African Higher Education Review (AHER) is an Official Journal of Higher Education Research and Policy Network (HERPNET)

**Chief Editor**
Dr. Marc Cutright  
Department of Counseling and Higher Education, University of North Texas, USA  
Marc.Cutright@unt.edu

**Assistant to the Chief Editor**
Susan Allen Namalefe; AllenSusan@my.unt.edu

**Editors**
Prof. Anne L. Sikwibele  
Institute of Distance Education, Mulungushi University, reat North Road Campus. Kabwe, Zambia. annesikwibele@yahoo.com

Dr. Gbolagade Adekambi  
Department of Continuing Education, University of Botswana, Gaborone, Botswana. ADEKANMB@mopipi.ub.bw

Prof. Joel B. Babalola,  
Department of Educational Management, University of Ibadan, Ibadan, Nigeria. joelbabalola2000@yahoo.co.uk

Juliet W. Macharia (Ms.)  
Department Of Communication Studies, Moi University, Eldoret, Kenya. juliemach@yahoo.com

Dr. Segun Adeleji  
Department of Educational Management, University of Ibadan, Ibadan, Nigeria. Soadeleji_dr@yahoo.co.uk

Dr Afolakemi Oredein  
Department of Educational Management, University, Ibadan, Nigeria. opefolake1@yahoo.com
Dr Adesoji Oni
Department of Educational Foundations, University of Lagos, Akoka-Yaba, Lagos, Nigeria
aoluoni@yahoo.com

Dr (Rev) Adams Onuka
Institute of Education, University of Ibadan, Nigeria
adamonuka@yahoo.com

Electronic Managing Editor
Dr Lisa Igwaltney
Association for Institutional Research
Igwaltney@airweb.org
Guidelines for Preparation and Submission of Manuscripts to AHER

African Higher Education Review (AHER) is an annual international peer-reviewed journal published in English. AHER provides an international platform for the African community of higher education to share research ideas, information and experience, as well as ideas about the role of higher education in society today. The journal is published under the auspices of HERPNET (Higher Education and Research Policy Network). The journal includes and seeks contributions of research articles on any aspect of higher education and on education generally.

- **Manuscripts** should be original, clearly and precisely presented in English. Authors should submit 3 copies of their manuscripts plus an electronic copy (Word Documents, Times New Roman, Font 12, double spaced).
- **Submissions** should not exceed 7000 words (14 printed pages), including title, author(s) information, tables, figures, and references. Each article should be accompanied by an abstract of approximately 150 words typed on a separate sheet.
- **Review of Manuscript:** AHER adheres to a rigorous double-blind reviewing policy in which the identity of both the reviewer and author are concealed from both parties. All manuscripts are reviewed initially by the editorial board and only those papers that meet the scientific and editorial standards, and fit within the aims and scope of the journal, will be sent for external review.
- **Contributions** are considered for publication only on the understanding that they are not simultaneously under consideration elsewhere in English, that they are the original work of the author(s), and that any previous form of publication and any current consideration in other languages are disclosed. Authors assign copyright to HERPNET.

**Submission Preparation Checklist**

As part of the submission process, authors are required to check off their submission’s compliance with all the following items and submission may be returned to authors that do not adhere to these guidelines:

a) The submission has not been previously published, nor is it under consideration by another journal.
b) The submission is written in English without technical terms and jargon.
c) **Cover sheet** should contain title, full name, institution, address, phone and fax numbers and e-mail address.
d) **Text** should be typewritten on one side of A4 size papers with 30mm margins. Each typewritten page should have 42 lines, approximately 500 words with Times New Roman ‘12’ point character.
e) **References** should strictly follow the most current APA style.
f) **Tables** should be self-explanatory and inserted where it is supposed to appear in the body of the paper. A short title should be provided with any additional information contained with a lucid form to explain the meaning of the content.
g) Figures are referred to for all drawings, diagrams, graphs and photographs. These should be of the highest quality and suitable for direct reproduction. Each figure should be presented within the body of the paper.

h) An abstract of 150 words is included.

i) The author’s profile is completed and updated.

1. Whether or not the manuscript is accepted, the timing of production is decided by the Editorial board.

2. Galley Proof will be sent to the corresponding author if there is sufficient time to do so. The authors are responsible for reading the first galley proof. No change of content of the manuscript is permitted on the galley proof without the consent of the Editor-in-Chief.

3. Copyright. The articles published in the Journal of Educational Review (JER) are subject to copyright. All rights are reserved by Higher Education Research and Policy Network (HERPNET) © Department of Educational Management, University of Ibadan, Ibadan, Nigeria.

4. Submission of Manuscripts
   - Via conventional mail: Submit 3 copies of the article to Dr. Oredrin, Afolakemi, Department of Educational Foundations and Management, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria. This should be submitted with an electronic copy (C.D)
   - Via E-mail: Send the article as an e-mail attachment to opelake1@yahoo.com. The attachment should be readable by Microsoft Word. Adhere to the requirements in the preceding paragraphs. Detail information about the Network and the journal can be downloaded on www.herp-net.org
Table of Contents

1. Socio-Economic Characteristics of Women Enrolled in Higher Education Programs at the National Open University of Nigeria: Nnaka V. Chibuogwu ........................................ 6


4. Falling Standard of Education as a Threat to Transformation, Reform and Development in Nigeria: Odekunle olukolade & Unaeze Ugochi Chinonyerem ...... 45

5. Globalizing Higher Education Access in South-West Nigeria: Mohammed Mubashiru Olayiwola; Oladipupo Fatai Kolawole, & Onabanjo Florence Moyosore ................................................................................................................................. 55

6. Tertiary Institutions, Entrepreneurship Education and Youth Empowerment in Nigeria: Abari Ayodeji Olasunkanmi; Oyetola Idowu Olufunke & Okunuga Adedapo Adetayo ........................................................................................................ 68

7. Globalization, Information Technology and Higher Education in Nigeria: The Roles of Library Professionals: Ejimaji Emmanuel Uwhekadom; & Olawolu Oladunni Elizabeth .............................................................................................................. 79

8. Addressing Gender Imbalance in Nigeria’s Higher Education through Institutional Framework: Okeke Emeka Paul ................................................................. 88

Socio-Economic Characteristics of Women Enrolled in Higher Education Programs at the National Open University of Nigeria: Nnaka V. Chibuogwu

Abstract

In Nigeria as in most developing countries, there is gender disparity in education access especially at the higher education level. Research reports on this subject link this phenomenon to the prevailing socio-cultural and economic values and practices in Nigeria. Efforts are on ground to widen access to tertiary education for all including women. One such effort is the establishment of the National Open University of Nigeria (NOUN). From available statistics, NOUN is recording steady increase in enrolment for both women and men though still more men than women are enrolled in NOUN especially at the higher education level. Since socio-economic and cultural factors are known to influence women's access to education, this study sought to determine the socio-economic characteristics of the women who are currently enrolled in higher education programmes at NOUN. A 30-item questionnaire on socio-economic characteristics such as age, educational background, employment status, marital status, income, was validated and used for data collection. The questionnaire also sought to find out if there were any constraints facing the women enrolled into NOUN higher education programmes. Two research questions were used for the study. Six hundred (600) women enrolled in NOUN were drawn from six randomly selected study centers in Nigeria. The instrument had a coefficient of 0.83. Data collected was analyzed using descriptive statistics. The findings indicate that majority of the women though employed had very low annual income. Recommendations were made for enhancing women's access to higher education programmes in NOUN.

Key Words: National Open University of Nigeria, Open and Distance Learning, Higher Education, Socio-economic characteristics

1 National Open University of Nigeria, Awka Study Centre
chibuogwunnaka@yahoo.com
Education has been widely accepted as the most powerful tool for sustainable development and poverty reduction. It is the premise of progress in every society and every family (Kofi Anan). This implies that every member of the society irrespective of gender should have access to education. The World Conference on Education for All (EFA) held in Geneva (1990) and the Millennium Development Goals, (MDG 2005) stressed the need for gender equity in education. The National Policy on Education (NPE 2004) emphasizes equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary levels both inside and outside the formal school system. It further states that maximum effort will be made to enable those who can benefit from higher education to be given access to it. The goals of tertiary (higher) education as specified in the Policy are to:

“contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of the individual to be self reliant and useful members of the society, develop the intellectual capacity of individuals to understand and appreciate their local and external environment, acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society, promote and encourage scholarship and community service, forge and cement national unity and promote national and international understanding and interaction”(NPE 2004).

Higher education in Nigeria refers to all types of formal education that take place after secondary education. These include education leading to the award of the National Diploma (ND), Higher National Diploma (HND), National Certificate in Education (NCE), Bachelors Degree, Masters Degree, and Doctoral Degree. However for the purpose of this study, higher education will specifically refer to the process of obtaining a bachelors degree (first degree) at a university. In 1998 the World Conference on Higher Education re-affirmed its commitment to make higher education accessible to all and to ensure women’s participation in higher education. However, despite these policies and conference resolutions several studies (Adeyemi & Akpotu 2004, Nwajiuba 2011, Fapohunda 2011) have revealed that a wide gap exists between female and male enrolment in the universities with lower female enrolment in all aspects of the university.

Table 1: **University Undergraduate Full Time Enrolment by Sex (1999-2009)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>316545</td>
<td>216349</td>
<td>100196</td>
<td>68.4</td>
<td></td>
<td>31.6</td>
</tr>
<tr>
<td>2000-2001</td>
<td>358758</td>
<td>231633</td>
<td>127125</td>
<td>64.6</td>
<td></td>
<td>35.4</td>
</tr>
<tr>
<td>2001-2002</td>
<td>444949</td>
<td>274131</td>
<td>170818</td>
<td>61.6</td>
<td></td>
<td>38.4</td>
</tr>
<tr>
<td>2002-2003</td>
<td>606194</td>
<td>373778</td>
<td>232326</td>
<td>61.6</td>
<td></td>
<td>38.4</td>
</tr>
<tr>
<td>2003-2004</td>
<td>720393</td>
<td>489276</td>
<td>321117</td>
<td>67.9</td>
<td></td>
<td>32.1</td>
</tr>
<tr>
<td>2004-2005</td>
<td>724856</td>
<td>466159</td>
<td>258697</td>
<td>64.3</td>
<td></td>
<td>35.7</td>
</tr>
<tr>
<td>2005-2006</td>
<td>762173</td>
<td>513491</td>
<td>248682</td>
<td>67.4</td>
<td></td>
<td>32.6</td>
</tr>
<tr>
<td>2006-2007</td>
<td>780543</td>
<td>518243</td>
<td>262300</td>
<td>66.4</td>
<td></td>
<td>33.6</td>
</tr>
<tr>
<td>2007-2008</td>
<td>789301</td>
<td>520762</td>
<td>268539</td>
<td>66.0</td>
<td></td>
<td>34.0</td>
</tr>
<tr>
<td>2008-2009</td>
<td>801367</td>
<td>522139</td>
<td>279228</td>
<td>65.2</td>
<td></td>
<td>34.8</td>
</tr>
</tbody>
</table>

Source: National University Commission Data Bank, Abuja
Table 1 indicates that females are not properly represented in our universities. The enrolment of females at the University level is considerably less than that of males. The report of Fairen 0432, (n.d) cited by the Commonwealth of Learning (COL, 2002) noted that; “large gender disparities in enrolment and learning achievements persist. Despite individual success stories, very large inequalities (in gender equity in education) still exist in the majority of developing countries” This imbalance occurs in all sectors of the education system but it is very visible at the higher education level. The under representation of females in education has been attributed to socio-economic and cultural factors. These include, the patriarchal system of socialization, religious beliefs and practices, early /forced marriage, poor income level and poverty, male child preference, distance of schools from the home, sexual harassment in institutions leading to unwanted pregnancy and early withdrawal from school. (Obanya 2003, Agu 2007, Nwaubani 2000)) In other words these factors singly or collectively affect women’s access to education.

Poverty/low income is one factor that has greatly limited women’s access to education. When the income of a family is low, education is usually considered for the children or their father and never for the woman. According to Olakulien (2006) the socio-economic factors against the family of a typical working woman in Nigeria today is multifarious. Consequently many working class women who desire to enroll in higher education through open and distance learning are incapacitated. Meanwhile because of excessive demand on their reproductive and domestic roles, women distance learners face a lot of challenges from the home, the workplace and the educational institution. Hence they find it difficult to make time and space for studies (Plummer 2000). That notwithstanding, the education of women has resulted in improved productivity, improved income and economic development, as well as in a better quality of life, leading to a notably healthier and better nourished population.(World Bank, 2001).

Women constitute about half of the 160 million people in Nigeria. No nation can develop fully, if half of its population are unskilled. When women are denied access to higher education they cannot acquire the relevant skills and knowledge to fit into a globalized world. With only the basic education acquired at the primary and secondary school levels, women are generally unable to contribute effectively to national development. It is therefore imperative that women should have access to education, even higher education.

In a bid to provide wider access to education especially university education, the Federal Government in 2002 resuscitated the National Open University of Nigeria (NOUN) which was formally established in 1983 but suspended in 1984. NOUN was “designed to increase the access of all Nigerians to formal and non formal education in a manner convenient to their circumstances. It was also to cater for the continuous educational development of professionals such as teachers, accountants, bankers, lawyers, doctors, engineers, politicians, self employed businessmen and business women” (FME, 2002). The NOUN with its headquarters in Lagos has 47 study centers across the country. At NOUN education is made accessible to all through a flexible and affordable open and distance learning mode. Distance education refers to instructions given without an instructor present at the same time and place as the student (Sheybani &Javidi 2004). It is a form of educational process in which the students are remote from the institution and the instructors for a significant portion of their learning. Distance education frees the learner from the constraints
of time and space. It allows the learner to pursue a degree from the comfort of her home while maintaining her home and her job. The special characteristic of distance education is that it can meet the demands of education for all and “continuing education” which the conventional education system is unable to meet. Distance education transcends social, economic and geographical equality. It is of great benefit to learners who are faced with juggling multiple adult roles and responsibilities.

The NOUN has over 132,000 registered students both female and male students. It offers various programmes in Arts and Social Sciences, Education, Law, Management Sciences, Science and Technology at certificate, diploma, undergraduate and postgraduate levels. The students meet at the study centers for occasional face-to-face sessions, tutorials, counseling, and collection of course materials, and for examinations. This means that those who are able to do the juggling in Nigeria must possess certain socio-economic characteristics that might be useful to NOUN in educational planning.

Statement of Problem

A large percentage of women who do not possess higher degrees are not satisfied with their current levels of educational attainment and have aspirations to further their education. In many countries including Nigeria, women are returning to higher education after completing their reproductive roles as a means of enhancing their career prospects. A good number of women are enrolled into the higher education programs of NOUN. Many registered for the Bachelor of Arts or Science degree in various programmes. Since socio-economic and cultural factors are known to have influenced women’s access to education, this study set out to identify the socio-economic- characteristics of the women who are enrolled in NOUN. These characteristics are –age, marital status, educational qualification, employment status, and annual income.

Objectives of the Study

The objectives of the study were to;

a) Identify the socio-economic characteristics of women who are enrolled in the higher education programmes of NOUN.
b) Identify which of these socio-economic factors exact greater influence on women’s enrolment in NOUN
c) Find out the greatest constraints that women who are enrolled into NOUN higher education programmes face

Research Questions

a) What are the socio-economic characteristics of women enrolled into the higher education programmes of NOUN?
b) What are the major constraints faced by women who are enrolled into NOUN’s higher education programmes?

Methodology

A descriptive research design was employed for this study. All female students registered in NOUN make up the population for the study. 6 study centers were randomly selected from the 6 geopolitical zones of the country. One hundred (100) women were selected using the stratified random sampling technique from each study centre. The total sample size for the study is six hundred (600). A 30-item questionnaire was developed for data collection. The questionnaire comprised 6 sections that sought information about the age, marital status, educational background, employment status, annual income of the women and the constraints they face while studying at NOUN. The instrument was face and content validated by experts in distance education. The internal consistency of the instrument was 0.83 using Cronbach Alpha. The questionnaire was administered to 600 female students in the 6 selected study centres of NOUN in the 6 geopolitical zones in the country. 575 copies of the questionnaire were properly filled out and returned. The data collected was analyzed using frequencies and percentages.

Findings

Research Question One

What are the socio-economic characteristics of women who are enrolled in the higher education programmes of NOUN?

Table 2: Distribution of Age of Respondents

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>108</td>
<td>18.78</td>
</tr>
<tr>
<td>31-40</td>
<td>317</td>
<td>55.13</td>
</tr>
<tr>
<td>41-50</td>
<td>129</td>
<td>22.43</td>
</tr>
<tr>
<td>51-60</td>
<td>18</td>
<td>3.13</td>
</tr>
<tr>
<td>Above 60</td>
<td>3</td>
<td>0.52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>575</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As depicted in the table majority of the respondents (55.13%) are between 31-40 years of age, 22.43% are within the age range of 41-50 years while, 18.78% are aged 21-30 years. 3.1% fall within the age range of 51-60 years while only 0.52% are above 60 years.

Table 3: Distribution of Marital Status of Respondents

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>155</td>
<td>29.96</td>
</tr>
<tr>
<td>Married</td>
<td>402</td>
<td>69.9</td>
</tr>
<tr>
<td>Separated</td>
<td>3</td>
<td>0.53</td>
</tr>
<tr>
<td>Divorced</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Widowed</td>
<td>15</td>
<td>2.60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>575</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Marital Status of Respondents

From the result it is observed that 69.9% of the women are married while 29.96% are single, the remaining 3% were either separated or widowed.

Table 4: Distribution of educational qualifications of the respondents before enrolling with NOUN

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCE/GCE/NECO/NABTEB</td>
<td>296</td>
<td>51.48</td>
</tr>
<tr>
<td>NRN/NRM</td>
<td>196</td>
<td>34.09</td>
</tr>
<tr>
<td>NCE/ND/TCII</td>
<td>83</td>
<td>14.43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>575</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The result shows that majority (51.48%) of the women possess either the SSCE/NECO/GCE/NABTEB, or the NRN/NRM (34.06%), or NCE/ND-14.06% before enrolling in NOUN. This indicates that majority of the respondents secured admission to NOUN using either their SSCE/NECO/GCE or a diploma certificate.

Table 5: Distribution of occupation of respondents

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>196</td>
<td>34.09</td>
</tr>
<tr>
<td>Teaching</td>
<td>102</td>
<td>17.74</td>
</tr>
<tr>
<td>Civil servant</td>
<td>80</td>
<td>13.91</td>
</tr>
<tr>
<td>Working with private company</td>
<td>86</td>
<td>14.96</td>
</tr>
<tr>
<td>Self employed</td>
<td>59</td>
<td>10.26</td>
</tr>
<tr>
<td>Housewife/student</td>
<td>52</td>
<td>9.04</td>
</tr>
<tr>
<td>Total</td>
<td><strong>575</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The distribution of occupation of respondents was analyzed and the result shows that 34.09% are nurses, 17.4% are teachers while 13.91% are civil servants, 14.96% work with private companies, 10.2% are self employed and 9.04% had no occupation.

