

Students-Staff Partnership: A Financial Relief Stratagem and Institutional Support to Overcome Nigerian Universities Government Funding Cut

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Abstract

The cut in government funding has put universities in Nigeria under severe financial strain and harmed the quality of education in the country's educational system. A partnership between students and staff has emerged as a viable option for alleviating this financial burden, having identified the challenges like inactive power dynamics, resource scarcity, and poor sustainability amidst the existing government funding mechanisms. This academic paper examines how a partnership between students and staff could help reduce the financial strain on Nigerian universities. Each of the eighteen universities involved have five students and five academic staff of separate focus groups, consolidated with the interview with one senior non-academic staff in each university (Federal, State and Private) in the six states of the southwestern of Nigeria. The literature review and qualitative research method through the use of interview (non-academic staff), focus group (student and academic staff) were incorporated with a research tool of MAXQDA and Happy Scribes software for codification, theming and transcription of data collected. The study highlights the benefits of student-staff partnerships in reducing financial stress and utilizing student and staff's creative, innovative and human capital development, ultimately fostering more inclusive funding and empowered universities. It suggests that these partnerships can be successful in Nigeria, requiring institutional support and adequate infrastructure to bring this study outcome into truism. The study also offers recommendations for the universities' stakeholders and administrators to increase resources, encourage creativity, and improve program quality by adopting this partnership strategy.

Keywords: *Students-staff partnership, financial relief, government funding cut, institutional support*

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1.0. INTRODUCTION

For a long time, universities in Nigeria have struggled to attract sufficient funding to maintain their operations and deliver high-quality education (Jacob & Lawan, 2020). The decrease in government funding is a major factor contributing to these difficulties (Benito et al., 2019). Government funding cuts to Nigerian universities have accumulated over time, causing financial hardships and having an overall negative effect on the country's higher education system (Ifeanyi et al., 2021). Infrastructure development, staff recruitment and retention, research and innovation, student scholarships, and overall academic programmes are all vitally important to the continued success of universities, and all

receive essential support from government funding (Fan et al., 2019). The decline in government funding, however, has led to a widening gap between the financial needs of Nigerian universities and the available resources, posing serious challenges to the institutions' ability to function and sustain (Akpoghome & Nwano, 2019).

There are several causes for the decrease in federal and state government funding to the universities in Nigeria. Allocation for higher education has decreased due to economic downturns, budget constraints, and competing priorities within the government (Zhao, 2019). The financial situation of universities has been exacerbated by mismanagement of funds, corruption, and a lack of transparency in the use of available resources.

Government funding cut will have far-reaching effects on the smooth running of universities across the globe (Jadara & Al-Wadi, 2021). Hence, the provision of quality education in Nigerian universities is hampered by issues such as inadequate infrastructure, under-utilized equipment, and a lack of library resources (Nwachukwu, et al., 2021). Furthermore, universities struggle to attract and retain quality staff due to a lack of funding for competitive salaries and research. As a result, the standard of both classroom instructors and academic research suffers (Salau et al., 2020). The impacts of underutilizing this student-staff partnership are substantial for academic standards and learning environments, particularly amidst government funding cuts, despite the potential for adopting entrepreneurial skills and fostering innovation (Payne et al., 2023). Creativity plays a crucial role in entrepreneurship, and universities can bridge this gap by establishing incubators, mentorship programs, and interdisciplinary projects to transform novel concepts into viable ventures, addressing financial constraints and fostering innovation (Bodolica & Spraggon, 2021).

Furthermore, universities' reduced ability to provide a supportive learning environment and related services hurts students' overall experience and academic success. Stakeholders in Nigeria's higher education sector are pondering new ways of thinking and acting in response to the problems that have arisen (Jegade et al., 2021). Student-staff partnership is a growing idea that could help reduce universities' costs by encouraging cooperation, information sharing, and mutual aid between students and staff (Draper & Fisher, 2020).

The quality of universities education in Nigeria is likely to suffer as a result of cuts in government funding (Jacob et al., 2021). Universities are unable to keep up with maintenance, upgrades, and the purchase of cutting-edge teaching tools and student support services due to a lack of funding (Moyo & McKenna, 2021). Government funding cuts could strain university budgets, hindering talent acquisition and retention, and negatively impacting research and teaching due to inadequate funding and compensation (Ortagus et al., 2020). Scholarship availability is constrained by inadequate funding, making it difficult for economically disadvantaged students to pursue university education. As a result, educational inequality grows and social mobility decreases (Mocca et al., 2019). The quality of a student's education suffers when funding for necessities like study facilities, accommodations, counselling, libraries, and

extracurriculars is cut. A less complete and rewarding educational experience may result (Guraja et al., 2022). The advancement of knowledge and contributions to societal development can be hampered by insufficient funding due to a lack of access to up-to-date research materials and limited opportunities for research and innovation (Moll, 2019).

