20	4.1	40	20.7
Second Class Upper	212	32.0	131	26.9	84	43.1
Second Class Lower	272	41.0	218	44.5	53	26.9
Third Class	90	13.6	110	22.6	18	9.3
Pass	8	1.2	9	1.9	0	0
Probation	12	1.8	0	0	0	0
Total	663	100	488	100	195	100

Table 2 shows the level of academic achievement in federal, state and private universities in Southwestern, Nigeria. In federal universities, second class lower has the highest frequency 41 % (272) and pass grade 1.2 % (8) has the lowest, followed by students on probation. 1.8 % (12) with a weighted mean of 2.995 below the threshold of 3.0, thus, academic achievement is low in federal universities. In state universities, second class lower has the highest frequency while pass grade has the lowest frequency with a weighted mean of 2.995 below the threshold of 3.0, thus, academic achievement is low in state universities. In private universities, the second-class upper has the highest frequency 43.1 % (84), and there is no pass and probation with a weighted mean of 3.995 above the threshold of 3.0, thus, academic achievement is very high in private universities. This implies that academic achievement is very high in private universities, average in state universities but very low in federal universities.

The research question, revealed that academic achievement among undergraduates in southwestern, Nigeria is low. This could be because of other factors affecting learning and assessment. This is supported by Canales and Ríos, (2009) who stressed that student failure is usually very evident in the first year of university. Also, Baars *et al.* (2017) explained further that most undergraduates fail in the first year due to difficulty in adapting easily to the cognitive

Publication of the European Centre for Research Training and Development-UK
environment and systems of the university, since they have not experienced them in previous stages of their studies.

It also shows that academic achievement is very high in private universities, average in state universities but very low in federal universities. This is because undergraduates at private universities are sponsored by highly privileged parents due to exorbitant school fees. Dave (2004) explained that income and wealth reflect our social status. Buchmann (2002) explained that compared to their classmates from better socioeconomic backgrounds, children from deprived neighbourhoods see themselves as being at a disadvantage. Furthermore, it has been noted that the admission standards for most private institutions in Nigeria are less stringent than those of state universities in order to attract a larger student population (Ajadi, 2010). This often impacts their educational standards to retain learners.

Table 3. Significant Differences in University Ownership on Academic Achievement Among Undergraduates in Federal, State and Private Universities in Southwestern, Nigeria

ANOVA					
Academic Achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	60.359	2	30.18	34.906	.000
Within Groups	1161.136	1343	0.865		
Total	1221.495	1345			

Significant variations in undergraduate academic accomplishment between federal, state, and private universities are shown in Table 3. A substantial difference is seen in the table ($F_{(2, 1343)} = 34.906$; $p < 0.05$). In light of this, the null hypothesis—which maintains that there is no discernible difference in the academic achievement of students at federal, state, and private colleges in Southwestern Nigeria according to institution ownership—is rejected. This implies that depending on institution ownership, students in those three categories perform very differently academically. The results of hypothesis indicate that there exists a notable disparity in academic achievement among undergraduates across federal, state, and private universities, attributable to the ownership of the institution. The multiple comparison tests revealed the differences in the mean are in favour of private universities than federal universities and state universities. The result implies that private universities are more significant in academic achievement than federal and state universities. This is because there are discrepancies in the cost of education and ownership of universities. Same and Mohammad, (2015) also found that individual differences are a key factor in a student's academic achievement. Different scholars such as Galiher (2006), Darling (2005), and Broh (2000) explained that in universities, undergraduates' academic achievements are measured in through tests and examinations to arrive at the cumulative grade point average (CGPA).

CONCLUSION

Based on the findings, the study concluded that academic achievement was very high in private universities, average in state universities but very low in federal universities. The multiple comparison tests revealed the differences in the mean are in favour of private universities than federal universities and state universities. The result implies that private universities are more significant in academic achievement than federal and state universities. This is because there are discrepancies in the cost of education and ownership of universities.

