Effect of Government Funding on the Performance of Public Universities in North Central Region of Nigeria

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Abstract: University education has continuously deteriorated since late 1980's due to unprecedented system expansion and enrollment explosion which drastically reduced government ability to adequately fund the system. This paper investigated impact of funding on quality university education in two selected Nigeria universities: University of Abuja (A Federal University) and Nasarawa State University, Keffi (A State university), covering the period between 2001-2009. The research objectives include determining funding pattern of the two Universities; to ascertain if funding has improved the quality of teaching, research and also to ascertain if funding has actually impacted on infrastructure in the two universities. Descriptive method employing survey device, questionnaire method was used to collect data from primary and sources. Regressional analysis were used to test the three hypotheses which are as follows: "Training and quality manpower does not depend on government funding; for the universities ability to establish and maintain infrastructure does not depend on funding position by government; and lastly, funding is not instrumental to universities capacity to mount academic programmes". The study among other things found that there is a wide gap between funds requirement and funds provided to the two universities; and also, the universities ability to train quality manpower is directly related to funding provisions by government. The study recommends that should adopt a proactive investment strategy to generate funds for financing university education instead of relying heavily on government grants. Universities should also institute a system of budgeting that is performance based which would yield optimal result to the universities. Also, they should collaborate with private sector for joint funding and management of services.

1 Introduction

1.1 Background to the Study

Universities all over the world are regarded as engines of economic and sustainable national development. They transmit knowledge and train the human minds (Ndubuisi & Jacob, 2021). In Nigeria, the universities are veritable tools for the realization of national development; the development of cultured citizens and the promotion of basic research. University education is therefore the most powerful and critical success factor for individuals and the society (Ndubuisi & Jacob, 2021; Tijani & Ihaza, n.d.). The Nigerian university system has grown astronomically in size and has undergone deep transformation since its inception over 60 years ago. It is however unfortunate that their ability to act as engines of growth and development is being challenged by the long-standing problem of inadequate funding. For universities to effectively perform their roles there must be adequate funding. Nigerian government's priority to universities in terms of

funding has declined and this has limited the ability of the universities to effectively and efficiently perform their duties, particularly the traditional roles of teaching and research. (Sani, 2021; Tijani & Ihaza, n.d.). The problem of underfunding of Nigerian universities is a consequence of the expansion of the system in response to the growing demand for university education and the intensifying needs of modern economy driven by knowledge, without an increase in the corresponding rates of available resources. The government of Nigeria for a long time remained the sole financier of universities, but due to economic depression and a drop in oil receipts, the country now faces tight budget constraints.

1.2 Statement of the Research Problem

The issue of underfunding has been a major challenge to university administration and the performance of the entire education sector in Nigeria for a long time (Emmanuel, 2010). Manifestation of poor funding is suspected to have produced negative effects on human capacity and infrastructural capacity, teaching and research output, content and quality academic publication, programs and products (education standard), prestige and glory (Amadi, 2021; Mbah, 2021). Education policy analysts have sought to explain causes of the lingering underfunding situation and its effects in Nigeria university system (Amadi, 2021; MBAH et al., 2021). Many intervening variables have been unearthed along with drastic measures taken by the Federal Government to ameliorate the situation yet the malady lingers on (Ogunode & Atobauka, 2021). This study critically examined the historical circumstance that produce the underfunding phenomenon, analyses underfunding dimensions and causes so as to properly appreciate public policy outputs design to remedy the situation. This research also assesses the impact of these alternative funding strategies applied to redress underfunding condition on the manpower capacity, physical infrastructure, programs, teaching, research, publications and students‟ quality and the general quality assurance in university operation(Ogunode & Atobauka, 2021).

Why is that in spite of proactive alternative revenue generating innovations the level of university funding has not impressively appreciated to efficiently accommodate the growing needs for access and quality education in university system? What factor(s) are responsible for this non- response of university system to palliatives designed to resuscitate the system and what need to be done to establish sustainable financing in university education system? Consequently, this seminar will attempt to assess the impact of funding on performance of public university in Nigeria especially the North Central Region taking University of Abuja and Nasarawa state universities. In the light of the following questions: Is the funding due to universities adequate and enhances staff motivation, training, quality research capable of graduating quality students in the selected Universities? Is the ability of these selected universities to establish and maintain appropriate infrastructure to run their academic programmes? How are these universities able to accredit academic programmes in their respective universities?

