

---

**Demand and Supply Dynamics: A Lens to Explore Access to Private Universities in Nigeria****<sup>1</sup>Aderonke Olubukola ALAO, Ph.D, <sup>2</sup>Taiwo Akeem HASSAN PhD**

<sup>1</sup>Curriculum and Instruction Department, Sikiru Adetona College of Education, Science and Technology, Omu-Ajose, Ogun State

<sup>2</sup>Department of Educational Management, University of Benin, Benin City, Nigeria

**Email:** [ronkealao303@gmail.com](mailto:ronkealao303@gmail.com)

---

**ABSTRACT**

Demand for admission space in university is generally very high with records of over 2 million applicants seeking admission annually. However, only about 500,000-700,000 candidates are admitted each year leaving a large unmet demand. Paradoxically, overall demand is high however; demand for private universities remains comparatively weaker. Private universities account for only about 7.5% of undergraduate admissions enrolling less than 10% of total university students in Nigeria. This position paper examined the demand and supply factors affecting access to private universities in Nigeria. High tuition fees; programme availability and course preferences; perception and awareness issues and socio-economic constraints of large households are some of demand related factors. On the supply side, factors such as limited carrying capacity; competition among universities; internal policies of the institutions and government policies. This disparity between the available number of spaces and number of applicants continues to generate mixed reactions among stakeholders. It was suggested that government should consider regional needs before granting approval for establishment of institutions; they should assist by giving grants to institutions based on performance and universities should review internal policies, awareness strategies and increase number of programmes offered.

**Keywords:** Access, demand, supply, private universities.

---

**INTRODUCTION**

The National Policy on Education (NPE) outlines ways of achieving national goals through the different levels of education (FRN, 2013). The document comprises objectives and goals on how each level of education can contribute meaningfully to the development of the nation. In the case of tertiary education, successive governments have continually made policies, innovations and guidelines to further strengthen the institutions for the purpose of producing competent manpower that will significantly drive the growth of each sector of the economy consequently translating to achievement of national goals. One of the efforts of government in revitalizing university education is the involvement of

individuals in the ownership and management of universities in order to complement government efforts towards expanding access and improving quality.

The first sets of private universities were established during the second republic under President Shehu Shagari administration between 1979 and 1983. Nevertheless, the period witnessed twenty-six (26) private universities established within the period of four years (Agboola, 2010). However, concerns of quality and academic standards led to Federal Government promulgation Act 19 of 1984, which led to the abolition of private universities (Adamu, 2022). Due to agitations for the resuscitation of private

universities, Amendment Decree No. 9 of 1993 was promulgated during the tenure of General Ibrahim Babangida as Head of State who emerged, following a successful military coup in 1985. The decree Act 9 of 1993 permitted individuals, organisations, corporate bodies and government to establish and run private universities by following stipulated guidelines and obtaining government approval.

In 1999, a democratically elected government vested the power to receive and treat applications of establishing private universities to National Universities Commission (NUC). Ajadi (2010) observed that out of forty applications received in 1999, only three of them met the NUC requirements and were granted operating licenses. They are Igbiniedion University, Okada, Edo State; Babcock University, Ilisan Remo, Ogun State and Madonna University, Okija, Anambra State. .

Prior to the commencement of operation of the present set of private universities, Joint Admission and Matriculation Board (JAMB) statistics revealed that annually, public universities were bombarded with numerous applicants they had no capacity to admit. According to Oyebade (2005) since 1991/1992 academic year, the unsatisfied demand for university education has been above 70%. The soaring demand has been linked to surge in acquisition of secondary education and excessive demand for University education at the expense of other types of tertiary education. The importance attached to the university education by the citizens manifest in terms of yearly increase in number of applicants clamouring to be admitted in these higher educational institutions whereas other tertiary education institutions such as Colleges of Education complain of low patronage by candidates (Efor et al., 2020). Adekeye (2018) explained that other possible reasons for

admission denial could be due to unmet admission requirements and inadequate spaces.

Following licenses granted the first three private universities in 1999, number of applications to establish more of these educational institutions has been on the increase. Presently, private universities have outnumbered their public counterparts even though, majority of public universities have been in operation for over two decades before the private universities. As at year 2025, there are 73 Federal Universities and 67 State Universities whereas, the total number of approved private universities stands at 159 (NUC, 2025). This scenario has led many stakeholders to inquire, the extent to which the institutions have contributed to university education in aspects of access.

