



**KOLADAISI UNIVERSITY,
IBADAN**



2nd Convocation
Ceremony

THURSDAY

06
OCTOBER,
2022

11:00AM

AGBEKE MEMORIAL HALL,
KOLADAISI UNIVERSITY,
IBADAN.

Convocation Lecture By

PROFESSOR ABEL IDOWU OLAYINKA, FAS

THE FUTURE OF PRIVATE UNIVERSITIES IN NIGERIA

Professor Abel Idowu Olayinka, FAS

Second Convocation Lecture, KolaDaisi University, Ibadan

Introduction

I thank the Chancellor, Board of Trustees, Council, Senate and Management of KolaDaisi University (KDU), Ibadan, for inviting me to present the Second Convocation Lecture as one of the activities lined up for the Convocation Ceremony holding on Thursday 6th October 2022. One is doubly honoured by the fact that the First Convocation Lecture of KDU was presented last year by an eminent and highly cerebral scholar of no mean repute and the Vice-President Federal Republic of Nigeria, His Excellency Professor Oluyemi OlulekeOsinbajo, GCON, SAN. I congratulate the Founder/Proprietor of KDU, our highly respected father, eminent lawyer, highly successful boardroom guru and global icon, Chief Kola Daisi, Commander of the Order of Niger and all the eminent individuals who have been associated in one way or the other with the very impressive progress recorded by this university since it got its operational licence in November 2016. I must confess that you have a very beautiful and serene campus, that you all can be very proud of some distance away from the hustle and bustle of busy life of our sprawling Ibadan Metropolis.

The University of Ibadan was assigned the task of serving as the Mentor Institution to KolaDaisi University Ibadan and it is gratifying to note that the founding fathers of this university were most pleased and well-disposed with this arrangement. As the Vice-Chancellor of the University of Ibadan at the time the late Professor Emeritus Oladipo Akinkugbe of blessed memory who was a personal friend and confidant of Chief Kola Daisi instructed me to look at ways in which the University of Ibadan could assist the new institution to take off on a sound footing. One is very happy that the humble efforts have yielded very good efforts. On a personal note, I took part, formally and informally in the selection of both the immediate past and the incumbent Vice-Chancellors of KDU. I thank the Chancellor for the confidence reposed in me.

I will like to congratulate the graduands who will be receiving their degrees after several years of hard work and perseverance in this citadel of learning at this ceremony. It must certainly feel good to have been found worthy in both character and learning by the Senate of the University. The world is now under your feet. You should go ahead to be a change agent in our rapidly changing world. I extend warm felicitations to your parents, guardians, siblings, and friends and well-wishers. I will also acknowledge all the staff of KolaDaisi University who must have contributed in one way or the other to make today's joyous occasion possible.

In this Convocation lecture, we have examined access to university education in Nigeria, assessment of students, stability of academic calendar, staffing, challenges faced by private universities, employability of graduates, cost of tertiary education, and benchmarking KolaDaisiUniversity. The last section comprises discussion and a few concluding remarks.

Access to University Education

As stated by Amponsah and Onuoha (2013) most national governments in Africa have approved the establishment of private universities in order to address the problem of who pays for higher education in the new millennium; to offer environments conducive to teaching and learning needs in the higher education sector; bridge the gap between the small number of educated Africans and the millions who need university education; in order to promote diversity, innovation and autonomy; offer quality education to enable individuals to achieve their potentials by introducing current teaching systems that leverage on the effective use of information technology; provide new and specialized educational programmes aimed at self-employment; and in response to the universal call for privatization, free market economy and individual ownership of establishments.

The public sector has been unable to satisfy the growing social demand for access into higher education. There is a shifting political view of extending public subvention to social sectors in order to lessen investment possibilities in the productive sectors and thus the growth potentials of the economy in general. Public universities are perceived as been unable to respond to the demand for changes in courses and subjects of study that have taken place in many countries. Moreover, in some countries, the public sector is being criticized for inefficiency while the private sector is increasingly being promoted for its operational efficiency (Varghese, 2004).

Public universities face series of crises resulting from rapid expansion of university education in Nigeria. The reasons include poor staff mix compounded by ageing academic staff and difficulty in attracting, supporting, developing and retaining fresh talents; ageing problem which translates to continual exit of experienced staff; Inability to attract foreign staff and students; unstable academic calendar; overdependence on government for funding; difficulty in securing new sources of internally generated revenue; inadequate provision of municipal services, especially electricity and water supply; weak financial budgeting and management; relatively weak capacity for innovation in fund raising; inadequate teaching and research facilities for staff and students; a conservative, slow decision-making system and outdated bureaucracy; poor communication mechanism with both internal and external stakeholders; academic and research programmes with limited connect with the government and industry and other stakeholders; limited ICT infrastructure and deployment to support academic and administrative functions; inadequate suitable staff housing and hostel facilities for students on-campus; huge maintenance needs of the vast University property. Moreover, most of the public institutions had become a haven for cultism, sexual harassment and similar social vices.

One of the major reasons for the rapid expansion of university education in Nigeria is the demand for it by the population. The belief is that graduates have better employment opportunities and have enhanced earnings compared to non-graduates; degrees open doors as many jobs now demand a degree unlike what was the scenario many decades earlier; Increased marketability and increased earning potential; personal growth and improved self-esteem; higher job satisfaction; and positive Return On Investment; Preparation for a specialized career; opportunities to develop life skills and build self-confidence to become a strong and independent individual as well as intergenerational and social mobility.

As pointed out by Erinsho (2008) one major way in which African countries have

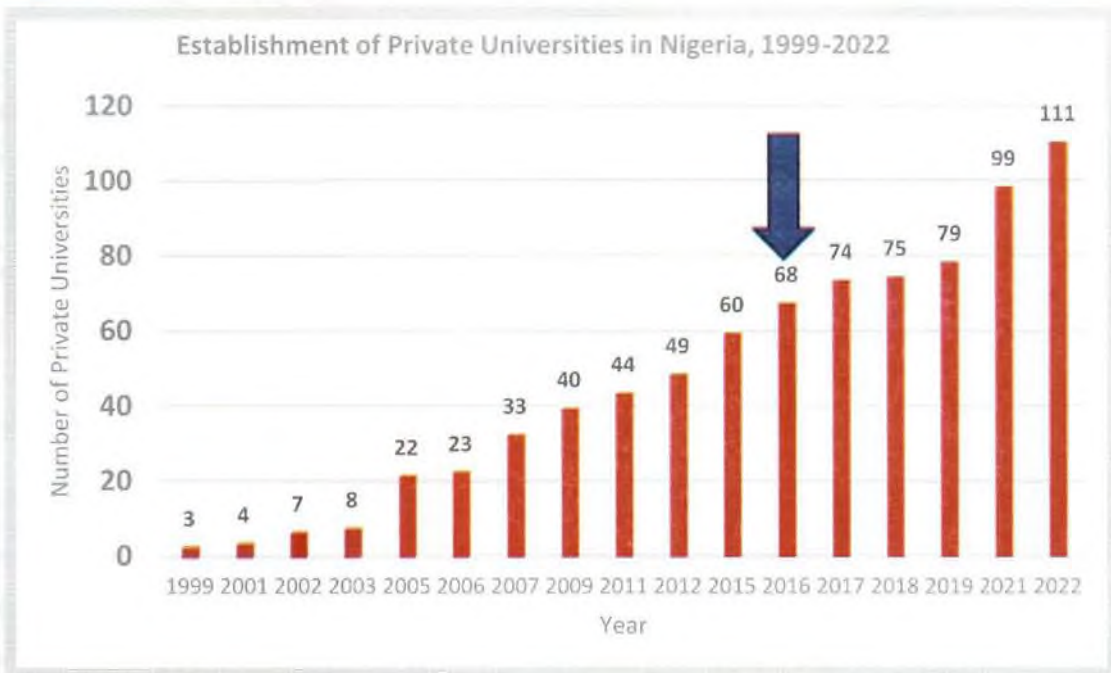


Figure 2: Establishment of Private Universities in Nigeria, 1999-2022 (Source: <https://www.nuc.edu.ng>; Accessed 16th September 2022). Arrow indicates KolaDaisi University, Ibadan.

According to data available from the Joint Admissions and Matriculation Board (JAMB) the number of candidates seeking admission into the various Nigerian universities, through both the Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE), has been increasing steadily over the years (Figure 3). The candidates were in excess of two million in year 2020.

