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Enhancing the Quality of University Education: The Role of Private Universities

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Abstract

African universities, pre-independence, operated as affiliates of foreign universities and offered quality education. The quality offered was pronounced even post-independence but the military incursion in politics brought about a decline in quality occasioned by poor funding and inadequate infrastructural development. These led to the massive exodus of the university dons to the developed world with better conditions of service, a development that is fondly referred to as “brain drain”. Consequently, most parents, particularly the rich send their children abroad in search of quality education but at the expense of moral upbringing and character development, the overall cost notwithstanding. Private universities came into existence in Nigeria since 1999 and till date, there are about 50 of them while the Public and State universities are 36 each. The Private universities offer a good balance of quality and character modelling and have become the preferred choice for most parents. Therefore, this paper presents the Covenant University model being rated as the most preferred Private University in Nigeria; and renowned for high academic standard and high level of discipline. The innovations in curriculum design, unique and customized programmes as well as the leadership and character development imperatives are also discussed. The parameters for World Class

Universities are also presented with the efforts of Covenant University highlighted.

Keywords: Quality, Higher Education, Private University, Covenant University, World Class Ranking and Quality Assurance

1. Introduction

African nations have bemoaned the state of underdevelopment of the continent long enough and it is high time they began to face reality as it is no longer tenable that the Colonial masters are responsible for the underdevelopment of Africa. Some countries became independent several decades back with little or no tangible development across the socio-economic and political landscapes (Ayo 2012a).

Africa relies on foreign solutions to her local problems in the areas of health, food scarcity, environment, energy etc. All these are largely pointers to the fact that there are gaps between higher education and societal development, which the 21st Century Higher Education must address as a matter of necessity (Ayo 2012b). Africa lays claim to being the cradle of civilization and having one of the oldest universities in the world – the Al-Azhar University, founded in 988 AD in Cairo, Egypt (Okebukola 2006). It is however worrisome that no African university made the top 100 universities in the world (QS World University Rankings 2012).

Also in the 70s, the Sub-Sahara Africa witnessed incessant military incursions into the polity with attendant economic crises and poor infrastructural development that affected the educational development of the region. This resulted in fallen quality of teaching, learning and research (Teboho 2007).

Prolonged military rule has negative effect on the socio-political and economic development of Nigeria, particularly the higher education (Alubo 1999; Adesina et al. 2004). Successive military regimes eroded the autonomy of these institutions and most of the Vice-Chancellors gradually became dignified agents of the government of the day. Military rule also affected the management style and subverted the due process that is customary of universities (Ekong 2002). According to Banjo (2004), one of the reasons for the deplorable state of Nigeria's public universities is uncontrolled expansion without consideration for infrastructural and human development.

University education development in Nigeria is classified into generations. The first generation marked the establishment of six (6) universities between 1960 and 1970. In the second generation, seven (7) universities were established between 1975 and 1980. The third generation witnessed the establishment of eleven (11) universities between 1980s and early 1990s (Ekundayo and Ajayi 2009). The fourth generation universities are those ones established between 1991 to date. They include more State universities, Nigerian open universities and Private universities. Despite these efforts, there is need for universities to cater for the challenge of access. Table 1 presents the admission capacity of the Nigerian universities between 1999 and 2009.

Table1: Total number of Universities, Applications and Admission Between 1999 – 2009

S/ N	YEAR	NO OF UNIVERSIT IES	NO OF APPLICATION S	NO ADMITT ED	LEFT OVER
1.	1999/2000	45	417,773	78,550	339,223
2.	2000/2001	46	467,490	50,277	417,213
3.	2001/2002	52	550,399	60,718	544,321
4.	2002/2003	53	994,380	51,845	942,535
5.	2003/2004	54	1,046,950	105,157	941,793
6.	2004/2005	56	841,878	122,492	719,386
7.	2005/2006	75	916,371	N/A	N/A
8.	2006/2007	76	803,472	123,626	679,846
9.	2007/2008	94	1,054,053	194,521	859532
10.	2008/2009	95	1,182,381	N/A	N/A
..
X	2012/2013	122	1,503,9	N/A	N/A

Source: (Ajadi 2010)

From table 1, it is obvious that the available universities are barely able to accommodate 20% of the applicants. Thus, there is need for more universities to meet the needs of the teeming populace but government alone cannot help because the available public universities are poorly funded and there is dearth of adequate human and material resources. Therefore, the intervention of the Private universities is very timely.