Access to education is the opportunity given to citizens for enrolment into various tertiary educational institutions. According to Agboola and Ofoegbo (2010), access is the opportunity for enrolment and facilitation of entry and the encouragement of enrolment by learners in appropriate educational programmes. Nonetheless, after two decades of the emergence of these private institutions, access to university education still seems largely unsatisfied. The growing number of private universities has not translated to significant increase in access to university education (Efor et al., 2020). In year 2020, 30% of the quota allotted to private Universities was used while 70% admission spaces were unutilized. Also, their contribution to admission of undergraduates that year was 9% (JAMB, 2021). Okebukola (2019) explained that majority of the institutions have largely recorded low patronage of candidates over the years, except for very few who are able to meet the NUC allotted admission quota. Some candidates choose public Universities

as first choice and later return to private Universities when their needs are not met (Mustapha et al., 2020)

In year 2015, attempt to reassign students to private institutions by Joint Admission Matriculation Board (JAMB) was vehemently resisted by candidates and parents who claimed private universities are unaffordable for them. Some other factors identified by scholars as reasons for low patronage of these universities are low carrying capacity, high tuition fees and students' restrictive policies. While more private universities are being licensed, JAMB statistics revealed that applicants show more preference for public universities than the private ones (Harry, 2019). A situation Jegede (2016) attributed to the fact that private universities are majorly unaffordable to large segments of the population.

Nonetheless, for the private universities to thrive, more enrolment is required for sustainability due to the fact that a large number of them depend majorly on student tuition fees for survival. Adekeye (2018) maintained that in private universities, tuition levels must be high enough to provide sufficient funds for institutional survival, which requires careful planning relating to student numbers, the cost per student, and expenditure levels. It is against this backdrop that this paper sought to examine demand and supply dynamics affecting access to private universities in Nigeria.

## Literature Review

### Access to University Education

The demand for University education has continued to rise and handling the influx of admission seekers has been quite a challenge of successive governments. Akinpelu (2019) asserted that two thirds of about two million Nigerian candidates who applied for tertiary education in 2019 were not admitted. Out of the two million students who applied, little above 1.7 million scored above 140 marks. In addition, candidates are required to have at least five O' level credit which must include English and Mathematics in most cases. Akinpelu in reference to data from Joint Admission Matriculation Board (JAMB) noted that about 1.2million of the candidates passed five O' level credits including Mathematics and English but half of them were admitted. Another, worrisome aspect of access to higher education is that overwhelming majority of over a million candidates apply for University education through JAMB whereas very few choose other institutions. Efor et al (2020) expressed dismay at the undue emphasis on University education while majority of other types of tertiary education such as Polytechnics, Colleges of Education, Monotechnics complain of low patronage.

The authors expressed concerns that many youths who would have been trained successfully as technicians, technologists and engineers in Polytechnics and Colleges of Technology clamour for University admission and constantly meet with their failures at centralized examinations.

**Table 1: Joint Admission and Matriculation Board Application and Admission profiles**

| S/N | Academic Sessions | No of Applications | No Admitted | Percentage Admitted (%) |
|-----|-------------------|--------------------|-------------|-------------------------|
| 1   | 1986/1987         | 193, 774           | 39,915      | 20.6                    |
| 2   | 1987/1988         | 210,525            | 36,356      | 17.3                    |
| 3   | 1988/1989         | 190, 353           | 41,700      | 21.9                    |
| 4   | 1989/1990         | 255, 638           | 38, 431     | 15.0                    |
| 5   | 1990/1991         | 287,572            | 48,504      | 16.9                    |
| 6   | 1991/1992         | 398,270            | 61,490      | 15.4                    |
| 7   | 1992/1993         | 357,950            | 57,685      | 16.1                    |
| 8   | 1993/1994         | 420, 681           | 59,484      | 14.1                    |
| 9   | 1995/1996         | 508,208            | 32,473      | 6.4                     |
| 10  | 1996-1997         | 472, 362           | 76, 430     | 16.3                    |
| 11  | 1997-1998         | 419,807            | 72,791      | 17.3                    |
| 12  | 2000 -2001        | 550,399            | 60,718      | 11.0                    |
| 13  | 2001-2002         | 828,214            | 78,416      | 9.5                     |
| 14  | 2002-2003         | 828,334            | 83,405      | 10.1                    |
| 15  | 2003-2004         | 851, 604           | 91,280      | 10.7                    |
| 16  | 2004-2005         | 913,559            | 92, 103     | 10.1                    |
| 17  | 2006/2007         | 1,030,670          | 107,161     | 10.40                   |
| 18  | 2007/2008         | 893, 259           | 149,033     | 16.70                   |
| 19  | 2008/2009         | 1, 028, 259        | 183, 420    | 17.80                   |
| 20  | 2009/2010         | 1,183,574          | 211,911     | 13.97                   |
| 21  | 2010/2011         | 1,493,611          | 450,024     | 30.13                   |
| 22  | 2011/2012         | 1,503,933          | 500,058     | 33.25                   |
| 23  | 2012/2013         | 1,630,000          | 477,176     | 29.27                   |
| 24  | 2013/2014         | 1,920,000          | 463,395     | 24.14                   |
| 25  | 2014/2015         | 1,790,000          | 437,707     | 24.45                   |
| 26  | 2015/2016         | 1, 610, 000        | 485,338     | 30.15                   |

