

Problems faced by Students in Public Universities in Nigeria and the Way Forward

Ogunode Niyi Jacob¹, Audu Elizabeth I², Ahaotu, Godwin Ndubuisi³

^{1, 2, 3} University of Abuja, Nigeria

¹ ogunodejacob@gmail.com

² auduelizabeth6@gmail.com

³ godwinahaotu@gmail.com

Abstract

The university education is designed to provide post-secondary school education for all eligible Nigerians. The Students in the Nigerian public universities are faced with many problems. The article discusses problems Nigerian public universities students faced as they are carrying out their academic activities across the country. The article used secondary data which was sourced from print material and online publications. The article identified inadequate infrastructural facilities, shortage of lecturers, unstable academic calendar, academic corruption, insecurity, financial problems and poor participation in universities management. To solve these challenges, this article recommends: that the government should increase the funding of students service programmes, provide adequate infrastructural facilities, employ more academic staff, provide adequate security in the schools, ensure stable academic calendar, institutionalize law against sexual harassment, provide proper orientation programmes to discourage students on cult related activities, ensure effective supervision of teaching and learning as well as provision of scholarship grants to students.

Keywords: *challenges, students, undergraduate, problems, public universities*

Introduction

Public universities are universities established by law to provide post-secondary school education for Nigerian and other Nationalities. Public universities are universities established, managed and funded by the government purposely to provide advance educational services for the general public. University education in Nigeria is classified among the higher education. The National Policy on Education (FGN, 2004) defines Higher Education as the Post-Secondary education system, which is offered by Universities, Polytechnics, Monotechnics, Colleges of Education, Correspondence Colleges and such other institutions as may be affiliated to them. The objectives of higher education in Nigeria include: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable the individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2004). The National Policy on Education further,

stated that higher educational institutions should pursue these goals through: teaching; research; dissemination of existing and new information; the pursuit of service to the community; and as a store- house of knowledge (FGN, 2004).

The university system comprises of the students, administrative staff, academic staff and the school management as the human resources component of the institutions. The students are the first to be considered as key factor in the universities system, because students play an important role in the overall functioning of the university. They have a major influence in decisions that affects the school culture. Presently, the Nigerian universities are having over 1.9 million students, and 199 universities in the country. The students are faced with many challenges and these challenges are affecting their academic performances. Peretomode, & Ugbomeh (2013) opine that one major area receiving less attention when examining problems facing universities in Africa, including Nigeria, is those difficulties encountered by Students themselves after they have been admitted into the Universities, and these are compounded by the institutional challenges and difficulties which negatively impact on the quality of teaching and learning, research and community service. This article will discuss the challenges faced by students in public universities in Nigeria and suggests the way forward.

Concept of Students

Students are learners in educational institutions. Studentship started from the early child education to basic education to secondary school education and ends in the higher institutions. Higher institutions students are learners in the higher institutions. Higher institutions students are matured learners. Students in higher institutions are aged from 18 years and above. Students of higher institutions are ready for learning and research. Some of the students of higher institutions are dependent while others are independent. Students in higher institutions are either doing first degree, second degree or third degree (Ogunode & Abubakar, 2021). National Open University of Nigeria (NOUN, 2009) observed that students are the focal point of school administration. Therefore, 'whatever the school head does, must take into account the students, their welfare, and other activities that affect their lives and stay in school. Schools are set up not for teachers, not for parents, not for educational administrators but for students. The various decisions taken by school administrators therefore, depend upon knowing the general and specific needs of the students' population (Ogunode & Abubakar, 2021).

There are few studies on the challenges facing the Nigerian students in higher institutions across the country. Peretomode, & Ugbomeh (2013) in their research on problems faced by undergraduate and diploma students and their survival strategies in Nigeria, they observed that some of the most serious problems encountered by students include difficulty in the process for the payment of school fees, cumbersome screening and registration process, inadequate classrooms and seats, and lack of constant power supply. Sex was found to be a factor in determining problems encountered by students as female students encountered more problems than their male counterparts. It was recommended that the University management should make deliberate efforts to ameliorate the hardship associated with the payment of school fees, screening and registration for courses by ensuring these are done on-line long, before school opens for any academic session.