1.3 Objectives of the Study

The main purpose of this research is to assess how funding affect the quality of university education in the selected Federal (Uni-Abuja) and state (Nasarawa) universities in Nigeria. The specific objectives of the study include:

i. To find out if funding has impacted on the state of infrastructure in the two selected universities.

ii. To establish if funding has any impact on the provision of quality manpower and training of Academic staff in the two selected universities.

iii. To assess the ability of the selected universities to run accredited academic programmes.

1.4 Statement of Hypotheses

The following hypotheses were tested in this study:

H_{01}: The ability of the selected universities to train quality manpower does not depend on government funding.

H_{02}: The ability of the selected universities to establish and maintain appropriate infrastructure does not depend on funding provisions by proprietors.

H_{03}: Funding is not instrumental to

universities capacity to mount accredited academic programmes and conduct research in the selected universities.

2 Literature Review

2.0   Literature Review

The Nigerian University System commenced in 1948 with the establishment of University College Ibadan which was then an affiliate of the University of London. The university being the only one in the country was adequately funded in all aspects of teaching and research by both the Nigerian and British governments. Between 1948 and 1954, the federal government's capital expenditure on the university college Ibadan, was over £3.6 million and the total recurrent expenditure over the same period amounted to £112, 269 (NUC, 2019).

Five additional universities known as the first-generation universities were established in Nigeria after independence, between 1960 and 1973.The universities performed well and were adequately funded by the government. At that time, tuition fees were charged according to various programmes, the federal government released subvention to the universities regularly, and scholarships/bursaries were made available to poor student (Uklala et al., 2021). Ibama & Ibama (2020) noted that there was no substantial difference between the amount requested by the universities and the amount received from the government. In fact, there were years in which the amount received was slightly higher than the amount requested for. For instance, Ejiogu (1986) cited by Bakare (2021) affirmed that the annual federal grants to the five first generation universities in the country at that time rose from £2.56 million in 1963/1964 to £5.9 million in 1968/1969. Also, between 1960 and 1969, the universities of Ibadan and Lagos received 100percent subsidies from the federal government of Nigeria. Apart from government subsidy, other sources of funds for all the universities were occasional grants for research, individual donations and endowments (Jacob, Lawan, et al., 2021).

The financial problems of Nigerian universities commenced after the establishment of the seven universities of technology known as the second-generation universities, between 1975 and 1980, without a corresponding increase in government subvention to the existing universities. The sudden onset of underfunding of the universities at that time was linked to the depression in the country's economy evident in the downward trend in oil and non-oil exports, with rising import bills. The country suffered deficits in balance of payments and lost international credit worthiness (Apata, 2021; Ifeanyi et al., 2021; Jacob, Lawan, et al., 2021). Furthermore, the sharp deterioration in university funding was accentuated by the fact that tuition fees was abolished, boarding fees was pegged and government remained the only source of funds for the universities.

The third-generation universities (eleven in number) were established between 1980 and 1990, while the fourth-generation universities consisting mainly of private universities were established in 1991 and they have continuously increased in number (Apata, 2021; Ifeanyi et al., 2021; Jacob, Lawan, et al., 2021). The liberalization of the establishment of universities was not just to facilitate access but it was a response to the country's desire to be integrated into the modern knowledge economy. This development increased enrollment, but without adequate planning. There has been a downward trend in the funding of universities in the country since then such that funds released to them by government are always inadequate (Adeniyi, 2008). For example, government's grants dropped from N148.9 million in 1977 to N85 million in 1978. The local incomes also dropped from N24million in 1977 to N22.9million in 1978.Most of the capital projects at that time were abandoned and there was considerable deterioration of physical facilities. Currently, the Nigerian government controls universities through the National Universities Commission which among other functions allocates funds to Federal Universities and also prescribes the spending formula, (See Table 1 below).

2.1   Modes of Funding Nigerian Universities

Funding universities throughout the world has witnessed dramatic changes in the last decades of the 20th and the first decade of the 21st centuries. These changes are responses to a worldwide phenomenon of rising cost of university education in excess of the corresponding rates of increase of

available revenues. In order to cope with government funding reductions, universities worldwide now generate additional sources of funds (Jacob, Josiah, et al., 2021).