### Table 6: Distribution of Annual Income of Respondents

<table>
<thead>
<tr>
<th>Annual Income in ₦</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero income</td>
<td>52</td>
<td>9.04</td>
</tr>
<tr>
<td>&lt;100000</td>
<td>44</td>
<td>7.65</td>
</tr>
<tr>
<td>101,000-200,000</td>
<td>177</td>
<td>30.78</td>
</tr>
<tr>
<td>201,000-500,000</td>
<td>230</td>
<td>40</td>
</tr>
<tr>
<td>501,000-1,000,000</td>
<td>72</td>
<td>12.52</td>
</tr>
<tr>
<td>Total</td>
<td>575</td>
<td>100</td>
</tr>
</tbody>
</table>

Analysis of the annual income of respondents shows that 40% earn an annual income within the range of ₦201,000-500,000, 30.8% fall within the range of ₦101,000-200,000, 12.52%
have an annual income that is above ₦500,000, 7.65% earn below ₦100,000 while 9.04% do not earn any income.

Research Question Two

What are the major constraints faced by women who are enrolled into NOUN’s higher education programmes?

Table 7: Constraints faced by women enrolled into NOUN’s higher education programmes

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in meeting deadlines for submission of assignment (TMA)</td>
<td>472 (82.0%)</td>
<td>103 (17.91%)</td>
</tr>
<tr>
<td>Difficulty combining home management &amp; studies</td>
<td>394 (68.52%)</td>
<td>181 (31.48%)</td>
</tr>
<tr>
<td>Inadequate student support system</td>
<td>332 (57.74%)</td>
<td>143 (24.87%)</td>
</tr>
<tr>
<td>Career-related pressures</td>
<td>324 (56.34%)</td>
<td>251 (43.65%)</td>
</tr>
<tr>
<td>Suspicion of husbands</td>
<td>190 (33.04%)</td>
<td>385 (66.96%)</td>
</tr>
<tr>
<td>Challenge of low computer literacy level</td>
<td>267 (46.43%)</td>
<td>308 (53.57%)</td>
</tr>
<tr>
<td>Distance of study centers from home</td>
<td>343 (59.65%)</td>
<td>232 (40.34%)</td>
</tr>
<tr>
<td>Unavailability of some course materials</td>
<td>162 (28.17)</td>
<td>413 (71.84)</td>
</tr>
</tbody>
</table>

Table 7 highlights the constraints faced by the respondents. These include difficulty in meeting deadlines for submission of assignments (82.0%), difficulty combining home management and studies (68.52%), distance of study centres from homes (59.65%), inadequate student support system (57.74%), challenge of low computer literacy (46.43%), career-related pressures (56.34%) and suspicion of husbands (33.04%).

Discussion

The findings of this study have revealed that,

- 77.56% of the women enrolled in NOUN higher education programmes are within the age range of 30-50 years, and 69.9% of the respondents are married.
- 51.48% possess SSSCE/NECO/GCE while 48.52% possess post secondary qualifications.
- 94.08% of the respondents are employed but majority earn low annual income.
- Difficulty in meeting deadlines for submission of assignments was the greatest constraint faced by the respondents.

Similar studies on characteristics of distance learners (Okunuga & Akintayo 2011, Plummer 2000) have shown that majority of distance learners are usually middle age adults between the ages of 25-40 years. The findings of this study agree with Okunuga and Akintayo 2011, who found that majority (89.4%) of the women in the distance education
programme of University of Lagos were married. This implies that many women desire to continue their education which was disrupted either by early marriage, financial constraints or cultural practices. The avenue to do this has been provided by NOUN through open and distance learning which has widened access to university education, especially for women. Table 4 shows that SSSCE/NECO/GCE/NABTEB certificates were the educational qualification possessed by 51.48% of the women before they enrolled in NOUN, while 48.52% secured admission with post secondary qualifications such as ND/NCE/NRN. This suggests that most of the women could not continue with their education after secondary school either due to marriage or economic factors.

Majority of the women enrolled in NOUN higher education programmes are employed. Distribution of the occupation of the respondents reveals that they are mostly nurses and teachers. These occupations are traditional female occupations which they secured with either a post secondary school certificate such as NCE/NRN/ND or the SSSCE/GCE/NECO. Studies have shown that only a minority of women distance students do not work outside the home at all. Most of them are on full-time or part-time work in addition to fulfilling their commitments as housewives and mothers. (Gibson & Graft 1992, Taplin 2000). Women therefore face difficulties in organizing their studies. The convenience and flexibility offered by programmes in open and distance learning - free of the constraint of place and time – explains the appeal of distance education to women especially married ones. Majority of the women have annual incomes with which they cater for their education and their families. The study revealed that 40% of them have annual incomes that are within the range of N201,000-N500,000 while only 12.52% have annual incomes within the range of N500,000-N1,000,000.

These findings indicate that the women are facing serious economic crisis with respect to their meager income. The unemployed ones are even confronted with more serious economic challenges with regards to paying their registration fees, which they have to source from family and friends. Education in NOUN has been acclaimed to be accessible, flexible and affordable. The findings of this study however, show that it may not be very affordable for women considering their low annual income. The average cost for registration in NOUN higher education programmes is about ninety to one hundred thousand naira for the first and second semester for fresh students. The low income level of the women therefore exacts great influence on women’s enrolment in NOUN’s higher education programmes. This has serious implications for women’s enrolment in NOUN.

Women who study at a distance are faced with a lot of constraints associated with reproduction, home management and career. Taplin (2000) found that the female students at IGNOU reported severe bottleneck in pursuing their studies due to their commitments at home. The greatest constraints for women enrolled in NOUN higher education programmes as shown on Table 7 is - difficulty in meeting deadlines for submission of assignments, difficulty combining home management with studies, distance of study centers from home, and inadequate student support system ranked highest in the list of constraints women face in NOUN. Difficulty in meeting given deadlines for submission of assignments (TMA) was ranked highest by the respondents. This is probably because any default in the submission adversely affects students’ results. The overall effect is that it demoralizes the women and does not encourage other women to enroll into the programme. Rathlore et al (1996) revealed
that inadequate student support system creates problems for women learners in open and distance learning system. It is therefore necessary to provide child care services or child learning centers at the study centers. Also reducing the frequent travels to the study centres, introducing online facilitation could be helpful to women. Despite these major problems, some husbands who do not trust their wives prevent them from meeting with study groups or colleagues.

It is widely accepted by researchers that distance education impacts positively on women by - giving them opportunity to acquire higher education, improving their academic standards while at work, empowering them for societal roles and providing them the opportunity to undertake their societal and family roles while studying (Olakulein 2006, Khan & Gul 2004, Kanwar & Taplin 2001, Okeke 1995). If Nigerian women are to benefit maximally from open and distance learning in NOUN, then the major constraints identified by the respondents in this study must be addressed.

Conclusion

Accessing education and continuing education has remained a problem to women in Nigeria. The women enrolled in higher education programmes at NOUN are mostly married between the ages of 30-50 years. Their educational qualifications before enrolling in NOUN was either the SSSCE/NECO or a post secondary school qualification. Most of them are employed but they earn meager salaries. Apart from this economic challenge women are faced with other constraints such as difficulties in meeting deadlines for submission of assignments, time management for studies and home chores, inadequate student support system and distance of the study centre from the homes. Gender equity in higher education can be achieved through open and distance learning if women are assisted in overcoming these obstacles.

Recommendations

In order to enhance women’s enrolment into NOUN higher education programmes and consequently increase their participation in higher education, the following recommendations are made based on the findings of the study.

- The fee structure at NOUN should be revisited in view of the meager income of the women studying at NOUN. This will help to increase the number of women that can enroll into NOUN higher education programmes.
- NOUN should consider introducing special scholarships and fee waivers for women to encourage them to access distance education.
- NOUN should consider setting up child care centers and also begin online facilitation to reduce frequent visits to the study centers Realistic and flexible deadlines should be given for the students to submit their assignments.
References

Abiola, O. Bola A. and Kolade O. (2005) in Gender equity in Commonwealth higher education, working paper I; setting the scene.


Federal Ministry of Education (2002) Blue Print and Implementation Plan for the National Open and Distance Learning Programmes (March 2002)


Fapohunda T. M. (2011) Empowering women through higher education in Nigeria. European Journal of Humanitarian and Social Sciences Vol. 9 No.1 (Special Issue)


Joint Admission and Matriculation Board 2009 Publication


Olakulein, F.K.and Ojo, O. D. (2006) Distance education as a women empowerment strategy in Africa. Turkish Journal of Distance Education TOJDE Vol.7 no.1


Umar Falima (2000) Distance education may replace satellite campuses Guardian Thursday October 26 2000. 45-47

Curriculum Review Evaluation on Entrepreneurial Education in Cross River State Higher Institutions: Udida Lucy Ambekeh

Abstract

This study investigated curriculum organization and delivery towards functional entrepreneurial education transformation of students in Higher Institutions in Cross River State – Nigeria. To guide the conduct of this study, two research questions and one hypothesis were formulated. Proportionate stratified sampling technique was used in the selection of 1,160 academic staff from the State University of Technology and the College of Education. A four point likert-scale questionnaire designed by the researcher containing 27 items was used. Reliability coefficient of 0.85 was obtained using, Pearson Product Moment Correlation statistical tool. Findings of the study confirmed that proper curriculum implementation enhances functional entrepreneurial education for students’ self-employment and skills acquisition for transformation of both students and the institutions.

Key Words: curriculum, entrepreneurial, education, evaluation, higher institutions,

In consonance with the current emphasis on pragmatic education which promotes the development of human potential, the state government has been making concerted efforts to integrate entrepreneurship programmes into the curriculum at tertiary institutions in order to build human capital. The curriculum, according to Obanya (2004) can be seen as a package (content of education) whatever the definition adopted, the important point is that the desirable changes envisaged curriculum organization. An effectively organized curriculum for functional and entrepreneurial education skills acquisition requires a radical re-thinking and re-modeling of the entire curriculum structures.

Since 2004 however, the efforts of educational administrators to integrate entrepreneurship into the school curriculum and implement the programme for the benefits of the students seem to be inept. It appears that educational managers are yet to embrace the idea of integrating entrepreneurship into their curriculum toward students training and skills acquisition fully. The side effect is seen in the unemployment rate of our graduates from higher institutions in Nigeria. That is the reason curriculum organization and delivery towards functional entrepreneurial education for transformation of students in higher institutions must be a priority to institutional administrators. Ogundowole, Oderinde and

2 Department of Educational Administration & Planning, Faculty of Education, University of Calabar, Cross River State
Ekpo (2005) maintained that; the philosophy of self-reliance is to create a new cultural and productive environment which would promote pride in primitive work and self-discipline. General awakening to the rights and obligations of citizens to the nation; encouraging people to take part actively and freely in discussions and decisions affecting their general welfare. It is also to promote new sets of attitudes and culture for the attainment of the goals and objectives of the Nigerian States and acquire new sets of universal values for global citizenship (p.59).

The transformation of students is the change that would meet their needs in such areas as social-economic, political, and religious aspect of their lives at the present without compromising the ability of future generations to meet their own needs. Functional entrepreneurship education for sustainable development has been perceived as an educational structure with the capacity to meet both present and future developmental needs (Obanya, 2009; Bray, 2000; Scott & Gough, 2004). In the context of this study, curriculum organization and delivery towards functional entrepreneurial education of students in higher education institutions can only be attained if the curricular programme is well organized and managed. Thus, higher education institutional administrators and lecturers have numerous roles to play in ensuring a successful organization of the curriculum and implementation of entrepreneurship education programme for proper skills acquisition, through hard work, commitment, proper counseling and the provision of the necessary facilities by government and educational stakeholders to enhance their productivity in order to compete favorably in the Global World.

According to the Institutional Management in higher education (2009), higher education is becoming a major-driver of economic competiveness in an increasingly knowledge driven global economy. Higher education institutions have the capabilities and human resources to transform their institutions into a global world. Hence, the primary mandate of all higher education institutions of learning is teaching, research, and community service. The end result is the production of the human resources to all sectors of our economy for the benefit of all sectors such as good governance and contribution to the development of the Nigeria economy, which enhances progress and growth of the entire nation.

Effective curriculum organization often introduced in higher institutions is to make education more useful for the students, with a focus on how to achieve the intended outcomes. When properly organized, school curriculum is capable of leading the students to skills acquisition in different field of human endeavor and these would change their lives and lead them to achieving their goals and aspirations. Based on this understanding, Alao and Obilade (2000) pointed out that curriculum for functional and entrepreneurial education should be organized in stages including; problem identification, planning, personnel and material development, trait-testing, implementation and evaluation. Nwangwu (2007) affirmed that organization of curriculum for functional and entrepreneurial education has become necessary not only for skills acquisition but also to produce youths who are job creators not job seekers, reduce unemployment among youths and inculcate in the youths a spirit of entrepreneurship which will enable them to be creative and innovative to explore and exploit business opportunities. It also inspires and encourages the youths to establish a
career in small and medium scale enterprises; equips the youths with the knowledge and attitude that will enable them compete favorably in technological driven society.

The global trends in curriculum developments should be an inclusion of prescriptions with orientations towards the formation of competencies, promotion of interdisciplinary work, promotion of the use of new technologies and creative pedagogical practices; and the renewal of the concept of content (concepts, values and procedures) (Akpan & Etor, 2012).

According to Robbins (2001), the curriculum or functional entrepreneurial education should be directed towards exposing students to curriculum organization and understanding the real world through the introduction of learning experiences to discover their talents. The learning experiences provided, should be such that the students should be assisted to acquire skills that will help them be self-reliant. The curriculum should, therefore, adopt integrated approaches in which case, academic, vocational and technological programme should be delivered to the students with more emphasis on technical skills learning. Contributing towards the need to organize curriculum for a functional entrepreneurship, Williams and Ekong (2006) advocated that curriculum should be organized towards the promotion of self-initiated learning involving the whole person of the learners, where the intellect is utilized for persuasive and lacking skills acquisition. In the same vein, William (2002) maintains that the school curriculum should be designed and organized to make participants (students) acquire the relevant entrepreneurial skills, to be knowledgeable through vocational occupations as well as become self-reliant and self sustaining the society.

The curriculum should be actively oriented, with emphasis placed on students discovering facts, explaining and applying them to real life situations. In agreement with the above analysis, Solomon (2006) posits that Cross River State Government should lay emphasis on the promotion of a functional entrepreneurship education in schools to enable her cope with the high shortage of skilled workers in the state and to sensitize students to ideas of sustainability, self-reliant and self employed. Helping students to develop their talents remains the inescapable responsibility of organizers of school curriculum for a functional and entrepreneurial education in which students are exposed to different forms of skills acquisitions.

Nelson (1996) maintains that; entrepreneurship education is essential in tertiary education curriculum in the sense that, students would gain skillful knowledge, which would enhance their personal businesses and grant them the opportunity to develop practical skills and perspectives that are necessary for entrepreneurship activities. David (2001) maintains that; the inclusion of entrepreneurship education in tertiary institutions curriculum would enhance students’ understanding and experiences to setting up their own businesses. Thus, the utilization of ideas and skills acquired would enhance sustainable development of small scale businesses leading to gainful personal employment and self actualization. In another development, the National University Commission (NUC) (2004) upholds that, tertiary institutions should integrate into their curricular entrepreneurship as general studies for all students; irrespective of their area of specialization hence it would enhance and engage them into income yielding ventures.

Bassey (2011) observes that; “there is need for courses in management efficiency to assist in grooming that entrepreneurs to be scientific and adaptive in their approach in view of their varied training backgrounds”. However, Odumosu (2008) asserts that, the slow
development of entrepreneurship education could be associated to poor funding. Other scholars observe that, lack of political will power of politicians has affected the economic sector. Akpan (2004) observes that, the slow pace of entrepreneurial venture in Nigeria is associated with inadequate capital, scarcity of profitable investment opportunities cum poor entrepreneurial capacity and in appropriate educational programmes. Thus, it is pertinent that education stakeholders must be prepared for the proper implementation and delivery of curriculum programme of activities through the use modern facilities, a conducive environment with proper counseling for the efficient transformation of students in Higher Institutions

All over the world, entrepreneurship education transformation has been accepted as critical for national transformation and skills acquisition. The existing high rates of graduates’ unemployment and underemployment in Cross River State has made the government to place emphasis on entrepreneurship education. The aim is to produce self-reliant entrepreneurs from institutions of learning and check the system of education that aims at preparing students for white collar job thereby neglecting skill training and acquisition. Unfortunately, progress seems to be slow in the effective organization and implementation of the higher education curriculum for a functional entrepreneurial education in the state. This situation has been ascribed to the inability of the state government and other educational stakeholders of higher institutions to adequately organize the institutional curriculum and manage the available entrepreneurship programmes towards skills acquisition.

Moreover, in the process of organizing the curriculum, emphasis is only laid on academic subjects without any serious efforts practically oriented entrepreneurial programme to meet the practical needs of the students and human resources of the state. It is the problem of this inability of higher institutions administrators to adequately organize the curriculum for functional entrepreneurial education towards students acquisition of skills for self-reliant that motivated the present investigation on curriculum organization and delivery towards functional entrepreneurial education transformation of students in higher institutions in Cross River State.

Research Questions

1. Which of these approaches to curriculum organization/delivery ensures transformation entrepreneurial education programme in higher institutions?
2. To what extent do administrators use these curriculum approaches to enhance functional entrepreneurial education programme in higher institutions?

Research Hypothesis

There is no significant difference between the mean ratings of the administrators’ and lecturers’ responses on their approach to curriculum organization.
Methodology

A descriptive survey design was utilized. The population of the study comprised 2,500 respondents from all the higher educational institutions in Cross River State. The sample was made up of 261 administrators and 1,160 lecturers selected from three (3) higher educational institutions using a simple random sampling technique. The instrument used was a four-point likert scale questionnaire developed by the researcher. Valid/reliability of administration who established the content and face validity of the instrument. The reliability of the instrument was established using administrators and 30 lecturers. Pearson product moment correlation coefficient was used and it yielded a value of 0.80. The two research questions were answered, using frequent distribution and means items with means above 2.50 were regarded as positive response while ones with less than 2.50 were regarded as negative, therefore do not enhance standard or performance of students. The null hypothesis was analyzed, using t-test statistic tool and tested at 0.05 percent level of significance.

Findings

Research Question 1

Which of these approaches to curriculum organization and delivery ensures functional entrepreneurial education for transformation of students?

Table I: Mean Rating of Administrators and Lecturers Response on Curriculum Delivery

<table>
<thead>
<tr>
<th>Curriculum Organization and Delivery to ensure functional Entrepreneurial Education</th>
<th>Respondents</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrators</td>
<td>Lecturers</td>
</tr>
<tr>
<td>Inter-disciplinary delivery</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>ICT propelled Instruction</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>The modular approach to delivery</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>The planning of lecture</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Tutorial approach</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>A digital curriculum</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Talent based approach</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>28.00</strong></td>
<td><strong>28.00</strong></td>
</tr>
<tr>
<td><strong>Grand mean</strong></td>
<td><strong>4.00</strong></td>
<td><strong>4.00</strong></td>
</tr>
</tbody>
</table>

In table 1, the grand means for both the administrators and lecturers are 4.00 and 4.00 respectively. All the items scored 4.00 which is above 2.50 level of acceptance indicating
that both the administrators and lecturers in Cross River State higher educational institutions strongly agreed that the seven method curriculum delivery should be used as an enhancement strategy.