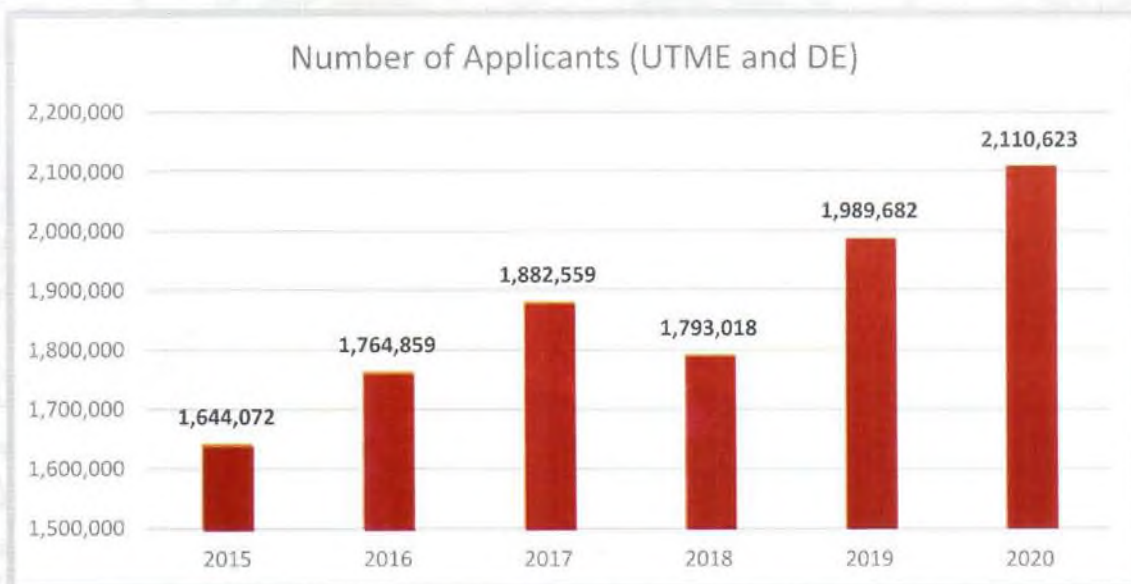


Figure 3: Number of Applicants seeking University Admission through both UTME and Direct Entry, 2015-2020. (Source: JAMB)

However, only about one third of the candidates could be guaranteed admission on account

of those institutions (JAMB, 2022). The inability of the Public Universities to admit majority of the admission-seeking candidates has been a major factor for the establishment of Private Universities (Figure 4).

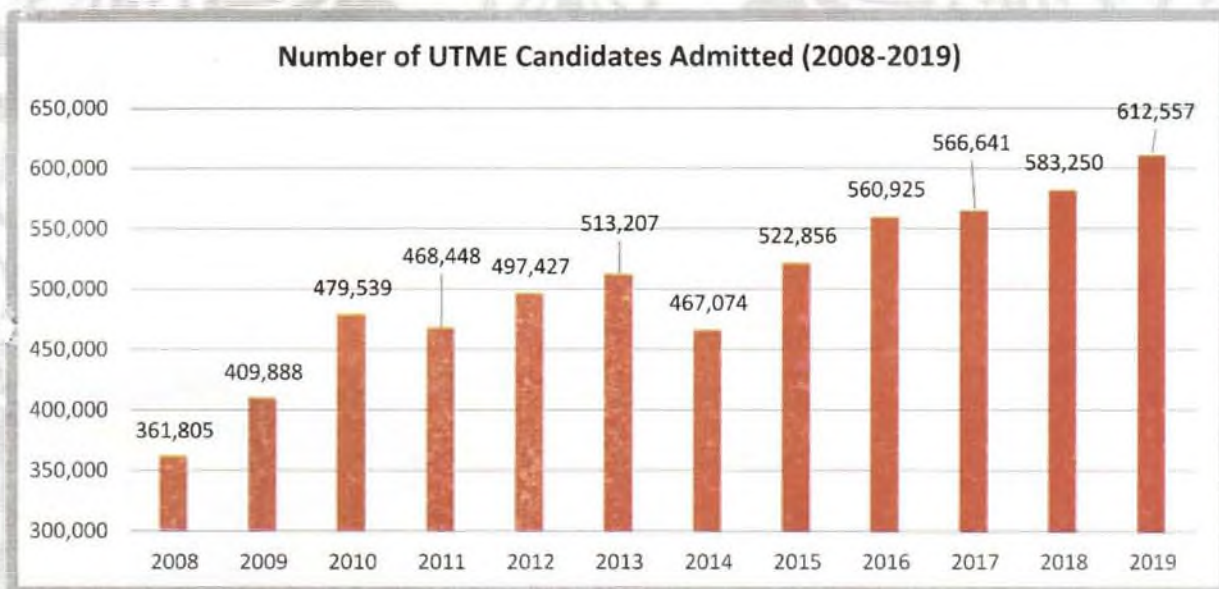


Figure 4: Number of UTME Candidates admitted, 2008-2019 (Source JAMB)

Table 1 shows the 2020 UTME Application Statistics by Institutions (TOP 10), compared to the period from 2017-2019.

Table 1: 2020 UTME Application Statistics by Institutions (TOP 10), Compared to 2017-2019 (Source: JAMB)

2020 POSITION	INSTITUTIONS	TOTAL NUMBER OF APPLICATIONS	PERCENTAGE (%)	2019 POSITION	2018 POSITION	2017 POSITION
1 st	University of Ilorin, Ilorin, Kwara State	103,582	5.31	1 st	1 st	1 st
2 nd	Ahmadu Bello University, Zaria, Kaduna State	82,984	4.26	2 nd	2 nd	2 nd
3 rd	University of Lagos, Lagos State	74,800	3.84	5 th	5 th	5 th
4 th	Bayero University, Kano, Kano State	70,376	3.61	6 th	6 th	6 th
5 th	University of Nigeria, Nsukka, Enugu State	68,971	3.54	4 th	4 th	4 th
6 th	University of Benin, Benin City, Edo State	68,805	3.53	3 rd	3 rd	3 rd
7 th	University of Ibadan, Ibadan, Oyo State	62,606	3.21	7 th	9 th	7 th
8 th	Obafemi Awolowo University, Ile-Ife, Osun State	58,914	3.02	8 th	7 th	9 th
9 th	Nnamdi Azikiwe University, Awka, Anambra State	58,292	2.99	9 th	8 th	8 th
10 th	University of Jos, Jos, Plateau State	57,318	2.94	10 th	10 th	10 th

The pattern for the 2019 admission is presented in Figure 5.

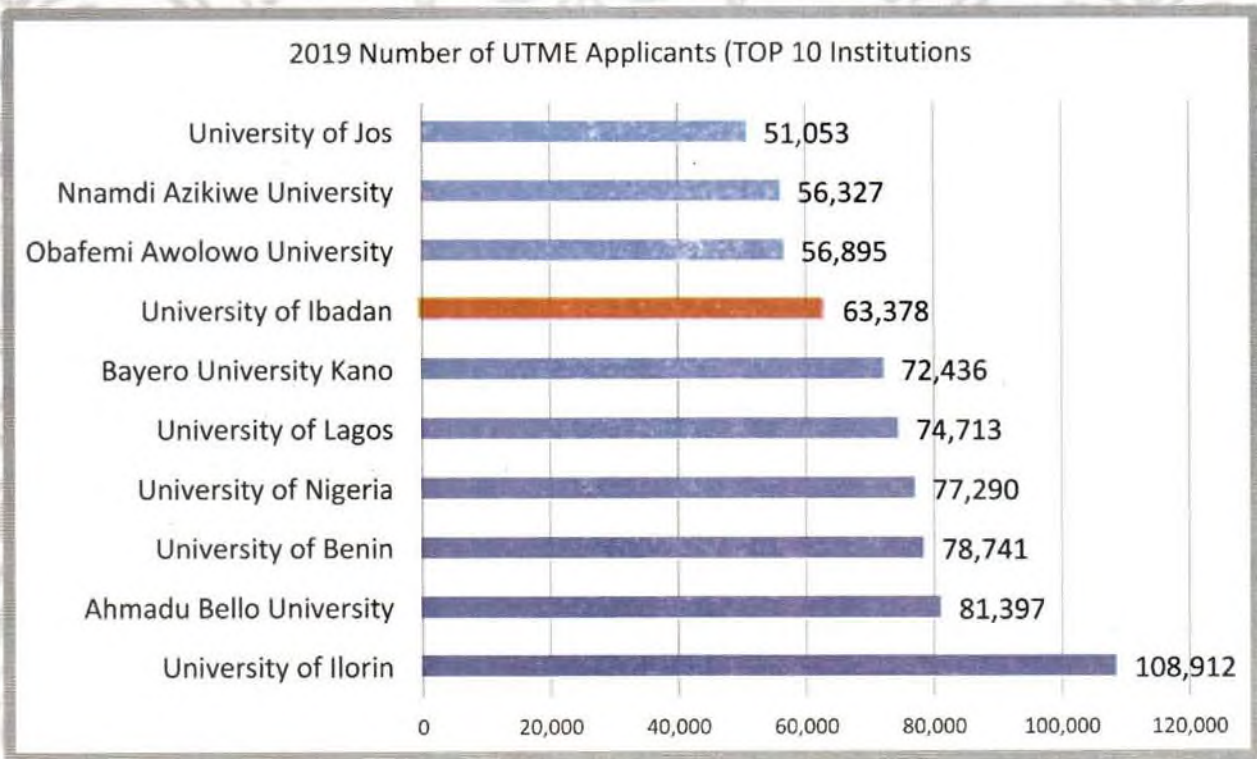


Figure 5: 2019 UTME Applications by Institution (TOP 10) (Source: JAMB)

Although only a small fraction of the total number of applicants are successful in securing admission, a further analysis of the data shows that there is a wide disparity in the choice of courses by the applicants. While less than 10% of the candidates for Medicine/Pharmacy/Health Sciences are admitted, about 76% and about 95% of those who chose Agriculture and Education, respectively are admitted (Figure 6).

