

UNDERFUNDING AND MISMANAGEMENT AS BANE AND DECADENCE OF THE IVORY TOWER: STATEMENT IN BAKARE OJO RASAKI'S *ONCE UPON A TOWER*

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Abstract

Education is the key to a successful life as the ability to communicate and interact with people from different communities effectively proves an important aspect of education. In a bid to be educated, every generation face series of challenges and the first set of people to wrestle with these challenges are the youths which sprang up as a result of underfunding and mismanagement of little funds allocated to the education sector. Nigerian writers in a bid to call the government's attention to the evil of underfunding and mismanagement that have plagued the education sector make the challenges of the youths their major concerns. Like other generations, the youths of the contemporary generation are facing new societal challenges. For instance, in this generation, many youths graduate from the university without being able to demonstrate the art they spent years to study as a result of inadequate and malnourished education being exposed to. In a bid to conscientize the government, Bakare Ojo Rasaki in his work *Once Upon a Tower* demonstrate this ugly situation that has so eaten deeply into the fabric of Nigeria education system. The work stress the fact that more and more youths of this generation are graduating from Nigerian universities without being able to demonstrate mastery of their courses of study as a result of underfunding and mismanagement of fund by the government and school management. Bakare Ojo Rasaki through this play *Once Upon a Tower* demonstrate the danger the society is into through the reality of a Nigerian graduates of gynaecology who learned the wrong way, and cannot carry out a successful abortion by administering the wrong dosage as a result of what he learnt while in school. The paper concludes by revealing the causes of the problem and suggesting ways in which the problems can be solved.

Introduction

Education is the foundation for a successful life as it is the shock upon which a successful life is built in many societies. According to Kofi Anna,

Literacy is a bride from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development, an essential compliment to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is finally, the road to humans progress and the means through which every man, woman and child can realize his or her full potential. (cited in Rattansingh, 89)

The ability to communicate and interact with people from another community effectively proves an important aspect of education. Against this backdrop, Marayem Karam and Karan Reddy are of the opinion that education as one that plays a vital role in "understanding and participating in

day to day activities of today's world. It builds one's character and plays a significant role in transmitting one's culture, belief and values to others in society. It helps in creating innovations and meeting the growing needs of every nation" (50). Thus, a nation is not measured through the building it has built, the roads it has laid down, bridges it has constructed but the human resources, the nation has developed through a well-defined system of education that is consisting greatly to the development of the country. Although, the physical facilities are usually important, they are perishable and valuable. In the absence of proper education, the nation can hardly develop these and maintain them. Education is therefore, more crucial factor not only to equip the new generations with skills so essential for earning a livelihood but also to create among them an awareness to social and environmental realities and inculcate in there scientific temporal independence of mind and spirit which are of paramount importance for them to become responsible citizens.

It is against this backdrop that the Nigeria National policy on education sees education as an instrument 'par excellence' for affecting the national development. "It is as a result of the premium placed on education that made the federal government in 1969 to organize the first ever national curriculum conference in education" (Ikpeze, 89). The outcome of this conference gave rise to the national policy on education which has been raised on several occasions especially in the year 1981, 1996 and 2004 respectively; which all involved a huge amount of funds. "Since the implementation of the national policy on education in 1981, there have been a lot of innovations and reforms in the education system" (Nwachkwu, Philip, 51). But unfortunately, despite these series of reforms and huge investment by various regimes in a bid to make the education system a better one, government has not sufficiently lifted the nation from the "morass of technological, under-development, political instability and social decadence" (Nwachukwu, 51). It can therefore be argued that most of these reforms and innovations are poorly implemented due to unsustainable funding to lift the educational system to a greater height that can help in the development of the country. Hence, for effective national development, what Nigeria education need is not underfunding but rather an adequate funding with adequate measures to prove that they are properly utilized.