**Research Questions 2**

To what extent do administrators and lecturers use these curriculum delivery approaches to enhance the functional entrepreneurship education programme?

**Table II: Means Rating of Administrators and Lecturers Response on the Extent of the use of Curriculum Delivery**

<table>
<thead>
<tr>
<th>Curriculum Organization and Delivery to ensure functional Entrepreneurial education</th>
<th>Respondents Administrators X</th>
<th>Lecturers X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage of MIS managing Personnel record Institutional effectiveness in terms of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination conduct</td>
<td>2.00</td>
<td>2.00</td>
<td>Negative</td>
</tr>
<tr>
<td>Students record keeping</td>
<td>3.70</td>
<td>3.96</td>
<td>Positive</td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>2.13</td>
<td>2.40</td>
<td>Negative</td>
</tr>
<tr>
<td>Staff training</td>
<td>1.88</td>
<td>2.00</td>
<td>Negative</td>
</tr>
<tr>
<td>Library services</td>
<td>1.20</td>
<td>2.15</td>
<td>Negative</td>
</tr>
<tr>
<td>Overall institutional effectiveness</td>
<td>3.66</td>
<td>4.00</td>
<td>Positive</td>
</tr>
<tr>
<td>Grand total</td>
<td>16.59</td>
<td>18.44</td>
<td>Varied</td>
</tr>
</tbody>
</table>

Significant at .05, Df = 412 crit r = 0.088

In table II, the grand means of 2.37 and 2.63 for both the administrators and lecturers respectively indicated varied opinions. While administrators mean ratings indicated inadequate use, the analysis showed that only 2 out of y items scored above 2.50 for both respondents. This implies that both the administrators and the lecturers generally accepted inadequate use of the various delivery approaches towards functional entrepreneurship education programme. The extent of use is about 2/7 which is 29%. The use from this analysis is grossly inadequate for enhancement of functional entrepreneurship education programme.

**Research Hypothesis**

There is no significant difference between the mean ratings of the administrators’ and lecturers’ responses on their approach to curriculum organization.
Table III: T-test analysis of opinion of administrators and lecturers on the extent of use of curriculum delivery.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>t-</th>
<th>t-</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>2</td>
<td>1.58</td>
<td>0.65</td>
<td>12</td>
<td>0.52</td>
<td>1.81</td>
<td>Accept</td>
</tr>
<tr>
<td>the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td>1160</td>
<td>2.60</td>
<td>0.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in table III shows that the calculated value of t-cal (0.52) is less than the critical value of t-crit (1.81) at 0.05 percent level of significance and degree of freedom of 12. This implies acceptance of null hypothesis as there is no significant difference in the opinions of administrators and lecturers on the extent of the use of curriculum delivery approach by the staff to enhance functional entrepreneurship education programme. Therefore the null hypothesis is accepted.

In research question one, all the seven items listed were accepted by the higher education administrators and lecturers as curriculum delivery approaches that would enhance functional entrepreneurial education for the transformation of students in higher institutions. This implies that both respondents were aware of the curriculum delivery approaches that would enhance functional entrepreneurship education. These approaches include the following: inter-disciplinary delivery approaches, ICT propelled instructional approaches, the modular approach, the planning of lecturer notes approach, tutorial approach, a digital approach and talent based approach. Denga (2005) emphasized the significance of effective curriculum delivery to students as an instrument that could enhance functional entrepreneurship.

Education findings from research question two showed varied opinions of both administrators and lecturers. From the seven negative responses out of seven itemized, the extent of use of curriculum delivery method to enhance functional educational programme were inadequate. Both administrators and lecturers rarely use or apply the curriculum delivery approaches. These curriculum delivery approaches should be in frequent use as they are strategies for identifying; understanding and stimulating total transformation of students in the teaching and learning process (Adeboyeje and Afolabi, 1991). Bassey (2011) maintains that “teachers of courses that are not practical-oriented, and those that teach courses that belong to the psychomotor domain are expected to carefully apply the competence – based instruction principles in the teaching of all tertiary level courses for self-reliance and self-employment”.

In support of the above analysis, Deng (2008) observed that the focal point in the curriculum delivery method requires a holistic approach to sustain academic development. Ajayi and Oluchukwu (2002) also recommended the seven items for lecturers to use to improve upon teaching and learning. When there is a poor curriculum delivery approach,
there is bound to be poor functional entrepreneurship education and poor students’ performance and a fall in standard of education programme. Institutional administrators should develop a culture of entrepreneurial thinking by integrating entrepreneurship into the school curriculum for the transformation of students. This would give students confidence to compete favorably in the global World.

**Conclusion**

From the findings of the study, the researcher concludes that both administrators and lecturers in higher education institutions in Cross River State accepted that the seven curriculum delivery approaches as strategies or that a functional entrepreneurial education programme should be applied towards the transformation of students. Using these approaches would enhance the teaching and learning activities. The extent of the use of these seven curriculum delivery approaches for functional entrepreneurship education and sustainable development of students is inadequate; that is 2/7 which is about 29%. Therefore, administrators of institutions and lecturers should be motivated by the government to use better curriculum practices frequently and to raise the standard of education in higher institutions.

**Recommendations**

Based on the findings of the study, the researcher made the following recommendations. School administrators and lecturers should be given more educational training through workshops on the usage and application of best practice in curriculum delivery to improve students’ performance, via entrepreneurial studies. Seminars should be organized for students on entrepreneurial ventures towards global economic transformation. The government should ensure that, curricular are well designed and implemented by instructors in higher institutions. This means that, there should be effective teaching of entrepreneurial (courses) skills in colleges of education and higher institutions of learning. Entrepreneurship education should, thus, involve and be applicable to all courses that students are learning. Hence, at the end of such training, students are expected to have their work plans and create ideas which they would actualize into different ventures and create their various businesses in the Global World. Entrepreneurial education should be encouraged ever than before through adequate motivation of lecturers, and proper counselling awareness to students and parents on the need for self development and self-reliance. Finances should be provided to graduates who demonstrate the capacity, interest and skills as entrepreneurs.
References


Abstract

It is a widely acknowledged fact that public tertiary educational institutions in Nigeria are not adequately funded. This has contributed to the slide in the giving and receiving standards of education in the country. However, as paltry as the financial receipts of the institutions are, it has been argued that, if the funds are transparently managed and properly accounted for by the managers or administrators of the institutions, the situation would not be all that bad. This paper attempts to unveil the salient breaches of the twin principles of accountability and transparency in the management of funds in the Nigerian tertiary educational institutions and the impact on the goals and objectives of the institutions. Findings reveal that it is not only the quantum of funds available to run the institutions that matters, but also the economy or management of the funds. It therefore proffers measures to reinforce the twin principles of transparency and accountability in the management of funds in Nigerian tertiary educational institutions.

Key Words: Accountability, Transparency, Financial Management and Tertiary Institutions

One of the widely acknowledged challenges confronting public tertiary educational institutions in Nigeria is poor funding. Realizing the place of qualitative education in national development the United Nations Scientific and Cultural Organization (UNESCO) prescribed that developing nations should commit 26% of their national budget to the promotion of education. The commitment of the Nigerian state to this prescription has not been encouraging as it currently hovers around 8% (Okonjo-Iweala, The Nation, August 28, 2012). While acknowledging on one hand, the poor status of funding of higher education in the country, there is now a growing concern among stakeholders about the trends in the financial management in the tertiary institutions which is characterized by absence of transparency and accountability. In a critical observation, both the Independent and Corrupt Practices and other Related Offences Commission (ICPC) and the National Universities Commission (NUC) noted that most tertiary institutions in Nigeria are now bedeviled by corrupt tendencies (Sowe, 2012). The ICPC indeed confirmed that there exist overwhelming barrage of petitions from stakeholders against several institutions which border on system failures… financial impropriety with regard to project and infrastructural development and flagrant disregard for stipulated rules, policies and procedures… misappropriation in the
application of funds … amid substantial provision of funds by government and internally or extra governmental generated or sourced revenue.

In an observation, Okonjo-Iweala (ibid) wrote that despite spending so much on education, learning outcomes of Nigerian learners are behind those of other sub-Saharan African countries, a trend she squarely and unequivocally attributed to the lack of transparency in the execution of the budget. She expressed her position graphically thus:

It is obvious that substantial inefficiency persists in the use of education resources. Federal government allocations to the education sector have averaged nearly eight per cent of the total budget between 2004 and 2012. The 2012 education budget is N409.5 billion. There is also the Tertiary Education Trust Fund (TETFUND) – a two per cent tax on the assessable profits of education in the country. TETFUND raised N130.75 billion in 2011. There is also UBEC’s allocation of N63.12 billion.

She wrote further:

Yet the standard of education is not commensurate with the financial outlay. According to a World Bank study in 2008, Federal and state governments aggregate spending on education, as a percentage of GDP, is higher than the average of sub-Saharan countries, but on part with South Africa and Kenya. Yet, learning outcomes in Nigeria are weaker than these countries. Much of this inefficiency is the result of weak budget management and accountability (ibid)

Thus, there emerges and flows the contention that perhaps if the twin principles of transparency and accountability are more honored in the compliance than the breach, and all the financial leakages are drastically reduced, the much orchestrated inadequate funds may after all become adequate. The questions then arise: Are there no measures to control or govern the finances of the tertiary institutions? If they exist, what are these measures? What are the prevailing breaches of these measures? Why are these measures more honored in the breach than the observance? What are the impacts of these breaches? How can these breaches be curbed and transparency and accountability be firmly established? The answers to these questions formed the central focus of this paper.

**Conceptualizing Accountability, Transparency and Financial Management**

**Accountability**

The concept of accountability has root in late Latin *accomptare* (to account), a pre-fixed form of ‘*computare*’ (to calculate), which in turn derived from ‘*putare*’ (to reckon). The term appeared in English in the 13th century Norman England. The concept which in simple terms smack of account-giving has ancient roots in record keeping activities related to governance and money-lending system that first developed in Ancient Israel, Babylon, Egypt, Greece and later Rome (Wikipedia, the Free Encyclopedia). Today, it is a popular and central term used to determine or interpret the degree of efficiency of a system or any social, political administrative contrivance. Thus its dimensions and conceptions are equally legion. Hence accountability simply suggests answerability or blameworthiness. It can be interpreted to mean being able to give account of how responsibilities assigned to an individual have been
discharged or being able to give a statement of account of how the resources put at somebody’s disposal are expended in line with the set goals or objectives.

Smith and Hargue (1971) state that, the principle of accountability specially requires the government to have the assurance those public funds are spent for the purpose specified and without personal gains to any private individual beyond fair compensation of his services. Writing from what seems a similar plank, (Morphet et al. 1967, p. 513) conceive of accountability as primarily concerned with determining, on the basis of valid evidence, the validity and appropriateness of goals, the progress made towards achieving goals and objectives, the factors and conditions that have facilitated or retarded progress and ways of effecting improvements. Going by this definition, accountability entails: setting goals or objectives; assigning some people the responsibility to carry out the goals or objectives; granting them the resources to carry out the responsibilities; and asking them afterwards, to explain the progress or otherwise, made so far.

Expanding the concept further, some scholars have perceived that accountability is not only concerned with being able to explain actions or decisions, but also encompasses the totality of the mechanisms put in place to ensure that there is no deviation from the set goals and that there is no waste or misapplication of resources. From this notion, there is the control through the institutional scrutiny dimension of the concept of accountability. Sharing this notion, Waldrauch (1997, p. 1) submits that the concept refers to the capacity of governmental institutions – including such “agencies of restraint” as courts, independent electoral tribunals, anti-corruption bodies, central banks, auditing agencies; and ombudsman - to check abuses of other public agencies and branches of government.” Toeing the same line of thought, Guillerms O’Donnell (1997, p. 3) conceives of accountability as “the existence of state agencies that are legally enabled and empowered, and factually willing and able to take actions that range from routine oversight to criminal sanctions or impeachment, in relation to unlawful actions or omissions by other agencies of the state. In essence accountability no matter the plank from which it is being explained or defined entails setting goals or objectives; assigning the goals/objectives to people as responsibilities; granting resources to such people to pursue the goals/objectives; ensuring that the resources are rightly applied (monitoring); asking those applying the resources to explain the application of the resources by way of reporting; and evaluating the report. In a nutshell, accountability aims at efficient utilization or application of resources.

Transparency

Transparency as a concept has been seen as inseparable from accountability, hence, their description as twin principles. Indeed while transparency reinforces accountability, transparency equally thrives on accountability. According to the Oxford Advanced Learner’s Dictionary, transparency implies the quality of something, such as a situation or an argument that makes it easy to understand. From this definition, transparency simply means, illuminating a situation or a condition in such a way that it can easily be comprehended. It attempts to illuminate the justification of actions or decisions. In this sense or along these lines, the relationship between transparency and accountability becomes apparent. For when all appearances of opaqueness in a “given account” or “report” is removed; when the process
or steps that led to a decision or action can be demonstrated, proved and are in alignment with the laid down rules and regulations, transparency and accountability can be said to have interplayed. In essence transparency implies openness, communication and resultantly, accountability. It is the window through which the actions or decisions taken can be viewed or seen.

In the realm of management, transparency when qualified as radical transparency implies “a method where nearly all decision making is carried out publicly. All drafts, all arguments for and against a proposal, all final decisions, and the decision making process itself are made public and remain publicly archived. Defined still in another dimension – politics – transparency is used to denote a means of holding public officials accountable and fighting corruption. When a government’s meetings are open to the press and the public, its budgets may be reviewed by anyone, and its laws and decisions are open to discussion, it is seen as transparent, and there is less opportunity for the authorities to abuse the system for their own interests. From the foregoing notions therefore, transparency can be said to entail the combination of: accountability; an open the process of decision making and accessibility to information on public issues or issues of public concern, better still, and freedom of information.

Financial Management

The term financial management is a term that has gained usage in both the public sector and corporate governance. Essentially, financial management is all about efficient management or utilization of funds. The broad goal of financial management is to make money or add value for owners (Ross, Randolph & Bradeford, 1991, p, 3). The central goals of financial management include: survival; avoidance of financial distress and bankruptcy; beat competition; maximization of sales or market share; minimization of costs; maximization of profits; and maintenance of steady earnings growth (ibid). In all appearances these goals appear much more relevant to corporate governance, nonetheless modern day public administration or governance equally aspires or aims at minimizing costs or waste; avoiding debts and attaining value for money. Thus, even without expressly stating it, financial management inherently or eminently entails accountability and transparency. It is certainly because of the perceived less commitment of decision makers in the private, public and third sector organizations to the goals of financial management that has brought about the recent emphasis on accountability and transparency to the front burner


Realizing the nature or frailty of humanity, successive Nigerian governments have over the years contrived measures to foster accountability and transparency in the public dealings, transactions or financial management of the country’s public organizations. These include tertiary educational institutions - Universities, Polytechnics/Monotechnics and Colleges of Education. For the purpose of our analysis, these mechanisms shall be discussed under two rubrics: exogenous measures and endogenous measures. Exogenous mechanisms
simply put are those control measures that are external to the tertiary institutions, while endogenous contrivances refers to those measures of control or check that are instituted within the confines of the institution or which are provided by the internal structures or set up of the institutions.

**Exogenous measures for guaranteeing accountability and transparency in Nigerian tertiary institutions**

**The Public Service Rules (PSR)**

The Public Service Rules is a body of rules and regulations that govern the administration of the Nigerian Public Service (including tertiary educational institutions). They include the principles and procedures that guide the conduct of Government business. It is in part produced to guarantee accountability and transparency in the public service. Stressing this point Obasanjo (2006) in his forward to the 2006 edition of the PSR wrote that, the document was produced in realization of the fact that without a transparent and effective Public Service, government business and service delivery to the public will be crippled and missed in dishonesty and graft. He stressed further that, an efficient, transparent and accountable public service should be the hallmark of democratic transformation and development. It is on this basis that a provision which can foster adherence to Due Process, reduce costs, enhance standards and enforce higher levels of discipline and personal responsibility throughout the workforce have also been enshrined. Some of such provisions include allowances payable to public servants; emoluments and increment rules, among others. It is expected that all institutions working with PRS will be guided in the payment of these allowances and emoluments by the PRS. This is to safeguard the financial resources of the institutions or prevent arbitrary payment of the allowances.

**Financial Regulations**

This is another essential measure of accountability and transparency in the Nigerian public service. It is a body of rules and regulations which are exclusively meant to govern the application of public funds. It majorly contains rules and regulations in respect of disbursement of public funds. The aim is to ensure accountability and transparency and prevent misapplication of public resources. It contains a plethora of provisions on payment of allowances, emolument, collection of funds or revenue; administration of funds generally; payment procedures rules for contract award, offences and sanctions among others.

**Procurement Act**

The Procurement Act (2007) amended in 2010 has root in the ‘Due Process’ mechanism introduced by Obasanjo Administration in 2001. Due Process in simple term is a mechanism for ensuring strict compliance with openness, competition and cost accuracy rules and procedures that should guide contract award. It was the attempt to remove the side effects of due process especially the challenge of delay in the process of contract award that
culminated in the enactment of the Procurement Act. The Act embodies provisions that make contract award process transparent, fair and just. Beyond this, if strictly adhered to, the law in its true essence is capable of stemming fraud in the process of awarding contract and thereby ensuring accountability and transparency. With this firmly in place, financial waste and contract failure can be minimized. It is a law passed by the Nigerian National Assembly in 2007 revised in 2010.

**Control by the office of the Accountant-General of the Federation**

Although this position and the roles of the occupant stem from the Financial regulations section 103, its significant roles in promoting accountability and transparency qualify it for a separate and fairly elaborate consideration here. The strength of the office to promote the twin principles of accountability and transparency stem from the following powers allocated to it within the framework of the constitution of the Federal Republic of Nigeria and the Financial Regulations. It has power of access to books and records of all Ministries, Departments, Agency (MDA) including the tertiary educational institutions; power to request for information and explanation necessary for his duties; power to carry out special investigation in any Ministry, Departments and Agencies (MDA); and power to carry out ad hoc investigation. All these processes are forms of control over the financial management of the MDAs including the tertiary educational institutions. Some of the specific functions which are derived from these powers are also aimed at fostering accountability and transparency. For example, it can conduct routine and in-depth inspection of the books of accounts of the MDAs to ensure compliance with the rules, regulations, policies, decisions and maintenance of accounting codes and Internal Audit Guides. Also, it can investigate cases of frauds, loss of funds, assets and store items and other financial malpractices in MDAs in addition to ensuring revenue monitoring and accounting.