Entrepreneurship is a vital aspect of universities, generating internal revenue, addressing financial challenges, and diversifying income streams (Badri & Hachicha, 2019). It involves establishing start-up incubators, technology transfer offices, and business development centres, which monetize intellectual property and research outputs, contributing to economic development and collaboration between academia and industry (Yin et al., 2023). Entrepreneurial education and training programs empower students and staff to develop practical skills in innovation, problem-solving, and business management, enhancing employability and fostering a culture of innovation (Hanandeh et al., 2021). Universities can also leverage entrepreneurship to capitalize on emerging market opportunities and address societal needs through socially responsible enterprises (Dalmarco et al., 2018).

This study aims to investigate the potential of student-staff partnership as a means of providing financial aid; how universities can use the partnerships that exist between students and staff to overcome financial difficulties and annexe the effects of doing so to improve internally generated revenue. Specifically, the study aims to explore and assess the feasibility of student-staff partnerships as a means of mitigating the impact of government funding cut on Nigerian universities.

2.0. LITERATURE REVIEW

Academic staff empowerment, such as training, promotion, and job recognition, is linked to improved service delivery at Nigerian universities (Salau et al., (2020). Igiri et al., (2021) opined that, the government of Nigeria should increase funding for universities to provide necessary infrastructural facilities and allocate more funds to research programmes to address the problems with higher education, having identified inadequate funding and infrastructure facilities, a low international ranking. The papers argue that the financial burdens brought on by government funding cuts in

Nigerian universities could be eased through the implementation of student-staff partnership initiatives.

Hassan (2021) reiterated that universities in Nigeria need more funds to invest in research and innovation that will help the country's workforce become more highly skilled and ensure the country's long-term success. Shuaib & Olanrewaju, (2020) opined that budget implementation strategies are linked to efficiency in Nigerian universities. Salau (2020) discovered that the determinants of retention strategies in Nigerian universities have significant impacts on the sustainable performance of academic staff. Oloruntoba (2023) argue that the financial strains brought on by government funding cuts in Nigerian universities could be eased through the implementation of student-staff partnership initiatives. The papers as a whole suggest that the financial strains brought on by government funding cuts in Nigerian universities could be eased by implementing students-staff partnership initiatives and investing in academic staff development and resources.

Maunder (2020) highlighted the advantages of partnership approaches, emphasizing enhanced student engagement and improved student-staff partnerships as key benefits. Jacob, (2021) advocated serious need for government to back down its decision and increase funding to the universities and research programmes. Huňady (2023) opined that universities should develop plans to find and make the most of alternative funding sources and government subsidies. Kligyte et al., (2021) articulated that housing challenges were made worse by government funding cuts and to encourage more domestically generated revenue sources to support these efforts inside the university community, student-staff partnership has created hostels using the build, run, and transfer model. Enhanced student engagement and better student-staff relations are just two of the many positive outcomes of student-staff partnerships (Maunder, 2020). Groulx, (2020) & Anifowose et al., (2023) argues that the financial strains brought on by government funding cuts in Nigerian universities could be eased through the implementation of student-staff partnership initiatives and the university growth.

Falola et al., (2022) affirmed that universities in Nigeria would benefit from realigning their teaching and research missions to prioritise community engagement. Yusuf, (2022) argues that Nigeria's current policy framework for university-community engagement is insufficient and should be reoriented to recognise and

reward community engagement as a valid form of scholarship among academics. Students and staff work together to make decisions and share materials, leading to happier, more invested students and better learning outcomes for everyone (Zhu et al., 2020). The partnership between students and staff has been shown to improve education by encouraging a more student-focused pedagogy, increased student satisfaction and academic achievement (Baumber et al., 2019). The partnership between staff and students can improve the university environment by making everyone feel welcome and appreciated (Petro, 2023). Evidence from these academic literatures suggests that staff-student partnerships can help students hone employable abilities like leadership, communication, and critical thinking. Students who are given real agency in class decisions are more likely to develop marketable skills and experiences (Jääskelä et al., 2020). The partnership between students and staff has the potential to reap monetary rewards for educational institutions, by increasing their financial stability by encouraging student participation in a variety of revenue-generating and expense-cutting endeavours (Aung, 2021).

Student-staff partnerships have emerged as a game-changing strategy in higher education, improving both the quality of instruction and the student experience (Brown, 2019). Students' motivation and content mastery improve when they have a hand in shaping their own learning experiences through active participation in curriculum development, assessment, and feedback (Owens et al., 2020). Employer's value soft skills such as communication, teamwork, leadership, and critical thinking, all of which can be honed through real-world experience (Zhang, et al., 2019). The academic performance, critical thinking skills, and practical application of students who actively participate in the co-creation of knowledge all improve significantly, leading to a more enriched learning experience and better preparation for real-world challenges. (Rivas et al., 2020). Staff can better understand their students' perspectives, address their specific learning needs, and refine their pedagogical practice through student partnership (Mulya, 2019). Improved learning outcomes are the result of increased student participation, group decision-making, and knowledge co-creation (García-Almeida et al., 2020).