Underfunding in the Nigeria educational sector has bring nothing but crisis into the system with the various organisation that makes up both the academic body, non-academic body, senior staff body and so on; crying over the years over the debase nature of the academics due to lack of proper funding. This has led to series of industrial actions by these bodies all in the name of forcing the government to see the danger in inadequate funding of the educational system. However, the effect of this on the society is the rise of half-baked graduates as a result of caricature education they were been exposed to while in school. The danger of this kind of half-baked graduates is what Rasaki Ojo Bakare preached against in his play *Once Upon a Tower* upon which this study will be based and prescriptions made.

Challenges in Nigeria Educational system

There are several factors that affect the quality of education in terms of the content, delivery, learning and application of knowledge. These factors according to Ajagbawa, Henry include endogenous and exogenous issues embedded in the school and learning process that are within the control of the school system and internal stakeholders. These factors include quality of teaching poor instructional methods, role learning, maintenance of discipline, poor teaching aids

like subscription to educational magazines, continuous training and development of teachers and lack of scholarship opportunities offered by schools to extreme indigent students. But the bulwark of issues is the exogenous factors which define constraints that are external to the school control but are pivotal pillars for the delivery of quality education. These factors include poor education spend, lack of holistic and integrated education policy thrust, corruption and embezzlement at all levels of the education spectrum, industrial actions of teachers and strikes by students, poor teacher training, poor reward system, and motivation. Others include “culture and celebrated value system, poor research funding, lack of commercialization windows for local innovation and disconnect between industries and citadel of higher learning” (Ajagbawa, 10). However in a bid to find a solution to these problems, Akpotu, N.E and Akpochafo, W.P believes that the task is too heavy for the government and thus there is a need for diversification.

The subject matter of funding University education is one that cannot be overemphasized. The political, social and economic factors, which are currently having significant impact on the world economy, have necessitated the need to diversify the sources of education funding, mainly because reliance on only one source of revenue can inhibit educational growth. The supply of university education in Nigeria has always been limited by the amount of funds that the owners (governments) have been willing and capable of giving to universities as grants (223)

To this effect, much as the federal government has been struggling to increase statutory allocations to the universities, these subventions noted by Akpotu and Akpochafo have continued to be insufficient to cope with the increasing enrolment and the increasing contending alternative users of the government scarce resources.

Considering the nature of universities in Nigeria where state owned universities are considered to the responsibility of the state government, some state government prefer going for other expensive project that they believe the citizenry can see easily and praise them and through which they can also embezzle some money all at the expense of the educational system because they believe, it will definitely take much time for whatever seed they sow in the education sector to yield profit but it is actually worth sacrificing for. According to Faboyede et al,

Poor infrastructure and inadequate funding have continued to trouble many state and federal universities in Nigeria. In spite of the huge federal allocations particularly accruing to the states, little physical impact has been the lot of the education sector especially in terms of structures on the campuses. Rather than funding their universities adequately, many state governments are injecting huge money into building expensive government houses amid other bogus projects (223).

The developmental conditions of most Nigerian Universities are appalling. Of the federal, state and private universities assessments in terms of overall performance, state universities present the poorest report card in terms of quality of programmes. However, when the government failed to invest money to re-equip the outdated infrastructure and update equipment of the universities, the result bawls down to the innocent students who ended up being crowded in the laboratory and so on. However, to acclaim that the government are not aware of these situations in the Nigeria universities is a fallacy. Deji-Folutile and Oketola in the year 2014 and Adebayo in the year 2013 discussed that in 2012, the Federal Government commissioned a nationwide survey of the needs of the university system and the result of the study was that majority of the universities

were grossly under-staffed; many laboratories and workshops were old with inappropriate furnishing; classrooms/lecture rooms were overcrowded and overstretched; equipment and consumables were absent, inadequate or outdated; kerosene stoves were being used as Bunsen burners in some laboratories; engineering workshops were operating under zinc sheds and trees; and in many universities, science-based faculties were running 'dry lab' for lack of reagents and tools to conduct physical/real experiments. It was also found that: where major equipment existed, the ratio to student, in some universities, was as high as 1:500; of the 701 physical development projects dotted across the universities in the country- 163 (23.3 per cent) were abandoned projects and 538 (76.7 per cent) were on-going projects; there was rapid deterioration of hostel facilities, overcrowding and undue congestion in rooms, in addition to poor sanitation and overstretched lavatory and laundry facilities.