Aina (2010) opined that the emergence of private universities in Nigeria and parts of post colonial Africa was a recent occurrence that arose as a result of the erosion of the monopoly of government as the sole provider of

higher education. Also, they emerged largely to solve the problem of access and fallen quality of education. There is also a genuine concern for the quality of higher education as attempts were made to expand enrolment, prompting Ekhaguere (2001) to outline a set of quality assurance indicators with the support of the Association of African Universities (AAU). A study by the Association of African Universities (2000) provided an overview of the number, mission statement and proprietors. Another described the scope, programme, size, staffing situation, governance structure, financial environment, and regulations of such institutions in six African countries (Thaver 2004).

According to Canada National Library Reports (2001), quoted in Ajadi (2010), about 30% of all school students enrolled in private schools in Australia; in Columbia, about 67% of the total students enrolment are in private schools; in Belgium, not less than 60% of all enrollees are in the private schools; while about 30% and 25% enrollees are in private schools in Spain and France respectively.

2. Objectives of the Paper

The specific objectives of this paper include among others:

- i. To present the various private universities in Nigeria by ownership and the average cost per year.
- ii. To present the 2011 and 2012 ranking of World Class Universities and the place of private universities.
- iii. To present the perceived challenges of private universities.
- iv. To showcase the Covenant University model for addressing the challenges.

- v. To recommend appropriate measures for enhanced quality of education.

3. Private Universities in Nigeria

The promulgation of Decree 9 of 1993 made provision for the establishment of private Universities in Nigeria. Presently, in Nigeria, there are about 122 universities distributed as follows (Okojie 2012): 36 Federal universities; 36 State universities; and 50 Private universities. From table 2, the number of private universities in Nigeria has also geometrically increased from three to thirty-four between 1999 and 2009 and to fifty in 2012.

Most of the private schools in Nigeria today are owned by Christian Mission, Muslim Mission, private investors and some owned by private individuals in partnership with foreign bodies. The Christian missions are responsible for 50% of all Private universities in Nigeria. Their intervention was a call to duty towards addressing the decay in the higher education context, particularly with regards to moral decadence, unstable academic calendar, poor infrastructural development and inadequate qualified faculty amongst others. Consequently, the private sector especially the missions are determined to restore the lost glory of higher education in the country (Erinosho 2008).

The public universities in Nigeria receive subvention from government while private universities are privately owned and run on private funds. Thus, they enjoy no subvention of any form from government. They get funds from their proprietor base and school fess. Table 3 presents the average school fees of private universities in Nigeria. The average fees in the public universities is between \$300 to \$750, while the average fees in the private universities is \$4,000. Table 3 presents the average schools fees of private universities in Nigeria.