**Control by the Office of Auditor-General of the Federation**

Another control measure which is exogenous to tertiary institutions in the bid to promote accountability and transparency is the provision by the constitution for the office of Auditor-General of the Federation. Its powers are enshrined in the FR 102. Primarily, the office is responsible for the audit and reports on the public accounts of the entire federation. It can therefore examine the accounts of all public organizations or institutions including the tertiary institutions. It has to form opinion on whether accounts have been properly kept; all public monies have been fully accounted for, and the rules and procedures applied are sufficient to secure effective check on assessment, collection and proper allocation of revenues; monies have been expended for the purposes for which they are appropriated and the expenditures have been made as authorized; and essential records are maintained, and the rules and procedures applied are sufficient to safeguard public property and funds. To this end, the officer has power of access to books and records of all MDAs; power to request for information and explanation necessary for his duties; power to carry out special investigation in any MDA; and power to carry out Ad-hoc investigation in any MDA.
Control through Appointment of an External Auditor

This control has both external and internal dimensions. But for ease of analysis, it will be considered as one of the exogenous mechanism of promoting accountability and transparency in the tertiary institutions as well as in other public institutions. It also stems from the Financial Regulations. The section that addresses this provides that the Governing Council of every public institution—nay tertiary educational institutions has power to appoint External Auditor to audit the accounts of the institutions with a view to determining the extent of compliance with the Financial Regulations or standards of public accounting. The Auditor is to be appointed among the list of Auditing Firms that are registered with the office or Auditor-General of the Federation for a term of 3 years renewable for another 3 years. At the end of the annual audit of the Accounts, the External Auditor is to submit copies of the Auditor’s reports to the Management of the institution, the Governing Council and the office of Auditor General for further consideration. If any accounting anomaly is reported on the institution, the office of Auditor General has the responsibility to take corrective measures or steps. Along here also, we must also recognize the external audit that can be conducted by governmental and non-governmental agencies in respect of their financial interventions in the tertiary institutions. For example, apart from the Internal Audit, the management may subject the Tertiary Education Trust Fund (TETFUND) projects to, the TETFUND audit itself as it also has its audit system in respect of the funds it disburses to the tertiary institutions. In the first place, for the purpose of accountability, TETFUND disburses its funds in tranches. For construction projects, funds are disbursed in 3 tranches in the order of 50%, 35% and 15%. 50% after reconciliation, approval in principle and observance of the due process; 35% after satisfactory utilization and retirement of the initial 50% and 15% upon completion of all the projects with completion certificate(s) remitted to the TETFUND. For procurement projects, funds disbursements are in 2 tranches in the order of 85% and 15%. Conditions of disbursement are similar to those in the construction category. The TETFUND also appoint its own auditor to audit the projects and accounts dedicated to TETFUND projects. Also non-governmental organizations that make donations to the institutions sometime do tract their donations; those that make research grant available or engage in collaborative and partnership with the institutions usually contrive the mechanisms for monitoring the funds all in a bid to promote accountability and transparency.

Legislative Power and Function of the National Assembly

The legislative power and function of the National Assembly is another instrument the Nigerian state has put in place to foster accountability and transparency. In respect of power of investigation, section 88(1b) of the 1999 constitution of the country provides that, each House of the National Assembly shall have power; to direct or cause to be directed an investigation into: the conduct of affairs of any person, authority, ministry or government department charged or intended to be charged, with the duty of or responsibility of executing or administering laws enacted by the National Assembly and disbursing or administering moneys appropriated or to be appropriated by the National Assembly. According to Section 2(b) the powers conferred on the National Assembly under the provision of this section are
exercisable only for the purpose of enabling it to expose corruption, inefficiency or waste in the execution or administration of laws within its legislative competence and in the disbursement or administration of funds appropriated by it.

For the purpose of ascertaining accountability and transparency, therefore, the National Assembly can poke nose into the financial transactions or dealings of any tertiary institution. Their Chief Executives can be summoned by Public Accounts Committee of either legislative chamber – Senate and the House of Representative - to account for their financial dealing. Apropos of oversight functions, it is also the responsibility of the National Assembly to ensure that all the budgetary provisions are executed. In discharging this duty or performing this function, the appropriate legislative committee can carry out physical inspection of projects approved for the institutions with a view to ensuring that the projects are executed to specification; the amounts voted for the projects are not diverted; and that the projects executed met the approved standards as stated in the budget for the year. The overall aim of this is to equally entrench accountability and transparency in the discharge of public responsibilities.

The use of Visitation Panel

In the administration of these tertiary institutions, government through its supervisory agencies has the power to set up Visitation Panels to periodically examine the books of the institutions including their financial transactions. The Panels often have as part of their Terms of Reference (TOR) the responsibility to ascertain the level of compliance with the laid down financial rules, regulations etc by the managers of the institutions. During this exercise, wrong steps, actions and decisions are pin-pointed and recommendations are made to redress such transgressions. The reports of the Panels are usually submitted to government for consideration and necessary action. The existence of this system is intended to put the institutional managers on their toes and thus compel them to strive for accountability and transparency the defensible actions or decisions.

Monitoring by Higher Authorities

All publicly owned tertiary institutions have parent or supervising ministries or agencies. For instance, the Federal Ministry of Education supervises all federal universities, polytechnics and colleges of education. The Federal Colleges of Agriculture (Monotechnics) are supervised by Federal Ministry of Agriculture and Rural Development; health related monotechnics are supervised by Federal Ministry of Health; environment related institutions are supervised by Federal Ministry of Environment. This is also the pattern at the state level. For the purpose of accountability and transparency, the tertiary institutions are expected to report to their parent ministries. In pursuance of this, they are required to submit their quarterly and annual reports to their ministries for scrutiny. Through such reports, the financial operations of the institutions are supposed to be made known to the higher authorities for evaluation or determination of the extent to which the institutions have adhered to the twin principles of accountability and transparency.
Salary Inspection

This is the responsibility of the National Salaries, Incomes and Wages Commission (NSIWC). The NSIWC Act CAPN72 No. 99 of 1993 empowers the commission to keep the wage bill under continuous surveillance. Armed with this provision, the commission can visit any Federal Government establishments to obtain and verify the salary and other compensation in place to ensure that they are in compliance with the approved pay or work compensation structures. Federal establishments can also seek clarification from the commission in respect of payment of salaries and allowances to those in their employment.

The Code of Conduct for Public Officers and Code of Conduct Bureau

The 1999 constitution seeks to enhance accountability and transparency when it provides a code of conduct for public officers and an established code of conduct bureau and the Code of Conduct Tribunal. Of great relevance and significance to this discourse is the code of conduct provisions on receipt of gifts or benefits in kind by public officers; restriction on loans, gifts or benefits to certain public officers, bribery of public officers and declaration of assets. According to the fifth schedule Part I Paragraph 6 (1) a public officer shall not ask for or accept property or benefits of any kind for himself or any other person on account of anything done or omitted to be done by him in the discharge of his duties. For the purposes of sub-paragraph (1) of this paragraph, the receipt by a public officer of any gifts or benefits from commercial firms, business enterprises or persons who have contracts with the government shall be presumed to have been received in contravention of the said sub-paragraph when the contrary is proved. Sub-paragraph (3) also affirms that any gift or donation to a public officer on any public or ceremonial occasion shall be treated as a gift to the appropriate institution represented by the public officer….. Further still, Paragraph 8 of the same schedule forbids any person from giving a public officer any property, gift or benefit of any kind as an inducement or bribe for the granting of any favour or the discharge of the public officer’s duties. Also, every public officer including the officers of the tertiary institutions is required to submit to the Code of Conduct Bureau a written declaration of all his properties, assets, and liabilities and those of his unmarried children under the age of eighteen years. Any false declaration if detected constitutes a breach of code of conduct. In fact, such officer is expected to be dragged to the Code of Conduct Tribunal for prosecution. The overall aim of these provisions is to scare public officers from corruptly enriching themselves through embezzlement of public funds. It is to establish that there is neither cheap room nor a hidden place for ill-gotten wealth.

Work Ethics

The Federal government has also enunciated a good number of work ethics to promote transparency and accountability. Such ethical principles that are expected to guide the conduct of workers in the public service generally include: honesty, integrity, truthfulness and even transparency and accountability. All these are aimed at fostering accountability and transparency in the service including the tertiary schools.
The Establishment of Anti-Corruption Agencies

Another institutionalized mechanism for checking corruption and consequently promoting accountability and transparency is the establishment of anti-corruption agencies namely the Independent Corrupt Practices and Other Related Crimes Commission (ICPC) on September 29, 2000 as well as the Economic and Financial Crimes Commission (EFCC) in 2002. The ICPC handles general cases of corruption; the EFCC emphasizes enforcement and administration of the Act in the overall context of preventing, detecting, investigating and prosecuting all cases of economic and financial crimes in Nigeria. It also has responsibility for enforcing other laws and regulations relating to economic and financial crimes. In any case, the overall objective of creating these institutions is to hold public officials accountable for their omissions and commissions.

Freedom of Information Act

This is a law designed to foster openness (transparency) and feedback by facilitating the system for information collection, collation, storage and dissemination promptly. Under this Act, any person can make request for information on how a given public decision or action was arrived at with a view to knowing whether the laid down rules, regulations and procedures were complied with before arriving at the decisions.

Public control Mechanism

The public is also an entity that can be regarded as one of the means of promoting accountability and transparency. Along here we recognize the critical and participatory role of the various pressure groups, civil society, professional organizations and the press. Their role as critical mass has been further enhanced by the FOI Act. As stakeholders, Alumni Association, Students’ Union, Parents Association can criticize the managers of the tertiary institutions when there is evidence of opaqueness and misapplication of resources. They can also play the role of the whistle blower. The press also has the capacity for this critical and crucial role. The awareness of this capability of the critical mass is also supposed to keep institutional managers on their toes.

Endogenous Measures for guaranteeing accountability and transparency

The major endogenous measures for guaranteeing accountability and transparency include:

a) Enforcement of disciplinary procedures and policies by the Governing Board, Internal Management Committee or appropriate domestic authorities.

b) Enforcement of Public Service Rules, financial rules by the Chief Executive and other principal officers of the institutions.

c) Enforcement of controls and checks by the Internal Audit Unit.
d) Monitoring of execution of capital projects by Internal Projects Implementation Committee.

e) Periodic review of the Financial reports of the institutions by the Governing Board of the Institutions.

f) The watchdog role of the trade unions within the tertiary institution and other stakeholders.

**Breaches of Accountability and Transparency**

From the foregoing exposure, there is no grain of doubt that there exists a wide range of measures for fostering accountability and transparency in Nigerian tertiary educational institutions. A survey of the institutions however revealed a catalogue of breaches of the principles of accountability and transparency. Acknowledging this based on intelligence, petitions, complaints and public comments against the University systems in Nigeria, the ICPC is for example, undertaking a comprehensive systems study and Review of Nigerian Universities as statutorily mandated. For the pilot systems study and review exercise, a broad view of corruption in the university system was taken and three (3) universities, reflecting various dynamics were selected. They are University of Nigeria, Nsukka, Olabisi Onabanjo University, Ago Iwoye and the American University of Nigeria, Yola. The endemic corruption does not exclude the polytechnics, monotechnics and Colleges of Education. In any event, the following are the common misconduct by which the institutions are financially bleeding:

- Over invoicing or Inflation of contract costs
- Taking kick-back and bribe by institutional managers in the name of gifts form contractors
- Abuse of local and overseas trips
- Use of the wrong contractor, having cheated on the due process of selection
- Over-payment to contractors
- Payment for job not done
- Unauthorized variations and reprioritization
- Payment of unauthorized percentage as mobilization fee after which some contractors abandon the project
- Payment of unauthorized allowances to workers
- Commitment of resources to unproductive or otiose projects, ventures, and issues e.g. Payment for honorary awards to Chief Executive and other principal offices. An institution for example sometime spent ₦70,000,000 on convocation.
- Taking of kick-back from overhead by the bureaucrats who are instrumental to the release of the funds
- Overuse or recycling of the same External Auditor under different guises or registered accounting firms against the rule that two terms to External Auditor
- Collection of huge bribe by the bureaucrats and political leaders assigned the responsibility of accreditation of courses
• Using institutions resources as what it is described in Nigeria as: “public relations (PR)” for official visits. Some institutions give their products which could have earned them money, for instance, agricultural based institutions, free to official visitors. Some expend the institutions’ resources to procure the PR items where they do not produce the items.
• Contract splitting by Chief Executive to beat the approval limit of the Tenders Board with a view to achieving personal gains.
• Non-lodgment of revenues into the institutions account by appropriate officers thereby leading to diversion of funds to private pockets of the officers.
• Pilfering of funds by cashiers or officers of the accounts office or bursary.
• Engagement or employment of unnecessary workers far beyond the manpower need of the institution.
• Diversion of research grant for private use
• Use of institutions’ equipment for private gains of officers in charge of the equipment instead of using them for the gain or benefit of the institution.

Causes of Lack of Accountability and Transparency

There is no gain saying the fact that there exists the transgression of the principles of accountability and transparency in the financial management of tertiary institutions in other climes. Nevertheless, the above discernible negative trends have been bred and heightened in Nigeria by the following key factors. Institutional managers have not psychologically severed themselves from the culture of arbitrariness which prevailed in Nigeria’s public life during the long years of military interregnum. During that era, rule of law was held in abeyance and corruption was almost becoming a culture or a way of life. Although with the enthronement of democracy and restoration of the rule of law and reintroduction of the due process, the trend of arbitrariness is expected to nose-dive. However, it has not been all that easy to disorient the people including the institutional managers from this endemic culture, due to other variables that breed corruption, hence, the persistence of the leakages in the finances of the institutions as pin-pointed above.

The poor economic condition of the country is another contributory factor to the challenge of financial seepage running in the country’s tertiary institutions. For example, the high rate of inflation or high cost of living has eaten into the purchasing power of the workers in the institutions like other Nigerians hence the temptation to seek for money to survive even through unwholesome devices. The fear of the unknown, especially in retirement, by the workers of the tertiary institutions has also undermined accountability and transparency in the tertiary institutions. In spite of the introduction of contributory pension scheme, there is till the covert fear that the scheme can collapse. There is also the fear that the funds in their Retirement Savings Accounts (RSA) may not be adequate to meet their needs in retirement. There is also the fear that it is possible to exhaust one’s retirement savings if one lives beyond the probable year of death. All these have heightened the desire to make more money or accumulative tendency even through dirt means. Political pressure is another factor that has contributed to the undermining of accountability and transparency in
the institutions. This pressure usually emanates from politicians on the Governing Board or Council of the institutions; the executive arm of government, and even from the legislature.

In most cases, politicians in pursuit of their selfish interests in the area of contract award often pressurize institutional managers into taking decisions or actions that often amount to subversion of due process and thus make accountability and transparency difficult. They are able to wield this negative influence because they hold the ace one way or the other in the appointment of the principal officers of the institutional managers. The legislators also use their power of investigation to extort money from the institutional managers. There is besides the challenge of undue pressure and misconduct by the bureaucrats particularly that in charge of the supervision of the tertiary institutions administratively and financially. These bureaucrats in pursuit of their selfish pecuniary gains often make unwholesome demands on the managers of the institution which amount to the breach of the principles of accountability and transparency. For example, it has been discovered that the bureaucrats, especially, those in the offices in charge of funds allocation and releases assist the institutional managers to get huge financial allocation and ensure hundred per cent releases of the funds with the understanding that part of the funds will be kick-backed to them. In actual fact, the funds is often kick-backed to them by the institutional managers via fake contracts, purchase of immeasurable consumables”, fake official trips etc. In this unholy transactions, huge institutional funds is lost to the bureaucrats and also to the institutional managers who, in line with the philosophy that “you cannot feed a baby with bare hand without tasting what you feed the baby with”, equally help themselves to the funds.

Most of the institutions set up to enforce accountability and transparency are very weak in operations or in discharging their duties. A good number of them in their operations compromise and succumb to nepotism, bribery and corruption, political interference, ethnic bias, etc. Beyond this, most of them lack the necessary equipment, facilities and the fund to operate. It is the cumulative effects of all these that has put Nigeria in the category of soft states which Myrdal has characterized thus: one in which formal rules, laws, optically stated administrative rules and practices etc are applied copiously and in lax manner rather than vigorously and consistently (cited in Ajayi 2000). Anti-corruption agencies such as the ICPC, EFCC, the Police and even the judiciary have been found to be susceptible to undue influence, bribery and corruption, and nepotism among others. This has culminated in to lax application of rules and regulations. Due to undue influence, visitation panel reports are hardly acted upon; quarterly and annual reports are hardly read by the higher authorities talk less of being questioned; external auditor’s reports are used by bureaucrats to extort money from the culpa able institutional managers rather for them to serve as springboard to initiate further investigation and possibly prosecution of the concerned officers. Also, where facilities, equipment and funds are lacking, the anti-corruption agencies can hardly function.

The National Salaries, Incomes and Wages Commission also carry out its inspection duty irregularly and randomly. This is as a result of poor funding of the Commission too. Thus a number of illegal payments are made unchecked in some tertiary institutions. Failure of the institutional managers to keep to their professional ethics, and public service code of ethics, has equally weakened the enforcement of the principles of accountability and transparency. The watch-dog agencies and bodies like the External Auditor, the Auditor-
General’s office have also kept to their professional ethics and values thus undermining accountability and transparency in the institutions.

**Effects of lack of Accountability and Transparency**

Generally speaking the apparent breaches of the principles of accountability and transparency have compounded the funding challenge of the institutions. This has in turn deeply and negatively affected teaching, learning and research in the tertiary institutions which are specifically highlighted as follows. It has vitiated the financial capacity of the institutions to procure teaching materials such as laboratory equipment, workshop equipment; computers and modern equipment for lecture delivery. These trends have also adversely affected provision of infrastructural facilities in the institutions. Many of the institutions still suffer from lack of good road network, poor electricity supply, and inadequate potable water among others. The library as an information resource centre has also suffered under these corrupt practices. With all types of financial hemorrhage, the capacity of the institutions to purchase books for the library, establish standard e-library and acquire other modern Information and Communication Technology (ICT) facilities has been weakened. Thus staff and students can hardly have access to prompt information using the institutions’ facilities.

Research activity or endeavor has also been adversely affected by this drainage of resources. Little money is left for lecturers and research officers to conduct research for industries, and the entire society. Diversion of research funds for private use has not only led to low capacity of the institutions to engage in research, but has also culminated in invalid research results as research results are cooked up. This has in turn led to the low and poor capacity of the institutions to solve societal problems or propel or drive the social-economic transformation of the country. The cumulative effect of all the above is also poor learning outcomes, a trend which has largely led to the emergence of the phenomenon of unemployable graduates in the country or graduates that cannot compete effectively in the global or world stage.