RECOMMENDATIONS

The study therefore recommended that Government should fund public universities (Federal and State Universities), by reducing tuition fees, so as to leverage access to education both by the rich and poor. This will bridge the gap on academic achievement between public and private universities in Nigeria. All graduates of Nigerian universities are equal in the labour market. Also, as there exist disparities in admission policies of public and private universities owned by different entities, this study recommend that policymakers should formulate an equal scale for admission into public (federal and State) and private universities in Nigerian for every academic programme. Government should renovate public university facilities and equipment to improve the quality and standard of education in public universities. This will remove the conception considering private universities being at a better advantage than public universities. Also, funding of public universities increases their carrying capacities in the admission of students and making better economic arrangements for the employment of graduates to foster academic achievement

REFERENCES

- Adedeji, S. O. Okotoni, C. A and Ogunleye, A. O .2019. Access and Quality of Private University Education in Southwestern Nigeria. *US-China Education Review B*. 9:1, 21-33.
- Adedeji, S. O., and Bamidele, R. O. 2003. Economic impact of tertiary education on human capital development in Nigeria: Human resource development in Africa. Selected Papers for the 2002 Annual Conference, Nigeria Economic Society
- Adekeye, A. 2002. Teaching Social Studies in Nigerian Colleges, Ile-Ife press.
- Adeyanju, S., Mogaji, E., Olusola, J. and Olaniyi, M., 2020. Factors Influencing Students' Choice of a Federal University: A Case Study of a Nigerian Federal University. In: E. Mogaji, F. Maringe & R. E. Hinson, eds. *Higher Education Marketing in Africa - Explorations on Student Choice*. Cham, Switzerland: Springer.
- Agarana, M. C and Ehigbochie, A. I. 2015. Optimization of Academic Performance of Students at a World-Class University Applied Operational Research Approach. *International Journal of Mathematics and Computer Applications Research* 5.1: 43-50.
- Ajadi, T. O. 2010. Private Universities in Nigeria – the Challenges Ahead. *American Journal of Scientific Research*. 7: 15-24.

Publication of the European Centre for Research Training and Development-UK

- Ajayi, I. A. and Ekundayo, H. T., 2008. The Deregulation of University Education in Nigeria: Implications for Quality Assurance. *Nebula*, 5:4, 212-224.
- Akpotu, N. E. and Akpochafo, W. P., 2009. An Analysis of Factors Influencing the Upsurge of Private Universities in Nigeria. *Journal of Social Sciences*, 18:1, 21-27.
- Anyikwa, B. E. 2006. Towards an Understanding and Appreciation of the University Course System and Examination Procedures in Nigeria. University of Nigeria, Virtual Library. St. Augustine College of Education.
- Baars, G.J.; Stijnen, T.; Splinter, T.A. 2017 A Model to Predict Student Failure In The first Year of The Undergraduate Medical Curriculum. *Health Education* 3: 5–14.
- DeShields Jr, O. W., Ali, K. and Erdener, K., 2005. Determinants of business student satisfaction and retention in higher education: applying Herzberg's two-factor theory. *International Journal of Educational Management* 19.2:128-139.
- Duffy, E.A. and Goldberg, I., 2014. Crafting a class: College Admissions and Financial Aid, 1955-1994.
- Duncan, G.J., Morris, P.A. and Rodrigues, C., 2011. Does money really significant? Evaluating the effects of familial wealth on the academic performance of early children with data from randomised controlled trials. *Developmental Psychology* 47.5: 15-25.
- Durosaro, D. O. 2012. Cost of education: Where the shoe pinches. (103rd Inaugural) University of Ilorin, UniIlorin Press.
- Ekpoto, D. F. and Bassey, P. E. 2018. Institutional Ownership and the Application of Research Skills among Postgraduate Students in Education Faculties at Universities in Cross River State, Nigeria. *International Journal of Contemporary Social Science Education (IJCSE)*. 1: 1-20.
- El-Khawas, M.A., 2004. Brain Drain: Putting Africa between a rock and a hard place. *Mediterranean Quarterly* 15.4: 37-56.
- Fortino, A., 2012. The Purpose of Higher Education: To Create Prepared Minds. [Online] [Accessed 2 5 2017].
- Heckman, J. J., and Masterov, D. V. 2004. Skills policies for Scotland. Mimeo: University of Chicago Press.
- Gimenez and Barrado, 2020. Exposure to crime and academic achievement: A case study for Costa Rica using PISA data. A case study for Costa Rica using PISA data. *Studies in Educational Evaluation* 65-76.
- Gizem, E. 2020. An Examination of Primary School Students' Academic Performance and Motivation in Relation to Parental Attitudes, Teacher Motivation, Teacher Self-Efficacy, and Leadership Style. *International Journal of Progressive Education*. 16:1-20.
- Iruonagbe, C. T., Imhonopi, D. and Egharevba, M. E. 2015. Higher Education in Nigeria and the Emergence of Private Universities. *International Journal of Education and Research* 3.2: 49-64.
- Krueger, A. B. 2004. Inequality, too much of good thing. In J. J. Heckmand and A. B. Krueger (eds), *Inequality in America*, MIT Press.
- Mahabub, A. 2014. The Challenges of Access to University Education in Nigeria. *International Conference on Economics, Education and Humanities* 20-35.