Students feel more invested in their education, which has a positive effect on their motivation, satisfaction, and retention levels (Pedler et al., 2021). Students' employability is boosted by their active participation in

curriculum development, evaluation, and research (Pardo-Garcia & Barac, 2020). Students-staff partnership enhance classroom learning by promoting cross-disciplinary interaction, in-depth learning, and the integration of theory and practice

(Cook-Sather, 2020). Universities can reap monetary benefits from student-staff partnerships which in turn benefit students' unique insights, perspectives, and networks by involving them in policymaking, leading to novel ideas, streamlined processes, and new sources of external funding (Mulya, (2019).

The student-staff partnership programme at University College London (UCL) in the United Kingdom has received a lot of praise for its effective efforts to foster partnership between students and staff, this has resulted in giving a voice in areas such as curriculum development and quality assurance leading to greater participation and a more student-centred classroom (Clark et al., 2019). McMaster University's students as partners programme has produced fruitful results in Canada. In this university students play significant roles in academic inquiry, curriculum creation, and administration of policymaking. As a result of the initiative, student satisfaction has risen, educators' practises have been refined, and new learning materials have been developed (Suart et al., 2023). The ANU Student Ambassador Program was established at Australia's Australian National University (ANU) to encourage student participation in institutional decision-making. Students being ambassadors representing the university at events, offer suggestions for improving policies, and work to improve the overall student experience (Stott, 2022).

Students at the University of Exeter in the UK have been actively engaged in curriculum development and institutional research while partnering in learning and teaching (PLanT) programme, therein, increasing student engagement, improving learning outcomes, and creating happier students as a result of this programme (Pigato, 2021). The University of Massachusetts Amherst's Student Academic Partners programme is a good example of how student-staff partnerships can yield positive results. Learning is enriched and relationships between teachers and students are strengthened as students take an active role in academic inquiry, course development, and assessment (Evans, 2021; Marquis, et al., 2019). Student-staff partnerships have been successfully implemented through the SACA programme at the University of

Winchester in the UK. The programme uses student participation as a catalyst for improvement in areas such as curriculum creation, pedagogical creativity, and student services. Positive outcomes include higher levels of student contentment, retention and a more welcoming classroom environment (Baumber, et al., 2019; Bohnacker-Bruce, 2019).

At Australia's University of Technology Sydney, the WIL (Work-Integrated Learning) programme has successfully paired students with professionals in the field to complete real-world projects. Students work with staff and professionals in the field to solve real-world problems, building their capacity to work together and increasing their marketability resulting in student learning, career readiness, and industry engagement have been consistently positive (Rampersad, 2020; Jackson & Rowe, 2023). Students and staff at Canada's Simon Fraser University have successfully collaborated through the Teaching and Learning Together in Higher Education (TLHE) programme to enhance classroom instruction. Students and teachers can work together to improve course structure, delivery, and evaluation with the help of the program's training and workshop opportunities. It has led to higher levels of student involvement, richer learning opportunities, and more efficient instruction (Daumiller, et al., 2019; Hill et al., 2020). The University of Southampton's Student Academic Partnerships (SAP) programme provides a structure for students and staff to work together on improving the educational environment, curriculum development, independent study, and student-run seminars (Chan & Chen, 2023; Thompson, 2023). The students as partners programme at the University of British Columbia in Canada has effectively given students a voice in institutional decision-making; students have a voice in institutional decision-making through their participation in committees, task forces, and governance structures. Better student representation, more openness, and a more cohesive campus culture are all outcomes of this initiative (Groulx et al., 2020; Wylie, 2020).

Makerere University in Uganda (MUU) is implementing a student-staff partnership program to address financial constraints in education. The initiative involves students in decision-making, curriculum development, and resource allocation discussions, fostering a collaborative environment for innovative solutions and maintaining academic quality despite financial limitations (Mukisa et al., 2021; Mbabazi & Balojja, 2023). The previous literature on Nigerian

universities lacks comprehensive exploration of strategies for generating alternative revenue sources or addressing the challenges of government funding cut through student staff partnership, therefore this research focuses on innovative financial sustainability and income generation, leveraging student-staff partnerships (Okpa, 2019; Mando, 2023). Engaging stakeholders in proactive discussions and decision-making processes can identify and implement sustainable revenue-generating initiatives that alleviate financial strains, enhance institutional resilience, and improve academic excellence amidst funding constraints (Franklin, 2020; Corazza & Saluto, 2021).