Every problem/challenge facing university education in Nigeria bawls down to underfunding and mismanagement. The inadequate infrastructures, un-equipped laboratories, industrial actions by Academic and Non-academic staff unions of the university and so on. Ubogu , R. E. listed the possible consequences of underfunding university education in Nigeria as:

curtailment of laboratory/practical classes, limited number of field trips, curtailment in the attendance of academic conferences, curtailment of the purchase of library books, chemicals and basic laboratory equipment, freezing of new appointments, virtual embargo on study fellowships, reduction in research grants, too narrow strategic profiles and core areas, loss of variety in research and teaching, close down of studies not in demand at present or expensive (unprofitable) studies, loss of autonomy through increased dependence from external principals (third party funding), internal centralization and expansion of administration, increase administrative burdens at the expenses or research and teaching, and reduced coordination (harmonization) between universities because of increased competition (57).

Other untoward effects of dwindling funding include deteriorating staff working conditions, academic staff brain drain, incessant strike actions, student riots, lecture boycotts, and downward pressure on staff remuneration. Akpotu and Akpochafo also mentioned enlarged teacher/student ratio, overcrowded classes, poor quality teaching and research, examination malpractice, cultism and incessant strikes of staff as consequences.

Despite these problems that plagued the educational system, the population that write entrance examinations into the university annually cannot be overemphasised. This has given private institutions upper-hands to the extent that despite their heavy tuition fees, students scrambled to get admitted into private institutions in Nigeria. However, what then is the fate of a common man who could barely afford the government owned universities but yet still have the hunger and thirst for adequate education? It is therefore in a bid to answer this question that the “academic unions and stakeholders are calling on the government to fund the academic sector” (Nwachukwu Prince Ololube, 339). There are growing interests and calls by academic unions, stakeholders and politicians on the financing aspects of education at all levels and higher education in particular. One of such reasons put forward for this development is the considerable growth in the number of enrolments and the desire to acquire higher education qualifications. Nearly every countries of the world, Nigeria included, points to the basic fact that higher education institutions are the topmost employers’ of highly skilled workforce. As such, higher

education institutions are expected to utilize large amounts of a country's budgetary allocations. Funds are the life wire of these institutions because moneys provide the purchasing power of the institutions to provide physical materials needed in these institutions, and adequate funds determine the hiring capabilities of staff of higher education institutions. The National Policy on Education in Nigeria recognizes education as an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of the educational programmes.

The Nigerian educational funding policy embraces government's ultimate goal of making education free and practicable at all levels with joint financing responsibility of the federal, state and local governments, and the private sector which is comprised of local communities, individuals and organizations. While no tuition fees are paid in all federal universities, their students pay other fees such as acceptance (for new students), registration and certification, sports, identity card, examination, laboratory, library, caution fees (for science students), hostel maintenance, departmental registrations, etc the proportion of which varies by institution. However, the state and private universities are not restricted from collecting tuition fees/other school charges (Akinyemi, Ofem, and Adebisi, 201).

University Education Funding Challenges in Nigeria

The increase in the cost of fund needed in Nigeria can be seen as a result of globalization and technological advancement in the country. Countries like Nigeria in a bid to meet up and be advanced like other developed countries of the world coupled with youngsters bid to have good record and be part of great things in life wants to be part of this great educational advancement. Thus, there is an influx in the number of applicants of tertiary institutions on a daily basis. However, the growing increase in enrolment, upgrading and diversification of programs have propelled higher education human resources requirement needs to meet the technological development in the education sector. To this effect, Ololube et al asserts that "If higher education institutions are adequately funded, it creates room for better infrastructural development and maintenance of school buildings, office blocks, classroom blocks, student hostels, staff quarter, etc." (76). It enables the procurement of instructional materials or resources like medical tools, books and journals for libraries, electronic boards, computers, laboratory equipment, video conferencing facilities, etc.