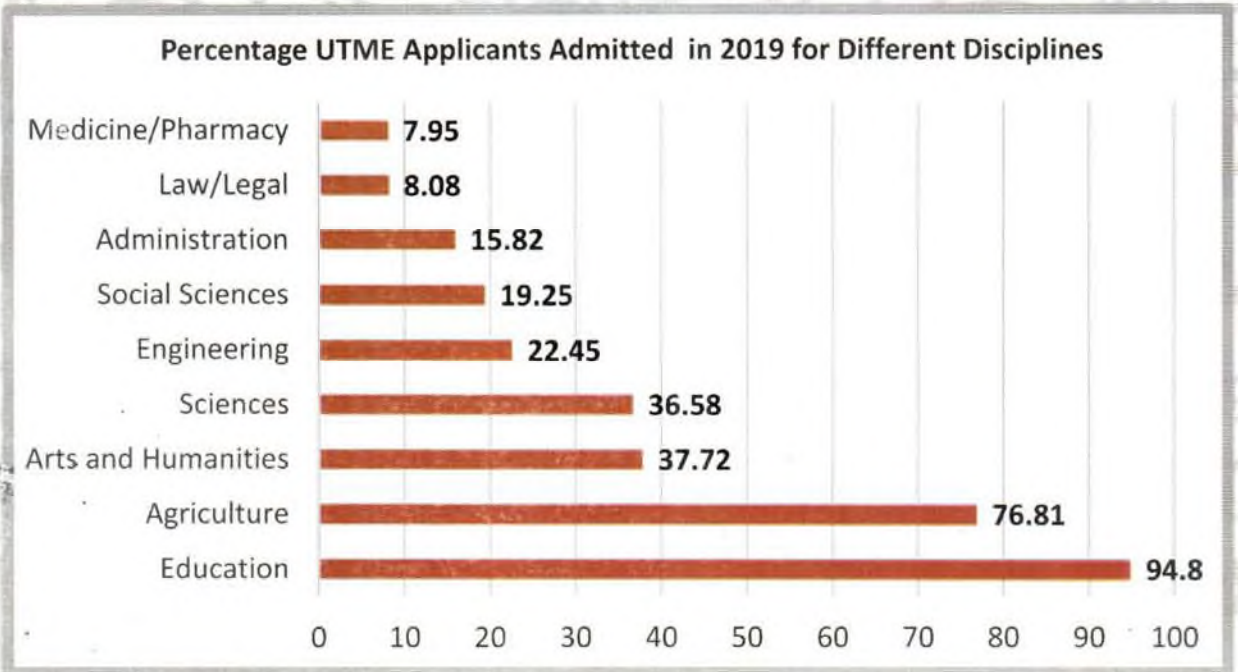


Figure 6: Competitiveness of UTME Admission for Different Disciplines in 2019 (Source: JAMB).

It may be pointed out that of all the various categories of higher institutions for which JAMB conduct admission, the vast majority of about 73% were admitted into Universities, while relatively few were offered places in Polytechnics/Monotechnics (16%), Colleges of Education (11%) and very negligible in Innovation Enterprise Institutions (0.2%) (Figure 7).

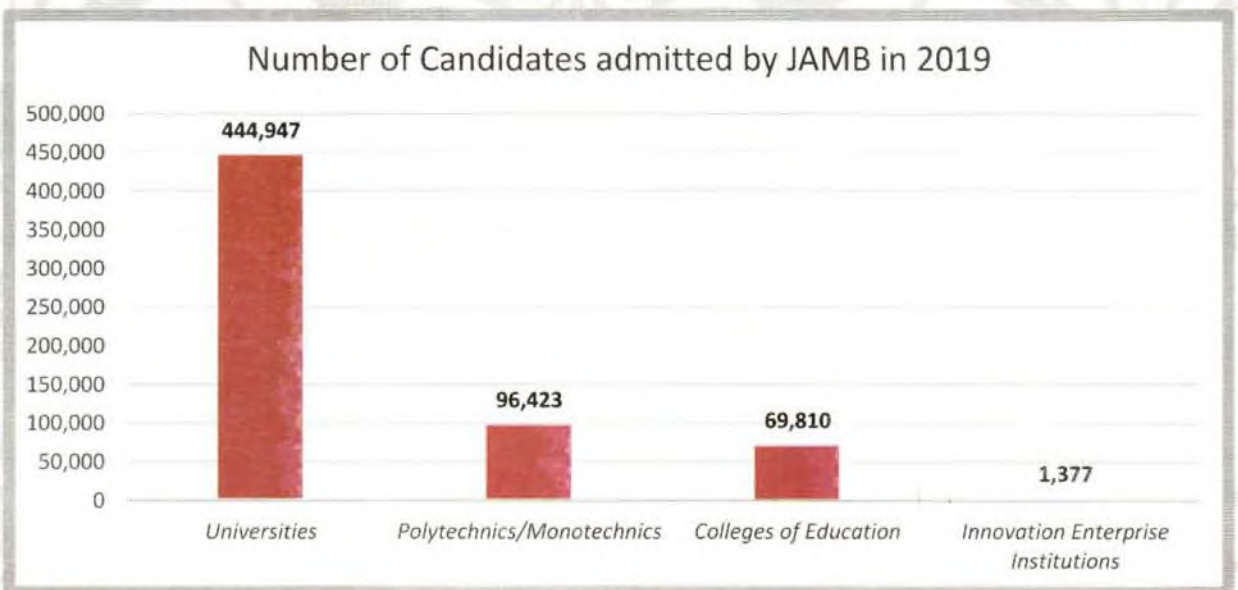


Figure 7: Number of Candidates admitted by JAMB in 2019 for the various categories of Institutions

In Figure 8, it has been shown that for admission into the Innovative Enterprises Institution, the minimum level of performance was 22.5% at the UTME in the 2019 admission round. The minimum level of performance for the other institutions are as indicated. The best performers in this respect are the Group of Five Universities (G-5) for which the minimum level of performance has historically being 50% which translates to 200 marks out of the maximum of 400. In this elite group are the University of Ibadan, University of Lagos, Obafemi Awolowo University Ile-Ife, University of Nigeria Nsukka and the University of Benin.

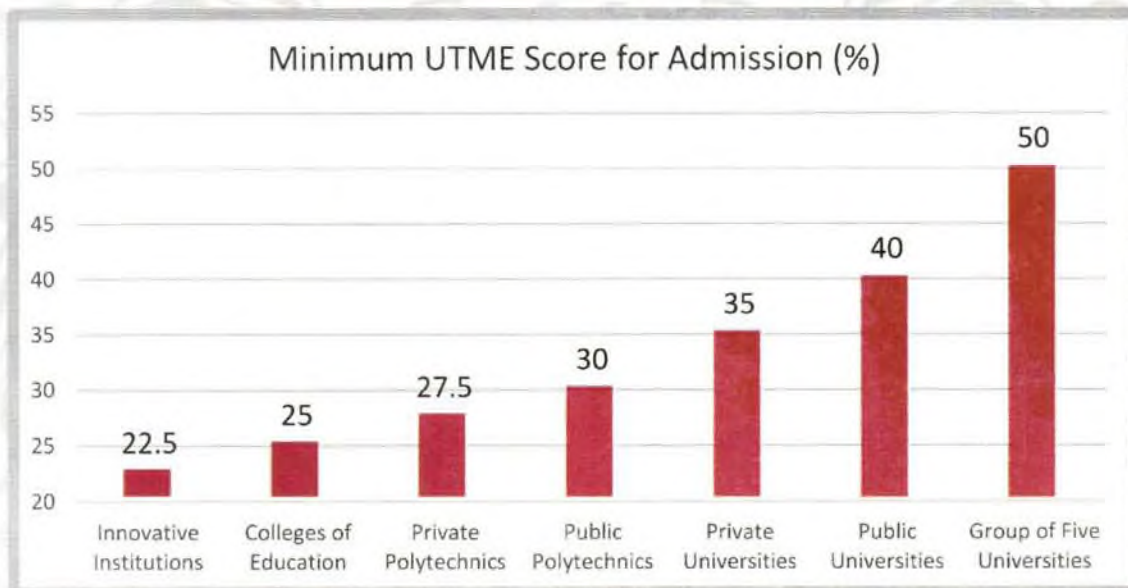


Figure 8: Minimum UTME Score required for 2019 Admission by various Higher Educational Institutions in Nigeria (Source: JAMB). The Group of Five includes University of Ibadan, University of Lagos, Obafemi Awolowo University, Ile-Ife; University of Nigeria, Nsukka; and the University of Benin, Benin-City.