**Conclusion**

From the foregoing analysis, Nigeria indeed has in place copious measures to guarantee accountability and transparency in the public tertiary institutions. This web of measures has been honored more in the breach than the observance as the various breaches have tellingly revealed. These breaches of accountability and transparency have also been found to thrive as a result of the social, political, economic and institutional factors uncovered by this paper. The cost of these breaches have been found to be monumental as it has compounded the funding problem which is reflected in the challenge of poor giving and receiving standards of education cum the challenge of unemployable or uncompetitive graduates. In order to mitigate these negative trends and foster transparency and accountability, the following measures are imperative.
There is the need for the Nigerian state to grow and develop its economy. With low cost of living, gainful employment, better and cheap means of transportation and communication; better accessibility to housing and health facilities, the rapidity at which people’s disposable incomes are eroded will reduce and by extension the desire to get money by all crooked means. Improvement in the economy should be accompanied by re-engineering of the mind-set of the citizenry towards the ethical values of honesty, transparency, accountability, and selflessness among others. This should be championed by the National Orientation Agency and other anti-corruption bodies. It should be emphasized that this approach can yield results only if the economy is growing and developing to the extent that people can earn good incomes to eke out a living. The various ethical sermons have not born fruition because there is no fertile economic ground on which the citizenry can stand to absorb the moral sermons.

There should be periodic Public Service Reform which can open the door for the exit of bad eggs in the Public Service including the tertiary institutions. Government should also embark on provision of education on financial management to government workers so that they can be taught the value of savings or providing for the rainy days within their incomes. Effective personal savings can guarantee the much-needed financial security without necessarily having to steal to secure the future. Government should ensure that the necessary equipment, facilities and funds are provided the anti-graft agencies to enable them function effectively or properly. It is also imperative that government carries out swift legal reforms to remove all those bottlenecks that often encumber the prosecution of financial criminals in the country. Furthermore, professional bodies should be much more assertive in punishing their members who breach the principles of accountability and transparency in the process of performing their official duties or functions. With all these enforced, coupled with other governmental and non-governmental organizations’ anti-graft efforts, accountability and transparency will be better enhanced in the tertiary institutions thereby improving the standards of giving and receiving education and also the quality of the graduates from these institutions.

Further still, it is imperative to drastically reduce the appointment of politicians on the governing councils of the tertiary institutions. This is because they often perceive membership on the councils as opportunity to make pecuniary gains. The councils of the institutions should be peopled by successful entrepreneurs and professionals who can drive the institutions toward achieving their vision and mission. They are likely to mount less undue pressure on the system than the politicians or political jobbers.

Finally, institutional managers should always strive to demonstrate leadership by example. This will facilitate the workability of the various endogenous measures crafted and instituted to engender accountability and transparency in the institutions. When they adhere to rules and regulations there is the tendency for their subordinates to follow their good examples.
References


Code of Conduct Bureau (ND), Public Officers Handbook, Abuja, Ode Media Ltd

Corporate Transparency: Code of Ethics Disclosures


Salaries & Wages Bulletin, December 2010


Unstructured Questionnaire Completed by the Managers of some randomly selected tertiary institutions.


Falling Standard of Education as a Threat to Transformation, Reform and Development in Nigeria: Odekunle olukolade⁴ & Unaeze Ugochi Chinonyerem⁵

Abstract

Education is a great instrument of importance to every nation. It, therefore, attracts considerable attention. It has been generally conceived that only an educated population can command the skills necessary for sustainable economic growth and a better quality of life. The quality of education received by citizens is therefore important in determining the level of transformation and development of any nation and when the education sector is threatened, then underdevelopment, insecurity and lack of manpower for social and economic development becomes eminent. Quality education can be measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. The major strategy in achieving this is by training and retraining more teachers and ensuring a total commitment on the part of the government by enhancing the quality of supervisors and also making them to be effective in their supervisory roles.

Key Words: Falling standard, education, threat, transformation, reform, development

Education plays an important role in human, social and economic development. This role is emphasized in one of the national education goals which is “the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society” (FRN, 2004). This implies that whatever is learnt both formally and informally determines the individual’s ability to contribute to national development. In other words, we can boldly say that education is one of the products of man’s rationality and it is also one of the purposeful activities designed by man which distinguished man from all other animals. Therefore, in any society where human beings exist, education is viewed as an instrument per excellence for transmitting culture from one generation to another, for technological advancement and general national development. There are three forms of education namely; formal, informal and non-formal education.

The formal educational system is most relevant in this regard. It has helped nations, most especially the developing countries to decide on what kind of education to transmit to their younger ones for future development. The importance of education cannot be underplayed. Education is also useful for planning towards the execution of decisions taken

⁴ kodekunle@yahoo.com; Nigerian Institute of Social & Economic Research Niser, Ibadan

⁵ Educational Management Department University of Ibadan
and executes these decisions to the best of the policy makers’ ability based on the available resources within their reach. This has played a gallant role in transforming many nations from primitive status to modern and technologically advanced nations, a typical example of such nations include Japan, China and Malaysia, which embraced education as a means of national development (Ani 2000).

Generally, the aim of education in any society at any period depends on the kind of values greatly cherished by such society or the value that is directing human development within that society. In a developing country like Nigeria as in a host of other independent African States, the aim of education as contained in the national policy on education is to promote national unit, removing social inequalities, providing individual happiness and pleasure, providing training for vocational competence, producing both middle and high level manpower for economic development, as well as promoting international understanding, public morality, self-realization, public enlightenment and civilized behavior. (Osokoya, 2000). In recent times, education has attracted much public debate at different fora in Nigeria. This is because the stakeholders in education (the parents, the teachers, the society and the government) are now aware and concerned about the quality of its education since a nation’s overall development is tied to its educational system.

The economy of Europe and America has developed because emphasis is placed on the development of their educational system. This is not true of the Nigerian educational system. According to Chileno (2011) the top on the list is the falling standard of education in Nigeria.

The quality of education received by citizens is therefore important in determining the level of transformation and development of any nation and when the education sector is threatened then underdevelopment, insecurity and lack of manpower for social and economic development become eminent. Quality education can be measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. In Nigeria, there is an outcry about the poor quality of education outputs. People including non-Nigerians, scholars, and researchers have pointed to the declining standards of education reflected in the poor performance of graduates from the education system relative to the past especially in terms of reading, writing, and practical communication skills (Adeyemi, 2005). Duze (2011) explained some of the reasons for this state of affairs to include the declining competence and commitment of teachers; inadequate provision of facilities; non-maintenance of available facilities; outdated and largely irrelevant curricula; parents’ nonchalance to children’s schoolwork/activities; lack of interest and seriousness on the part of students which lead to examination malpractice; the cankerworm of the “get-rich-quick” syndrome of the Nigerian youth of today; and the lost glories of traditional education which flourished on the appropriate acquisition and utilization of skills.

Nwachukwu (2006) traces the falling standard in education from the inception of military dictatorship in Nigeria in 1984. The continued high levels of youth unemployment in the country, and the perception that students are inadequately equipped compared to their counterparts that are adequately trained in the West is a fact (Dike, 2005). Standard in this context is the level of quality or excellence in education required for a particular purpose which is the development of the individual and the nation at large. The falling standard in
Nigeria’s educational system can also be traced to cultural, religious, social, technological and above all economic reasons (Adeniyi, 2001; Peretomode, 1995). This paper discusses the reasons for the falling standard of education in Nigeria and its implication on national development, reform and transformation.

Educational Standards in Nigeria

The essence of education is to produce useful members of society. Educational standards are usually designed to suit the requirement of a society. In the pre-colonial era when Nigerian communities were small, largely rural and self-sufficient, the system of education was not specialized. Nigerians are justifiably apprehensive that in spite of the fact that so much money is being expended on providing social welfare services, particularly education, we are comparatively worse off in 2003 than we were in 1976 when Universal Primary Education programme was introduced nation-wide (Fagbamiye, 2004). However, the standard of education is not what is at issue, what is actually falling is our ability to meet the set standards (Fafunwa, 2003). The implication and challenges of this statement is that, good standards have been set for education sector but we have not often succeeded in ensuring that such standards can be attained or maintained. The first post-independence national educational Nigerian conference on curriculum development organized in 1969 by the Nigerian Educational Council had the following resolutions. Expanding educational opportunities for every Nigerian child; overhauling and reforming the content of general education to make it more responsive to the socio-economic needs of the country. Developing and consolidating the nation’s higher education in response to the manpower needs of the country; and developing technological education in order to meet the growing needs of the nation. Some of these resolutions have been executed to some extent while others have failed to achieve their purposes in the Educational System. Since after independence, the Nigerian education system has experienced admirable quantitative expansion. This growth was accelerated after the Nigerian/Biafra civil war in 1970 and even with the return to democratic regime in 1999, the education system has experienced phenomenal growth and expansion at all levels.

The introduction of the Universal Basic Education (UBE) programme in 1999 and the enabling legislation in 2004 transformed the educational landscape. To complement the UBE policy, private and religious groups were encouraged to invest in the education system by establishing their own schools and higher institutions. The result of this was a proliferation of schools without a commensurate increase in number of teachers and quality of these schools. Presently, Nigeria has about one hundred and twenty-three (123) Universities (36 Federal, 37 state and 50 private universities) (NUC, 2011). However, there is still the problem of access, quality, finance, efficiency and governance (Oladipo, et al, 2010).

In terms of school curricula, many new subjects and courses (civic education, entrepreneurial studies, citizenship education, computer courses, etc) have been introduced into the schools at all levels of education to make the curriculum relevant in meeting the needs of both the individual and the nation. At the same time, computers, and instructional materials, have been distributed to schools by government. However, most schools still suffer from poor and inadequate educational facilities and infrastructure. Even with the review of
curriculum to improve its relevance, education output or graduates are still unable to get jobs or contribute to national development.

Similarly, examination bodies like WAEC and JAMB have acknowledged the short fall in academic standard in Nigeria, and have been advocating for improvement to meet up with the sensitive role played by sound education in any society. The examination bodies are equally worried about the growing trend of mass failure recorded in their examinations, and advocate for more proactive measure by all stakeholders so as to reverse this trend.

The quality of education is continually declining leading to the production of low quality outputs that are unable to contribute to societal development. Education stakeholders have blamed the quality assurance agents (inspectors of education) for the falling standard. The complaint is that schools are not regularly inspected and that the quality of inspection is below expectation. The number of inspectors are said to be inadequate and a good number of them are said to be unqualified and are not well informed about their responsibilities due to lack of in service training and workshops. The result of these inadequacies is that the quality of instruction has progressively declined as evidenced by poor performance of students in examination and graduates in their works places.

In his speech, the Governor of Delta state, Uduaghan Emmanuel in 2007 commented that, “Whatever happened to education might have stemmed from inadequate infrastructure, quality and number of staff or manpower. A teacher, who is put in charge of more than one hundred children, can hardly impart sound knowledge that will lead to a sound education. Such a teacher will dread giving tests to the pupils in class and will always be apprehensive when examination approaches. The crux of the problem with our educational system is that resources are not there in the same measure as the growth rate of the population. Both grew in arithmetical and geometrical proportions respectively”.

Over the years, governments in Nigeria have made investments in education via expenditures on schools, staff, and instructional materials, among others, to ensure that Nigerians get the best education. However, the litmus test for the education given to the citizenry is whether our country has changed for the better as a result of the education thus given.

Measures of the Quality of the Nigerian Educational System

In wider perspective, quality of education relates to purpose (relevance), potentiality (significance), productivity (efficiency), standards (the product), defined goals (to be achieved), culture of academic excellence and effectiveness (Okeke, 2001). Some major parameters of assessment of qualitative education systems as stated by Nwagwu (2010) include:

Infrastructure and Instructional Facilities for Effective Teaching and Learning

These include classrooms, laboratories, workshops and instructional materials. These should be adequately available to ensure favorable environment for teaching and learning. Most Nigerian institutions at all levels and types seem to fall short of this criteria measure of quality education mainly because enrolments out-pace available facilities.
Teacher-Student Ratio

In Nigerian schools, teacher-student ratios are too high for effective interaction between teachers and students. The classes are over-crowded and teachers are over-worked. This situation is inimical to qualitative education.

Teacher Quality and Morale

Recurrent trade disputes and strike actions testify to the low morale, job satisfaction and productivity of teachers. Some schools also lack qualified teachers to impart knowledge for effective learning.

Quality of Educational Planning, Funding and Management

There is so much instability in the Nigerian education sector. This is caused by frequent changes in our educational plans, programmes and policies. Funding of education is not only inadequate but also inconsistent and unreliable. Lack of timely and reliable data has also compounded the problem of educational planning. For several years, Nigeria operated on a rule-of-the thumb in relation to statistics for planning education. Educational facilities were not planned for the teeming population. Crises set in as those graduating from primary schools did not have enough space in the existing secondary schools, while secondary school leavers could not find enough space in the universities.

Quality of Education Process

The process of teaching, learning, research and practical training are critical elements in attaining and sustaining qualitative education. The Nigerian education system can hardly boast of a stable academic calendar, a well-structured programme for teaching and learning, or a corruption-free examination process. Can we vouch for the integrity and quality of our academic programmes, evaluation and certification process? How do we get the talents and geniuses in spheres of intellectual, social, political, economic, scientific and technological endeavors to bring about development, transformation and reforms in our nation?

Quality of Retention and Transition

The internal efficiency in the education system is weak. Some students who enroll in education at different levels of education drop-out without completing the programme due to ‘get rich quick’ syndrome, or due to cultural, economic or social factors among others. Also, transition rate from one level to another in the education pyramid is low. Consequently, there are many semi-literate and unskilled education products that are incapable of contributing their quota to national development.

Quality of Education Products

The Nigerian education system is plagued by such vices as cultism, examination malpractices, admission racketeering and certificate fraud. This manifests in excessive repetition and drop-out rates, carry-overs, spillovers and alarming failure rates. Most graduates are unemployed and even the employed ones would have to undergo series of
trainings before assumption of work. These are all pointers to the fact that the quality of education outputs or products is poor.

**Causes of the Declining Standard of Education in Nigeria**

There is no doubt however, that in quantitative terms, education in Nigeria has prospered with enrolments at all levels increasing in leaps and bounds as well as expansions in numbers and types of educational institutions. However, the search for quality education or academic excellence remains a huge task for Nigeria. The decline in quality is brought about by a number of factors, which include insufficient funding, inadequate supply of qualified teachers, corruption, and indiscipline, among others. Ijeoma and Osagie (2005) also identified other factors which include; demography, poor states of economy, weak internal capacity, poor governance, poor research activities, brain drain, political interference, incessant industrial actions, unruly and destructive conduct of undergraduates, poor preparation of entering students, unsuitable policy environment, poor funding, shortage of instructional materials, laboratory equipment and poor library facilities, unexpected consequences of government policy at the primary and secondary level, all of which have had devastating effect on the quality of education.

It is pertinent to note that Nigeria has not invested heavily in education in recent years despite massive expansions in this sector. It would be recalled that UNESCO in ASUU (2002) recommended that countries should commit at least 26 percent of budgetary allocation to education. With limited financial provision to the education sector, quality has been sacrificed for quantity. Nigeria has never met the UNESCO minimum expenditure on education of 26 percent. According to Senator Joy Emordi, the then Chairman, Senate Committee on Education, Nigeria requires 30 percent of its annual budget to rescue the entire education sector from the imminent collapse (Nigerian Tribune, 2009).

Another factor which is the cause of falling standard in our universities and responsible for our poor graduates among universities is the incessant strikes by ASSU, NASSU and other unions in the University. It suffices to say that strikes dislocate the educational system, affect the morale and morals of students, lower the quality of education and degrees when teachers return to class months after they had vacated it, only to compress the syllabus and increase the cost of education. Indiscipline remains a factor responsible for the precipitous decline in the quality of education in Nigeria. This manifests itself in different forms. Cases of unethical and unprofessional practices manifested by university teachers, indiscriminate admission of unqualified or unfit candidates; examination malpractices; absentee Lecturers; fraudulent and criminal activities; disrespect for constituted authority; cases of plagiarism; and late release or non-release of examination results. Many lives and futures of students have been adversely hampered by deliberate late release or non-release of results for months or even for a year. In some cases, examination scripts are not marked at all or concealed. By this, some unfortunate students could not report at NYSC camps; prospective lawyers are denied admission to the Law School while many promotions are delayed in the process.

The curriculum constitutes the totality of learning experiences which would be imparted to the learners. There is the general perception by people that the quality of
education imparted with curricula that are limited to parochial concerns may no longer be adequate in the face of prevailing global situation. The curricula they contended have outlived their usefulness and thus have little relevance to the needs, aspirations and values of today’s Nigeria and her education system.

Cultural and religious factor also affect the quality of education in Nigeria. The curriculum of some parts of Nigeria like Northern Nigeria is designed to suit their culture and religion, thereby sacrificing national needs. Hence, quality factors in education are indispensable, for excellence in education and are required for the development of the human resource base needed to catapult Nigeria into an enviable position in the committee of nations.

**Implication of Falling Standard of Education on National Development, Reform and Transformation**

Education is a great instrument of importance to every nation. It, therefore, attracts considerable attention. It has been generally conceived that only educated population can command the skills necessary for sustainable economic growth and a better quality of life. The impact of education on development is well acknowledged, for instance, the achievement of East Asian countries was largely due to substantial investment in education. A disorganized and poorly funded educational system can only produce half-baked graduates that would enter into the competitive world ill-equipped for the politico-socio-economic challenges. It is only such concerted effort at revamping the education sector that will enhance the quality of products of our educational system and equally enhance their productivity and national development.

Quality education would raise the right kind of leaders; promote the right kind of values and ensure that the right kind of students graduate which would in turn bring about the right kind of changes that the nation desperately requires today. Ribadu (2011) stated that functional and qualitative education should be a tool for positive social transformation, personal empowerment and national development. According to him, a manifestation of the poor quality and falling standards of our educational system is the high failure rate in the 2010 Senior Secondary Certificate Examinations (SSCE) and National Examinations Council (NECO), where less than 25% of the candidates that sat for the examinations passed.

It is almost impossible to take stock of the achievements and shortcomings of educational development and propose future educational actions for such a heterogeneous, varied and complex environment as Nigeria, education in some parts of this country has lost its most cherished values, while in some areas, it is being adored. Probably this is the reason why Davyoud (1991:11), wrote that:

> “Education is losing its cultural, moral and personal context meaning as well as any content and meaning as regards subject – matter and subject related activities. This means that, a gap is opening up between education and culture, between education and real life, and even between education and science”.

The World Bank (2009) reported that education in general, and university education in particular, is fundamental to the construction of knowledge economy and society in all nations. The report also identified the fact that the potentials of higher education systems in
Inadequacy of facilities and shortage of qualified entrants adversely affect the supply of professional and high-level manpower to the national economy. The development of any given economy depends largely on the manpower available to effectively man her key sectors and create policies that will lead to increased productivity in the country’s development. However, in a situation where academic standards are fallen and schools are busy turning out half-baked graduates that can hardly compete favorably with their counterparts elsewhere, then such country runs the risk of inadequate manpower to run her affairs and this will certainly affect the socio-economic development of the country’s life.

The growing complexity of the school system and difficulty in administering the school system (implementation) have arisen from the population explosions at all levels, expansion without modernization in school types, accompanied with the relatively dwindling budgetary allocations, poor curricular dynamics to reflect the changing needs of the society, poor teaching/learning facilities that increase academic stress, and non-utilization of research findings in solving education problems. These factors adversely affect the production of high-level manpower which controls the highly sophisticated global economic sector. If the education sector in Nigeria fails, then capacity building and sustainable development in Nigeria also fails (Duze, 2011). It could result into an unwholesome vicious cycle which could keep national development stagnant.