Iroegbu, Abashi, & Ogunode, (2021), did a study on problems facing the undergraduate students of Federal University Wukari. The study revealed infrastructural problems such as inadequate male and female hotels, lecture halls, laboratories, and libraries. Others are unstable power supply, poor internet services and inadequate water supply. Administrative problems include misplacement and missing of exams scripts, delay in release of results, while academic problems involve poor teaching and learning activities, inconsistency in keeping the time table of lectures. These nexus is what the study evaluates with the intent to proffer possible solutions to it. Strike action, insecurity and financial challenge are the social problems and difficulties in course registration and screening and challenge of coping with payment of school fees are procedural problems facing the undergraduate students of Federal University Wukari.

Duze, (2010) who investigated the problems encountered by postgraduate students that hindered their studies in Nigerian universities. The findings revealed that the system is plagued with numerous complex and deep-rooted problems ranging from systems/procedural problems to socio-politico problems and personal/psychological problems, and that these problems actually hindered their studies and contributed to late graduation.

Ige (2014) examined the challenges public tertiary students are facing to include: inadequate classrooms, ill equipped library and laboratories, incessant closure of institution as a result of students unrest, cultism and strikes, inadequacy and non commitment of some lecturers, just to mention few. Evidences in support of the challenges and their gravities were gathered from literature.

Problems faced by Public Universities Students in Nigeria

The article identified inadequate infrastructural facilities, shortage of lecturers, unstable academic calendar, academic corruption, insecurity, poor academic services, financial problems and poor participation in universities management.

Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is a major problem facing the students in Nigerian public universities. Infrastructural facilities include; electricity, internet services, water, hotels (boys and girls), lecture halls, libraries, laboratories, ICT facilities and examination halls. Many public universities do not have adequate infrastructural facilities to support their students learning. Many students in public universities stay off-campus or rent house outside the school environment and spend transport to come to school every day. Ogunode, Yiolokun, & Akeredolu, (2019) observed that many Nigerian universities lack modern laboratories to carry out research work. Every year thousands of young scholars from Nigeria, travel out to carry out research works on their thesis or dissertation. Physics, Chemistry, Biology, and computer laboratories in most Nigerian universities lack the necessary equipment to carry out simple research work.

Enogholase (2013) stated that students were using kerosene stoves instead of gas burners to conduct experiments, specimens were kept in bottles instead of the appropriate places where such specimen should have been kept. Salisu (2001) did a study on influence of school physical resources on students' academic performance, he discovered that, there is a positive relationship between academic performance of

students and school physical resources. The inadequate infrastructural facilities like good classrooms, lecture halls and laboratories is a threat to the survival and sustainability of the system hence, education to some extent is falling due to low standard.

Ebehikhalu & Dawam (2016) submitted that, the abysmal state of teaching and learning as well as infrastructure in Nigerian universities is a consequence of the financial imbroglio in the nation's ivory tower, due to government refusal to accord the university its pride of place in terms of funding, and the high level of corruption in the management of universities' resources. Nigerian universities have been grossly underfunded and the consequence of this has manifested in the deficiency of teaching, learning, and infrastructural facilities development in the universities. Many of the stakeholders in the university system in Nigeria are also responsible for the rot in the university system. Academic Staff Union of Universities (ASUU) has struggled to force the government to properly fund the universities, but these funds are poorly managed, embezzled and stolen.