In Figure 5, it can be observed that the University of Ilorin had the largest number of applicants for the 2019 admission exercise, with 108,912 candidates. The University of Ibadan came 7th with 63,378 applicants. The figures for the other top 10 universities are as indicated. The University of Ibadan did not feature among the top 10 universities in terms of the total number of UTME candidates admitted for the 2019 exercise. As shown in Figure 9, the University of Ibadan admitted only 4,122 candidates which is very small in comparison to a total of 12,523 for the University of Ilorin.

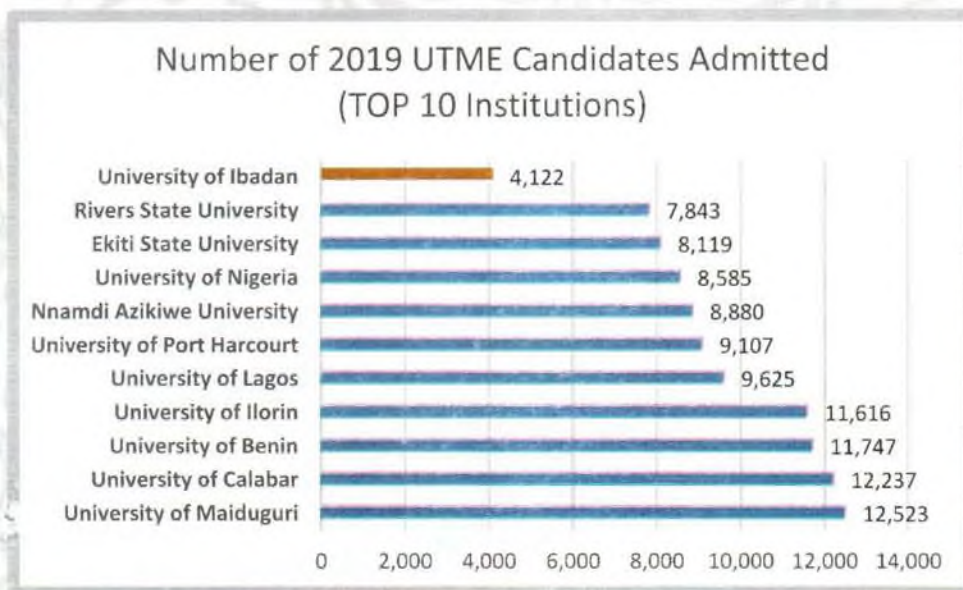


Figure 9: 2019 UTME Admission by Institution (The TOP 10 Institutions compared to the University of Ibadan (Source: JAMB).

However, when we interrogate the competitiveness of the admission into these Nigerian Universities, Ibadan is clearly at the number 1 spot. As shown in Figure 10, only 6.5% of the UTME candidates who chose the University of Ibadan in 2019 were admitted. This represents 1 out of every 15 candidates. In comparison, for the University of Ilorin which placed second, it is 10.7%, representing 1 out of every 9 candidates. The corresponding values for the others are University of Nigeria 11.1% (1 out of every 9), the University of Lagos 12.88% (1 out of every 8), the University of Benin 14.9% (1 out of every 7) and the Nnamdi Azikiwe University Awka 15.8% (1 out of every 6), respectively.

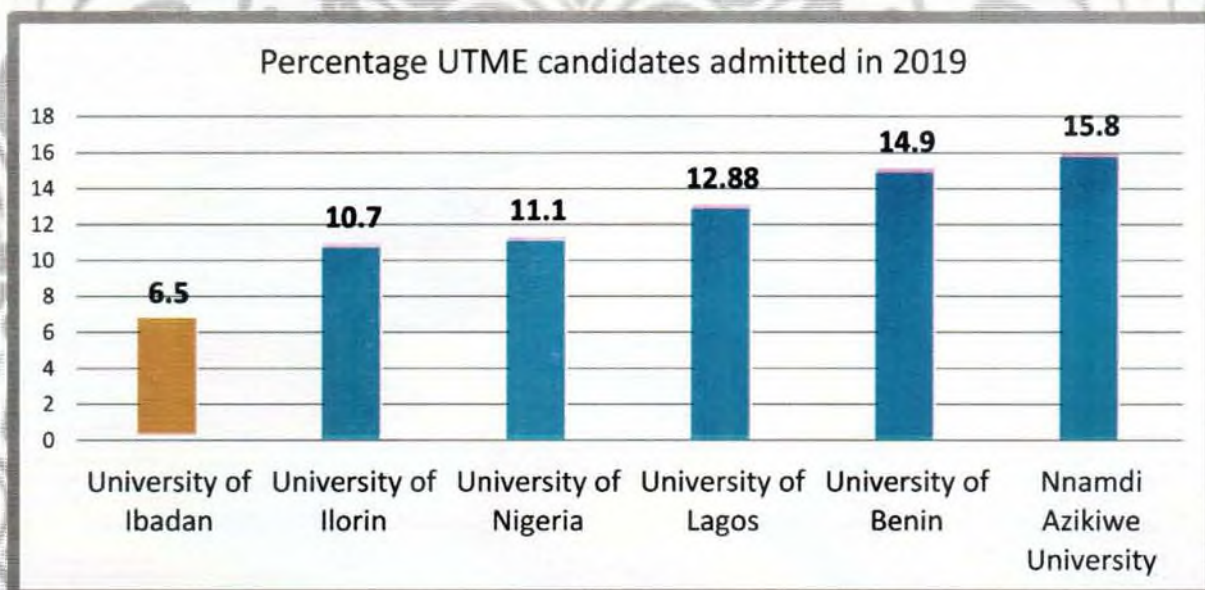


Figure 10: Competitiveness of UTME Admission among Nigerian Universities (Analysed from JAMB 2019 UTME Admission Statistics)

It is a deliberate policy of the University of Ibadan to be a research/postgraduate university and to that extent the undergraduate admission cohort is usually relatively small, in spite of the pressure from admission seekers. Small is beautiful in this respect as it translates to manageable Staff: Student ratio, and in the final analysis improvement in the quality. Only the best and the brightest are good enough for Ibadan.

The quantum of admission into the Private Universities is presented in Figures 11 and 12 for the 2019 and 2020 admission exercises, respectively. It can be observed that fewer number of admission places were offered in comparison to the Public Universities. A comparison in the ranking in terms of the number of admission places for the two years is presented in Table 2. It can be seen that while some Universities maintained their positions, others moved up a few places, some moved down while one institution that was among the TOP 10 in 2019 dropped out from the list for 2020.

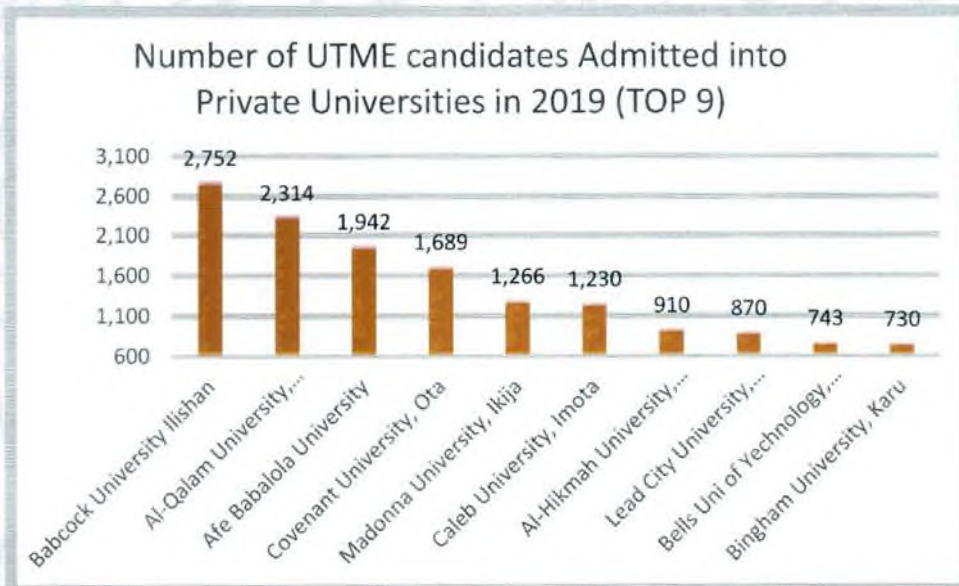


Figure 11: Number of UTME Candidates Admitted into Private Universities in 2019 (TOP 10) Source: JAMB