Table 2: List of Private Universities in Nigeria

S/N	NAME	YEAR OF EST	OWNERSHIP	S/N	NAME	YEAR OF EST	OWNERSHIP
1.	Babcock University, Ilesha-Remo	1999	Christian Mission- Seventh Day Adventist Church	26.	African University of Science & Technology, Abuja	2007	Private Individuals - Boards of the NMI(Nelson Mandela Institutions) and AUST
2.	Igbinedion University Okada	1999	Private Individual - Chief Gabriel O. Igbinedion	27.	Caleb University, Lagos	2007	Private Individual -Dr. Ola Adebogun
3.	Madonna University, Okija	1999	Christian Mission-Very Rev. Prof Emmanuel Ede	28.	Fountain University, Oshogbo	2007	Islamic Mission - Nasrul-Lahi-Il-Fatih Society of Nigeria
4.	Bowen University, Iwo	2001	Christian Mission - Baptist Convention	29.	Obong University, Obong Ntak	2007	Private Individual - Dr. Moses Akpanudo
5.	Benson Idahosa University, Benin City	2002	Christian Mission – Church of God Mission Intl.	30.	Salem University, Lokoja	2007	Christian Mission- Archbishop Sam Amaga,
6.	Covenant University Ota	2002	Christian Mission - <i>Living Faith Church, worldwide.</i>	31.	Tansian University, Umuaya	2007	Christian Mission- Very Rev. Msgr Prof. John Bosco Akam
7.	Pan-African University, Lagos	2002	Private Individuals - Lagos Business School	32.	Veritas University	2007	Christian Mission-The Catholic Mission of Nigeria
8.	American University of Nigeria, Yola	2003	Private Individual - <i>Alhaji Atiku Abubakar</i>	33.	Wesley Univ. of Science & Tech., Ondo	2007	Christian Mission- Methodist Church Nigeria.
9.	Ajayi Crowther University, Ibadan	2005	Christian Mission - The Church of Nigeria Anglican	34.	Western Delta University, Oghara	2007	Private Individuals - Urhobo Advancement Foundation (UAF)
10.	Al-Hikmah University, Ilorin	2005	Islamic Mission - Abdul – Rahim Oladimeji Islamic Foundation (AROIF)	35.	Afe Babalola University, Ado-Ekiti	2009	Private Individual - Chief Afe Babalola (SAN)
11.	Bells University of Technology, Ota	2005	Private Individual - Chief Olusegun Obasanjo	36.	Godfrey Okoye University, Uguomou-Nike	2009	Christian Mission- Reverend Father Professor Christian Anieke
12.	Bingham University, New Karu	2005	Christian Mission - ECWA	37.	Nigerian-Turkish Nile University, Abuja	2009	Private Individuals - SURAT Nigeria Ltd
13.	Caritas University, Enugu	2005	Christian Mission - The sister of Jesus the Saviour	38.	Oduduwa University, Ipetumodu	2009	Private Individual - Chief (Dr.) R. A. Adedoyin
14.	CETEP City University, Lagos	2005	Private Individuals - Board of Trustee with Chief Joseph Omoyajowo as chairman	39.	Paul University, Awka	2009	Christian Mission - Bishops Anglican communion, East of the Niger,
15.	Crawford University	2005	Christian Mission - Apostolic Faith Mission	40.	Rhema University, Obeama-Asa	2009	Christian Mission - Bro. Emma Okorie.

	Igbesa						
16.	Crescent University	2005	Islamic Mission - Prince Bola Ajibola	41.	Wellspring University, Evbuobanosa	2009	Private Individuals - Management Science Centre Daniel Isimoya , CEO
17.	Katsina University, Katsina	2005	N/A	42.	Adeleke University, Ede.	2011	Private Individual -Dr. Adedeji Adeleke
18.	Lead City University, Ibadan	2005	Private Individuals - Eduserve Consult	43.	Baze University, Kuchigoro	2011	Private Individual
19.	Novena University, Ogume	2005	Private Individual- Mr. Chuks Ochonogor	44.	Landmark University, Omu-Aran.	2011	Christian Mission - <i>Living Faith Church, worldwide.</i>
20.	Redeemer's University, Mowe	2005	Christian Mission-RCCG	45.	Adegboyega University, Ogwa	2011	Christian Mission-The Apostolic Church
21.	Renaissance University, Enugu	2005	Christian Mission-Mia Mater Elizabeth Foundation	46.	Elizade University, Ilara-Mokin	2012	Private Individual - Chief Michael Ade-Ojo
22.	University of Mkar, Mkar	2005	Christian Mission-NKST Church	47.	Evangel University, Akaeze	2012	Christian Mission - Assemblies of God, Nigeria
23.	Wukari Jubilee University,	2005	Christian Mission- Jointly owned by JBC & Taraba Community Project.	48.	Gregory University, Uturu	2012	Private Individuals- <i>Gregory Iyke Foundation</i>
24.	Joseph Ayo Babalola University, Ikeji-	2006	Christian Mission- The Apostolic Church	49.	Mcperson University, Seriki	2012	Christian Mission- Four Square Church
25.	Achievers University, Owo	2007	Private Individuals	50.	Southwestern University, Oku	2012	Private Individuals- <i>Dr. (Chief) Odufuwa</i>

Source: NUC Website 15th June, 2012 - <http://www.nuc.edu.ng> and individual universities Websites.