**Source:** NUC (2005); Omuta (2010); NUC (2015) & Daily Trust (2017)

In Table 1, it can be observed that since 1991/1992 academic year, the unsatisfied demand for University education has been above 67%. In 1992/1993 academic session, the unsatisfied demand was 83.9%. In spite of involvement of private Universities take off since 1999/2000 academic session the percentage of students admitted from 2001/2002 to 2004/2005 academic sessions declined. The highest number of applicant admitted was observed in 2011/2012 session with 33.25% while the three consecutive sessions after witnessed a decline representing 29.27%, 24.14% and 24.45% in 2012/2013; 2013/2014 and 2014/2015 academic sessions respectively.

### Access to Private Universities

The development of private university has facilitated astounding educational sector growth rates. Ahunaya and Osakwe (2012), stated that whereas it took thirty years for thirty-six (36) public universities to emerge, it has in contrast, taken less than fifteen years for fifty (50) private universities to take off. Efor et al. (2020), explained that by 2019, the total number of universities had increased from 152 in year 2017 to 170 comprising of 43 federal, 48 state and 79 private universities. In spite of annual increase in number of private universities compared to their public counterparts, present level of achievement in terms of yearly admission of students is still far from optimal level. Okebukola (2018) asserted that, in the early days, especially between 2000 and 2004, the private universities had respectable enrolment. Small class size and stable academic calendar were two notable reasons why they were patronized and this trend raised hope of attainment of 20% enrolment by 2015. By 2017, the private universities were only able to attract less than 6% of the total enrolment in the Nigerian university. Similarly, NUC data of July 10, 2018 indicated that the total

students' population of 2 million comprise 1.7 million undergraduates and 3,000 postgraduate enrolments. Sixty two per cent (62%) of the figure were enrolled in federal universities, thirty three per cent (33%) in state universities and five per cent (5%) in private universities (NUC, 2018). Okebukola opined that the reverse in the upward surge in private university enrolment could be attributed to three main factors. Firstly, the relative stability of the public university system when compared to thirty-seven months cumulative strikes witnessed between 1992 and 2001. Secondly, increase in the number of private universities which caused the total number of applicants to each university to thin and thirdly, increase in poverty rates which hindered parents from having financial resources to pay their steep tuition fee.

### School Fees

School fees constitute a significant part of the source of funding for private universities. The fees charged are between N620,000 and N3million, which is only affordable by the affluent and middle-class parents that are willing to struggle and sacrifice other comforts of life (Omoede, 2015). The carrying capacity of most private Universities seems to be hardly met owing to the cost implication of schooling in the institutions. Itegboye (2018) pointed out that Universities had 538, 269 admission slots (combined) of which 119,878 went unused and most of these unused spaces were in private universities. Robert-Okah (2014) asserted that response to economic-driven barriers, university education has been aided for some students through scholarships, bursaries, loans and work study programmes. The author lamented that most of the government study fund and managed scholarship schemes have not been properly targeted at poor students and tend to be generalized while private sector-managed

schemes tend to be tied to privilege academic performance over financial constraints as key criterion for selecting beneficiaries. The work study programmes that exists can be found in few universities and are simply too small in scale to impact on this problem (Ahonsi, 2008).