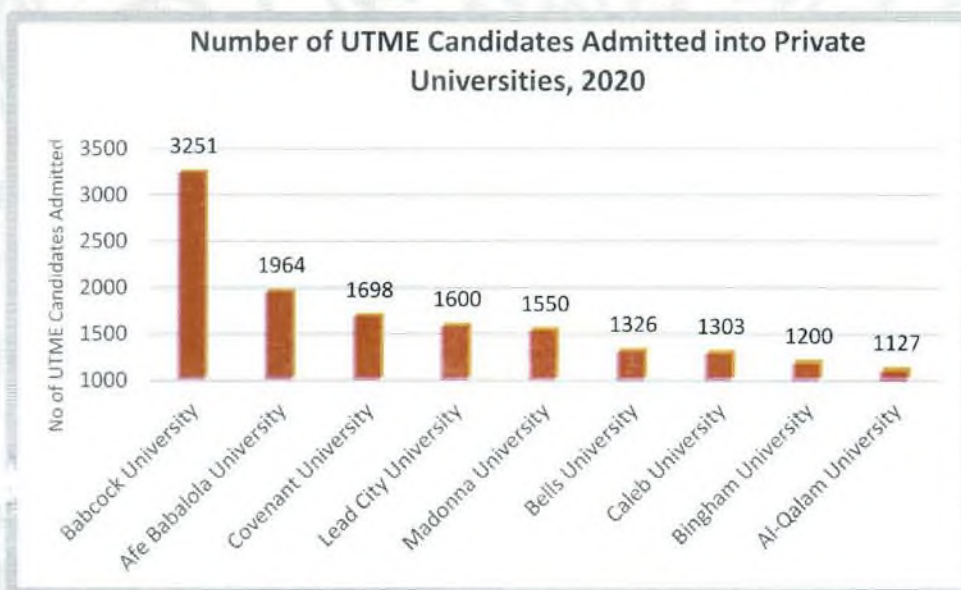


Figure 12: Number of UTME Candidates Admitted into Private Universities in 2020 (TOP 9)Source: JAMB

Table 2: 2020 and 2019 UTME Statistics of candidates admitted to Private Universities (TOP 10), (Source: JAMB)

2020 Position	Institution	Total Number of Candidates Admitted in 2020	2019 Position	Relative Positions in 2020 and 2019
1 st	Babcock University, Ilishan-Remo, Ogun State	3,251	1 st	No change
2 nd	Afe Babalola University, Ado-Ekiti, Ekiti State	1,964	3 rd	Up 1 place
3 rd	Covenant University, Ota, Ogun State	1,698	4 th	Up 1 place
4 th	Lead City University, Ibadan, Oyo State	1,600	8 th	Up 4 places
5 th	Madonna University, Eiele, Rivers State	1,550	5 th	No change
6 th	Bells University of Technology, Ota, Ogun State	1,326	9 th	Up 3 places
7 th	Caleb University, Imota, Lagos State	1,303	6 th	Down 1 place
8 th	Bingham University, Karu, Nasarawa State	1,200	10 th	Up 2 places

9 th	Al-Qalam University, Katsina, Katsina State	1,127	2 nd	Down 7 places
Not Applicable			7 th Al- Hikmah University, Ilorin, Kwara State (with 1,467 candidates admitted in 2019)	Out of the Top 9

Although there are more private universities than the public universities the students' enrolment in private universities is still only about 5% of the total while the Federal Universities account for about 67% and the State Universities about 27% (Table 3). The relatively highest cost of tuition fees in the Private Universities is an important factor responsible for this. There is still a lot of room for expansion with time for the Private Universities.

Table 3: Total Enrolment in Federal, State and Private Universities in 2017 and 2019 (Source: National Universities Commission)

	Ownership	2019		2017	
		Total Enrolment	% Enrolment	Total Enrolment	% Enrolment
1	Federal Universities	1,448,859	67.1	1,328,087	67.5
2	State Universities	601,440	27.9	534,975	27.2
3	Private Universities	109,162	5.0	104,486	5.3
	Total	2,159,461		1,967,548	

Students' Assessment

One has come across a number of news item criticising the large number of First Class graduates from some Private Universities. I am not aware of any research work on this. The award of degree to deserving students is the prerogative of the Senate of each University. The onus rests on the Senate to ensure that the degrees are fit for purpose. In its 'The State of University Education in Nigeria' the National Universities Commission reported the Top 10 Universities with the highest percentage of first-class graduates in 2017 (Table 4). It can be seen that all the first nine universities on this list are Private Universities.

Table 4: The TOP 10 Universities with the highest percentage of First Class Graduates in 2017 (Source: National Universities Commission)

S. No	Institution	Total Graduates	No in First Class	% in First Class
1	Covenant University, Ota	1107	188	16.98
2	Elizade University, Ilara-Mokin	35	5	14.29
3	Samuel Adegboyega University, Ogwa	77	11	14.29
4	Landmark University, Omu-Aran	486	66	13.58
5	American University of Nigeria, Yola	89	12	13.48
6	Nile University of Nigeria, Abuja	99	11	11.11
7	Wellspring University, Evbuobanosa, Edo State	59	6	10.17
8	Veritas University	110	11	10.00
9	Achievers University, Owo	340	31	9.12
10	Alex Ekwueme Federal University, Ndufu Alike, Ikwo	245	22	8.98

The National Universities Commission in its 2019 Statistical Digest reported the Full Time Graduate Output by ownership (Table 5).

Table 5: Proportion of graduates that obtained First Class for different categories of Universities in 2019

	Total Graduates	No in First Class	% in First Class
Federal	113,438	2,507	2.2
State	61,351	1,231	2.0
Private	17,926	1,191	6.6

It can be seen that while for the public universities, both Federal and State, only about 2% of the students graduate with First Class, the proportion is as three times higher at 6.6% for the Private Universities. Adesoji and Olaniyi (2022) alluded to 'the number of First Class turned out from these private universities, whose ratio in most cases is not commensurate with total student enrolment or total graduate output'.

The system of External Examination whereby colleagues from sister universities are appointed by the University Senate is a veritable way of ensuring comparability and quality. Professor Emeritus Ayo Banjo former Vice-Chancellor of the University of Ibadan once narrated an experience he had in his Department of English in the late 1960s. A leading expert in English from a top British University had been invited to Ibadan as External Examiner. The Department was going to award a particular candidate a Second Class Honours (Upper Division) but after going through the candidate's examination scripts the External Examiner insisted that he be awarded a First Class Honours. Happily there was no dissenting opinion from either the Head of Department or any of his colleagues. It turned out that it was a forthright decision as the candidate later went on to pursue postgraduate research and subsequently distinguished himself as a worthy academic renown both nationally and internationally for his academic prowess.

Stable academic calendar

One area in which the Private Universities have been able to maintain a clear edge over the Public Universities is their ability to maintain a stable academic calendar. Even in the face of the COVID-19 pandemic that ravaged the whole world in 2020 and 2021, it is gratifying that the Private Universities were flexible enough to switch to online teaching and to that extent the academic programmes were held with very little disruptions. Some institutions even held virtual convocations.

It can be shown that about six years and three months have been lost to the national strike by the Academic Staff Union of Universities (ASUU) over the last 34 years (Figure 13).

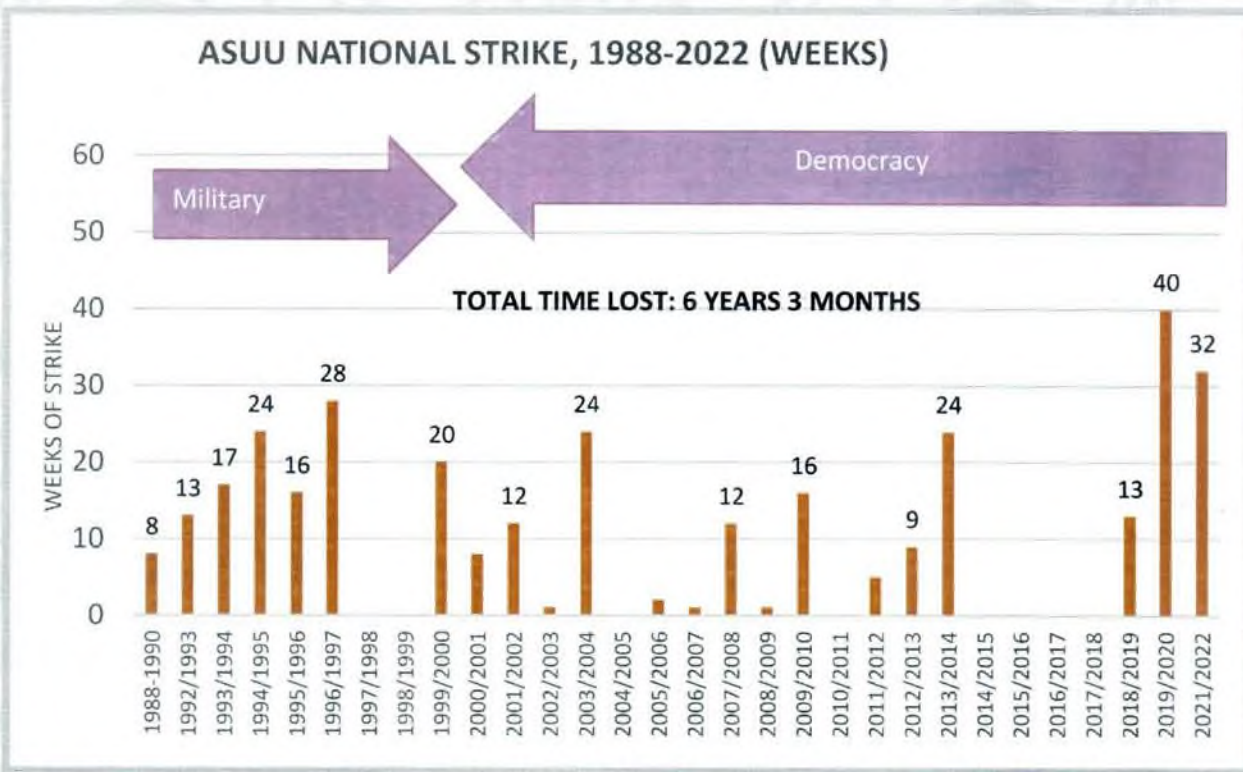


Figure13: ASUU National Strike, 1988-2022 (From literature and author’s compilation; the 2022 strike record is as of 26th September 2022).