Table 3: Tuition Fees of Private Universities

Universities	Population	Tuition fees per session
Babcock University	7,500	N450,000 (\$3,000.00)
Redeemer's University	2,500	N450,000 (\$3,000.00)
Covenant University	7,521	N400,000 (\$2,667.00)
Renaissance University	250	N200,00 (\$1,333.00)
Bringham University	1,500	N500,000 (\$3,333.00)
American University of Nigeria	15,000	N1,590,000 (\$10,600.00)
Igbinedion University	5000	N640,000 (\$4,267.00)
Benson Idahosa University	6000	N500,000 (\$3,333.00)

[Source: Ezeoke 2011]

The cost of private universities education in Nigeria notwithstanding, most parents are satisfied with the quality of education, stable academic calendar and good moral upbringing some of which may be absent in overseas universities.

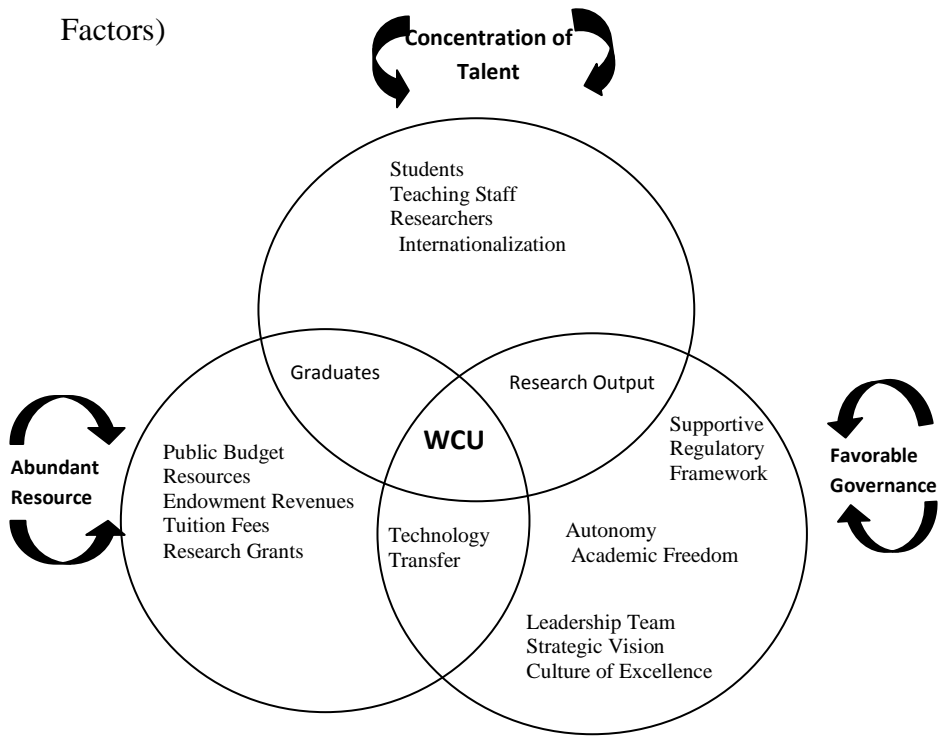
4. Ranking of World Class Universities

Salmi (2009) described World Class University as an elitist state that is conferred based on international recognition by an external community. Some features of World Class Universities include (Salmi & Tremblay 2000):

- High concentration of talents (faculty and students)
- Abundant resources (for learning and research)
- Favourable governance (strategic vision, innovation and flexibility, and each of decision making and resource management).