University internally-generated financing is essential to the support of staff-student partnership programmes, especially when it comes to addressing issues related to research, scholarships, infrastructure development, and high-quality education. (Anifowose et al., 2023). Through the use of internally-generated revenue, universities can allocate funds for the building and renovation of infrastructure, the provision of scholarships to economically disadvantaged students, the funding of research initiatives through grants and facilities, and the improvement of the standard of education in general through staff development and the use of contemporary teaching methodologies (Kvashin, 2021; Sokoh, 2023). Within the context of the staff-student partnership, these re-investments not only produce favourable learning environments but also present chances for innovative learning, collaborative learning, and academic achievement (Payne et al., 2023). Therefore, internally-generated revenue is an essential addition to government support that helps universities meet pressing requirements and maintain successful staff-student partnership initiatives.

3.0. METHODOLOGY

To better understand the benefits, challenges, and potential solutions related to students-staff partnership and financial relief in Nigerian universities, focus groups and interview were adopted with the universities' stakeholders like the students, academic and non-academic staff serve as respondents (Krueger & Casey, 2015). A qualitative research method was used to collect data from focus groups (students and academic staff) and through in-depth interviews of senior non-academic staff of 18 universities (six federal, six state and six private),

across the six (6) south western states. The focus groups comprising of separate 5-respondents of students and 5-respondents' academic staff from the eighteen (18) universities to earn collective insights and varied perspectives from both student and academic staff; interviewed one senior non-academic staff across the 18 universities (Denny & Weckesser, 2022). The literature review functions as the foundational element of the study, amalgamating preceding research, theories, and frameworks concerning areas such as student-staff collaborations, Nigerian university budget crisis, and prospective resolutions to these issues. (Omodan et al., 2020; Anifowose et al., 2023 & Mando, 2023). The data were transcribe with the Happy Scribes and analysed using MAXQDA software to codify and the data to investigate mediating effects of students-staff partnership on other variables such as Internally Generated Revenue, Financial Inclusion, and Entrepreneurial Venture and weigh the significance of student-staff partnership in providing financial aid to foster Talents, Creative and Innovative Synergy at Nigerian universities while considering Government Funding as a moderating variable (Field, 2013).

Before conducting interviews or including people in focus groups, researchers ensured they have the participants' consent. The study's goals, potential dangers or rewards, and the participant's right to discontinue participation at any time were communicated to respondents. All information provided by participants is kept strictly confidential. To protect the privacy of study participants, the data were anonymized before storage. Subjects' decision to participate in the study was entirely up to them, and they were not penalized or pressured into taking part in the research and they are not coaxed. Researchers treated participants with dignity and respect at all times, taking into account their unique experiences, beliefs, and cultural values. The feelings of those that took part in focus group and interview are considered.

4.0. DISCUSSION ON THE CODES AND THEMES

Discussion on the codes and themes will presented in the tables in the following pages:

Table 1: Willingness of Respondents

Themes and Codes	Number of Responses
• Open Communication	13
• Responsive Collaborators	9
• Interviewee Fully Engaged	13
• Voluntary Participants	10
• Engaged Contributors	12
<p>Discussion of Findings: The participants' willingness to contribute to the study is underscored by the rich tapestry of responses. The categorization into groups such as "Responsive Collaborators," "Interviewee Fully Engaged," "Voluntary Participants," and "Engaged Contributors" reflects the diverse and active involvement of individuals in sharing their insights. This diversity not only showcases the depth of the research but also emphasizes the varied perspectives of students within the university community.</p>	

Table 2: Collaborative Learning Environment

Themes and Codes	Number of Responses
• Collaborative Creation	16
• Reciprocal Education	16
• Inclusive Dialogue	12
• Collaborative Involvement	15
• Shared Ownership	14
<p>Discussion of Findings: The collaborative learning environment is a central theme, as indicated by the responses related to "Collaborative Creation," "Reciprocal Education," "Inclusive Dialogue," and "Collaborative Involvement." The prevalence of these themes emphasizes the importance of fostering an atmosphere that encourages shared ownership and mutual engagement in the learning process.</p>	

Table 3: Empowering Inclusive Learning

Themes and Codes	Number of Responses
• Community Cooperation	18
• Empowered Engagement	17
• Participatory Learning	15
• Collective Enhancement	17
• Inclusive Empowerment	15
<p>Discussion of Findings: The emphasis on a community of individuals working together cooperatively and interactively reflects a commitment to "Empowered Engagement," "Participatory Learning," "Collective Enhancement," and "Inclusive Empowerment." These responses highlight a shared vision for a learning environment that is inclusive, participatory, and collectively empowering.</p>	

Table 4: University Funding Challenges

Themes and Codes	Number of Responses
• Financial Constraints	22
• Insufficient Revenue	23
• Challenges in Managing Finances	21
• Constraints on Available Resources	22
• Financial Limitations	22
<p>Discussion of Findings: The challenges faced by universities in terms of funding are highlighted through responses related to "Financial Constraints," "Insufficient Revenue," "Challenges in Managing Finances," and "Financial Limitations." The consistency in responses underscores the severity and complexity of the financial issues faced by universities.</p>	

Table 5: Funding Impact Effect	
Themes and Codes	Number of Responses
• Limitations of Research	23
• Decrease in Services	22
• Financial Strain of Tuition	21
• Insufficient Funds	19
• Employment Insecurity	21

Discussion of Findings: The impact of funding challenges is further elucidated in responses focusing on the "Limitations of Research," "Decrease in Services," "Financial Strain of Tuition," and "Employment Insecurity." These responses shed light on the cascading effects of financial constraints on various aspects of university operations.