Adequate funding of education guarantees staff development through academic programs like workshops, seminars, conferences, and scholarships. Most importantly, staff welfare and retention through regular payment of staff salaries and allowances assured. It guarantee's the protection of students welfare by providing playgrounds, refectories, lavatories, hostels, resource centers, etc.; and the maintenance of healthy schooling environment via good sanitary environment, avert multiple disciplinary problems, regular maintenance, etc. (Agabi, 25)

These are some of the factors considered when discussing the quality of higher education in Nigeria. The inability to properly fund the academic sector has given birth to different industrial actions and strikes by the academic, non-academic and student unions of the Nigerian Universities. The constant standoff between staff unions and government is as a result of what unions termed government renegeing on its responsibilities towards proper funding of the higher education systems. According to an Internet post on the reasons why ASUU went on a one week

warning strike beginning 00.01 midnight of Wednesday 16 of November 2016 was that less than 10% of the universities in Nigeria have video conferencing facilities, less than 20% of Nigerian universities use interactive boards, more than 50% of them do not use public address system in their overcrowded lecture rooms and theatres. Internet services are non-existent or epileptic and slow in 99% of Nigerian universities. ASUU further highlighted that Nigeria university library resources are outdated and manually operated, book shelves are homes to rats/cockroaches, and no Nigerian university library is fully automated and less than 35% are partially automated.

Strike actions are the only music that unions play and the government listens. The inadequacy in government funding has been a bone of contention in almost all the conflicts between the federal government and staff unions. This situation has been like this for decades and has caused disruptions in the academic calendar of institutions of higher education” (Nwachukwu, 340).

Okojie in the year 2008 submit that the ability to maintain stable academic calendar has been a major problem in Nigerian universities. The series of strikes or threats has been so frequent that it has been a source of major concerns to government, business leaders, politicians, students, parents and stakeholders.

From the forgoing, there are evidences that educational sector is indeed an expensive sector to manage but the inability of the government to place adequate funding into the educational system cannot be jettisoned. The federal government has placed other sectors which could not even bring development and income to the country over the educational sector. A cursory look at the percentage of allocation allocated to the educational system between 2008 till 2019 is alarming. The percentages of Nigerian education budgets between 2008 and 2019 shows that Nigeria has not significantly impacted on education as a sector to influence national development (see table 1). The 26% benchmark by UNESCO is a far cry in Nigeria and in most sub-Saharan African countries.

TABLE: 1

Fiscal Years	Percentage (%) Allocation for Education
2008	13%
2009	8%
2010	6%
2011	8%
2012	10%
2013	8.7%
2014	10.63%
2015	9.5%

2016	8.44%
2017	6%
2018	7.4%
2019	7.02%

Education fund misappropriation in Nigeria

Appropriation of fund in the education system in Nigeria is the total amount of money allocated to the educational system to run its affairs for a specific period of time. In Nigeria, appropriation of fund to the education sector is approved by the legislative arm of government and it is renewed annually. The legislative arm of government grants appropriations that are popularly known as the power of the purse over the executive and other sectors of government, like education. It is important to note that no public money can be expended without legislative approval. When funds are appropriately approved by the legislatures, the misuse of it is what is known as misappropriation. Misappropriation is an intentional or illegal use of funds for one's own use or other unauthorized purposes, particularly by public officials.