If national development, reform and transformation must take place, there is the need to; deal with indiscipline in schools, provide sufficient finance, qualitatively improvement in the curricula, provide high-quality educational facilities, increase the supply of qualified teachers and most importantly, encourage and motivate teachers to ensure that quality output is obtained from the educational system. The major strategy in achieving this is by training and retraining more teachers and ensuring a total commitment on the part of the government by enhancing the quality of supervisors and also making them to be effective in their supervisory roles.
References

Adeyemi TO (2005). Predicting students’ performance in the senior secondary certificate
Examinations from performance in the Junior Secondary Certificate Examinations in
Distinguished Lecture Series. Lead City University, Ibadan, Nigeria.
UNESCO Open File.
Duze C.O. (2011) Falling Standard in Nigerian Education: Traceable to proper skills-
http://www.interesjournals.org/ER
Association for Educational Administration and Planning.
century. Ibadan: National Association for Educational Administration and Planning
(NAEAP).
NERDC Press.
Journal of Educational Administration and Planning 5 (2) July.
Kazeem K., Olusola I. (2010) Redressing The Growing Concern Of The Education Sector In
Nigeria. Edo Journal of Counselling. Vol.3(1). Faculty of Education, University of
Benin.
Tuesday 28 July, 23.
in Nigeria School Secondary Schools.
case of Nigeria. University of Port Harcourt.
Education in Nigeria. Faculty of Education, University of Lagos.
Journal of Research Development. Vol. 8(1)pp 1-7
Peretomode, V. F. (Ed) (1995). Introduction to Educational Administration, Planning and
http://www.answers.com/topic/reform#ixzz1sTvJJN87
http://www.businessdictionary.com/definition/quality.html#ixzz1sUlV8i00
http://www.nuc.edu.ng/pages/universities.asp?ty=3&order=inst_name&page=2
Globalizing Higher Education Access in South-West Nigeria: Mohammed Mubashiru Olayiwola; Oladipupo Fatai Kolawole, & Onabanjo Florence Moyosore

Abstract

Education is central to national interest and cannot be solely determined by market forces. Thus, the role of the state in making education policy and funding education to embrace access cannot be overemphasized. The influence of globalization on Higher Education access in Southwest Nigeria as it affects policy making was investigated through the authors’ structured questionnaire tagged Globalizing Higher Education Access Questionnaire (GHEAQ). The population of the study comprised all the policy makers in public university institutions in southwest Nigeria, the states in southwest zone include Ekiti, Ondo, Osun, Oyo, Ogun, and Lagos. There are ten public universities in the southwest zone. The sample of the study was 200 subjects, 20 policy makers were selected from each ten public universities in the zone. The sample of 100 members of the governing council and 100 members of the senate were surveyed with the use of purposive sampling method. The instrument for data collection was questionnaires. Finding from the investigation revealed that globalization have positively impacted on higher education access in South-West Nigeria in terms of access to information, collaboration and contacts among faculty members, better and faster scholarly communication among researchers as well as students throughout Africa. The application of this study is that stakeholders in Higher education should try to embrace these new advantages and then adopt new strategies which would improve access to higher education to enhance service delivery that would meet test of time.

Key Words: Globalizing, Access, Higher Education, South West Nigeria

Most analyses of higher education in Nigeria explain the history, causes of decline and strategies for revival by focusing on the inadequacy of government funding, the abandonment of higher education and even Nigeria by intelligentsia and the students that are financially able to do so, the obvious infrastructural decay, falling academic standards and the politicization of education. The phenomenal change through close interaction and integration of cultures as impacting on higher education and the entire world is still missing. This change branded globalization is propelled by Information and Communication Technology (ICT) to improve higher education access in terms of information, collaboration and contacts among faculty members, better and faster scholarly communication among researchers as well as students. Globalization as a phenomenon is hardly new, although more people are conscious of living in a global world today. Historically then, higher education is shaped by political, economic and social forces. It in turn profoundly shapes process of

6 Department of Educational Management, Lagos State University, Ojo-Lagos, Lagos
globalization since ideas have epistemic power and the production of knowledge with ease access is inextricably linked with the manner in which humans understand and give meaning to their life realities.

Globalization and Higher Education Access in South-West Nigeria can be assumed to enhance and give meaning to life realities of human understanding. Ayodele Ikotun (2009) says globalization is about the universal process or set of processes which generate a multiplicity of linkages and interconnections which make up the modern world system. It involves a dramatic increase in the density and depth of economic ecological and societal interdependence with “density” referring to increased number, range and scope of cross-border transactions and “depth” to the degree of which that interdependence affects and is affected by the ways in which societies are organized domestically. Economic Commission for African (2000) remarked that globalization refers to changes occurring at global level, which is several ways have not been in the control of individual national states and their governments. Globalization is the integration of national economics, culture, social life, technology, education and politics. It is the movement of peoples, ideas and technology from place to place (Emeagwali; 2004; Yau, 2005; Omekwu, 2006; change, 2008).

Generally, three contrasting paradigms ignite the debate on globalization. According to Ayodele Ikotun (2009) in the first place, it is widely argued that certain sets of economic policies tools have ceased to be viable and that states face ever increasing pressures to adopt increasing similar pro-market policies. Because of the increasing power of financial markets, governments are forced into pursuing macroeconomic policies that meet with the approval of these markets. A second cluster of arguments relates to the degree to which globalization has created the conditions for an ever more intense and activist global or transnational civil society.

The physical infrastructure of increased economic interdependence (new system of communication and transportation) and the extent to which new technologies (satellites, computer network etc) have increased the costs and difficulty for government of controlling the flows of information has facilitated the diffusion of values, knowledge and ideas and enhanced the ability of like-minded groups to organise across national boundaries. Transnational civil society then refers to those self-organised intermediary groups that are relatively independent of both public authorities and private economic actors. The third cluster of argument suggests that it is institutional enmeshment rather than economic transactions or the reconfiguration of social space’ that has most constrained the state. On this view, the states are increasingly rule-takers over a vast array of rules, laws and norms that are promulgated internationally but which affect almost every aspect of how they organise their societies domestically.

A pertinent issue however, is that globalization like several other changes cannot be wished away. This is because the new information revolution which Omekwu (2001) believes has come to replace the agrarian and industrial revolution is rapidly compressing the world into digital global village. The revolution has led to a social process which involves a compression of time and space, shrinking distances through a dramatic reduction in time taken- either physically or representationally – to cross them, so making the world smaller and in a certain sense bringing human beings closer to one another (Yau, 2005). Higher
education can be described to be the period of advanced study following the completion of secondary education.

The duration of the study may be from four to seven years or more, depending upon the nature and complexity of the programs pursued. The institution providing higher education may be either a college or university or a type of professional school. When the basic course of study is successfully completed, usually at the end of four years in university, the graduate receives a bachelor’s degree. Higher education, which usually includes some general education, is a time for specialized study to qualify the individual for professional activity or for employment in higher position in business, industry and government. Higher education provides necessary training for individuals wishing to enter professional careers. They also strive to develop students’ creativity, insight and analytical skills by acquainting students with complex ideas in an individually stimulating environment to provide unique opportunities for personal enrichment while also preparing students for future careers. Such diverse professions as engineering, teaching, law, medicine and information science require training in higher education. Increasingly, even less specialized jobs require some post secondary education. The development of new technologies and globalization of the world economy have created high demand for workers with computer, communications and other occupational skills that can be acquired at higher education institutions.

Access to education implies making it possible for everyone who is entitled to education to receive it (FGN, 2003). For this to be possible, enough classrooms, laboratories and instructional facilities should be provided for everyone. It also means that the obstacles that prevent anyone from taking advantage of the opportunities should be removed. A farther encompassing definition by UNESCO (2003) puts “access to higher education” as meaning ensuring equitable access to higher education institutions based on merit, capacity, efforts and perseverance. This considers issues in life-long learning that can take place at anytime with due recognition to previously acquired skills through opportunities for adults retraining for the work force. It is to this end that Ehiametalor (2005) argues that there seems to be a general perception among the Nigerian people that only higher education can promise a good future. According to him, the demand for university education has reached an unprecedented high level that more than double the current number of universities in the country will be required to fill this need and desire for higher education. In 1948, when the University College Ibadan was established, the total enrolment was 210 students (Okebukola, 2004). But today, over one million secondary school graduates are seeking opportunities to gain admission into the higher institution across the country. Regrettably, the available higher education institutions in the country could not provide all the opportunities for those yearning for higher education. Thus issue of globalizing higher education access has become a serious one to address the desire and the need for people to compress the world into digital village in term of contacts, collaboration, communication and information among researchers as well as students in South-West Nigeria.

The National Policy on Education (2004) states, the national goals and philosophy of education. Some of these including a land full of bright opportunities for all citizens; equal educational rights for every Nigerian child and the provision of equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary level both inside and outside the formal school system.
These provisions are in consonance with the Universal Declaration of Human Right, which asserts that “everyone has a right to education”. The provisions also show government’s concern for ensuring access to all levels of education in the country including higher education. Thus, Nigerian citizens who are qualified to receive higher education should be provided. Building a land full of bright opportunities depicts government’s intention to expand higher education through the building of more higher education institutions and providing training facilities to make it progressively accessible to those who can afford them. Globalizing higher education access is the real thing.

The Federal Government, in an attempt to promote access to higher education, resorted to the opening of more higher educations. Between 1999 and 2006, many states of the federation have been licensed to open and operate state higher institutions. Within this period 14 new universities have been established in addition to the already existing 10 and 26 state and federal universities. Altogether, there are 24 states universities established and managed by state governments (NUC: 2006). All these promote access to higher education. Worthy of mention is the granting of licence to private individuals, organizations and voluntary agencies to establish private higher education institutions. Between 1999 and 2006, 24 private universities have been established (Guardian, 2006). These provided more university placement.

The opening of private universities was made possible by the inauguration of the National Minimum Standard and Establishment of Institutions act in May: 1999 by the Obasanjo administration. The Act was actually put in place in 1985 but successive government who did not deem it necessary to license the establishment of private universities. Another bold attempt by Obasanjo’s administration to ensure the provision and promotion of access to higher education is the establishment of the National Open University system to cater for the educational need of the people aspiring for higher education. All these are commendable efforts by the government to provide access to higher education and promoting globalization process.

Globalization is a phenomenon that is multi-dimensional and multifaceted. It has economic, political, socio-cultural and educational implications. (Robertson, 1992; Guillen, 2000; Obiade 2003; Yau 2005). It is the transformation of domestic matter to a matter of international concern. Yau (2005) argues that globalization is all about great interaction among countries and people. He however fears that this integration is dangerous in many ways because of disparities existing between developed and developing countries particularly as it concerns information and communication technologies, the engine that powers globalization. In line with this, Chang in Echezona et al (2009) fears that globalization is a sugar-coated bitter pill which has reduced developing countries to mere appendage of Western super powers.

Undoubtedly, globalization has deep economic dimensions; conquest, donations and trade. The underlying principle of globalization is its integration, liberation and privatization (Cogburn and Adeya, 1999) which have impacted on government policies particularly as it concerns higher education. Therefore, Gilbert (2000) has reasoned that these developments mean an uncontrollable process of globalization in education system and can at the same time offer new perspectives to solving educational problems. Education is now more concerned with critical thinking and self-directed learning opportunities which will serve the individual
over a life time. As a result of this, Cleveland (1999), Floyded (2007) and Echezona et el (2009) remarked that Nigeria needs world-class higher education institutions, bearing in mind that internally competitive educational system is the first step in building an economy that generates the dividend of globalization.

In the era of globalization, information revolution is a critical factor which is reshaping the education processes. Corburn and Adeya(1999) have noted that the driving force behind the current information is the new communication technology (ICT). These technologies continue to provide enabling environment for global education process in which geographical regions are benefiting one way or the other from the vast opportunities in the global education industry (Geleijnse, 1994 in Echezona et.al 2009). However, for this to be made possible Emeagwali (2004) and Yau (2005) posit that critical infrastructures must be in place. These infrastructures include computers and internet connectivity, sustainable power supply, human capacity development and political will by the government. Peraton and Greef (2000) have identified a numbers of opportunities that the new information environment can provide for scholars and students. These include unlimited access to data bases scattered around the globe through the internet. According to Ite (2004) in Echezona et al (2009), contact, collaboration, communication and information revolution have provided veritable environment for linkage programmes between and among higher education institutions.

Several challenges however, face Nigeria and other developing countries in the new information revolution. A nagging issue is the problem of digital divide existing between developed and developing countries. This is glaring when one considers African’s web visibility. Studies have provided evidence that Africa has the lowest web presence globally (Emeagwal, 1997; Peraton and Creed, 2000; Mutala, 2002; Omekwu, 2003; Yau, 2005). Mutala’s study in Echezona et. al (2009) reveals that Africa’s global web contribution is about 1.08%. Similarly, Peraton and Creed (2000) in Echezon et al (2009) are worried that more and Europe and more than 80% of global website is from North America and Europe and more than 85% of scientific publications are also from the same area. The poor global web presence in African countries is a serious threat to the development of higher education access in Nigeria, since it will be difficult for Nigeria to globalize its local educational resources which in turn affects contacts, collaborations, communication and information through access to higher education.

Today, globalization is affecting all aspects of our lives from political, to the social, to the cultural. Only knowledge, it would seem, is not being globalize, in an age where the acquisition and advancement of knowledge is a more powerful weapon in a nation’s arsenal than any missile. The crisis in Nigerian higher education is caused by the manner in which Nigeria like the rest of Africa is experiencing globalization access to higher education. Access to information, collaborations and contacts among faculty member, better and faster scholarly communication among researchers as well as students throughout the world are eluding in the policy planning and implementation in South-West Nigeria and entire Africa. The policy makers in Nigerian higher education should stand up to rapidly changing global environment with it challenges to device initiatives to address host of problems such as:

1. Globalizing Higher Education access through contacts to improve enrolment, materials, library to make affordable periodicals and journals that would otherwise be
prohibitively expensive through links among African institutions as well as the rest of the world.
2. Globalizing Higher Education access through collaborative strides among faculty members and students in Africa and the rest of the world.
3. Globalizing higher Education access through communication among researchers as well as students throughout Africa.
4. Globalizing higher Education access through information which must be more than a vehicle for long distance learning and degrees. At its best information technology will support not supplant to Africa’s own research and academic development. Scholars should be made to contribute collaboratively their researches to the global bank of knowledge so as to replace the digital divide with digital bridges.

Research Questions

1. To what extent have contacts influenced the globalization of higher education access in South-West Nigeria?
2. Has collaborative effort of researchers and students in any way influenced globalization of higher education access in South-West Nigeria?
3. To what extent has communication influence the globalization of higher education access in South-West Nigeria?
4. To what extent has information influence the globalization of higher education access in South-West Nigeria?

Research Hypotheses

1. There is no significant influence of contact on globalization of higher education access in southwest Nigeria.
2. There is no significant influence of collaborative effort of researchers and students on globalization of higher education access in south west Nigeria.
3. There is no significant influence of communication on globalization of higher education in south west Nigeria.
4. There is no significant influence of information on globalization of higher education access in south west Nigeria.

Methodology

This study adopted a descriptive survey method. The population of the study comprised all the policy makers in public university institutions in southwest Nigeria. The states in southwest zone include Ekiti, Ondo, Osun, Oyo, Ogun, and Lagos. There are ten public universities in the southwest zone. The sample of the study was 200 subjects, 20 policy makers were selected from the ten public universities in the zone. A questionnaire tagged Globalization of Higher Education Access Questionnaire (GHEAQ) was constructed to elicit information that can lead the researcher in the study. The instrument, twenty items on a likert-type format ranging from Strongly Agreed (SA) Agreed (A), Disagreed (D) and
Strongly Disagreed (SD). The method used in validating the instrument were face and content validity procedures. For face validity, experts determine at face value the appropriateness of the instrument in measuring what supposed to measure. They also ascertain if the instrument contains the appropriate items that could elicit the intended response. A test-retest method of ensuring reliability was used. This involved the administration of the instrument twice within an interval of two weeks. The score was correlated using Pearson Product Moment Correlation Coefficient to determine the level of reliability. A reliability coefficient of 0.70 was obtained. This was considered high enough a reliability coefficient. Chi-square (X²) goodness of fit was used for data analysis of the four hypotheses stated. Out of 200 copies of the questionnaires administered, 200 responses were received representing 100% compliance. Percentage table was utilized in knowing the extent the variables militate against globalizing higher education access in South-West Nigeria.

Findings

Research Question 1
To what extent has contact influenced the globalization of higher education access in southwest Nigeria?

Table 1: The Extent that contacts Influence the Globalization of Higher Education Access in Southwest Nigeria

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have you ever use contact to materials as a focal point in deciding policy arena in globalizing higher education access in southwest Nigeria?</td>
<td>71.29</td>
<td>29.71</td>
</tr>
<tr>
<td>2</td>
<td>Are you conscious of the fact that enhanced library would promote contact during globalization process of higher education access in southwest Nigeria?</td>
<td>62.2</td>
<td>37.8</td>
</tr>
<tr>
<td>3</td>
<td>Has your university in any way deem it fit to provide library materials that can promote access in southwest Nigeria?</td>
<td>71.0</td>
<td>29.0</td>
</tr>
<tr>
<td>4</td>
<td>Are you of the view point that enhanced contact can promote globalizing higher education access in southwest Nigeria?</td>
<td>82.7</td>
<td>17.3</td>
</tr>
<tr>
<td>5</td>
<td>Globalization can boost access to higher education in southwest Nigeria?</td>
<td>79.4</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Source: Field Work 2012

Table 1 above show a higher percentage that policy makers agree that contact is a relevant factor in globalization of higher education particularly universities in southwest Nigeria.

Research Question 2
Has collaborative effort of researchers’ students in any way influence globalization of higher education access in southwest Nigeria?
Table 2: The extent that collaborative efforts of researchers and students influence globalization of higher education access in southwest Nigeria.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are faculty members in your university encourage to put forward collaborative effort to promote access?</td>
<td>93.3</td>
<td>6.7</td>
</tr>
<tr>
<td>2</td>
<td>Do students in your university encourage to put forward collaborative effort to promote access?</td>
<td>82.2</td>
<td>17.8</td>
</tr>
<tr>
<td>3</td>
<td>Are faculty members and students willing to collaborate with other African institutions for pedagogical task?</td>
<td>78.9</td>
<td>21.1</td>
</tr>
<tr>
<td>4</td>
<td>Are faculty members of your university in collaborative relationship with other higher institution in the rest of the world?</td>
<td>51.1</td>
<td>48.9</td>
</tr>
<tr>
<td>5</td>
<td>Can globalizing higher education access provides educational opportunities for Africans?</td>
<td>71.1</td>
<td>28.9</td>
</tr>
</tbody>
</table>

Source: Field work 2012

Table 2 above shows a higher percentage that policy makers in higher education in southwest Nigeria agree that collaborative effort of researchers and students are necessary for globalizing higher education access in southwest Nigeria.

Research Question 3

To what extent has communication influenced the globalization of higher education access in southwest Nigeria?