This high level of corruption is a practice common among the universities' administrators. The corrupt practices are similar to what obtains in the civil service and in the political world. The symptoms of these corrupt practices are manifested in the dilapidated, very substandard and poorly delivered buildings and other infrastructure. Majority of the universities' administrators have seen their positions as opportunity to amass wealth, caring more on how to enhance their financial wherewithal than protecting the integrity of the university system. Sawyer (2002) submitted that problems experienced by the typical African University students include little or no attempts made to match intake with available spaces, the absence of commensurate growth in human support and lack of adequate provision of resources generally to cater for increased student number and that, the problem of sexual harassment in African Universities has not yet been fully addressed. Ojo (2018), John, (2016), Udida, Bassey, & Udofia, (2009) also agreed that inadequate infrastructural facilities is a problem facing the public universities.

Shortage of Lecturers

Shortage of lecturers is another challenges faced by students in public universities in Nigeria.

Shortage of lecturers in the Nigerian public universities is responsible for high students-lecturers ratio in majorities of the universities. Eneh, Ngozi, (2009) submitted that student enrolment grows with the National population, more staff are not recruited to match the rate of growth of the students enrolment. This leads to an unmanageable student-teacher ratio. At the University of Nigeria, Nsukka, for example, the Faculty of Law once recorded a 104:1 student-teacher ratio, as against the 29:1 student-teacher ratio recommended for the 2002/2003 session. Ogunode (2020) observed that the shortage of the academic staff resulted to the high students-teacher ratio in most of the universities in the country. For instance, University of Abuja had staff to student ratio 1:122, Lagos state university had a ratio 1:144 and National Open University had a ratio 1:363. The report also showed that 43% of the lecturers in the Nigerian universities had PhD while others have less qualification. Their report also revealed that, only 50% of

the academic staff have required skills and pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions (NEEDS, 2014). Consequently, the quality of education or learning and teaching dwindles because, the increase in students enrolment does not receive a corresponding increase in material and staff inputs, but rather battles with decaying infrastructure and dwindling inputs. The government made a budget of US\$362 per student in the year 2000, as against US\$1,000 minimum recommended unit cost per student per annum.

Strike actions

Strike action by the different unions in the public universities is affecting the academic performance of students. Many students in public universities in Nigeria do not know when they will graduate due to strikes by different unions in the public universities. Strike actions is one of the problems Nigerian students in public universities are facing and is among the factors responsible for half -baked graduates. Disruptions in academic programs serve as non-motivational factor to the students. It discourages them from learning. It is not surprising therefore, that during strike actions, most students are seen involved in diverse immoral activities such as sexual immorality, cyber scam, pool betting, unnecessary gossips, watching of films and reading comic materials for entertainment purposes rather than reading their books. In the long run, they soon forget about academics and are no longer prepared for class activities which negatively affect their learning capability (Chijioke 2013 in Omotere 2014).

It has been revealed that students across various institutions of higher learnings in Nigeria are constantly faced with industrial actions either by the Academic or Non-Academic Staff (Odim, Annastashia & Solomon, 2018; Admin 2012), the disagreement or lack of understanding between government and academic community often result in deadlock that usually disrupt academic calendar. The effect of these repeated closures of schools and academic programs on students' learning effectiveness can better be imagined than described. University education in Nigeria has thus, suffered serious setbacks as a result of teachers' strike actions.

This has always subjected the students to pitiable conditions, disrupting academic programs, giving students' undeserved extension in their study years, poor students' concentration on academic programs and poor teacher-student relationships amongst others (Odim, Annastashia & Solomon, 2018; Edinyang & Ubi, 2013). Odim, Annastashia & Solomon (2018), Odubela (2012) in Omotere (2014) concluded that an effective learning or an enhanced academic performance is achieved by successful coverage of the course outlines timely and before the examination. This is rarely achieved with strike action in place. Given the above review, it can be deduced that strike by either Academic staff Union of Universities, Non Academic Staff Union or any other such trade union, has adverse effect on the proceedings of academic and non-academic activities of universities in Nigeria. Okoli, Ogbondah, & Ewor, (2016), Ahunanya and Ubabudu (2006) established that strike actions is one of the major problem facing the university system in Nigeria.