Publication of the European Centre for Research Training and Development-UK

- Marmot, M. 2004. *The Status Syndrome: How Social Standing affects our Health and Longevity*. New York: our Book.
- Marsh, W. H., Trautwein, U., Ludtke, O., Koller, O and Baumert, J. 2005. Academic Self-Concept, Interest, Grades, and Standardised Test Results: Models of Causal Ordering with Reciprocal Effects. *Child Development* 76:2.397- 416.
- Mukhtar, U., Anwar, S., Ahmed, U. and Baloch, M. A., 2015. Factors Affecting Public and Private Sector Universities' Service Quality in Comparison: An Empirical Study. *Arts, Science and Commerce* 132-142.
- Naidu, P. and Derani, N. E. S. 2016. A Comparative Analysis of the Educational Quality Attained by Students at Private Universities Compared to Public Universities. 7th International Conference on Economics and Business Management, October 5th and 6th, 2015. *Procedia Economics and Finance* 35:659-666.
- NUC, 2019. Private Universities in Nigeria. [Online] Available at: <https://nuc.edu.ng/nigerian-universities/private-universities/> [Accessed 5 5 2019].
- Noor, N. A. M, Saim, N.M, Alias, R and Rosli, S.H. 2020. Students' Performance on Cognitive, Psychomotor and Affective Domain in the Course Outcome for Embedded Course. *Universal Journal of Education Research*. 8.8: 3469-3474.
- Ogundele, M. O., Timson, I. N., and Bodang, R. J. 2021. Private Universities Proliferation and Access to Quality Education in Nigeria: Problems and Way Forward. *International Journal of Management, Social Sciences, Peace and Conflict Studies (IJMSSPCS)* 4.1: 65-71.
- Okoye, F. O and Nonso, A. O. 2021. Challenges to Achieving High-Quality University Education in Nigeria: A Case Study of Nnamdi Azikiwe University, Awka. *Asian Business Research Journal* 6.1-6.
- Okoli, N J. and Chiadi, G 2017. University Education and Knowledge Economy: Nigeria's Experience. An Unpublished M (ed) Thesis, Educational Foundations, University of Port Harcourt.
- Olatunji, O. A. 2020. A Comparative Analysis of Rankings in the Higher Education Systems of South Africa and Nigeria. Springer Nature Switzerland AG. *The Education Systems of Africa, Global Education Systems*. University of Pretoria, Pretoria, South Africa.
- Olunkwa, U. C and Nwokolo, H .2018. University Education and Economic Diversification in Nigeria. *International Journal of Advanced Academic and Educational Research* 13.3: 87-94.
- Olufemi, O. T, Adediran A.A and Oyediran,W.O. 2018. Factors Influencing Students' Academic Achievement in Southwest Nigerian Education Colleges. *British Journal of Education* 6:10.43-56.
- Pepple, T. F. 2017. Career Aspirations, Familial Environment, and Cultural Influences: Impact on Senior Secondary Chemistry Achievement in Rivers State. *International Journal of Innovative Social and Science Education Research* 5.3: 61-68.
- Samer, M. A and Mohammad, A.B.Y. 2015.Low Academic Achievement: Causes and Results. *Theory and Practice in Language Studies* 5.11: 2262-2268.
- Tang, S., 2012. Academic Quality Features and Student Satisfaction: An Empirical Study of Students at Two Private Universities in Malaysia. *Academic Research International* 2: 1-15.

Publication of the European Centre for Research Training and Development-UK

- Raji, I. A. 2010. Access to University Education in Nigeria; *Journal of Sociology and Education in Africa* 9.2: 101-116.
- Ukiwo, U. (2007). Education, horizontal inequalities and ethnic relations in Nigeria. *International Journal of Educational Development* 27.3: 266-281.
- Valentine, J. C., and Dubois, D. L. 2005. Effect of Self-Beliefs on Academic Performance and the Reciprocal Influence. Distinguishing the Chicken from the Egg. In the edited volume by H. W. Marsh, R. G. Craven, and D. M. McInerney, *International Advances in Self-Research: New frontiers form*.