Nevertheless, Olaoye et al. (2018) opined, that private universities tend to justify high fees as a result of quality of educational services being rendered in terms of cost of provision of educational infrastructure, location peculiarities, institutional need for security, quality of resource persons, administrative charges amongst others. Agboola, (2010) explained the management of institutions like Bowen, Babcock, Covenant and Ajayi Crowther introduced flexible payment arrangement to allow fees to be paid in two instalments in order to ease burden of single payment by guardian, parents and applicants to the university.

Olawore and Ajayi (2016), opined that government scholarship, bursary awards should be extended to students in private higher institutions. In addition, alumni of the school can also be used as a source of fund generation, Insurance scheme can be engaged in so that different types of foreseeable risk can be shared. In the view of Yusuf et al. (2021), government should adequately subsidize students' fees in private universities in order to reduce the burden of financing private higher institutions which is usually borne by the parents. Authors such as Akindele (2013), Nwanchukwu and Okoli (2015) lamented exorbitant fees, in private universities. It is therefore essential for the government to regulate the fees paid, where a benchmark should be set and approved for all universities in the country and any private University that charges more should be sanctioned.

## **Theoretical Framework**

### **Demand and Supply Theory**

The demand and supply theory is an economic theory that explains how the quantity of a good or service demanded by consumers and the quantity supplied by producers interact to determine the availability and price in a market. Demand refers to the quantity of a good or service that consumers are willing and able to purchase at a given price at a given period. The law of demand states that, as the price of a good or service increases, the quantity demanded decreases and as the price decreases quantity demanded increases, other factors remaining constant (Sepulveda, 2020). On the other hand, supply refers to the quantity of a good or service that producers are willing and able to offer for sale at a given price within a specific period (Sanyal et al., 2021). According to the law of supply, as the price of a good or service increases, the quantity supplied increases and as the price decreases, the quantity supplied decreases, assuming other factors remain constant.

### **Disequilibrium in Admission Spaces in Private Universities in Nigeria**

Demand represents the number of prospective students seeking admission into private universities whereas supply represents the number of admission spaces available in those universities. Equilibrium occurs when the quantity demanded equals the quantity supplied. At this point, neither excess demand nor excess supply exists. However, in the case of most of private universities in Nigeria, disequilibrium occurs because number of students seeking admission differs from the number of spaces available. Types of disequilibrium are excess demand (if demand exceeds supply) and excess supply (when supply is greater than demand). The latter seems to be the

situation of the universities under review, since statistics show that majority of private universities provide more admission spaces than the number of students willing or able to enrol. Causes can be attributed to high tuition fees discouraging applicants; poor institutional reputation; competition among

numerous private universities and preference for public universities because of lower fees. Effects of these are underutilization of facilities and resources, reduced revenue from tuition fees, financial challenges for universities and possible reduction in programmes or staff recruitment.

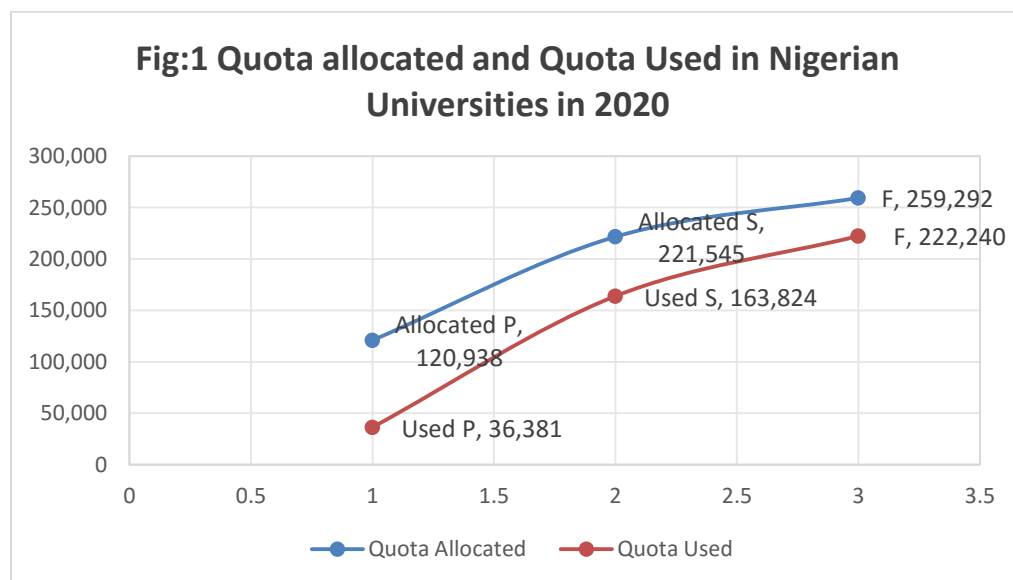
**Table 2: Capacity of Nigerian Universities (2020)**