One implication of Figure 13 is to the effect that the bulk of academics in the Nigerian University System today who pursued one degree or the other in a Public University in Nigeria over the last 34 years is more likely than not to have suffered the negative consequences of a protracted strike. The cumulative effect on the psyche of the affected individuals as Strike Alumni is better imagined.

In his Convocation Address as the Pro-Chancellor and Chairman of Council of Osun State University, Osogbo on 21st September 2022, Mallam Yusuf Olaolu Ali, SAN said as follows:

It is time for our governments to show commitment and seriousness on the funding of our University education. In the same vein, the administration of the Universities must exhibit prudence and transparency in the way they manage the resources of the Universities.

In order to address the problem of incessant strikes by various unions in the Universities, it is high time the salaries of workers in the Universities be reviewed upward, to meet the realities of inflation. Going forward we should put in place a system of automatic adjustment of salaries, within an agreed time frame say between two to three years to address inflationary trends in the economy, as it happens in other places. The Councils as the Employers in the

University system should be empowered to negotiate salaries and other welfare packages for their Academic and Non-Academic members of the staff.

It is very obvious that the incessant union strikes in the Public universities is not good for the image and reputation of the country. Moreover, students spend far more time to complete their degree programmes than would have been the case if the academic calendar were to be stable.

Staffing

People speak at times either out of ignorance or mischief and there is often the temptation to over generalise. I am amused when I read some comments which suggest an attempt to criminalize the matter of Adjunct or Visiting Lectureship in our Universities.

A fundamental question to ask is how many academics are engaged in this. The truth is that when an academic Department is first established it is not likely to have the full compliments of academic staff. It is natural for such a new Department to rely on outstanding scholars from sister Universities for assistance. The Department can then start to gradually build up her own crop of full-time Faculty. Over time the need for Adjunct/Visiting Faculty would decrease gradually. Even at that there may still be need to invite reputable scholars from other famous sister institutions to spend some time as Visiting Scholars.

For example, the New York University Abu Dhabi, United Arab Emirate has just appointed Nobel Laureate Wole Soyinka as Arts Professor of Theatre. The Laureate is "expected to play a key role in building the university's deep strength within the arts and its growth as a preeminent research and teaching university and a world-class leader in global higher education".

Similarly, Professor Toyin Falola, of the University of Texas at Austin, was appointed as Extraordinary Professor of Political Science by the University of Pretoria, South Africa.

The important issue is what value the Visiting Lecturer is going to add to its host institution. I recollect that the Vice-Chancellor of KolaDaisi University, Professor Adeniyi Olatunbosun, was head-hunted and appointed full Professor by the University of Ibadan from our sister institution, Obafemi Awolowo University, Ile-Ife, where he had served conscientiously and had a very productive career for many years.

I have a personal experience of assisting a sister Federal University in the early 1990s. I was approached to serve as a Visiting Lecturer and I accepted the offer. I did that to the best of my ability for about three years. As we speak that Department can boast of at least seven full professors most of whom I had the privilege to teach during the period under reference. They are happily now established academics in their own rights. The reality is that the Department doesn't need me as a Visiting Lecturer again.

We can also learn from other jurisdictions. I pursued my MSc Geophysics at the Royal School of Mines, Imperial College, London in the early 1980s soon after the completion of my BSc from the highly regarded University of Ibadan. As of that time the Geophysics programme at Imperial College was considered to be the largest of its type in Western Europe in terms of academic staffing and students' enrolment. Yet among the Faculty that taught my Class some highly specialised courses were about four drawn from some other University of London colleges and oil companies. That is the best of academic traditions.

Any system could be abused by unscrupulous individuals. A situation where an academic staff has multiple Part-Time lecturership is unhealthy and it is not to be encouraged. We do not have to throw the baby out with the bath water.

In the final analysis, each university has to be very strategic in building up its corp of academic staff who would be in a position to bring out the best in the students.

Challenges faced by Private Universities

In their work on the performance of and challenges of private universities in Ghana and Nigeria, Amponsah and Onuoha (2013) ranked the variables that could hinder the sustainability of the growth of private universities according to their seriousness as follows:

- (a). high cost of faculty and staff development and training (90%);
- (b). inadequate infrastructure (lecture halls, halls of residence, offices, etc.) (83%);
- (c). lack of adequate finances needed for growth (82.5%);
- (d). lack of well-resourced libraries (80%);
- (e). lack of proper teaching and learning equipment (projectors, computers, textbooks, etc.) (75%);
- (f). inability to retain top-quality faculty and staff (72.5%);
- (g). problems with accrediting bodies (72.5%);
- (h). lack of adequate human resource (understaffing) (70.5%);
- (i). low students intake (62.5%); and
- (j). low remuneration and welfare packages for employees (52.5%).

The centrality of quality assurance in a university cannot be over-emphasized. Ekhaguere (2001) identified 13 indicators of quality for universities in Africa. These include the following:

- (a). vision, mission and goals;
- (b). teaching and learning process;
- (c). assessment;
- (d). research;
- (e). organisation and management structures;
- (f). planning, budget and human resources;
- (g). campus and community relations;
- (h). norms, values and ethics;

- (i). gender equity;
- (j). facilities;
- (k). new technologies;
- (l). internationalisation; and
- (k). response to changing demands.

Employability of graduates

The prospect of getting a good job after graduation is one of the reasons so many people choose to go to University. Universities can do a number of different things to prepare students for post-university life, from offering years in their industry as part of degrees, to having a strong careers advice network in all their departments. As would be expected this affects the choice of a course of study in a university by a student seeking admission. It largely explains why some courses are oversubscribed while some others are undersubscribed.

A new global survey of 3,600 students and employers conducted by Coursera and market research firm Dynata reveals that **89% of students** believe a professional certificate will help them stand out to employers, and employers are, on average, **76% more likely** to hire a candidate with a professional certificate than one without.

Aspects of the employability of graduates are presented in Figures 14 to 17. Some of the things that KolaDaisi University can do to improve the employability of its graduates in the years to come include teaching the students soft skills as part of their entrepreneurial training.