For years, there has been allegation levied on school authorities by the students unions and non-governmental organization who serve as watch dogs for the activities of the education sector in Nigeria over the misappropriation of the funds allocated for education. Nwachukwu recounted on the incident that happened at the Obafemi Awolowo University Ile-Ife, when the Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch accused the management of the institution of expending 3.5 billion Naira meant for hostel renovation and construction of new lecture theatres in breach of due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all universities in Nigeria. The fund was in response to the long drawn out cry and agitation of ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Nigerian public universities, but the management of Obafemi Awolowo University failed to abide by the guidelines. The number of cases of embezzlement and mismanagement of funds by higher education leaderships in Nigerian are quite frightening”. The ASUU statement further reads that:

Accordingly, out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets (n.p).

All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the funds marked for the execution of the projects (ASUU, n.p). Similarly, a study conducted by Onyeike and Owuama in the year 2012 revealed among others “that inadequacy of funds, planning with inaccurate statistical data, political interferences, misappropriation of funds and shortage of qualified manpower were major limitations to the development of higher education in Nigeria” (341). At the 2013 media launch of the Global Corruption Report on Education, Transparency International and Socio-Economic Rights and Accountability Project (SERAP)

stressed that, corrupt practices have been identified in Nigeria's education sector. The report revealed that corruption has a devastating impact on national development, particularly in Africa, hindering progress towards the Millennium Development Goals (MDGs) now SDGs, and jeopardizing socio-economic development. With particular reference to Nigeria, it is disheartening to note that this cankerworm was noticed at all levels of education, where massive embezzlement and misappropriation of funds running into millions of Dollar and Billions of Naira are taking place (SERAP, n.p).

Education Funds Mismanagement in Nigeria

Fund management is the act of planning, organizing and controlling monetary activities in one's care. Simply put, mismanagement means to manage incompetently or dishonestly of anything put in one's care. Dictionaries may include terms like to manage ineptly, incompetently, inefficiently, badly, dishonestly etc. Funds mismanagement is the management processes and practices that deliberately mishandle moneys made available to a person in ways that are characterized as badly or carelessly. Therefore in the context of this article, management of education funds is simply the act of effectively planning, organizing and controlling the education finance in one's care, while mismanagement of education funds means to manage incompetently or dishonestly of education funds put in one's care. In 2010, the former secretary of the National University Commission Prof. Okojie acknowledged that:

most federally controlled universities' complained of inadequate funding and the effects of this problem has resulted the deterioration of physical facilities; internal and external brain drain among the faculty, dead of quality scientific research and managerial capacities of Nigerian public university system (Okojie, n.p).

Famurewa, I. O; noted that with this type of funding, "it is certain that Nigeria higher education will not yield progressive results to be able to compete favorably with their counterparts in west" (022). To corroborate the idea of Dr. Jamila Shuara in Tihamiyu in 2012, there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects.

For example, university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing and in-fencing when student's accommodations are inadequate. Governments are interested in expending money on creation of new universities instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than completing the abandoned projects or standardizing existing facilities. Government expends hundreds of millions paying visiting and part-time faculty rather than recruiting full-time staff. Nigerian government (federal and states) expend hundreds of millions in mundane administration cost instead of providing boreholes and power supplements.

Failure in the proper and prudent management of funds according to Nsikan and Emmanuel can be attributed to "unfriendly policy implementations, inability to access funds, inconsistency and complete lack of courage to implement policies and mismanagement of funds by successive government and institutional leaders". Thus, "in spite of the inadequate funding of higher

education in Nigeria, the little funds appropriated are mismanaged” (Acho & Abuh, 49). According to Mobegi, F. O. “any country where mismanagement of funds is experienced, its quality of education is bound to decline” (15). Nsikan and Emmanuel are of the opinion that to salvage Nigerian higher education, “proper planning and effective administration are needed because no organization functions excellently without fundamental policy framework in its planning, organizing and controlling mechanism” (56).