| University | Quota Allocated | Quota Used       | Quota not Used   |
|------------|-----------------|------------------|------------------|
| Federal    | 259,292         | 222,240(85.71%)  | 37,052 (14.29%)  |
| State      | 221,545         | 163,824(73.95%)  | 57,721 (26.05%)  |
| Private    | 120,938         | 36,381 (30.08%)  | 84,557 (69.92%)  |
| Total      | 601,775         | 422,445 (70.20%) | 179,330 (29.80%) |

Source: JAMB Registrar Presentation at the 2021 Admission Policy Meeting held on Tuesday, 31st August, 2021, at the Board's Headquarters, Bwari, Abuja.

Table 2 showed that in year 2020, Federal Universities recorded 222, 240 representing 85.71% admission spaces used out of 259,292 quota allocated for admission. State universities accounted for 163, 824 admission spaces utilized whereas 57,721 indicating 26.05% remained unused for the year under review. In the case of private

universities the scenario differs from its counterparts because quota used is far lesser than the unused ones. Quota unused by private universities is 84, 557 representing (69.92%) which is over twice as much as quota utilized 36,381(30.08%). Graphical representation of the statistics is presented below.



Source: Derived from Table 2.

Allocated P,S,F (represents quotas allocated for Private, State and Federal owned universities respectively). Additionally, Used P,S,F (represents quota used for Private, State and Federal owned universities respectively).

Figure1 shows a graphical representation of admission quota allocated and quota used among Federal, State and Private Universities in year 2020. There was no point of intersection between admission quota allocated and admission quota used during the period under review. The closest point was between admission quota allocated to federal universities and admission quota used indicating 259,292 and 222, 240 respectively. The widest point was seen in difference between the admission quotas allocated to private university which stood at 120,938 while quota used was 36,381.

### Factors affecting Demand for Private Universities

1. High Tuition Fees: Fees range roughly from ₦ 98,000 to ₦ 12 million plus (Kollegescout, 2026) compared to much lower fees in public universities. Many families cannot afford tuition, accommodation and other charges.
2. Preference for public universities: Many students still prefer Federal/State universities due to affordability and wider recognition.
3. Programme availability and Course Preferences: Limited programmes may reduce application whereas availability of popular courses such as Medicine, Law, and Engineering etc. may attract more applicants.
4. Perception and Awareness issues: Effective promotion strategies such as advertising, outreach and alumni success increases awareness and attracts more applicants. Sadly, some private

universities struggle with low visibility and weak branding.

5. Socio-economic constraints: A large proportion of Nigerian households cannot afford private education. Demand will rise when parents have stable income in a thriving economy whereas demand may fall during times of inflation, unemployment or economic hardship.
6. Cultural and Religious Influence: Some private universities are faith-based. Students may prefer institutions that align with their religious and cultural values. This can either increase or limit demand depending on student.
7. Availability of Financial Aid and Scholarships: Scholarships, discounts and instalment payment plans may increase affordability, boost demand while lack of financial aid discourages many qualified students.
8. Location and Accessibility: Demand is usually higher for universities located in urban areas with good transport and security compared with those sited in remote or insecure areas.

### Factors affecting supply of admission space in private universities

1. Limited capacity and utilization: Despite their number, private universities can accommodate only about 10% of total students. Many are under-enrolled (undersubscribed).
2. Financial Capability of the Institutions: Private universities depend largely on tuition fees and private funding. Thus limited funds affects provision and expansion of facilities such as lecture halls, laboratories and also recruitment of qualified staff.
3. Competition among Universities: Increasing number of private universities leads to fragmented students population which could

adversely affect enrolment per institution.