In Nigeria funding shortfalls have been the norm for many years as enrollments have increased more quickly than the government's capacity to maintain its proportional financial support. Because government funding is insufficient to maintain institutional performance in teaching and research, Nigerian universities, just like other universities elsewhere in the world have sought to supplement their public funding with locally generated incomes. The various sources of funding Nigerian federal universities are presented below:

Government Allocation: Government is the major source of funds for federal universities in Nigeria. It provides 90percent of the total income disbursed through the Nigerian Universities Commission (a buffer organization that assists the government in coordinating the affairs of the universities); the remaining 10percent is locally generated by each university. Although a lion share of the revenue comes from the government, compared to money generated internally, there is a notable fluctuation in the amount the universities request from the government and the amount that is released to them annually as evident in Table 1 below. According to Adeniyi (2008), the subvention received by the universities from the federal government is inadequate in meeting their financial demands. This is because the universities are affected by the unstable economic conditions as well as other government policies on the university finances such as embargo on payment of tuition in federal universities (Adetunji et al., 2017). Banigbe et al. (2019) attribute this not just to social and economic depression of the country but also to the country's desire to be integrated into the modern knowledge economy with an increased enrollment without adequate planning. In view of this, Ololube (2016) suggested that more creative and adaptable financing strategies are needed in order for Nigerian universities to offset the declining educational quality, resource use efficiency and learning effectiveness that now confronts them.

Education Trust Fund (ETF): The Education Trust Fund (ETF) was established in 1993 to facilitate the execution of projects aimed at improving the quality of education in Nigeria. In order to generate sufficient funds the Act which established it imposed 2percent Education Tax on the assessable profit of all registered companies in Nigeria. Currently, the ETF is a major source of funding for the various institutions in the country particularly with the federal government directing the fund through a major policy that stimulates that it should assist universities in the commencement, completion and rehabilitation of capital projects embarked upon by them. It is also currently the source of special intervention to develop six Nigerian federal universities into world-class institutions by providing and upgrading the facilities for teaching, learning and research, and the development of the requisite human capital. It is the desire of the federal government that the selected universities will improve their ranking after the implementation of the various projects (Onwujekwe et al., 2020).

Grants: Several foreign grants have aided and supported Nigerian universities' postgraduate study programmes and staff development. Some of the agencies that have supported Nigerian federal universities include: John, D and Catherine, T. MacArthur Foundation, Ford Foundation, World Health Organization (WHO), Carnegie foundation etc. For example, the MacArthur and Carnegie foundations have been supporting four universities in Nigeria since 2010 in the key areas of staff development and development of ICT infrastructure. The University of Ibadan was awarded a total of $6.4million between 2000 – 2007 and $3.1 million to Bayero University, Kano for the period 2008 – 2010 by MacArthur and Carnegie Foundation respectively for various development projects (Ololube, 2016; Onwujekwe et al., 2020).

2.2 The Implications of Inadequate Funding on University Performance

The problem of underfunding which is a major challenge confronting the Nigerian university system has had adverse effects on the performance of the universities. The Nigerian government finds it difficult to sufficiently fund her universities because of the growing enrollments without a corresponding impressive quality funding due to economic depression. There is no doubt that this has performance decreasing effects on both staff and students. For instance, Ndubuisi & Jacob

(2021) indicated that the quality of teaching and research has fallen considerably because of lack of adequate teaching and research materials, coupled with overcrowded unconducive teaching and learning environment. They noted that the Nigerian government spends just 0.1 percent on research, while federal universities spend only 1.3percent of their budgets on research. This has implications for development, because research constitutes a veritable catalyst for the economic advancement of nations and adequate funding is the propeller for research.