Academic Corruption (Sex for marks)

Chinyere, & Chukwuma (2017) defined corruption as the absurd or deviant disposition of people in institutions of higher learning which violates the ethical standards. The prevalence of corruption in tertiary institutions is viewed to negate the core values of education at this level. Chinyere, & Chukwuma (2017) identified dimensions of corruption in Nigerian universities to include students, lecturers, non-academic staff and administrators. Forms of corruption among lecturers include: demanding huge amount of money, sex from female students for high grade, etc. Among non-teaching staff, the shades of corruption include; monetary extortion from students before they see their results, demanding of money from unsuspecting parents in the guise that they are lecturers with a promise to secure admission for their children/wards, they also act as agents for lecturers, receiving money from students for higher grades after examination.

At the administrator's level, shades of corruption include; misappropriation and misapplication of funds meant for capital projects, offer of admission to undeserving students for a fee while deserving candidates are by-passed, amongst others. Major corruption practices that affects students more in the public universities include sexual harassment. An investigation carried out by Saturday Vanguard showed that students who could not sleep with lecturers to upgrade their marks when they failed a course had to settle it with cash. For instance, findings revealed that students pay between N3000 and N10, 000 for a failed course, depending on whether it is a major or elective course. But some lecturers still insist on sleeping with students rather than collecting money, which they regard as stipends. Meeting points for such shameful act are usually in brothels outside the institutions, either in the day time or at night. Harassment of female students has been a contending issue in Nigeria.

Some male students, particularly the cultists often rape female counterparts when there is no compromise over love advance (Ige, 2014, Igodo, 2002). Some male students also hide under campus journalism to expose the secret and background of female students. They are thus fond of cartooning and writing malicious information about them. Some lecturers also lure female students with marks and money so as to cooperate with them over love advances. Threat of failure awaits anyone who refuses to compromise. Anytime there is student unrest in campuses, authorities of institutions usually invite law enforcement agents to help to maintain peace. Rather than doing this, some of them do seize the opportunity to rape the female students (Ige, 2014, Ige & Olowolabi, 2010).

Insecurity

Insecurity is another problem facing the students in public universities in Nigeria. Nigeria is faced with many security challenges which is affecting the students' academic programmes. Obi, (2015) submitted that insecurity and terrorism have been major challenges to the Nigerian government in recent times. The activities of the Islamic sect (Boko Haram) had led to loss of lives and properties in the country especially in the Northern part of Nigeria. Some of these activities include bombing, suicide bomb attacks, sporadic shooting of unarmed and innocent citizens, burning of police stations, churches, kidnapping of school girls and women, etc. Kidnapping, rape, armed robbery and political crises, murder, destruction of oil facilities by Niger Delta militants alongside

the attacks carried out by Fulani Herdsmen on some communities in the North and South have been another major security challenge facing the country. Nigeria has been listed among the terrorist countries of the World. Many lives and properties have been lost and a large number of citizens rendered homeless. Families have lost their loved ones. Many women are now widows. Children become orphans with no hope of the future. This has implications for national development. Many undergraduate students have lost their lives and properties. Students are kidnapped within the school environment, female students raped and killed. Ojo (2014) observed that majorities of Nigerian educational institutions are not safe for students, school administrators and staffs. Many students in the Nigerian higher institutions have lost their lives due to the insecurity within the domain of the institutions. The nation (2020) had this report with the following captions: a female student of Federal Polytechnic Bauchi, was rushed to hospital with a deep machete cut on her head, after armed robbers attacked her off-campus hostel in the Gwallameji Area of the state capital. Five robbers reportedly invaded the lodge about 2am last Friday, carting away several items including a laptop, gas cylinder, box and mattresses. Premium times (2020) also had the report with the captions: Mr Bala university of Jos students, was killed on Tuesday along Zaria Road, an incident the Special Task Force, Operation Safe Haven (OPSH), in Plateau State.