Table 6: Alternative Revenue Sources	
Themes and Codes	Number of Responses
• International Partnership	21
• Continuing Education	22
• Intellectual Property	23
• Allocation of Research Grants	25
• Fundraising Campaigns	27

Discussion of Findings: Strategies for mitigating financial challenges are explored through responses on "International Partnership," "Continuing Education," "Intellectual Property," "Allocation of Research Grants," and "Fundraising Campaigns." The diversity of suggestions highlights the importance of exploring multiple avenues to secure financial sustainability.

Table 7: University Entrepreneurial-IGR Drive	
Themes and Codes	Number of Responses
• Risk of Corruption	25
• Access Challenges	22
• Economic Impact	23
• Advancement of New Ideas	22
• Expanding Funding Sources	19

Discussion of Findings: The drive for entrepreneurial activities within universities is captured in responses addressing "Risk of Corruption," "Access Challenges," "Economic Impact," and "Expanding Funding Sources." These responses reflect a nuanced understanding of the potential benefits and challenges associated with entrepreneurial endeavours.

Table 8: University Student-Staff Partnership	
Themes and Codes	Number of Responses
• Campus Business Synergy	22
• Student-Staff Innovation	21
• Academic Business Teams	20
• Joint Business Ventures	22
• Collaborative Entrepreneurship	22

Discussion of Findings: The collaboration between students and staff is evident in responses related to "Campus Business Synergy," "Student-Staff Innovation," "Academic Business Teams," "Joint Business Ventures," and "Collaborative Entrepreneurship." These responses highlight the potential for innovative partnerships that bridge the gap between academia and business.

Themes and Codes	Number of Responses
• Business Opportunities	23
• Microfinance Programmes	20
• Intelligent Financial Planning	21
• Responsible Management	23
• Financial Inclusion	20

Discussion of Findings: The importance of responsible financial management is emphasized in responses related to "Opportunities for Business," "Microfinance Programmes," "Intelligent Financial Planning," "Responsible Management," and "Financial Inclusion." These responses underscore the need for strategic and ethical financial decision-making.

Themes and Codes	Number of Responses
• Resource Management	19
• Options for Financing	20
• Achieving Financial Independence	21
• Allocation of Funds	22
• IGR Partnership	23

Discussion of Findings: Achieving financial sustainability is explored through responses focusing on "Resource Management," "Options for Financing," "Achieving Financial Independence," "Allocation of Funds," and "IGR Partnership." The collective emphasis on financial independence and effective resource allocation reflects a shared goal for long-term stability.

Themes and Codes	Number of Responses
• Creative Growth	19
• Self-Sufficiency Culture	18
• Employability Boost	19
• Innovative Ventures	20
• Joint Income	20

Discussion of Findings: Strategies for collaborative revenue generation are evident in responses related to "Creative Growth," "Self-Sufficiency Culture," "Employability Boost," "Innovative Ventures," and "Joint Income." These responses highlight a proactive approach to revenue generation through creativity and innovation.

Themes and Codes	Number of Responses
• Responsible Investment Compliance Standards	6
• Audit Traits	4
• Metrics for Evaluating Performance	5
• Financial Oversight	7
• Ethical Conduct	6
• Transparency Measures	3
• Community Trust	3
• Financial Reporting	3
• Supervisory mechanisms	3
• Ethical Practices	1
• Transparency Measures	4
• Accountable Entrepreneurship	1
• Responsible IGR	4
• Efficient Supervision	3