Furthermore, the effects of inadequate funding are evident in the fact that the physical facilities in respective universities are in a state of disrepair, several capital and research projects have been abandoned, laboratories and libraries are ill equipped, academic staff do not attend conferences regularly and there is a drastic reduction in the award of research grants and fellowships. Although, the National policy on education acknowledges the fact that adequate funding is a criterion for the success of any educational programme, Sani (2021) however, noted that there is a general reduction in efficiency and productivity of universities because of dearth of funds. Amadi (2021) added that the facility carrying capacity of the universities dropped from 78percent in 1979 to 39percent in 1999.The proportion of quality staff dropped from 91percent in 1979 to 63percent in 1999 and the factors that previously enhanced the performance of universities were negated. Nigerian federal universities need to respond to the financial challenges that currently confront them by developing more creative and adaptable funding

strategies to offset the likely risks of declining educational quality, resource use efficiency and learning effectiveness that now confronts them.

3 Methodology

This study uses the cases study research design to provide field specific data, survey offering the platform for wide opinion survey.

In view of the homogeneity of the structure, organization, operational and policy pattern of Nigeria north central universities purposive selection of one university to represent federal and state categories of the universities (Federal, state) would provide a convenient sampling of opinions of the universities staff on funding operations and quality assurance. By this design, University of Abuja (Federal university) Nasarawa state university (state university) is purposively selected to represent their category of universities in Nigeria. Representative sample of the academic staff of each of these universities are drawn for this study's quest. The estimated total population of the academic staff of each of the universities are as follows:

Table 1 Population of Staff

University	Est. Population (Academic Staff)
University of Abuja (Federal)	1963
Nasarawa State University (State)	1000
Total	**2,963**

Source: Researcher's compilation

Table 2 Demographics of the Respondents

Item	Responses	University of Abuja, Abuja		Nasarawa State University, Keffi	
		Freq.	%	Freq.	%
Age Group of Respondent	20-30	22	10	15	10.7
	31-40	38	18	19	13.6
	41-50	65	31	45	32.1
	51-60	48	23	40	28.6
	61-above	39	18	21	15
Gender Distribution of Respondents	Male	158	75	93	66
	Female	64	25	47	34
Qualification of Respondents	BA/BSC	36	17	20	14.3
	MA/MSC	107	50	69	49.3
	MPH/PHD	69	33	51	36.4
TOTAL		212	100	140	100

Source: Field survey, 2021

The justification for choosing only academic staff for this sample frame, because they converse with and are affected more by the underfunding problems that have direct effect on quality teaching, research and other university activities. In determining the sample size of the population for the study, Yamane's (1967) formula as expressed by (Uklala et al., 2021)is used thus, approximately 352 respondents were given questionnaire instruments. The use of descriptive and inferential statistical tools will strictly be used in this research work. The descriptive tools for analysis include: the use of frequency tables, simple percentages and mean scores in interpreting and analyzing the data collected. The inferential tools on the other hand includes; the use of regressional analysis as one of the parametric tools of analysis. This type of statistical tool is used mostly to measure relationship between two variables. This means that regressional analysis ascertain the degree of relationship between the independent (funding) and the dependent (performance) variable.

4 Data Analysis and Interpretation

4.1 Respondent Profile

Detailed information about the caliber, qualification, composition and working experience of the respondents lay credence, validity and reliability to the data or information generated from the primary source of the research. This is the rationale for the following profile of the respondents.

The responses in table 2 above reveals that the bulk of the academic manpower of the two universities are within the age range of forty-one and sixty which constitute 110%, and 88% of the academic staff in University of Abuja and Nasarawa state universities respectively. This age bracket is favorable for productive university system both in terms of physical and mental agility. The age group represents maturity in both human life-span, intellectual and administrative management experiences. With enabling working condition, one should expect vibrant intellectual output from the age group. From the statistic on table 2, it is evident that male lecturers constitute a large number of academic staff of the two universities in University of Abuja, Male lecturers constitute seventy five percent (75%) of lecturing workforce, in Nasarawa state university male constitute sixty five percent of the lecturers. In University of Abuja female lecturers constitute twenty percent of the lecturing workforce, in Nasarawa state university, female are thirty four percent fairly above University of Abuja ratio.

This statistic reveals unfair gender balance and representation in the university's' manpower

Table 2 Regression Model 1

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.294	.171		1.717	.087
	funding	.241	.042	.193	.981	.0007

a. Dependent Variable: quality manpower

Source: Researcher's compilation

structure. Nasarawa state University is probably fairer in moving towards gender balance in her employment.