Boko Haram has killed a local university student who was recently abducted while returning to school in Nigeria's northeastern city of Maiduguri, according to a local official on Wednesday. The execution of the student identified as Daciya Dalep, from Nigeria's central Plateau State, took place on Tuesday, said Yusuf Gagdi, a federal lawmaker representing that part of the country at the National parliament. Gagdi said the student of the University of Maiduguri in the capital of the Northern State of Borno was kidnapped on his way to school two weeks ago, by Boko Haram (Xinhua (2020). In 2021, three students of a private university in Kaduna State was kidnapped and killed as reported by premium times (2021a). Another 39 students of forestry college in Kaduna was kidnapped by Bandits and yet to be released by the abductors (premium times (2021b).

Poor Academic Services

Poor academic services is a very big problem facing the public universities students in Nigeria. Carol (2015) did a study that investigated the assessment of teaching quality through the perceptions of University undergraduate students. The findings of the study revealed that, though teachers maintained good communication link with the students, their academic support to the students and effective handling of the studying process was low. Based on these findings, the researcher recommended among others, that university management should adopt a more effective monitoring process of lecturers during teaching periods. Ajo Bardk and Lev (2006) who noted that teachers do not pay good attention to students' academic problems.

Carol (2015) also observed in her study that the inability of teachers to pay maximum attention to students, affects students' learning in and outside the classroom; students' classroom behavior, interactions and participation and teachers' positive relationship with students. Perhaps this situation might be as a result of the unprecedented daily increase in the number of students under the care of each lecturer that it becomes

difficult to give enough time to every student both in the lecture room and at private time. Added to this, is the excess work load the lecturers are to battle with which does not give them enough time to handle the students' individual problems and interact freely with them. Ogunode (2014) observes that the quality of teaching and learning in Nigerian universities is poor and cannot guarantee the effectiveness of teaching.

Financial Problems

Financial problem is a major problem facing Nigeria students in public universities. Many undergraduate students are poor due to the social economic condition of the country. Borgemagazine (2020) revealed that Nigeria, a third World country in Africa, is known as the poverty capital of the world. The nation just exceeded India with the largest rate of people living in extreme poverty. In Nigeria, about 86.9 million people live in severe poverty, which is about 50% of its entire population. While the nation is smaller both geographically and in terms of population, it is failing at lowering the rates of poverty. This is partly due to the mismanagement of the oil business and the presence of corruption. Along with this, the nation is going through a "population boom," which will make managing poverty rates more difficult. Corruption is the major reason why poverty is at such a high rate in Nigeria. In fact, many economist have declared that it is the 'single greatest obstacle' that prevents Nigeria from prospering. Corruption is present in everyday lives of the citizens from businesses to the government. Consequently, poorer communities are suffering and the economic structure has experienced disruption. Ige (2014) submitted that

In Nigeria, public tertiary institutions have been mandated to generate substantial revenue, so as to augment the limited finance flow from Government. This has made the public tertiary institutions to introduce different fees such as examination, medical, caution, graduation, acceptance of admission, among others. Of recent, almost all the public tertiary institutions in Nigeria have increased the fees payable by students, in an attempt to generate more fund for their sustenance, in line with government's directive. This has been causing hardship for students, particularly those from less privileged homes. Many parents/guardians pay through their noses to educate their children/wards in tertiary institutions, which is limiting the access to tertiary institution and encouraging wastage (i.e. dropout and repetition) from the institutions. The issue of fee increase has even been a major factor causing incessant student unrest and closure of tertiary institutions in the country (Ige, 2014; Olowolabi, 2010).

Poor Participation in Universities Management

Poor participation of students in the decision that affect them is another challenge faced by students in public universities. Many school administrators do not invite the students' unions to discuss issues affecting the students rather, they impose policies on the students. Olayem, (2011) did a study that investigated students' participation in university management and organizational effectiveness. The findings show that, the level of students' participation in university management and organizational effectiveness in the two Universities sampled were low. The outcome of the study further revealed a significant relationship between students' participation in university management and organizational effectiveness. There was also a significant difference between the level of students' participation in the university management and

organizational effectiveness in both the Federal and State universities. Based on these findings, it was recommended that, students should be well represented on all university statutory committees for more efficient governance of the system.