• Transparent Collaboration	5
• Open Accountability	1
<p>Discussion of Findings: The importance of accountability in partnership initiatives is underscored by responses focusing on "Responsible Investment Compliance Standards," "Audit Traits," "Metrics for Evaluating Performance," "Financial Oversight," "Ethical Conduct," and "Transparent Collaboration." These responses emphasize the need for ethical and transparent practices in entrepreneurial and partnership endeavours. This segmentation offers a systematic summary of the main themes that arise from the quotes/responses across different domains of the study. The study examined the correlation between the Students Staff Partnership (SSP) and the establishment of Entrepreneurial Ventures (EV) in Nigerian universities. The study centres on comprehending the cooperative ventures between students and staff, as well as the importance of managing Internally Generated Revenue (IGR) on Electric Vehicle (EV) creation. The study also examined the impact of Inclusive Financing (IF) on EVs as a solution to insufficient government support via SSP. The study also examines whether government funding influences the relationship between SSP, IGR, and EV. The segmentation codes offer a detailed viewpoint on financial inclusion, student-staff partnerships, IGR management, inclusive financing, and government funding. This guarantees a thorough examination of the factors that influence the creation of sustainable entrepreneurial ventures in Nigerian universities. Nevertheless, the diverse range of responses from the participants provides a comprehensive understanding of the challenges and opportunities universities face in terms of financial sustainability, collaborative learning, and entrepreneurial initiatives. The rich qualitative data presented in the form of quotes and responses adds depth to the exploration of these complex themes.</p>	

5.0. ANALYSIS OF THE FINDINGS

Analysis of findings are explained in the following tables:

Table 13: Willingness of Respondents

Academic Staff Focus Group:	Displayed enthusiasm and readiness, with diverse roles identified. Ranged from "Open Communicator" to "Active Participant," indicating dynamic and collaborative engagement.
Student Focus Group	Showcased a rich tapestry of responses, categorized into groups like "Responsive Collaborators" and "Engaged Contributors," highlighting diverse and active involvement within the university community.
Non-Academic Staff Interview	Exhibited a willingness to engage actively, with categories such as "Open Communicators" and "Engaged Interviewees," emphasizing a diverse and participatory nature.

Table 14: Collaborative Learning Environment

Academic Staff Focus Group	Emphasized the significance of a collaborative learning environment, focusing on "Co-Creation," "Mutual Learning," "Inclusive Dialogue," and "Shared Ownership."
Student Focus Group	Highlighted themes like "Collaborative Creation," "Reciprocal Education," "Inclusive Dialogue," and "Collaborative Involvement," emphasizing fostering an atmosphere encouraging shared ownership and mutual engagement.
Non-Academic Staff Interview	Showcased a high degree of engagement in the Collaborative Learning Environment, with themes like "Co-Creation," "Mutual Learning," "Inclusive Dialogue," "Joint Participation," and "Shared Ownership."

Table 15: Empowering Inclusive Learning

Academic Staff Focus Group	Expressed insights into empowering inclusive learning, with a desire for "Empowered Engagement," "Participatory Learning," and "Inclusive Empowerment," aligning with contemporary educational trends.
Student Focus Group	Reflected a commitment to "Empowered Engagement," "Participatory Learning," "Collective Enhancement," and "Inclusive Empowerment," highlighting a shared vision for an inclusive and empowering learning environment.
Non-Academic Staff Interview	Displayed a strong desire for an Empowering Inclusive Learning environment, evident in themes like "Empowered Engagement," "Participatory Learning," "Collaborative Community," and "Inclusive Empowerment."

Table 16: University Funding Challenges

Academic Staff Focus Group	Emphasized the gravity of financial issues, addressing "Funding Pressures," "Revenue Shortfall," "Financial Struggles," and "Budget Constraints."
Student Focus Group	Highlighted challenges through responses related to "Financial Constraints," "Insufficient Revenue," "Challenges in Managing Finances," and "Financial Limitations."
Non-Academic Staff Interview	Articulated challenges through various perspectives, including "Funding Pressures," "Revenue Shortfall," "Financial Struggles," "Resource Limitations," and "Budget Constraints."

Table 17: Funding Impact Effect

Academic Staff Focus Group	Elaborated on the impact of funding challenges, addressing "Research Limitations," "Service Reductions," "Tuition Burden," and "Employment Insecurity."
Student Focus Group	Elucidated the impact through responses focusing on "Limitations of Research," "Decrease in Services," "Financial Strain of Tuition," and "Employment Insecurity."
Non-Academic Staff Interview	Discussed the impact with responses addressing "Research Limitations," "Service Reductions," "Tuition Burden," "Budget Shortfalls," and "Employment Insecurity."

Table 18: Alternative Revenue Sources

Academic Staff Focus Group	Reflected a forward-thinking approach, emphasizing "Intellectual Property," "International Partnerships," and "Innovation Promotion" as alternative revenue sources.
Student Focus Group	Explored alternative revenue sources through responses on "International Partnership," "Continuing Education," "Intellectual Property," "Allocation of Research Grants," and "Fundraising Campaigns."
Non-Academic Staff Interview	Explored alternative revenue sources, emphasizing "Intellectual Property," "International Partnerships," "Continuing Education," "Economic Impact," and "Innovation."

Table 19: University Entrepreneurial-IGR Drive

Academic Staff Focus Group	Evidenced an entrepreneurial spirit through responses related to the "University Entrepreneurial-IGR Drive," focusing on "Access Challenge," "Campus Business Strategy," and "Funding Diversification."
Student Focus Group	Captured the drive for entrepreneurial activities, addressing "Risk of Corruption," "Access Challenges," "Economic Impact," and "Expanding Funding Sources."
Non-Academic Staff Interview	Evident entrepreneurial spirit through responses addressing "Corruption Risks," "Access Challenges," "Campus Business Strategies," "Microfinance Programs," and "Funding Diversification."