The dynamic interaction of the three factors constitutes the characteristics of high-ranking universities as presented in figure 1.

Figure 1: Characteristics of a World-Class University (Alignment of Key Factors)



Source: (Salmi 2009)

Some prominent ranking agencies include (Okebukola 2009 & Steiner 2009):

- Times Higher Education Supplement (THES) Ranking
- Shanghai Jiao Tong University (SJTU) Ranking
- Webometrics Ranking

The ranking parameters for Times Higher Education Supplement are presented in table 4 and Table 5 contains a selection of the ranking results based on THES.

Table 4: Times Higher Education Supplement (THES)

Criteria	Indicator	Weight
Academic Peer Review	Composite score drawn from peer review survey (which is divided into five subject areas).	40%
Employer Review	Score based on responses to employer survey.	10%
Faculty Student Ratio	Score based on student faculty ratio	20%
International Faculty	Score based on proportion of international faculty	5%
International Students	Score based on proportion of international students	5%
Citations per Faculty	Score based on research performance factored against the size of the research body	20%
Total		100%

Source: (Okebukola 2009 & Steiner 2009)

The parameters listed in table 4 have become the driving force behind all institutions, private and public towards quality enhancement for enlistment on the league of world class universities.

Table 5 presents the best 20 universities in the 2011 and 2012 ranking of World Class Universities based on THES. It is noteworthy that the best 5 universities in the world in 2011 were private universities while the best 3 in 2012 were also private universities. Furthermore, out of the best 20 universities selected for each year, Private universities accounted for 60% in 2011 and 55% in 2012. It therefore follows that Private universities are the hope for the future of education development.

Table 5: 2010-2012 World University Ranking

2011-2012 World University Ranking				2010-2011 World University Ranking			
Rank	Institution	Country	Ownership	Rank	Institution	Country	Ownership
1	California Institute of Technology	USA	Private	1	Harvard University	USA	Private
2	Harvard University	USA	Private	2	California Institute of Technology	USA	Private
2	Stanford University	USA	Private	3	MIT	USA	Private
4	University of Oxford	USA	Public	4	Stanford University	USA	Private
5	Princeton University	USA	Private	5	Princeton University	USA	Private
6	University of Cambridge	UK	Public	6	University of Cambridge	UK	Public
7	MIT	USA	Private	6	University of Oxford	USA	Public
8	Imperial College London	UK	Public	8	Univ. of California Berkeley	USA	Public
9	University of Chicago	USA	Private	9	Imperial College London	UK	Public
10	Univ. of California Berkeley	USA	Public	10	Yale University	USA	Private
11	Yale University	USA	Private	11	University of California Los Angeles	USA	Public
12	Columbia University	USA	Private	12	University of Chicago	USA	Private
13	Univ. of California Los Angeles	USA	Public	13	Johns Hopkins University	USA	Private
14	Johns Hopkins University	USA	Private	14	Cornell University	USA	Private
15	ETH- Zurich- Swiss Federal Institute of Technology	Switzerland	Public	15	Swiss Federal Institute of Technology Zurich	Switzerland	Public
16	University of Pennsylvania	USA	Private	15	University of Michigan	USA	Public
17	University College London	UK	Public	17	University of Toronto	Canada	Public
18	University of Michigan	USA	Public	18	Columbia University	USA	Private
19	University of Toronto	Canada	Public	19	University of Pennsylvania	USA	Private
20	Cornell University	USA	Private	20	Carnegie Mellon University	USA	Private

5. The Challenges of Private Universities

There were worries that the numerous licensed private Universities could be substandard but it is interesting to note that based on the accreditation exercises conducted from time to time, the Private universities outshined the public ones. Covenant University was announced the best private University in Nigeria for many years (NUC 2009).