Lack of Scholarship

Another problem facing the Nigerian students is that, they don't enjoy scholarship facilities like their colleagues in other countries. In some countries, 5% to 10% of their administration annual subvention goes to students that are exceptional. Students that performed well in the entry examinations and scored high. Some higher institutions designed programmes to grant scholarship to poor students. In Nigeria, it is hardly to see students on scholarship given by the higher institutions.

Way Forward

To solve these challenges, this article recommends: that the government should increase the funding of students service programmes, provide adequate infrastructural facilities, employ more academic staff, provide adequate security in the schools, ensure stable academic calendar, institutionalize law against sexual harassment, introduce orientation programmes for students on cult related activities, ensure effective supervision of lecturers and provision of scholarship grants for students.

- a) Government should fund education by allocating higher percentage of her revenue to education for at least 10 years. Many funds should be poured into educational sector to bring education to a normal standard. Institutions should vigorously adopt the mechanism for internally generated funds. Institutions should establish and equip a unit in their campus solely for the purpose of generating funds internally e.g. mixed agriculture; catering services; consultancy services; printing; and laundry services; transport; bookshops; publishing; sales; and machines production (Noun,2011).
- b) The government should provide adequate infrastructural facilities in all the higher institutions across the country.
- c) To reduce the teaching of large classes in the Nigerian higher institutions, the government should employ more academic staff. Teachers are strong member of the educational institutions. The roles of teachers cannot be replaced.
- d) The school administrators and the government should ensure that, adequate security are provided for the students within the school environment.
- e) Maintaining stable academic calendar is very important for the attainment of educational institutions objectives. It promotes the image of the educational institutions and help to reduce educational wastage in the system. The government and school administrators should always ensure that, an agreement is reached with different unions within the educational institutions and agreement are well implemented as to avoid strike actions in the educational institutions.
- f) The school administrators should establish a unit to handle the marking and re-marking of students scripts. Academic staff should be disallowed from marking the script of his/her students to prevent sex for marks syndrome in tertiary institutions. Staff involved in the act of sex for marks should be punished and sacked from the school.

- g) Higher institutions administrators should be made to attend students' management seminars and workshops regularly which will go a long way in effecting adequate leadership standard in such institutions. Management should invest in student-oriented programmes and clubs. This could promote student learning by providing opportunities for involvement in a wide variety of organizations programmes and training.
- h) The government and school administrators should improve the supervision of the teaching and ensure lecturers cover their scheme of work and provide quality academic services to the students.
- i) Higher institutions in Nigeria should develop programmes and plan to include scholarship programmes for students that have excelled academically in the entry examination as well as indigent students. Higher institutions in Nigeria can also partner with private sectors to sponsor scholarship programmes in their various institutions.
- j) Students should be represented in some management committees e.g. disciplinary committee, appeal committee etc. It is proved to be rewarding because students have helped the management in anticipating problems that may arise from fellow students and other sources and proffering solution to the anticipated problems.

Conclusion

The paper has carefully examined quite a number of associated problems faced by students in higher institutions. Due diligence was done to the problems raised with possible way forward. The paper recommended also that, it will be more gracious on the part of the government and public universities management to offer financial assistance to students from socio-economically disadvantaged background as a means of addressing their economic lean measures.

Acknowledgment

-

References

- Borgemagazine. (2020). The Poverty Capital of the World: NIGERIA.
<https://www.borgenmagazine.com/the-poverty-capital-of-the-world-nigeria/#:~:text=>
- Carol, O. E. (2015). Department of Educational Management and Policy Nnamdi Azikiwe University, Awka.
- Duze, C. O. (2010). An Analysis of Problems Encountered by Post-graduate Students in Nigerian Universities. *Journal of social Science*, 22(2).
<https://doi.org/10.1080/09718923.2010.11892793>
- John, F. (2016). *University development in Africa, the Nigerian experience*. Lagos: Light Press.
- Ige, A. M. (2014) The Challenges of Being a Student of Any Public Tertiary Institution in Nigeria of Today. *Journal of Studies in Education*, 4(1), pp. 128