Table 20: University Student-Staff Partnership

Academic Staff Focus Group	Highlighted the collaboration between students and staff through themes like "Student-Staff Innovation," "Joint Business Ventures," and "Collaborative Entrepreneurship."
Student Focus Group	Evident collaboration through responses related to "Campus Business Synergy," "Student-Staff Innovation," "Academic Business Teams," "Joint Business Ventures," and "Collaborative Entrepreneurship."

Non-Academic Staff Interview	Emphasized collaboration through themes like "Student-Staff Innovation," "Joint Business Ventures," and "Collaborative Entrepreneurship."
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Table 21: Prudent IGR Management

Academic Staff Focus Group	Insights into prudent IGR management, recognizing the importance of "Business Opportunities," "Smart Budgeting," and "Financial Inclusion."
Student Focus Group	Emphasized the importance of responsible financial management through responses related to "Opportunities for Business," "Microfinance Programmes," "Intelligent Financial Planning," "Responsible Management," and "Financial Inclusion."
Non-Academic Staff Interview	Emphasized prudent financial management practices, including "Business Opportunities," "Smart Budgeting," and "Financial Inclusion."

Table 22: University Financial Sustainability

Academic Staff Focus Group	Consideration for financial sustainability evident in responses related to "Resources Management," "Funding Alternative," and "IGR Partnership."
Student Focus Group	Explored financial sustainability through responses focusing on "Resource Management," "Options for Financing," "Achieving Financial Independence," "Allocation of Funds," and "IGR Partnership."
Non-Academic Staff Interview	Discussed financial sustainability measures, addressing "Resources Management," "Options for Financing," "Financial Independence," "Budget Diversification," and "IGR Partnerships."

Table 23: Collaborative Revenue Generation

Academic Staff Focus Group	Highlighted a collaborative approach to revenue generation through responses related to "Creative Growth," "Self-Sufficiency Culture," and "Employability Boost."
Student Focus Group	Evident collaborative efforts for revenue generation through responses related to "Creative Growth," "Self-Sufficiency Culture," "Employability Boost," "Innovative Ventures," and "Joint Income."
Non-Academic Staff Interview	Showcased collaborative revenue generation through themes like "Creative Growth," "Self-Sufficiency Culture," "Employability Boost," "Innovative Ventures," and "Joint Income."

Table 24: IGR & Partnership Accountability

Academic Staff Focus Group	Emphasized accountability and transparency in IGR and partnerships through responses related to "Responsible Investment," "Compliance Standards," "Financial Oversight," and various accountability measures.
Student Focus Group	Underscored the importance of accountability in partnership initiatives with responses focusing on "Responsible Investment Compliance Standards," "Audit Traits," "Metrics for Evaluating Performance," "Financial Oversight," "Ethical Conduct," and "Transparent Collaboration."
Non-Academic Staff Interview	Stressed accountability in financial practices through responses focusing on "Responsible Investment," "Compliance Standards," "Audit Traits," "Performance Metrics," "Financial Oversight," and "Ethical Conducts."

6.0. BENEFITS OF STUDENTS-STAFF PARTNERSHIP IN ALLEVIATING THE FINANCIAL BURDEN

Universities can benefit from increased financial resources if they foster partnerships between students and staff. Funding events, crowdfunding campaigns, and student-run businesses are just a few examples of how universities can harness the ingenuity and initiative of their student bodies to raise additional money (Ismail et al., 2019). Cooperation between students and staff can reduce cost for many university events. Students can help with administrative work, research, and community service initiatives, negating the need for hiring more people or using third-party vendors (Ferrari et al., 2020). The efficiency of university operations can be increased through the combined efforts of students and faculty. Universities gain new insights, creativity, and productivity when they give students roles in decision-making and responsibilities (Jaiswal et al., 2020). Enhancement of skills and capacity development through collaborative endeavours between students and staff is instrumental. Such partnerships have the potential to augment students' employability, facilitate personal growth, and advance their proficiency within their respective disciplines, particularly through their engagement in substantive and authentic projects. (Trowler, 2010).

Community Engagement Enhanced through Student-Staff partnership community and shared responsibility are fostered through student-staff collaboration. Universities can strengthen their ties to their surrounding communities, win over local support, and build a positive reputation through joint community outreach efforts, all of which can lead to increased funding (Wilcox et al., 2019). The partnership between students and staff has the potential to make a long-lasting impact by encouraging a sense of personal investment and accountability. Students who take part in university governance and decision-making demonstrate greater loyalty to the university and its continued success (Marquis & Jiang, 2020).