The data on Table 2 above indicate that master degree holders constitute the largest share of academic staff in the two universities under study. In University of Abuja, Masters holders constitute 50% while at Nasarawa state university, they constitute 49.3%. Each of the universities has small number of graduate assistants being groomed for a more challenging intellectual work in future. It is a good succession planning device.

4.2 Test of Hypotheses
The test of the hypotheses that guided this study is carried out in this section and is done using regression analysis methods. These hypotheses and their verdicts are discussed below:

The first hypothesis state that:

H₀: There is no significant relationship between funding and the ability of the selected universities to train quality manpower.

Our independent variable here is "funding" while the dependent variable is "quality manpower. However, the results generated from the

respondents on this variable as presented earlier are cross tabulated as follows.

From the regression model output on the table above, the p-value is less than the 5% (0.05) level of significance. Thus, the decision rule guiding this is that, we reject null hypotheses (H₀), if p-value is less than significance value and accept the alternate hypotheses (H₁).

Hence, in this case, the null hypotheses (H₀) which states that, "There is no significant relationship between funding and the ability of the selected universities to train quality manpower is rejected. Therefore, we conclude that there is significant relationship between funding and the ability of the selected universities to train quality manpower.

The second hypothesis state that:

H₀: There is no significant relationship between funding and the ability of the selected Universities to establish and maintain appropriate infrastructure.

Table 3 Regression Model 2

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.198	.157		1.255	.211
	funding	.157	.038	.176	4.114	.000

a. Dependent Variable: Appropriate Infrastructure

Source: Researcher's compilation

Our independent variable here is "funding" while the dependent variable is "Appropriate Infrastructure. However, the result generated from the respondents on this variable as presented earlier are cross tabulated as follows. From the regression model output on the table above, the p-value is less than the 5% (0.05) level of significance. Thus, the decision rule guiding this is that, we reject null hypotheses (H_0), if p-value is less than significance value and accept the alternate hypotheses (H_1). Hence, in this case, the null hypotheses (H_0) which states that, "There is no significant relationship between funding and the ability of the selected universities to establish and maintain appropriate infrastructure is rejected. Therefore, we conclude that there is significant relationship between funding and the ability of the selected universities to establish and maintain appropriate infrastructure.

The third hypothesis state that:

H_0: There is no significant relationship between funding and running of accredited academic programmes in the selected Universities. Our independent variable here is "funding" while the dependent variable is "Accredited Academic Programmes. However, the result generated from the respondents on this variable as presented earlier are cross tabulated as follows.

From the regression model output on the table above, the p-value is less than the 5% (0.05) level of significance. Thus, the decision rule guiding this is that, we reject null hypotheses (H_0), if p-value is less than significance value and accept the alternate hypotheses (H_1).

Hence, in this case, the null hypotheses (H_0) which states that, "There is no significant relationship between funding and running of accredited academic programmes is rejected.

Therefore, we conclude that there is strong significant relationship between funding and running of accredited academic programmes.

5.0 Discussion of Findings

Based on the postulated hypothesis and the empirical evidences from analyzed data, the following research findings have been presented:

The research also found out the universities ability to train quality manpower is directly related to the funding provision by government. This was revealed by the empirical evidence which indicated that the staff salary paid in the two universities are not above the international average (i.e. adequate) and academic allowances are not regularly paid even though of recent Training and Development allowances have shown significant improvement due to TET Fund and Petroleum Development Fund interventions. These interventions have significantly boasted physical, moral development of University Education System and has provided many lecturers ample opportunity to attend national and international conferences and workshops which facilitate peer review and participation opportunities. The new ample funding provisions from diverse sources has increasingly facilitated national and international recognition of the lecturers and the universities which have gradually been recording research breakthrough, improved graduate quality,

Table 4 Regression Model 3

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.843	.210		4.022	.0000
	funding	-.060	.051	-.066	-1.173	.0242

a. Dependent Variable: Accredited Academic Programmes
Source: Researcher's compilation

industrial harmony, reduced examination malpractice and brain-drains.

Survey result revealed that funding provisions though merely improving has significantly affect infrastructure development in the two universities. This is as a result of the current trends of infrastructure building all over the two university campuses which is directly responsible to improved funding scenario provided by the diverse national and international interventions. The ICT Centre, the New E-Library, Laboratories, Lecture Theatres, classrooms, offices which had been renewed and in many cases these interventions and external assistance have built new ones.