Table 3: The extent that Communication Influences the Globalization of Higher Education Access in Southwest Nigeria

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questions</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is communication among higher education researchers becoming more effective for globalization process?</td>
<td>88.9</td>
<td>11.1</td>
</tr>
<tr>
<td>2</td>
<td>Is communication among students becoming more effective for globalization process?</td>
<td>93.3</td>
<td>6.7</td>
</tr>
<tr>
<td>3</td>
<td>Do you agree with the fact that communication is a viable tool for globalizing higher education access in southwest Nigeria?</td>
<td>57.8</td>
<td>42.2</td>
</tr>
<tr>
<td>4</td>
<td>Can communication promote globalization in higher education access?</td>
<td>73.3</td>
<td>26.7</td>
</tr>
<tr>
<td>5</td>
<td>Is it true that communication must be improved to meet globalization need of higher education access?</td>
<td>62.2</td>
<td>37.8</td>
</tr>
</tbody>
</table>

Source: Field work 2012
Table 3 above show that a higher percentage of policy makers agree to the fact that communication revolution has a strong influence on globalization of higher education access in southwest Nigeria.

**Research Question 4**

To what extent has information influenced the globalization of higher education access in Southwest Nigeria?

**Table 4:** The extent that information influence globalization of higher education access in Southwest Nigeria

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questions</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does electronic information storage improve globalization of higher education access in southwest Nigeria?</td>
<td>92.3</td>
<td>7.7</td>
</tr>
<tr>
<td>2</td>
<td>Can electronic information retrieval improve globalization in southwest Nigeria?</td>
<td>87.3</td>
<td>12.7</td>
</tr>
<tr>
<td>3</td>
<td>Has access to higher education improve remarkable through information revolution in southwest Nigeria?</td>
<td>68.4</td>
<td>31.6</td>
</tr>
<tr>
<td>4</td>
<td>Can information technology support globalization of higher education access in southwest Nigeria?</td>
<td>77.3</td>
<td>22.7</td>
</tr>
<tr>
<td>5</td>
<td>Is it true that information revolution be embrace to promote globalization access in southwest Nigeria?</td>
<td>72.5</td>
<td>27.5</td>
</tr>
</tbody>
</table>

Source: Field work 2012

Table 4 above shows a high percentage agreement among policy makers that information revolution has a strong influence on globalization of higher education access in southwest Nigeria.

**HO1**: There is no significant influence of contact on globalization of higher education access in southwest Nigeria.

**Table 5:** Chi-square ($\chi^2$) analysis of influence of contact on globalization of higher education access in southwest Nigeria

<table>
<thead>
<tr>
<th>Variable</th>
<th>Chi-square ($\chi^2$) cal.</th>
<th>Cri.val. Chi-square</th>
<th>Df</th>
<th>Sig. level</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of contact on globalization of higher education access in southwest Nigeria</td>
<td>63.53</td>
<td>15.81</td>
<td>12</td>
<td>0.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Field work 2012
Since the calculated chi-square ($\chi^2$) value (63.53) is greater than the critical value (15.81) at 12 degree of freedom and 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant influence of contact on globalization of higher education in southwest Nigeria.

**HO2**: There is no significant influence of collaborative effort of researchers and students on globalization of higher education access in southwest Nigeria.

Table 6: Chi-square ($\chi^2$) analysis of influence of collaborative efforts of researchers and students on globalization of higher education access in southwest Nigeria.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Chi-square ($\chi^2$) cal.</th>
<th>Crit. Val. of Chi-square</th>
<th>Df</th>
<th>Sig. level</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of collaborative effort of researchers and students on globalization of higher education access in southwest Nigeria.</td>
<td>117.8</td>
<td>15.81</td>
<td>12</td>
<td>0.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Field work 2012

Since the calculated chi-square ($\chi^2$) value (117.8) is greater than the critical value (15.81) at 12 degrees of freedom and 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant influence of collaborative effort of researchers and students on globalization of higher education access in southwest Nigeria.

**HO3**: There is no significant influence of communication on globalization of higher education access in southwest Nigeria.

Table 7: Chi-square ($\chi^2$) analysis of the influence of communication on globalization of higher education in south west Nigeria.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Chi-square ($\chi^2$) cal.</th>
<th>Crit. Val. of Chi-square</th>
<th>Df</th>
<th>Sig. level</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of communication on globalization of higher education access in southwest Nigeria</td>
<td>120.01</td>
<td>15.81</td>
<td>12</td>
<td>0.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Field work 2012

Since the calculated chi-square ($\chi^2$) value (120.01) is greater than the critical value (15.81) at 12 degree of freedom and 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant influence of communication on globalization of higher education access in south west Nigeria.
**H04:** There is no significant influence of information revolution on globalization of higher education access in south west Nigeria.

Table 8: Chi-square ($\chi^2$) analysis of the influence of information revolution on globalization of higher education access in south west Nigeria.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Chi-square ($\chi^2$) cal.</th>
<th>Crit. value of chi-square</th>
<th>Df</th>
<th>Sig. level</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of information revolution on globalization of higher education access in south west Nigeria.</td>
<td>60.66</td>
<td>15.81</td>
<td>12</td>
<td>0.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Field work 2012

Since the calculated chi-square ($\chi^2$) value (60.66) is greater than the critical value (15.81) at 12 degree of freedom and 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant influence of information revolution on globalization of higher education access in south west Nigeria.

**Discussion**

The study examined globalizing higher education access in south west Nigeria. This was to find out the extent to which contact, collaboration, communication and information had influenced globalization of higher education access in south west Nigeria. The findings support Yau (2005) argument that globalization is all about great interaction among countries and people. No nation can solve the problem of education alone; the need for digital bridges to the digital divide cannot be overemphasized. The findings disregard Chang in Echezona et.al (2009) fear that globalization is a sugar-coated bitter pill which has reduced developing countries to mere appendage of western super powers. This is indeed a disjoint from this study which embraces globalization in totality for the influence it has to offer in all ramifications.

In line with the stand points of Cleveland (1999), Floyd (2007) and Echezona et.al (2009), the findings reveal that Nigeria needs world class higher education institutions, bearing in mind that internally competitive educational system is the first step in building an economy that generates the dividends of globalization. The findings totally support Ite (2004) in Echezona et al. (2009) that contact, collaboration; make affordable periodicals and journal that would otherwise be prohibitively expensive. The facilities links within African and among African higher education as well as the rest of the world should be given paramount attention. Scholars should be made to contribute collaboratively their researches to the global bank of knowledge so as to replace the digital divide with digital bridges.
Conclusion

There is a paradigm shift in learning processes in higher education access. The shift is such that higher education is no longer situated in a physical environment, but on virtual, online, electronic or cyber space. The use of virtual technologies will no doubt facilitate solid academic and scholarly collaborations among Nigerians. We all should explore and develop these linkages in order to turn the brain drain to our advantage. Intellectuals in Nigeria, Africa and the entire world have much to learn from other people and other people resources. We ought to take the lead in formulating policies to strengthen our higher education system.

Recommendations

Globalization should be embraced and the use of information and communication technology should be emphasized in all stages of our policy planning, formulation and implementation to improve learning at higher education level. Collaborative efforts among scholars and students should be encourage to generate the dividends of globalization. Higher education should take full advantage of ICT which if properly annexed would make both learning easier for lecturers, administrative staff and students in higher education. At its best, information technology will support, not supplant, Africans own researches and academic development. It should be a tool that provides access to materials, and enhances libraries; make affordable periodicals and journals that would otherwise be prohibitively expensive; facilities links within African and among African institutions as well as the rest world and finally, enables African scholars to contribute their researches to the global bank of knowledge. In other words, we should replace the digital divide with digital bridges.
References


Tertiary Institutions, Entrepreneurship Education and Youth Empowerment in Nigeria: Abari Ayodeji Olasunkanmi; Oyetola Idowu Olufunke & Okunuga Adedapo Adetayo

Abstract

Entrepreneurship Education has recently become a global phenomenon in the development of world youths for self-employment and self-reliance. The Nigerian nation cannot afford to be left out and left behind in this new trend in education both at the secondary and tertiary levels. However, while the Universal Basic Education (UBE) curriculum has provided for the acquisition of entrepreneurial skills at the junior secondary level by every Nigerian student, its continuity at the senior secondary school level is only for those that later attended technical schools. What more, graduates of tertiary educational institutions are completely left out of entrepreneurship skills’ acquisition. In her realization of the need to close this gap, the Federal Government of Nigeria has made it mandatory for tertiary educational institutions in the country to include entrepreneurship education in the curriculum. This is the focus of this paper which reiterates the significance of entrepreneurship education and therefore draws the attention of all stakeholders, particularly the tertiary institutions, to the need to take up the challenge to come up with a framework that would make their graduates to be of less job seekers than job creators, albeit, to empower them for the journey of life after graduation.

Key words: Tertiary institutions, entrepreneurship education, youth, empowerment

Education remains a veritable vehicle in the development of a nation while good and standard education is highly valued by the society. High quality education when attained and sustained brings about quality workforce and thereby increases the quality of life, social and human development. To achieve this utopian state, all nations strive to create the enabling environment for education to build their citizenry for a sustainable workforce and technological development. In light of this, Nigeria introduced several education policies the most recent of which is the 6.3.3.4 policy and arising from which was first, the Universal Primary Education Program introduced in 1977 and later, the Universal Basic Education (UBE) Program which started in 1999. The introduction of the Universal Basic Education Scheme in Nigeria was not only to fulfill and achieve the Education for All (EFA) target of 2015 as adopted by UNESCO but to produce self-reliant children with the rudiments of employment creating skills (entrepreneurship). This would be at the Junior secondary level where technical and vocational education is emphasized (Federal Republic of Nigeria, 2004).
Thus the policy was intended to equip students at the junior secondary level with appropriate apprenticeship (Olaniyonu, Adekoya and Gbenu, 2003). Such apprenticeship skills available are as presented in Table 1 below.

Table 1: Departments and Available skills

<table>
<thead>
<tr>
<th>S/N</th>
<th>Department</th>
<th>Subjects</th>
<th>Skills Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vocational</td>
<td>Agricultural Science, computer Science, Home Economics</td>
<td>Fishery, Piggery, Poultry, Subsistence farming, Desktop publishing, Tailoring, and Catering</td>
</tr>
<tr>
<td>4.</td>
<td>Technical</td>
<td>Metal Work, Wood work, Technical drawing, Electrical work.</td>
<td>Block making, petty electrical installation, carpentry, metal usage, Droughtmanship and bricklaying</td>
</tr>
</tbody>
</table>


With the introduction of the Universal Basic Education where emphasis is laid on acquisition of skills by the end of the nine year programme, technically skilled manpower would be available to implement projects and even more skilled ones who may come up as the products of the nine years may be encouraged to move further up educationally (Oyetola and Okunuga, 2009). At the end of the junior secondary school, students are assessed by two very important examinations, the Junior Secondary School Certificate Examination (JSCE) used in assessing students’ academic performance and the Aptitude test used to determine the students’ aptitude and occupational interests. At the end of these examinations, recommendations are given on the appropriate areas of further studies for the students amongst which are the Senior Secondary Basic (SSB), Senior Secondary Teacher Education (SSTE) and Senior Secondary Technical (SST). Any of these recommendable areas is subject to passing English Language and Mathematics in the junior secondary terminal examinations.

The Junior Secondary School Certificate Examination also helps in determining the departmental leaning of the students, that is, it shows whether a student is Science, Art, Commercial or Technical oriented. Therefore, if a student is furthering into the Senior Secondary Basic, his or her department of study would have been determined already. By and large, the secondary education is expected to create self-reliant students who have been equipped with one entrepreneurial skill or the other by the end of the first three years in the secondary school.
The essence of all these technicalities is to ensure that at the end of the day, each student is properly placed academically to be useful to himself and his society at the end of his schooling. However, it is observed that this is rarely the case particularly for those who attended and eventually graduated from higher institutions. The secondary school products that could not further their education and are these days not employable in government establishments due to their low academic qualification either go on apprenticeship to learn a trade or take to menial jobs. Their technical training at the junior secondary level could not take them anywhere.

Ironically, and unfortunately, a few of them find their ways into the classroom as a teacher in mushroom private Nursery/Primary Schools. Of the tertiary education graduates, the automatic government and industrial/company jobs of those days are no more there such that most of them remain jobless for years. Yet the education policy is supposed to have made people useful to them and to the society; it is supposed to have made them self-reliant. Should a tertiary education graduate also go for apprenticeship or go after menial jobs as it is observed that some of them are even now being employed as drivers of buses and trucks? In some instances, some of them employed by private hands as teachers or otherwise are paid peanuts to the extent that they find it difficult to feed themselves.

Thus, if the expected success in Universal Basic Education is to be achieved by the year 2015 and therefore move the nation up to technological development, then the higher education institutions, the eventual recipients of UBE products must be equipped to modify and update knowledge and skills brought into that level by these products. This is talking about the provision of entrepreneurial skills at the tertiary level to empower the youths to meet the challenges of the global work place. It is therefore incumbent on the government to put the nation’s higher institutions of learning on such strata that will enable them to efficiently accommodate this new challenge. It is also necessary that one tries to find out the extent to which this new challenge can provide answer to the yearnings of the polity in terms of the extent to which entrepreneurship education can empower Nigerian youths and reduce unemployment in the society.

What is Entrepreneurship Education?

The word entrepreneurship, according to Oghojafor, Kuye, Sulaiman and Okonji (2009), is derived from the French word ‘entreprendre’ meaning ‘to undertake’. Entrepreneurship is, therefore, the capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks while seeking profit as a reward. According to Curavic as cited by Karimi, Chizari, Biemans and Mulder (2010), “entrepreneurship includes creativity, innovation, risk taking, and the ability to plan and manage projects in order to attain objectives”. Entrepreneurship, then, is not limited in concept to the important facet of creating a business but is equally characterized by seeking opportunities, taking risks beyond security and having the tenacity to push an idea through to reality. Indeed:

entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take
calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of building strong business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko and Hodgetts, in Karimi et al, 2010. p.36)

Meanwhile, citing several authors, Karimi et al (2010) state that most of the empirical studies conducted indicate that entrepreneurship can be taught and education can foster entrepreneurship even more. Thus, Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. This is evident in the conclusion of Bawuah, Buame and Hinson as cited by Oghojafor et al (2009) that “researchers from different sources seem to suggest that individuals attending entrepreneurship courses have a higher tendency to start their own business at some point in their career than those attending other courses”. Entrepreneurship education can then be seen as the act of learning to be an entrepreneur or one who undertakes innovations, finance and business acumen in an effort to transform innovations into economy goods.

Entrepreneurship education is intended to inculcate in the students the ability to identify and solve problems using critical and creative thinking. Students should be able to organize and manage their activities, collect, analyze, organize, and critically evaluate information, and communicate and negotiate effectively. They should moreover work effectively with others as a pro-active team member and cultivate the ability to resolve conflict. Students have the capacity to consider self employment as a viable option upon graduating from their institutions.

Entrepreneurship education has several advantages. It gives the youths a keen knowledge of organizational skills, time management and leadership development. It increases problem solving and decision making abilities of the people involved in it. It improves interpersonal relationship, teamwork and money management. Furthermore it creates jobs and enhances self esteem, ego development and self-efficacy.

Nations all over the globe on experiencing the effects and challenges created by the recent global recession have come to see the entrepreneurial training of the youth as the major way towards gaining sustainable economic development. Youths graduating from higher institutions of learning are expected to have acquired appropriate training that can make them create or develop small businesses and maximize economic potentials of their nation. This is why Owuala, cited by Oghojafor et al (2009), sees entrepreneurship education as “a programme or part of the programme that prepares the individual to undertake the formation and acquisition of small-business”. Such a programme therefore must be a planned, systematic and sustainable effort on the part of a nation’s government at inculcating and nurturing the spirit of entrepreneurship. This was agreed with by Gouws as cited by Oghojafor et al (2009) when he asserts that “entrepreneurship education is the purposeful intervention by an adult (the teacher) in the life of a learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business”. 
Entrepreneurship Education and Global Practices

In this past decade, many developing countries have been faced with various problems such as increased population growth, lack of economic improvement, and increased numbers of unemployed and underemployed university graduates. These problems have warranted the vigorous search for sustainable solutions and had led to the focus on entrepreneurship education by nations all over as a viable option for youth empowerment and job creation for the swelling population. Even then, from every indication, entrepreneurship education has become a global phenomenon in the development of world youths for the competitive global workplace. Indeed, developing countries have it as one of the necessities in their true development (Zoltan, in Karimi et al, 2010).

Thus, the necessity and importance of entrepreneurship and its education has led to a dramatic rise in the number and status of entrepreneurship programmes at colleges and universities (Finkle and Deed; Kurakto; and Matlay, as cited by Karimi et al, 2010). The first nation to actually give serious attention to entrepreneurship education is the United States of America (Ibicioglu et al, in Karimi et al, 2010). These authors further state that it is in the United States that this field has achieved perhaps the greatest growth rate. Entrepreneurship education received recognition by many universities and colleges in United States as an academic field (Kuratko, in Karimi et al, 2010) and by 1990 over 400 schools and universities there in that country had been offering at least one course in the field of entrepreneurship (Vesper and Gartner; Fiet; Volkmann, in Karimi et al, 2010) and, by the beginning of the new millennium, courses available have bloated to over 2,200 (Katz; Kuratko, in Karimi et al, 2010).

Development of entrepreneurship education came very much later in Europe. This was because European colleges and universities were much more concerned about ensuring that students can secure future jobs and not becoming entrepreneurs (Karimi et al, 2010). However, it is on record that France and United Kingdom implemented some entrepreneurial education initiatives in the 1970s but other European nations started real diffusion of entrepreneurial education by 1990s (Guzman and Linan, in Karimi et al, 2010). Nevertheless, Niyonkuru as cited by Karimi et al (2010), states that courses on entrepreneurship in European universities are not alone made elective but tend to be offered in stand-alone courses. That is, they were not actually integrated into the curriculum. And by 2008, it is estimated that more than half the European students at the higher institutions of learning do not have access to entrepreneurial education (European Commission as cited by Karimi et al, 2010).

In some countries in Asia, Africa, Latin America and East Europe, entrepreneurship education has started to experience increased interest. In Ghana, for example, a number of tertiary educational institutions including Universities and Polytechnics have quite recently started offering entrepreneurship education to their students as a way of creating awareness and encouraging them to consider self-employment as a career option (Owusu-Ansah and Poku, 2012). And, in Iran, government policy makers started paying attention to entrepreneurship as a possible solution for solving problem of increasing unemployment rates in 2000, via the Third Economic and Social Development Programme (2000 – 2005) (Karimi et al, 2010).
Entrepreneurship Education in Nigerian Tertiary Educational Institutions

As a result of the challenges of globalization and trade liberalization, and hence the introduction of the Structural Adjustment Programme (SAP) by the Federal Government of Nigeria in the middle 80s, there came a reduction in the availability of public sector jobs. This led to the unemployment and underemployment of most of the nation’s higher education graduates which have implications on youths’ restiveness and security of lives and property. Therefore, in 2006, this situation warranted the directive of the presidency that all Nigerian higher educational institutions should include entrepreneurship education as a compulsory course for all students with effect from the 2007/2008 academic session (Wikipedia, 2012). Several questions followed this Federal Government directive, some of which are presently unanswered, such as how the current curriculum would be modified to integrate entrepreneurship education? If the curriculum actually needs modification, then what the scheme should be? And whose responsibility, the entrepreneur course teaching should be? To resolve some of these issues, the Federal Government mandated the National Universities Commission (NUC) through the Ministry of Education to supervise and co-ordinate the introduction of entrepreneurship education programme in Nigerian higher schools of learning.