The Gulf Cooperation Council comprising Bahrain, Qatar, UAE, Saudi Arabia, Oman and Kuwait listed the challenges of private universities as reliance on part-time teachers, poor qualifications of teachers, poor commitment of teachers, poor Curriculum development, poor faculty governance, poor focus on research and lack of rewards for research (Naithani 2010). These challenges are the perception of the generality of the populace about private Universities in Nigeria but Covenant University has a clearly specified approach to solving the issues.

6. Quality Assurance Measures in Covenant University

Covenant University, from the name, is in a Covenant with the Stakeholders: Parents, Students and the Industry etc. to produce quality graduates, expert thinkers and solution providers to the large challenges facing Nigeria and the Black Man in general. This is contained in the mandate of the university, which is to raise a new generation of leaders through a qualitative and life-Applicable training system that focuses on Value and Skill development, that is built on sound Biblical principles.

Mishra (2007) presented the fish-bone diagram of the operations of a typical higher education institution as shown in figure 2.

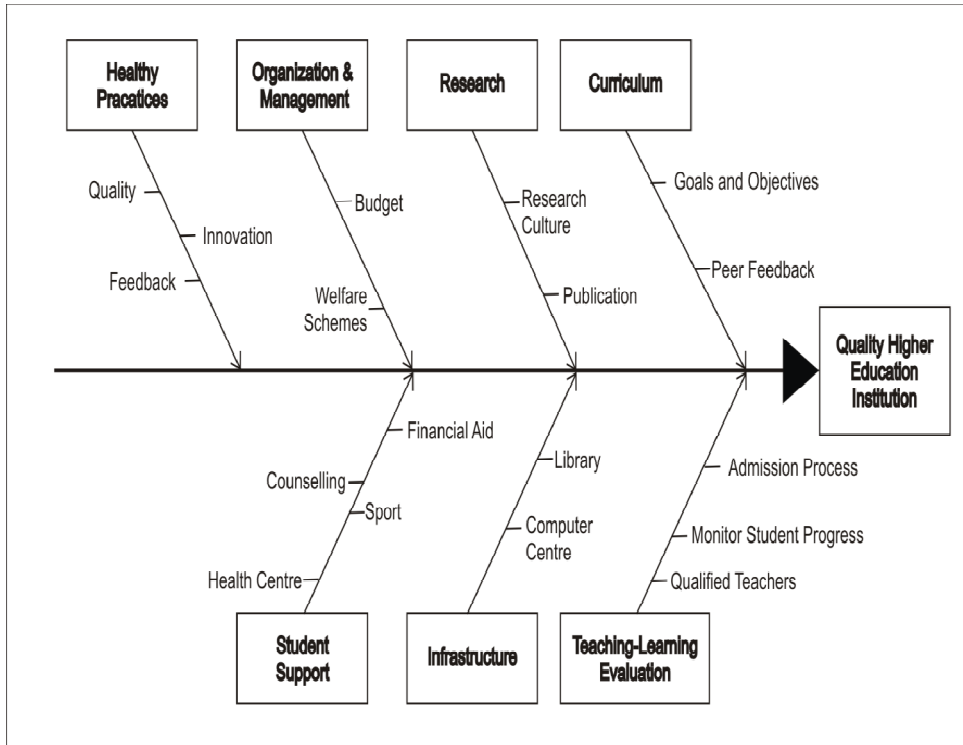


Figure 2: Fish-bone Diagram of Higher Education Operations

[Source: Mishra 2007]

In accomplishing the mandate, the University started by taking proactive steps towards the restoration of quality of education and the development of the Total Man Concept and leadership which are largely missing in the African context. Thus, based on operations of a university presented by Mishra (2007) in figure 2, the University has appropriate units/committees to render quality services in addition to other innovative and unique programmes introduced to produce a total graduate. These programmes are presented in section 6 under unique programmes of Covenant University.

Based on figure 2, the various operations and the approach of Covenant University are as presented in table 6.