The study also found out that funding provisions have influenced the number of university researchers and running of accredited programmes. In the period before 2001 era when funding was highly constrained due to non-availability of new innovations in funding mechanisms like TET Fund intervention and petroleum resources funds and others research projects and number of accredited programmes have considerably shown a growing trend.

5.1   Conclusion

It is no exaggeration to emphasize the determinant role of funding in the success or otherwise of university performance. This has been revealed in the trend analysis of university funding. In the earlier years of the development of university education in Nigeria when funds supplied was always higher than fund needs of the universities which were fixed, the standard or quality of education then was comparable to the standard of education in Britain, the home country Nigeria's colonizers. Incidentally, when funding gradually fall as a result of establishment of more universities, the quality of education also dwindle and eventually deteriorated when challenges worsen hence, this study found out that here has been mismatch between fund needs of the universities and fund supply hence underfunding is a common feature of Nigeria university education and the underfunding scenario has often affected quality of university education negatively.

Perpetual underfunding situation in Nigeria University called for drastic reforms and measures to institute new alternative funding strategies which has gradually improved funding in recent time. The impact of the new improved situation is the massive infrastructural building and renewal efforts, human capacity building and motivation which has created a new enabling environment in our university system. Although positive impact of new alternative funding measures and deregulations is creating conducive work environment and efficient performance, much still need to be done by both government and university management to ensure underfunding scenario is eliminated by increasing quantum of allocation to education to at least 26% of national budgetary allocation. The private universities need to review their exorbitant charges to make provision for the children of the ordinary Nigerians.

The improving human capacity utilization, infrastructural renewal and teaching and research quality should be sustained by the ability of university education stakeholders to diversify their revenue base, partner with the private sector to generate and utilize fund resources frugally to provide relevant output and outcome.

5.2   Recommendations

In view of the findings, the study recommends the following:

- Government should make effort to improve university education funding by adopting a policy of proactive investment in university education. This is because the benefit derivable has multiplier effect in the economy. The welt trained university graduates have capacity to sell their labour in the national and international labour market and foreign return there from are beneficial to the individuals and the nation in general.

- Universities should institute efficient system and resource management for optimum result obtainable from constrained financial resources provided by government. This has become necessary in view of the fact that government as the major financier of university education has increasing

financing competing for already constrained resources. The university management must of necessity device strategic resources management policy for optimum realization of her corporate goals. The traditional input budgetary method should give way for performance budgeting and planning which stipulate that each units must base her next budgetary demand on previous result-oriented utilization of the past allocation. Implying that university faculties that perform in terms of quality products and research stand a better chance to demand for higher budgetary allocation in their next budgetary estimate. The less performing facilities and institutes may enjoy only system maintenance allocations since they add lesser value to university production drives. This will institute serious performance competition among university faculties and departments.

- Care must be taken by government in instituting cost sharing policy that cannot overburden the students and their parents. This may produce negative effect in the socio- economic life of citizens, moreso, government still has social responsibility for distributive justice and in ensuring citizens have access to opportunities for acquiring university education.

- New innovations for corporate self-financing and private partnership should be imbed for sustainable financial resources mobilization and system development. Diverse investments opportunities presently abound, and the university authorities should quickly grab them to make themselves more competitive and competent. Universities that failed to innovate will continue to wait for government fund and remain undynamic and backward.

- In order to institute quality culture in terms of teaching, research and international recognition of the universities, concerted efforts should be made by the university authorities to seriously encourage webometric presence of the intellectuals since this has become the easiest ranking medium for the universities and their academic productions. This recommendation is based on the low web-presence of intellectual production of the university lecturers. This will attract national and international (foreign) students to the universities.

- Concerted effort should also be made by the university faculties and departments to change their traditional perception of their job as "service" but as "business" and in which cease their survival and growth depend on how proactive and aggressive they are in changing to meeting modern market or customer demands. This implies that universities must tailor their curriculum to market demand, designing new "open" education programs and utilizing modern learning methods which motivate high creativity and intellectual variety. This will go in a long way to solve the continued under funding challenges that has become the permanent feature of university education system.

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