4. Accreditation and Regulatory Policies: Private Universities are regulated by government agencies such as Joint Admission Matriculation Board (JAMB) and National Universities Commission (NUC). Carrying capacity with pertains to maximum number of students per programme and accreditation standards cannot be exceeded or violated.
5. Ownership and Management Policy: Some private universities owned by individuals, religious organizations and corporate bodies deliberate set internal policies to keep small student populations for quality control.
6. Government Policies and Economic Environment: Inflation and economic instability increase operational costs. Furthermore, exchange rates affect imported equipment and ICT tools. Lastly, lack of government subsidies limits expansion.
7. Technology and E-learning: Universities with strong ICT systems can offer blended or online learning which can expand capacity beyond physical limits but poor technological infrastructure restricts growth.

## CONCLUSION

This paper examined the demand and supply factors affecting access to private universities in Nigeria and revealed a paradox in the university admissions landscape. While there is generally high demand for university admission in Nigeria, a significant proportion of qualified candidates are not admitted due to limited spaces. However, despite this overall excess demand, the demand specifically for private universities remains comparatively low.

Private universities enroll less than 10% of the total university student population in

Nigeria. The low patronage is primarily driven by demand-side factors such as high tuition fees, limited program availability, course preferences, negative perception, low awareness, and socioeconomic constraints that make private education inaccessible to majority of Nigerians. On the supply side, access is further constrained by institutional capacity, stiff competition among private universities, internal admission policies, and government regulatory policies.

Access to private universities in Nigeria is shaped by the interplay of both demand and supply factors. In order to increase enrollment and contribution of private universities to higher education, there is need for policy interventions that address affordability through scholarships and flexible payment options expand program offerings to meet labor market needs, improve public perception and awareness, and create a more enabling regulatory environment that allows private universities to expand capacity. Without these measures, private universities will continue to play a marginal role in absorbing the large pool of qualified candidates seeking university education in Nigeria.

## RECOMMENDATIONS

1. Government should focus on policies that will enable private universities fill their quotas and increasing their carrying capacities to admit more students through rendering assistance to these private universities based on their performances in terms of building infrastructures, earmarking funds for staff training and development.

2. Government should monitor performance of existing private universities in each of the six geo-political regions before giving approval for establishment of more private universities as a means of increasing access to university education.

3. Government and Non-governmental Organisations should give scholarships to deserving citizens to pave way for intelligent individuals who come from under privileged backgrounds.

4. To increase access in private universities, management should embark on internal strategies such as introduction of novel courses to attract more patronage. Also school fees should reflect the current economic realities of the country thus exorbitant or indiscriminate increase in school fees should be shunned, since this has been pointed out by several authors as a major factor limiting access to them.

## REFERENCES

- Adamu, A. (2022). National summit on private Universities, held between 7th and 9th February, 2022. at the Idris Abdulkadir Auditorium of the National Universities Commission (NUC) Secretariat, Abuja.
- Adekeye, K. S. (2018). Nigerian higher education: birth and growth, *Global Education News*, Retrieved on 20th February from <https://qs-gen.com>
- Agboola, B. G. (2010). Influence of private institutions' participation on access to university education in South Western Nigeria (1999-2008). *Unpublished Ph.D Thesis*, University of Ibadan, Oyo State.
- Ahonsi, B. (2008). Enhancing the participation of disadvantaged groups in university education, an abridged version of a lead paper presented in One day workshop organized by the committee of vice chancellors of Nigeria, Federal Universities. *The Guardian*, 86-87.
- Ahunaya, S., & Osakwe, T. (2012). Private Universities in Nigeria: Emergent realities and coping strategies. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5). 695-700.
- Ajadi, T.O.(2010). Private Universities in Nigeria- The challenges. *American Journal of Scientific Research*, 15-24.
- Agile, H.E. (2018). Expanding access to education opportunity in Nigeria: Matters arising. *International Journal of Scientific Research in Education*, 1(3), 345-356.
- Akile, M.O .(2017). Appraisal of access to university education in Nigeria. In Oluyide (Ed.) law and practice of University governance in Nigeria. 305-304. Retrieved on 14th August, 2025 from <https://ssrn.com>
- Akinpelu, Y. (2020, June 20). Two in three students who applied for admission into Nigerian institutions are not admitted. *Premium Times News Paper*. Retrieved on 10th March, 2021 from <https://www.premiumtimesng.com>
- Alausa, T. (2025). Private varsities account for only 7.5% of Nigeria's undergraduate admissions, Minister for Education press briefing on Federal Government's planned reform education sector, *The Cable*.
- Dada, M.S., Wunti, Y.I., & Martin, T.(2017). Accreditation as a quality assurance in Nigeria Universities: The challenges, *International Journal of Advanced Research* 5(12), 500-508.
- Daily Trust. (2017, 28th August). Nigeria: 74 percent applicant don't get University admission.