Table 6: Operations of Higher Education Covenant University Approach

S/N	Operation	Covenant University Approach	
		Unit in Charge	Frequency of Review
1	Health Practices	Quality Assurance and Academic Standards	Weekly
2	Organization and Management	Students Affairs and Financial Services	Monthly
3	Research	Centre for Research and Development	Monthly
4	Curriculum	Curriculum Development Committee	Monthly
5	Student Support	Medical unit, Counseling unit and Sports unit Financial Services	Daily
6	Infrastructure	Centre for Systems and Information services, centre for Learning Resources	Daily
7	Teaching-Learning Evaluation	Registry, Academic Planning, Quality Assurance	Daily/Teaching(Admission)

According to the Vice-Chancellor of the University, the institution is committed to driving excellence at the cutting edge of learning and engaging best practices in this regard is a distinguishing feature that has placed the University above others (Obayan 2009). Thus, the envisioned future of the University was presented as being:

- a. the number one university for pioneering entrepreneurial development in Africa emerging from the landmark accomplishments in science, bio-technology, and engineering.
- b. a leading university in engaging and interacting with the industrial, political, social and business institutions and organizations in the country to develop solutions to the challenges they face.
- c. the leading university in applying research findings in ways uniquely tuned to addressing emerging problems in the Nigerian, African and Global context.
- d. a benchmark of possibilities for the development of African Universities to attain world class status.

The Unique Programmes of Covenant University

The birth of the University came with several unique programmes not available in any university in Nigeria and in fact, most universities of the world. The University came with clearly set goals, mission and vision that are meant to bring about the envision change (Obayan and Ayo 2010). Some of the programmes include:

1. Total Man Concept (TMC)

TMC is unique and novel in Africa. The fundamental philosophy of TMC is premised on accessing the total make-up of human kind from the spirit, soul and body dimensions. Covenant University believes that it is not just enough to offer an education/learning package which will stimulate students intellectually, but rather a package that will instil values of character and integrity in the students in relations to the needs of mankind in all aspects of life. Emphasis is also placed on learning and teaching within a conducive environment. On the

physical dimension the students are made to engage in different sporting activities to enhance their physical fitness.

2. Entrepreneurial Development Studies (EDS)

Also, the university has inbuilt Entrepreneurial Development Studies (EDS), which makes learning not only pedagogical but practical, life-applicable and practitioner-based. The focus of the Entrepreneurial Development Studies programme is to inculcate in the students the spirit of entrepreneurship. Each student is expected to develop some entrepreneurial skills in selected areas such as: Beading & Jewellery Making, Events Designing & Decoration, Fish Farming, Tie & Dye, Pastries, Bakery, Water Production, Soap Making, Beauty Enhancement, Book Writing & Publishing and Snail Farming, Covenant University was the first to introduce this in Nigeria and has since been adopted by government for inclusion in the educational curricula of all Nigerian universities.

3. Faculty Support Programme (FSP)

Covenant University is perhaps the only tertiary institution in this part of the world where faculty members, as a matter of deliberate policy, relate with their students in such diverse and vital areas as knowing their menu list, study programmes, career prospects and expectations as well as their challenges. In short, faculty members do not only impart knowledge through teaching, research and community service but go the extra-mile to interact with their students in fulfilment of one of our founding objectives of serving as

in loco parentis. This laudable idea is packaged under the Covenant University's Faculty Support Programmes (FSP).

4. Towards Total Graduate (TTG)

This is a unique approach to ensuring that students of Covenant University are turned out at the point of graduation as being worthy in character and in leadership. The course, which is integrated into the university's holistic and life-applicable curriculum is designed to specially package the student and deliver him to his world upon graduation, as an agent of change, set to take charge of his environment and break the barriers of limitation confronting our nation and continent at large. Some of the unique subjects offered at TTG course include: *The World of Work, Dynamics of Economic Dignity, Success Concepts, Life Long Learning, Principles of Integrity, Marriage and Family, and Total Quality Management*. Others are *Principles of Total Health, Business Management Principles, Christian Work Ethics and Wisdom that Works*. Every student of Covenant University is expected to fulfil this requirement before graduation. It is compulsory, graded and recorded.