- Information Nigeria. (2018). Sex For Marks In Nigerian Universities. Retrieved from <https://www.informationnigeria.com/2018/05/sx-for-marks-in-nigerian-universities.html>
- Ebehikhalu, N. O., & Dawam, P. (2017) Inadequacy of Teaching and Learning Infrastructure: Reason Nigerian Universities cannot Drive Innovations. *Australian Journal of Education and Learning Research*
- NEEDS, (2014). *Needs assessment in the Nigerian education sector*. International organization for migration, Abuja, Nigeria.
- Ogunode, N. J., Yiolokun, I. B., & Akeredolu, B. J. (2019). Nigerian Universities and their Sustainability: Challenges and Way Forward. *Electronic Research Journal of Behavioural Sciences*, 2.
- Odim, O. O., Annastashia, I. A., & Solomon, A. A. (2018). Effect Of Strikes On Management And Planning Of Educational Activities In Nigerian Universities. *Global Journal Of Educational Research*, 17, pp. 1-8
- Omotere, T. (2014). Effects of asuu strikes on the academic performance of university students. M.Ed. Thesis, Ego Booster Books.
- Ogunode, N. J., & Abubakar, M. (2020). Higher Education in Nigeria: Challenges and the Ways Forward. *Electronic Research Journal of Behavioural Sciences*, 3.
- Iroegbu, A. I., Abashi, L. E., & Ogunode, J. N. (2021). An Evaluation Of The Problems Faced By Undergraduate Of Federal University Wukari, Taraba State Nigeria. *European Journal of Humanities and Educational Advancements (EJHEA)*, 2(3), p 20-24
- Olayem, J. A.O. (2011). Students' Participation in University Management and Organisational Effectiveness. Conference: London International Conference in Education
- Ojo, A. A. (2018). *Higher Education in Nigeria*. Being a Paper presented at Education in Africa Day, held at House of Commons Palace of Westminster, London.
- Okoli, N. J., Ogbondah, L., & Ewor, R. N. (2016). The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*, 2, p. 61-63
- Sawyer, A. (2002). *Higher education at crossroads: A policy consultation on Hostels in Higher education in Africa*. A keynote address in proceedings of conference organized by the Association of African Universities Management and Policy Consultation held at Meridien Hotel, Dakar, Senegal, February 11 – 13.
- Premiumtimes (2020) Plateau govt to investigate killing of unijos student by army personnel. <https://www.premiumtimesng.com/regional/north-central/392740-plateau-govt-to-investigate-killing-of-unijos-student-by-army-personnel.html>
- Udida, L. A., Bassey, U. U., & Udofia, I. U. (2009). *System Performance and Sustainability of Higher Education in Nigeria*. Paper Presented at the 11th International Conference of Educational Management Association of South Africa (EMASA)
- Peretomode, V. F., & Ugboemeh, A.N. (2013). Problems Faced by Undergraduate and Diploma Students and their Survival Strategies in Nigeria: An Institutional Analysis. *International Journal of Educational Planning & Administration*, 3(1), pp. 25-33
- Premium timesng. (2021a). Three of the abducted Kaduna university students killed. Retrieved from <https://www.premiumtimesng.com/news/headlines/457138-breaking-three-of-the-abducted-kaduna-university-students-killed.html>

- Premium timesng. (2021). Bandits attack university in Kaduna, kidnap students.
<https://www.premiumtimesng.com/regional/nwest/456624-bandits-attack-university-in-kaduna-kidnap-students.html>
- Xinhua. (2020). Boko Haram kills university student in NE Nigeria: official.
http://www.xinhuanet.com/english/2020-01/23/c_138727410.htm
- The Nation. (2020). Robbers invade students hostel in bauchi.
<https://thenationonlineng.net/robbers-invade-students-hostel-in-bauchi/>