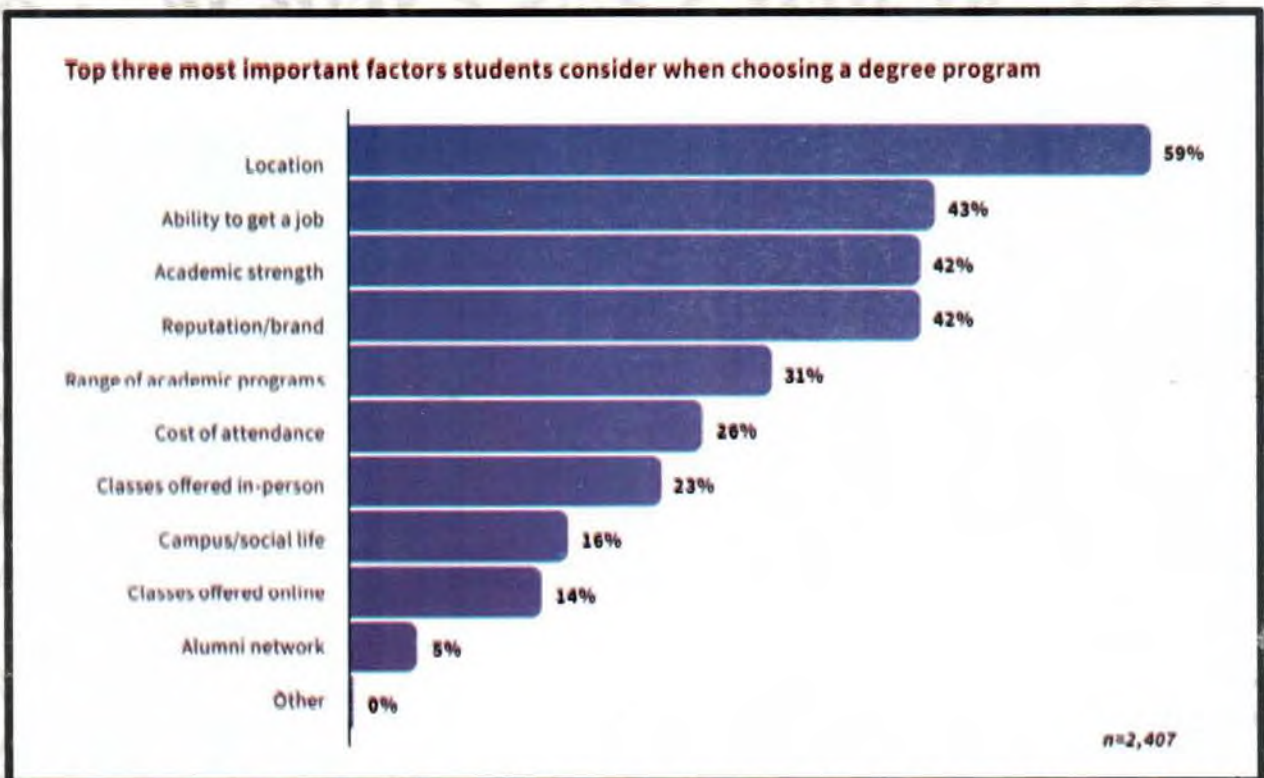


Figure 14: Top three most important factors students consider when choosing a degree program. Source: <https://pages.coursera-for-business.org/> (Downloaded 27th September 2022)

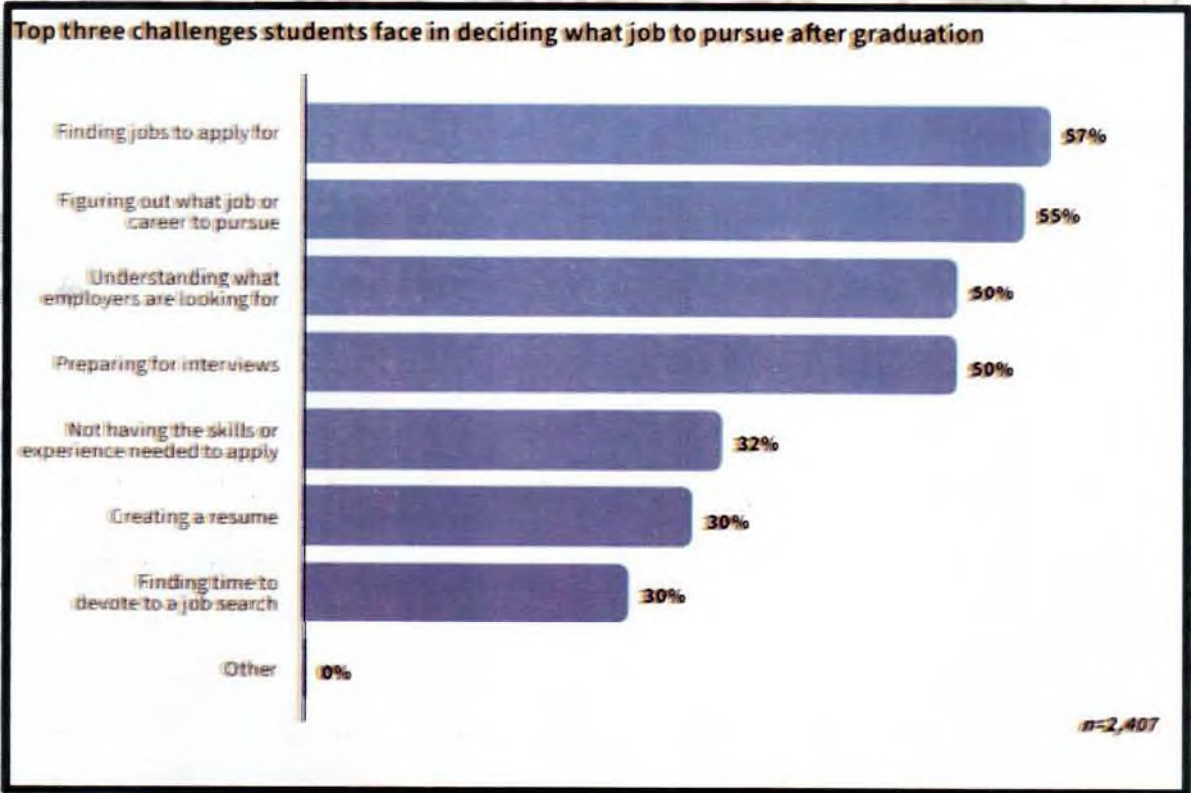


Figure 15: Top three challenges students face in deciding what job to pursue after graduation.

Source: <https://pages.coursera-for-business.org/> (Downloaded 27th September 2022)

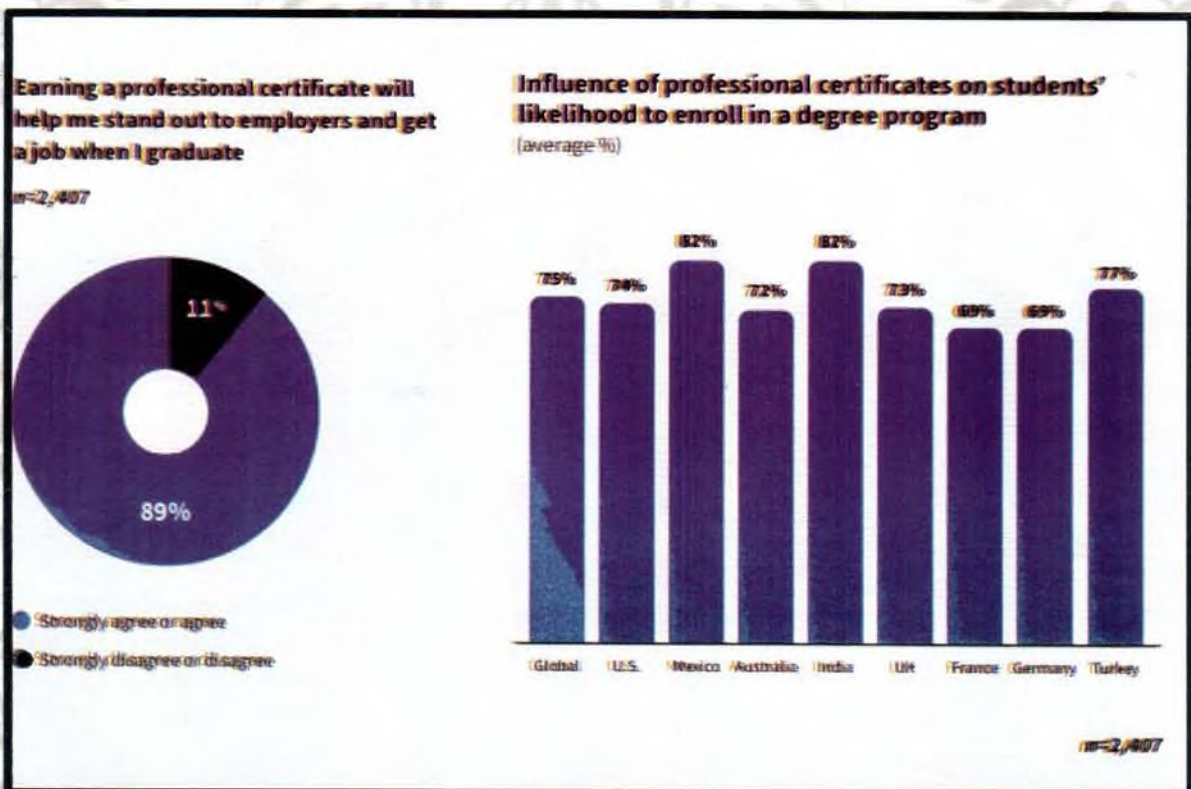


Figure 16: Influence of professional certificates on students' likelihood to enroll in a degree program. Source: <https://pages.coursera-for-business.org/> (Downloaded 27th September 2022)