- Efor, Ekpeyoung, Ekanem & Sule (2020). Access and resource allocation to education in Nigeria. *International Journal of Education Studies*, 13(3).
- Federal Republic of Nigeria (2013). National Policy on Education, Federal Ministry of Education.
- Harry, C. I. (2019). A Historical attempt at the expansion of access through the establishment of Private Universities In Nigeria, 1999-2010, *European Journal of Education Studies* 6(1).
- Itegbeye, S. (2019). Imperative of marketing for private Universities in Nigeria. Retrieved on 13th June, 2020 from [www.lbh.consulting.com](http://www.lbh.consulting.com)
- Joint Admission Matriculation Board.(2021). *Capacity of Nigerian Universities*, JAMB Registrar presentation at the 2021 Admission Policy meeting, held on Tuesday, 31st August, 2021, at the Board's headquarters, Bwari, Abuja.
- Jegede, O. (2016). The role of private higher education is sustainable development, being an invited key note Address to the 14th International Conference on Private Higher Education in Africa, Held at the African Union Conference Center Addis Ababa, Ethiopia 12th-14th July 2016.
- Kollegescout (2026). Cheapest private universities in Nigeria. Retrieved on 23rd January, 2026 from <https://kollegescout.com>
- Okebukola,P.(2018). Private university and revitalization of the Nigerian University system. paper presented at the 10th convocation Lecture, Ajayi Crowther University, Oyo State, 18th October, 2018.
- Okebukola, P. (2019, December, 25). The fading culture of compromised accreditation process in Nigerian Universities, *Blue Print Newspaper*.
- Olaoye, S., Aguguom, T.A., Jamiu, O.O., & Arogundade, A (2018). The effect of pricing on students choice of Private Universities in Nigeria. *International Journal of Development and Sustainability* 7(12). ISSN: 2186-8662. 2850-2875
- Olawore, O. P & Ajayi, T.B. (2016). The Emergence of private Universities in Nigeria and their various challenges. *Journal of Applied Information Science and Technology* 9(1).
- Omuta, G.O. (2010). The place of private participation in higher education: A periscope on private Universities in Nigeria. Centre for population and environmental development, Benin City: Ambik Press Ltd.
- Oyebade, S.A.(2008). Gender participation in university education in Nigeria and some common wealth countries, In J.B Babalola and L. Popoola Eds., *Reforming Higher Education Research and Policy Network (HERPNET)*.
- Sanyal, R.K., Mukhopadhyay, N. & Mitra, M.(2021). Demand and supply crosexplanation and their magnitude in changing open market economy, *International Journal of Scientific Research* 12(3). p
- Sepulveda, C.F. (2020) Explaining the demand and supply model with the cost-benefit rule, *International Review of Economics Education* 35(2): 100-194.

- Mustapha, A.I., Yusuf, S., Oladimeji, R.M., Lawal, A.A. and Sulyman, K.O. (2020). Emergence of Private Universities in Nigeria: Challenges and Prospects. *Asean Entrepreneurship Journal* 6(2), 30-40.
- National Universities Commission(2015). Standing committee on private Univesities (SCOPU). Retrieved on 12th October, 2025 from <http://www.nuc.edu.ng>
- Nwachukwu, J.N. & Okoli, F.C. (2015). Problems and prospects of private ivory towers in Nigeria. *Singaporean Journal of Business Economics and Management Studies* 4(6), 36-50.
- Robert-Okah, I & Osiobe, C.(2014). Access, equity and quality university education for the disadvantaged groups in Nigeria: Myths and agenda for action. *Journal of Education and Practice*, 5(35).
- Yusuf, S., Mustapha, A. I., Adedokun, A. D., Abdulqodir, A., & Abiola. (2021).pattern of students' enrolment and graduation rates In Al-Hikmah University, Nigeria: Implications for management, *Journal of Economics and Management Research*, 10(1), 2021, 100-114