5. Dress Code

In pursuit of the mandate of the University, there are prescribed dress codes in line with the expectations of future leaders. All students must be in suits and ties to all academic functions but could dress casually within the halls of residence. Covenant University was the first to introduce this in Nigeria and has since been adopted by several other universities.

6. ICT Certification

The University is in partnership with New Horizons Ltd, one of the leading information communications technologies training in the world to train the students practical IT skills. The idea is to get the students internationally certified in at least two relevant IT schemes in their chosen career. These schemes place the graduates of the University at a vantage position as their foreign counterparts. Thus, our graduates are employment ready and very competitive.

The various certification programmes include: Network plus; CISCO Certified Network Associate (CCNA); CISCO Certified Network Professional (CCNP); CISCO Certified Internet Expert (CCIE); Sun Java; Oracle SQL; Certified Internet Webmaster (CIW); Project Management; Customer Relationship Management (CRM); and Supply Chain Management among others.

7. Research Efforts

As part of the efforts of the University towards being a world class university, it established a research centre, called the Covenant University Centre for Research and Development (CUCERD) to organize and manage all research activities of the university and to foster closer tie with the industry. Similarly, there is an Intellectual Property and Technology Transfer Office (IPTTO) that handles all issues of patent of products from the research centre/university community.

7. Recommendations

For enhanced quality of higher education, private universities must:

i. Be well-funded and governed

The basic difference between Covenant University and others is adequacy of funds and a well focused, proactive and disciplined leadership. Presently, the proprietors of Covenant University have founded another University, the Landmark University in Omuaran, Nigeria, while the third is expected to commence later in the year. The passion for this is to drive revolution in Leadership and development through qualitative education.

ii. Invest massively in ICT

There is need for huge investment in ICT. The Covenant University model involves the use of ICT in every facet of her operations. The Internet and the intranet are massively engaged in the lecture rooms, staff quarters and students hostels. The university operates at the cutting-edge of ICT in lecture delivery, administration and management. The University won several awards on this platform both at the regional and national levels.

iii. Have a unique reward system

There is need for a reward system for academic excellence and research endeavours. Covenant University rewards academics with publications in high impact journals yearly. The prizes range from \$200 to \$1000 per paper, depending on the impact factor of the journal. Also, faculty with research patents are rewarded \$2000 per each patent.

iv. Have a unique staff development programme

There is need for a unique staff development programme that will produce quality academic for enhanced quality of output. Covenant has a unique staff development programme for postgraduate studies from Masters to Doctorates and yearly national and international conference and workshop support.

v. Have qualitative Academic Planning and Quality Assurance Unit

Covenant University has a vibrant academic planning and quality assurance units for regular monitoring of the various operations of the university and generating effective feedback for management consumption.

vi. Others

There is need for concerted efforts towards fostering:

- a. Collaboration and Linkages with renowned universities
- b. Internationalisation of academic programmes
- c. Internally Generated Revenue and endowment
- d. Adequate support for research work and product development

8. Conclusion

In the developed nations, the private universities have made tremendous contributions in terms of quality of delivery and access. Private universities in the world, particularly in the US are well rated based on the world ranking parameters. The development in Nigeria and Africa will follow this trend as exemplified by Covenant University in spite of her young age of existence (10 years).The fears of the general populace about the challenges of private universities will soon be over going the achievements of private universities

in Nigeria. Arising from the model of Covenant University, it is ranked side by side the oldest university in Nigeria going by the result of the pilot run of institutional accreditation in 2010.

Therefore, for enhanced quality of education, other private universities in Africa may consider the Covenant University model, which involves adequate funding; involvement of ICT in delivery of services; a good reward system to engender competition and creativity and capacity building through conference support in addition to custom-built programmes that are targeted towards solving societal problem and the leadership gap in Africa. Of the custom-built courses, the entrepreneurial development is highly recommended as the students are able to acquire additional vocations that will make them employers of labour and job creators rather than job seekers, particularly in the face of current global economic crunch where there is recession all over the world.

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