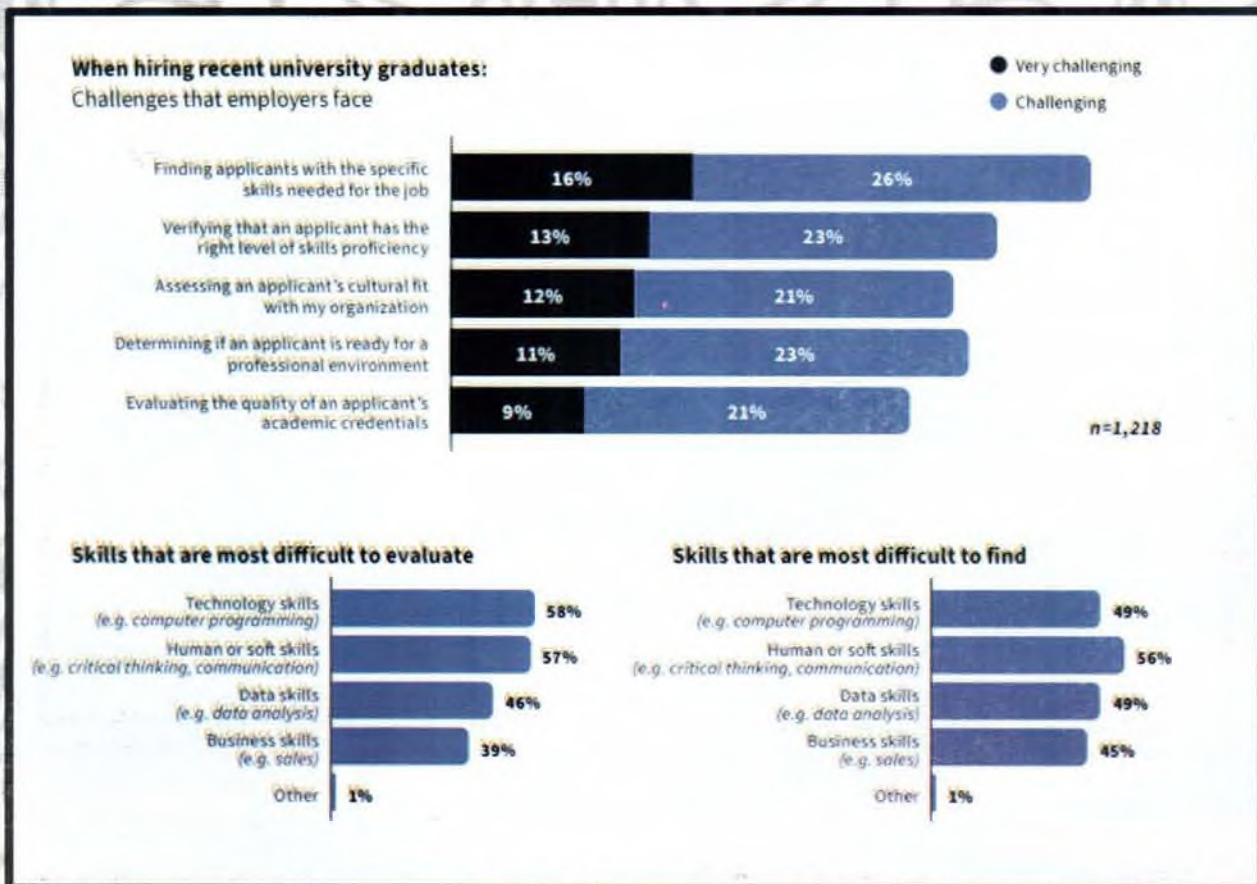


Figure 17: When hiring recent university graduates, Challenges that employers face, Skills that are most difficult to evaluate, and Skills that are most difficult to find.
Source: <https://pages.coursera-for-business.org/> (Downloaded 27th September 2022)

Cost of Tertiary Education

Some issues relevant to cost of tertiary education has to do with affordability by the parents, guardians and other sponsors of the students in contemporary Nigeria. These include inflation, the weakness of the national currency (Naira), budget deficit, security challenges, massive theft of crude oil which adversely affect the country's foreign exchange earning, poor wages, unemployment and poverty. The average rate of inflation is very high at 14.38%, relative to a global average of 3.78% and a Sub-Saharan Africa average of 9.65% (Figure 18).

Benchmarking KolaDaisi University Ibadan

When KolaDaisi University opened its doors to students during the 2017/2018 academic session, there were two faculties namely the faculty of Applied Sciences and the Faculty of Arts, Management and Social Sciences and the Faculty of Applied Sciences with a total enrolment of 32 students. The university has been able to attract more new entrants since then, The Faculty of Law was established during the 2020/2021 academic session and the Law programme should not have too much difficulty in filling the admission quota assigned to it by the Council of Legal Education, Abuja. As of last session (2021/2022) 251 new students were admitted (Figure 20). It is hoped that the students' enrolment will continue to increase, this being a primary source of funding to any private university apart from the huge financial supporter of the Founder/Proprietor.

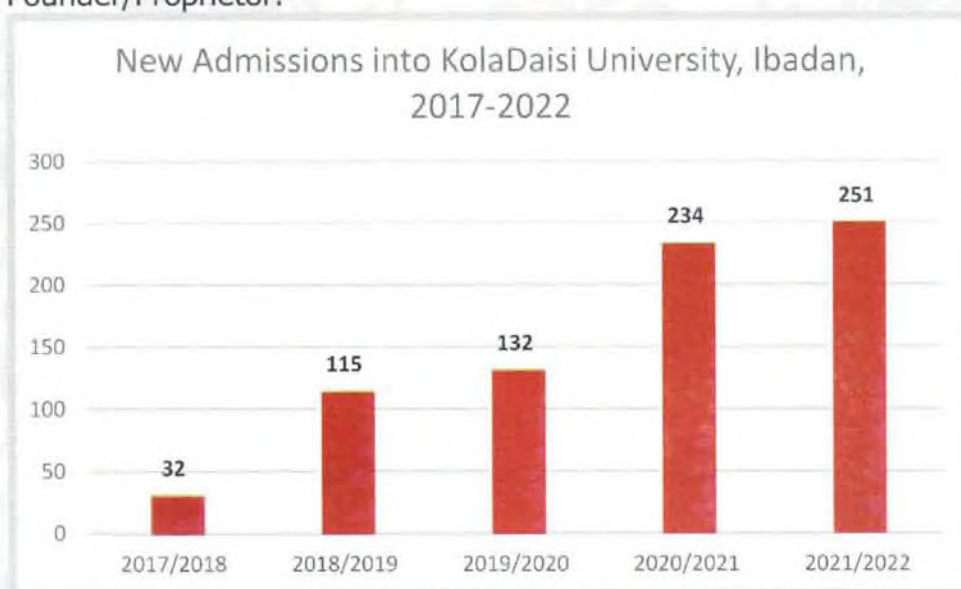


Figure 20: Admission of new students into KolaDaisi University Ibadan (2017-2022)

The Board of Trustees and Council of KolaDaisi University are made up of eminent, highly respected and experienced scholars, senior lawyers, technocrats and entrepreneurs of note. The University is in very safe hands towards ensuring good corporate governance and strategic vision for the institution.

Discussion and Concluding Remarks

In the past, the role of a university comprised largely education, generation of new knowledge through research, and transfer of the knowledge thus generated to the public for the benefit of society. In contemporary world there are additional roles for the university, including fund raising for research projects, evaluation of technology, protection of research results, commercialisation of research results, licensing negotiation, increased collaboration with industry, technology marketing, entrepreneurship development, incubation of spin offs/start-ups, and intellectual property training for researchers.

The Vision of KolaDaisi University is 'To be a world-class institution for excellence in the production of graduates able to respond to the socio-economic needs of a knowledge driven economy' while the Mission is 'To nurture graduates with high employability attributes and competencies to help transform our country into global reckoning and position of pride in all human endeavours'.

Both the Vision and the Mission of KolaDaisi University fit neatly into the upgraded mandate of universities. Universities have to decide internally how to adapt and innovate their primary processes namely education and research activities, while externally they have to determine where and how they can contribute more effectively to socio-economic progress, community development, job creation and innovation. Most of these are related to efforts to building an entrepreneurial university. Knowledge transfer is not limited to the science and technology disciplines and goes beyond university-industry collaborations. For example, students and graduates of KolaDaisi University are involved in knowledge transfer through internships, during their National Youth Service and when they enter the work-force. Knowledge is transferred by academic staff through publications, participation in workshops, conferences and networking. Collaborative research with private companies or public organisations is a means of transferring new knowledge produced by the university. Consultancy services to clients in the public and private sector is an important way of transferring knowledge from university to society. Licensing, that is the right to use specific research outputs produced by the university is an effective form of knowledge transfer, Finally, knowledge transfer through setting up new businesses can be arelevant form of knowledge transfer. The success of our knowledge transfer would depend on the investments in capacity, funding and time, on the contacts with external actors that need to be built and maintained and the institutional level support both internally and externally needed for developing appropriate and effective knowledge transfer circumstances. KolaDaisi University should carve out its own niche of knowledge transfer considering an appropriate balance between its size, history, location and strengths, its aspirations and capacities, and society's needs for relevant knowledge and technologies.

The debate as to whether Private Universities should benefit from funding support from the Tertiary Education Trust Fund (TETFund) is yet to be decided. Our humble position is that the Private Universities should be given opportunity to access research funds from TETFund since at the end of the day University Education is both a public and a private good.

Coming back to the topic of this Convocation Lecture, it is safe to state here that the future of public universities in Nigeria is very bright in so far as the public universities alone cannot take care of the demand of our teeming youths to access tertiary education. Nonetheless, each private university has to design its own template to be competitive while maintaining a very high reputation in order to stand out from the pack in terms of its teaching, research and relevance to society.

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