Underfunding and Mismanagement of fund: Statement in Bakare’s *Once Upon a Tower*

Since these are the situations in which this generation is moved, the writers are left with no choice than to reflect it. It is not as if the writers of this generation enjoy telling this kind of stories. The fact as Pius Adejanmi, cited in Solomon Awuzie rightly observed that the African states make the entire continent “unsafe even for a generation as young as ours”, the writers on the other hands “had no option but evolve” what he referred “aesthetics of pain”. Consequently, the writers wrote works of “pains of hopes and dreams tragically atropied by the African system” (27). Hence using the work of *Once Upon a Tower*, Rasaki Ojo Bakare capture this ugly situation that has eaten into the fabric of Nigeria Universities and has damaged it beyond repair. This play depicts the fact that more and more youths of this generation are graduating from Nigerian universities as half-baked and could not practice the profession they learnt in school due to underfunding and mismanagement of the fund released to universities to acquire equipment and materials needed for proper education. As seen in *Once Upon a Tower*, the universities management vested with the responsibilities of managing the funds and acquiring resources for the school are not doing the job and they are happy with it.

- V.C:** I must congratulate you your Royal Highness and you Chief and of course my humble self for yet another successful convocation ceremony.
- Chief:** Mr. Vice Chancellor, I have tremendous joy for the way everything went smoothly
- Emir:** I too, in fact, by the time the president reads those beautifully worded speeches of ours in the newspapers, I am sure he will give us another term. He will believe we are doing the job well.
- V.C:** This calls for celebration... (7)

Through the above discussion, the school management expressed this innermost feelings through the above lines. This unholy discussion is a reflection of the decadence in our public universities. The fund meant to equip the society are being shared and mismanaged among few people bestowed with the responsibilities of managing the universities. Bakare in this play went to the extent of revealing that the only thing that functions perfectly in a school environment today after the fund has been mismanaged is the intercom. Pedro a graduate of the school says this while compelling the V.C to lure Prof. Kurumbete to the office.

- Pedro:** That is okay for now (moves to the phone set on V.C table, picks the receiver, jacks the V.C up by the collar). Now Mr. Vice Chancellor, we are already informed that the only thing that functions effectively on this campus is the intercom. You are now going to call the office of the provost of the medical

college and invite him here for an urgent and most important discussion. Mr. V.C lure that imp of a devil into this place or else...(9)

From this line, Bakare stylishly explain to the society that the only thing that is in operation in the Nigerian universities today is the communication tool used by the management to call on one another whenever they are to discuss on how the fund allocated is to be shared and embezzled. However, the effect of this mismanagement of fund allocated to schools is negatively affecting the graduates that graduated from the public universities in Nigeria. These graduates could not cope with the professional demands of the society because what they learnt in school, is malnourished compared to what they should have been taught. Bakare present this situation in the character of Pedro who was the best graduating student of Marianpinto University, a fictional university in the play but despite being the best, could not practice what he was taught as it was the wrong from the actual one. Pedro who carried out an abortion on his girlfriend failed as a result of using the wrong dosage of abortion pills on her as a result of what he was taught in school. This is revealed through the communication between Olusola and Pedro.

Olusola: How did it go? I mean did she cooperate?

Pedro: She nearly bungled it But with a combination of persuasion, some lies here and there and...tricks, I managed to succeed.

Olusola: Good.

Pedro: Not so good yet, you see... the sight of it scared her stiff, I then trickishly put her on general anaesthesia before doing the evacuation. But I expected her to have woken up since I finished the operation. It is over fifteen minutes now.

Olusola: Which stuff did you use?

Pedro: Ketamine hydrochloride

Olusola: Then there is a cause for alarm. Ketamine has a rapid onset and short duration of action. The effect only lasts between five to ten minutes. If she is not up by now the... wait a minute, what is her weight?

Pedro: I didn't weigh her, I only guessed she...

Olusola: Then how did you know the precise dose appropriate for her! Ketamine is dispensed at 1 to 4.5mg per kilogramme of body weight.

Pedro: No it is 14.5mg per kilogramme of body weight

Olusola: Stop clowning Pedro!

Pedro: But I am correct. That is what my Ana 604 note says, I consulted my note before administering the drug.