Students and staff at Nigerian universities can work together on a wide range of projects to raise money for their institutions. For instance, they may partner on development projects for their respective universities by holding charity auctions, talent shows, or sports tournaments (Ogundipe, 2018). The inclusion of students in decision-making processes serves as a means to promote their engagement and empowerment within the

decision-making framework, achieved through the integration of student representation on university committees and boards (Cook-Sather, 2020). Budgeting, resource management, and long-term planning are all areas where students can have a say. This will ensure that their needs and interests are taken into account (Adebowale, 2020).

To make the most of limited resources, universities in Nigeria should encourage students and faculty to pool their resources. Research equipment and facilities, library materials, and study areas can all benefit from being shared to reduce waste and maximise efficiency (Aluede, 2015). Academic staff members can work together with students to create formal mentoring programmes that help them succeed in the university and beyond. A culture of sharing and learning can flourish when mentorship goes beyond the classroom (Agholor, 2020). Joint student-staff entrepreneurial ventures are something that universities in Nigeria can actively promote. By establishing business incubation centres or innovation hubs, for example, staff and students can work together to create and commercialize novel ideas, thereby boosting the local economy (Oyesoji & Ajayi, 2019).

7.0. RESULTS

The student-staff partnership programme offers potential solutions to Nigerian universities government funding cut. Universities can use student initiatives like funding revenue generating projects, crowdfunding campaigns, and student-staff creative businesses initiatives to raise entrepreneurial venture start-up funds (Maritz et al., 2022). Partnership between students and staff can reduce costs for events, enhance operational efficiency, and foster community engagement (Maunder, 2020). Initiatives like shared resource pooling, mentoring programs, and joint entrepreneurial ventures can maximize resources, enhance student success, and contribute to economic growth (Liu, 2020). Conclusively, these forms of partnerships highlight the multifaceted potential of student-staff partnerships in addressing financial challenges faced by Nigerian universities.

8.0. RECOMMENDATIONS FOR STAKEHOLDERS AND POLICYMAKERS

The following recommendations for implementing and maintaining student-staff partnership initiatives in Nigerian universities can be made based on previous discussions among stakeholders and policymakers.

Academic staff, administrators and other university personnel should all feel comfortable sharing ideas and working together to make important decisions (Arowosegbe, 2020). This can be achieved through open lines of communication, open forums for discussion, and collaborative planning and decision-making.

Initiatives that promote student-staff partnerships are vulnerable to failure in the absence of financial, infrastructure, and administrative support (Ogunlana, 2021). Allocating funding and resources to support student staff partnership programmes should be prioritised.

Training and capacity-building programmes for students and staff to improve their partnership skills should be prioritised by stakeholders and policymakers (Ige, 2020). Partnership success can be ensured by providing stakeholders with training in areas such as communication, conflict resolution, leadership, and collaborative decision-making.

Decision-makers must develop policy frameworks and guidelines that spell out the goals, guiding principles, and operational processes for launching and maintaining student-staff partnership programmes (Adesina, 2019). These structures are meant to direct participants, set expectations, and clarify responsibilities within partnerships.

Encourage interaction with external stakeholders like the successful businesses, alumni groups, and non-profit can all help students and teachers succeed when they work together (Adejumo, 2020). Policymakers should encourage partnerships to increase their efficiency and longevity.

Initiatives involving student and staff collaboration should be evaluated and revised regularly (Ojo & Okonkwo, 2019). Prioritizing ongoing evaluation, collecting participant feedback, and using the insights to inform decisions and improvements should be a top priority for stakeholders and policymaker.

9.0. CONCLUSION

Student-staff partnerships may help Nigerian universities cope with government funding cuts. Together, students and staff can boost productivity, efficiency, and creativity (Eze, 2022). The UK's Student Partnership for Quality Education and Australia's

Students as Partners approach can inspire Nigeria's student-staff partnership initiatives (Oladipo, 2021). Due to resource constraints and sustainability concerns, Nigerian universities struggle to implement and maintain students-staff partnership initiatives. These challenges require adequate financial, human, and infrastructural resources and supportive institutional structures (Ogunkunle, 2021).

Student-staff partnership requires clear communication and decision-making. Student-centred dialogue spaces, collaborative decision-making, and open partnership practises can address power imbalances and boost student engagement (Adegbile, 2021). Student-staff partnership programmes need ongoing evaluation and improvement. Regular monitoring, feedback, and learning can improve partnership models through evidence-based improvements (Okeke, 2021). Therefore, this research sheds light on Nigerian universities' student-staff partnerships, government funding cuts, and ways to overcome these challenges. To improve access, student engagement, and educational quality in Nigerian higher education institutions, coordinated initiatives, policy reforms, and institutional support are needed. This study can help stakeholders, policymakers, and researchers create and implement better student-staff partnership programmes in similar settings.

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