Olusola: then your teacher must be crazy. Take a copy of Wilson, Gisvold and Doefe's "Textbook of Organism medical and pharmaceutical Chemistry" from that shelf. Go to page 355 and read what it says about Ketamine. (Pedro moves to the shelf picks the book, flips through the pages, read for a while)

Pedro: My goodness...(the book drops from his hands). I have always thought it was 14.5mg... that is what I was taught...and this is the first time I am using it since I qualified. I gave her ten tablets of the 50mg per ml concentrate. (55-66)

However, despite this effect of turning graduates who have gone through series of professional exams to qualify as professional in their field. Bakare in a bid to trace the main problem to mismanagement of fund did not blame the teachers for this, rather he blamed someone else. This

he represent through the conversation that ensued between Pedro and the Vice Chancellor where the Vice Chancellor confessed that the mal-education received by the students is neither his fault nor that of his staff but the fault of the contractor who was awarded the contract to provide the school with equipment.

V.C: (Scared) But where do I come into this? Why did you choose this time, I mean with me, the Pro-chancellor and Chairman of Council. We had no hands in this

Kurumbete: I object Mr. Vice Chancellor sir...

Pedro: I am the provost here. You take permission before you talk. Now to you Mr. Vice Chancellor, you had more than hands in the process of making me professionally malnourished. I remember specifically, that most of the chemicals I started seeing in the hospitals after my graduation, were things I was not opportune to be familiar with when I was a student here just because the university couldn't make them available. I remember that at a time we were even doing what my H.O.D here called dry practicals. That is practicals without the required facilities. You just wrote chemicals instead of actually mixing them.

V.C: Not my fault...Not my fault. I forwarded the necessary request to the University commission. The funds were approved based on my recommendation, but the Chairman of Senate Sub-committee on education used his position to corner the contract of supplying the Chemicals and other facilities. And then, we waited...and waited...and waited without any supply forth coming. (58-59)

From the above conversation Bakare confirm the knowledge of the school management to the evil done by the contractors (politicians) when awarded contracts but because of the dime they are also receive, they decide to be mute and say nothing.

Pedro: And what did you do as the V.C? Did you protest or complain?

V.C: Protest? Who do I protest against? The man is a sacred cow, he is very powerful.

Pedro: It wasn't the sacredness of that cow that stopped you from protesting, but your ambition to ensure a second term in office as Vice Chancellor. You didn't want anybody to work against your ambition so you compromised the future of those of us entrusted in your care. Anyway, that apart. You said the Chairman of the Senate Committee of education was the emergency contractor. (page 59)

This way, Bakare was able to present the problem of underfunding and mismanagement of the funds allocated to education sector to be the reason for the bane and decadence education in Nigeria face today. Indeed the fund released to equip schools is small to what it should be but the injudicious use of this fund exacerbate the situations and the effects is not only on the graduates but also the society at large.

Conclusion

Many researchers (e.g., Agabi, Eankumo & Kemebaradikumo, Nwachukwu, and Olulobe, Faboyede et al, and so on) has opined that the inadequate funding of higher education by Nigeria government has contributed immensely to the decay in the sector, especially since the country is unable to meet the recommended UNESCO's benchmark of 26 percent of every developing country's annual budget to be invested on funding education. However, regardless of the annual budgetary provisions by the Nigerian governments over the years, the standard of educational in the country has continued to decrease because higher education leaders are not sincere as moneys

meant for higher education is often used for other purposes. Nigeria can only be able to have a vibrant, well-designed and functional higher education system if funds meant for development of the country's higher education are not misappropriated. This research corroborated with Nwachukwu's submission who assert that little fund allocated to the education system has not be wisely and appropriately managed. This work further identify the mismanagement of the funds allocated to the education system as another cause of this bane and decadence in the educational system. However, when the fund allocated is not well managed, the weaker side suffers and from the forgoing, the weaker sides are the graduates and the society at large.

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