To ease this assignment, the National Universities Commission (NUC) collaborated with the National Board for Technical Education (NBTE), National Board for Technology Incubation (NBTI), National Commission for Colleges of Education and other regulatory bodies of higher institutions. The major aim of this collaboration is to establish entrepreneurship studies in all higher institutions, establish technology incubation centres in six universities to be used for the pilot scheme, establish the curriculum for the course, develop teachers’ guide, instruction manual, students’ handbook, and the establishment of entrepreneurship resource centers. This team projected that by the end of the first three years of the establishment of the programme (this was supposed to be November/December, 2010), at least 50,000 students would have graduated with entrepreneurial skills 10,000 of whom are projected to be self-employed and self-reliant (NUC, 2011).

As at now, this projection is yet to be met; this could be attributed to the situation that only 19 out of the 117 universities in the nation have set up entrepreneurship courses (Edet, 2011). The challenges most tertiary institutions in the nation face in bringing about the mounting of entrepreneurship education include the absence of comprehensive teachers’ guide, frequent change in the nation’s leadership and the slow transformation process to being entrepreneurial. And, for those few universities that have set up the entrepreneurship centres, there is no readily available market to test the marketability of students’ productive skills (Edet, 2011). It could be too early to start to assess the entrepreneurship programme in Nigeria tertiary institutions as the programme is expected to go through its teething period. But it is hoped that necessary facilities shall be put in place by the government to help the proper development of entrepreneurship education in Nigeria. Presently, efforts are being made by NUC and its collaborators, especially the National Board for Technology Incubation (NBTI), to develop workable modalities for managing and implementing institutions’ based technology incubation programme.
The collaboration is also to provide technical support to the tertiary education institutions in setting up Technology Incubation Centres (TIC’s) including the provision of periodic training and human capital development to managers and incubators at these Centers. In addition, the collaboration is programmed to embark on capacity building for at least two lecturers from each of the nation’s universities and similarly develop Master’s and Ph.D. programmes in entrepreneurship in some selected universities. One of the major constraints to these programmes was identified by the collaboration to be funding. To this, the Federal Government has assured that all state and federal universities will be sponsored by Education Trust Fund (ETF). It is therefore expected that this should challenge universities to evolve ways to foster entrepreneurship education in their own innovative research activities.

Entrepreneurship Education and Youth Empowerment

Entrepreneurship education aids the youths and especially the undergraduates and graduates in thinking more of self employment through providing the necessary skills needed to manage or supervise a business. It is an education that assists youths to develop positive attitudes, innovations and skills for self-reliance rather than depending on government’s employment. This in essence is looking at entrepreneurship education as the viable means of developing or creating entrepreneurs who will develop small businesses and therefore maximize the economic potential of an economy. Therefore, countries are now challenged to find solutions to their problems of lack of improvement in economy by paying more attention to entrepreneurship and entrepreneurship education particularly that there is a change in the demand of the global workplace which has placed premium on competitiveness, productivity improvement and innovativeness.

In light of this, entrepreneurship education also tries to empower the youths by preparing them to be responsible, take risks, manage business and learn from the outcomes by immersing them in real life learning experiences. The process of empowerment of the youths starts with the training of youths to recognize market opportunity and creating a business idea, service or product, to organizing and devoting resources needed to pursue and turn a situation into an opportunity and finally, to creating, executing, performing and operating a business organization (Sahlman and Stevenson, in Karimi et al, 2010). Empowering young people means creating and supporting the enabling conditions under which they can act on their own behalf, and on their own terms, rather than at the direction of others. Then the youth can have or create choices in life; become aware of the implications of those choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of those decisions (Commonwealth Youth Programme, 2012). Indeed, Wikipedia (2012) defines youth empowerment as “an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youths and adults”.

Wikipedia (2012) further observes “that major structural activities where youth empowerment happens throughout society include community decision-making, organizational planning, and education reform”. This is supportive of the recent global
education reform being canvassed and introduced by way of entrepreneurship education in higher educational institutions and Nigeria is not to be left out. Meanwhile, of the 13 points of action outlined for governments of commonwealth countries in the Commonwealth Plan of Action for Youth Empowerment, the first is: “Develop and implement measures to promote the economic enfranchisement of young people through a range of measures ranging from micro-economic planning and entrepreneurship education through to reviewing macro-economic planning and trade regimes and how they affect young people” (Commonwealth Youth Programme, 2012).

Yet, “less developed nations especially Sub-Sahara African (SSA) countries have not fully developed strategies to take advantage of this resource” (Bawuah, Buame and Hinson, in Oghojafor et al, 2009). This is why there is an increase in graduates’ unemployment especially in this region where graduates look up to the government for jobs rather than thinking of how to be self employed. These graduates cannot be blamed because the tertiary education received was fashioned to ensure that students can secure future jobs not to become entrepreneurs. Generally, entrepreneurship education will help in equipping students with skills, knowledge and dispositions that can help them develop or implement innovative social or business plans (Nnazor, in Oghojafor et al, 2009). It will make an average youth discover the entrepreneurial talents in him and therefore be guided to take the risk to starting a business. It shall impart him with the requisite skills and knowledge necessary to float a business and finally give him information on where and how to get both financial and technical assistance when needed thereby making the youth self-reliant and a useful member of his society, albeit, empowering the youth.

**Implications for Tertiary Educational Institutions**

For the higher educational institutions to be able to meet the latest demand on them with respect to the introduction of entrepreneurship education in their school curriculum and make it a success, they must be ready to go the extra mile. They must be willing to establish entrepreneurship resource centers, develop curriculum for the course, provide instructional manual and teachers’ guide. Apart from these, the institutions must fashion their programme in a manner that any change in government will not affect it. They must be ready to employ educated artisans capable of handling the entrepreneurial skills and students must be made to graduate from the institutions with at least two trade or entrepreneurial skills which they must have been practically tested to have acquired. The higher education institutions must present situations to test the marketability of students’ productive skills. They must create strong relationship with other relevant bodies that will assist the successful implementation of entrepreneurship education in the institution. Provision must be made for financing researches that could assist in the breaking of new grounds in entrepreneurship.

Practically, the tertiary educational institutions must consider ways of including all possible disciplines in their entrepreneurship programme by making provision for the teaching of varieties of entrepreneurship courses that will cut across a variety of disciplines such as Agriculture, Food Technology, Waste management, Home Economics and Management, Computer Engineering, System Engineering, Web designing to mention a few. Thus the entrepreneurship programme and courses could be broken down into grouped
entrepreneurial skills to be acquired by students possibly and probably in tune with their familiar terrain and affinity of study (Table 2).

Table 2: Students and Probable Skills

<table>
<thead>
<tr>
<th>S/N</th>
<th>STUDENTS</th>
<th>PROBABLE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science Biased</td>
<td>Home Economics/Management, Catering, Farming, Piggery, Poultry, Fishery, Polish/Shampoo/Hair food making/table water production, soap/detergent/cosmetics production.</td>
</tr>
<tr>
<td>2</td>
<td>Liberal Arts Biased</td>
<td>Play acting, Textile making, Fashion designing, Hair care/Manicure/Pedicure, Shampoo/Hair food making, Waste to wealth.</td>
</tr>
<tr>
<td>3</td>
<td>Humanity/Social Science Biased</td>
<td>Waste management, Desktop publishing, Graphic designing, Printing (rudiments), Waste to wealth, interior decoration, restaurant management, events management.</td>
</tr>
<tr>
<td>4</td>
<td>Technology Biased</td>
<td>Computer engineering, System engineering (e.g. repairing of copier, scanner, printer and other paraphernalia), Petty electrical installation, Draughtsman-ship, Web designing, GSM repairing, pot making, fruit canning, wood/metal work.</td>
</tr>
</tbody>
</table>

The provision of entrepreneurship education is in tune with the National Policy on Technical Education, that is, to provide practical and applied skills as well as scientific knowledge. In this wise, practical and scientific skills can also be acquired very much outside the classroom. Therefore, university entrepreneurship education should focus on establishing close ties with the private sector through partnership so students will have the dual opportunities of theory and practice by working with professionals in their field of interest and having first hand contact and experience with the market. The private sector as the major employer of labor is best able to decide what skills and knowledge the students will need for proper integration into the job market and therefore advise on the course contents. It is only in a situation where there is constant contact and interaction between labour employers and tertiary educational institutions managers that the needs of the workplace can be known and attended to. It is to meet this end that Akomolafe and Adegun (2009) suggest that university education should make closer links with employers to help identify and adopt strategies to overcome any skill shortages and to be responsive provider of education in areas of higher level skill shortage. In the light of the above, university managers should create internship opportunities for students to have first hand contact with the demands of their chosen entrepreneurship skills and therefore prepare them for the real job/task in the real workplace. This could be achieved only when the tertiary educational institutions create, maintain and sustain close relationships with the private sector.

Finally, the institutions must embark on a deliberate effort to prepare and re-orientate their undergraduates to become job creators rather than seekers at the end of their studies by developing activities within and outside the classroom that will always remind and explain
the merits of entrepreneurship to students. Lectures, flyers, competitive write-ups, entrepreneurial competitions and so on will all go a long way in turning a new leaf of thought on being self-employed in the mind of the students.

**Conclusion and Recommendations**

In this twenty-first century, Nigeria needs an educational programme that will create the enabling environment that will aid the equipping of her youths with sufficient knowledge, skills and experience required for empowering the youths to meet the demand of the global workplace. And, educators seem to have agreed that the introduction of entrepreneurship education in the nation’s higher institutions is the key that would unlock the door; is the best way to solve the current problem of employment in the nation and also to reposition the nation’s economic development. The programme, if properly handled, will not only reduce unemployment but also improve the critical and creative thinking of the graduate. Therefore, it becomes necessary that the Federal Government who is the architect of the programme and championing it should not bungle it by itself by politicizing or underfunding it more so that the development of the economy and better standard of living for the citizenry is highly non-negotiable. Every hand must then be on deck to salvage the present state of unemployment and insecurity in the nation.

The recommendations of the committee set up on entrepreneurship education should be respected and implemented. Research into ways to better the execution of the programme should be encouraged and funded. Competent teaching staffs that are knowledgeable in entrepreneurship education should be invited to be part of the programme. In addition, the nation’s epileptic power supply should be attended to so that entrepreneurs that have run away from the nation can come back to assist in boosting entrepreneurship in Nigeria and also help in creating market for the testing of the marketability of the graduates’ productive skill. The Federal Government should also encourage collaborative partnership with the private sector in the establishment of entrepreneurship centres in our universities and other tertiary institutions. Moreover, government should take the pain to study and identify reasons for the failure of most other Federal programmes and try to prevent a re-occurrence, in order to bring the entrepreneurship education out of the labour darkroom that it has been for some time now.
References


NUC (2011). Speech presented at the consultative meeting with the Vice Chancellors of the nation’s Universities in Abuja by NUC Director for students Support Services Department.


Globalization, Information Technology and Higher Education in Nigeria: The Roles of Library Professionals: Ejimaji Emmanuel Uwhekadom; & Olawolu Oladunni Elizabeth

Abstract

The influence of globalization and information technology on higher education in Nigeria was investigated through a descriptive survey design. Forty-five professional librarians from University of Port Harcourt, Port Harcourt, Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt, Federal College of Education (Technical) Omoku Rivers State and librarians in Rivers State University of Science and Technology (RSUT) library were surveyed. The instruments for data collection were questionnaires and observation. Findings from the research reveals that globalization and information technology have impacted positively on higher education in Nigeria in terms of access to information, collaboration and contact among faculty members, better and faster scholarly communication among researchers as well as students throughout the world. The implication of these findings is that professional librarians in Nigeria should embrace new technologies through retraining, conferencing, workshops and then adopt new strategies which would improve information services delivery that would meet international best practices.

Key words: Globalization, information education, library professionals

A major phenomenal change that is taking place through the interaction and integration of cultures is rapidly impacting on the whole world. This change termed globalization is made possible by information and communication technology (ICT). Economic Commission for African (2000) remarked that globalization refers to changes occurring at global level, which in several ways have not been in the control of individual nation states and their governments. Globalization refers to the integration of national economies, culture, social life, technology, education and politics. Globalization refers to the movement of peoples, ideas and technology from place to place (Emeagwali, 2004; Yau, 2005; Omekwu, 2006; Chang, 2008). Emeagwali traced the genesis of globalization in Africa to the period of slave trade which resulted to colonization and Christian Missionary activities in Africa. Generally, two contrasting paradigms ignite the debate on globalization as a form of integration and as a form of imperialism. Western scholar Wallerstein, cited in Chang

8 Dept. of Educational Psychology, Guidance and Counseling, School of Education Federal College of Education (Tech)Omoku, Rivers State; & Dept. of Educational Foundation School of Education Federal College of Education (Tech)Omoku, Rivers State respectively
(2008) propagates the former while scholars from Africa and other developing countries such as Mojah (2004), Nderitu (2005) and Chang (2008) have the later perspective. They argue that globalization is a metaphor for imperialism since there are several inequalities in the globalization process to the detriment of the developing countries.

A pertinent issue however, is that globalization like several other changes cannot be wished away. This is because the new information revolution which Omekwu (2001) believes has come to replace the agrarian and industrial revolution is rapidly compressing the world into digital global village. The revolution has led to a social process which involves a compression of time and space, shrinking distances through a dramatic reduction in time taken–either physically or representationally–to cross them, so making the world smaller and in a certain sense bringing human beings closer to one another (Yau, 2005).

Information revolution, powered by information and communication technology (ICT), has give impetus to a new information economy. Information and knowledge have become a very critical factor of production just like land and capital during agrarian and industrial revolution. This revolution is tremendously impacting in all aspect of human life particularly in critical areas like education. This has been recognized by Mojah (2004) who argues that the global restricting of the economy has had major impact on higher education. He, however, regrets that people who benefits from global economy tend to enjoy better developed system of higher education since educational resources emanating from the global information environment are more sophisticated in developed economies than in developing economies. The librarians being information resources managers are critically positioned in this new information revolution to enhance information availability and use in higher education in the country.

The focus of this paper therefore, is to find out how globalization and the new information revolution has influenced higher education in Nigeria and the challenging roles of librarians in the new information environment. Globalization is a phenomenon that is multi-dimensional and multifaceted. It has economic, political, socio-cultural and educational implications (Robertson, 1992; Guillen, 2000; Obilade, 2003; Yau, 2005). It is the transformation of domestic matter to a matter of international concern. Yau (2005) argues that globalization is all about greater interaction among countries and people. He however fears that this integration is dangerous in many ways because of disparities existing between developed and developing countries particularly as it concerns information and communication technologies, the engine that powers globalization. In line with this, Chang (2008) fears that globalization is a sugar-coated bitter pill which has reduced developing countries to mere appendage of Western super powers.

Undoubtedly, globalization has deep economic dimensions; conquest, dominations and trade. The underlying principles of globalization are integration, liberalization and privatization (Cogburn and Adeya, 1999) which have impacted on government policies particularly as it concerns higher education. Therefore, Gilbert (2007) has reasoned that these developments mean an uncontrollable process of globalization in education system and can at the same time offer new perspectives to solving educational problems. Education is now more concerned with critical thinking and self directed learning opportunities which will serve the individual over a life time. As a result of this Cleveland (1999) and Floyd (2007) remarked that Nigeria needs world-class higher institutions, bearing in mind that
internationally competitive educational system is the first step in building an economy that generates that dividend of globalization. In the era of globalization, information revolution is a critical factor which is reshaping the education processes. Corgburn and Adeye (1999) have noted that the driving force behind the current information revolution is the new technologies that go with information and communications technology (ICT). These technologies continue to provide enabling environment for global education process in which geographical regions are benefiting one way or the other from the vast opportunities in the global education industry (Geleijnse, 1994).

However, for this to be made possible Emeagwali (2004) and Yau (2005) posit that critical infrastructures must be in place. These infrastructures include computers and internet connectivity, sustainable power supply, human capacity development and the political will by the government. Peraton and Creed (2000) have identified a numbers of opportunities that the new information environment can for provide scholars and students. These include unlimited access to data bases scattered around the globe through the internet. According to Ite (2004), contact, collaboration and communication have provided veritable environment for linkage programmes between universities. This has definitely added values to higher education globally. Several challenges however, face Nigeria and other developing countries in the new information revolution. A nagging issue is the problem of digital divide existing between developed and developing countries. This is glaring when one considers African’s web visibility.

Studies have provided evidences that Africa has the lowest web presence globally (Emeagwali, 1997; Peraton and Creed, 2000; Mutala, 2002; Omekwu, 2003; Yau, 2005). Mutala’s study reveals that Africa’s global web contribution is about 1.08%. Similarly, Peraton and Creed (2000) are worried that more than 80% of global website is from North America and Europe and more than 85% of scientific publications are also from the same area. The poor global web presence in African countries is a serious threat to the development of higher education in Nigeria since it will be difficult for Nigeria to globalize its local educational resources. Owing to this, Akanni (2008) believes that a sure way to respond to the challenges of globalization and information revolution is the provision of virtual library services in higher institutions in Nigeria. According to him this can be achieved in two ways. The first approach is group of libraries bringing their resources together to form a consortium aimed at providing information to library users through the use of resources of member libraries. Another approach is the establishment of e-learning centre that would provide users with resources outside and within the country.

Research Questions

1. How has globalization influenced Nigerian higher education?
2. What is the impact of information technology in Nigerian higher education?
3. What are the roles of library professionals in information provision in higher Education?
4. What are the strategies for effective library service delivery in the global environment.
Methodology

The design of this study was descriptive. The population of the study was 105 library professionals in University of Port Harcourt, Ignatius Ajuru University of Education Rumuolumeni Port Harcourt, Federal College of Education (Tech), Omoku, River State and University of Science and Technology Port Harcourt (RSUST). The sample for the study consists of 45 professional Librarians drawn from the four institutions of higher learning. The instruments for data collection for the study were questionnaires and observations. These two instruments were deemed appropriate for this study because the questionnaire enables the researchers to establish good rapport with the respondents and observation gives the researchers the opportunity have a first hand information about the issues at hand. A 45 set of 20- item questionnaires with a four-point modified likert scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) was designed and administered on different occasions to the 45 Professional Librarians in the four institutions mentioned above to measure their level of responses to the options provided.

The instruments were validated by experts in information science and measurement and evaluation who are senior lecturers in Federal college of Education (Tech) Omoku. The reliability of the instrument was found using Cronbach Alpha with a coefficient of 0.87 which makes the instrument reliable. The data was analyzed using weighted means. The item mean and the criterion means (2.50) were computed and utilized to measure the level of agreement and or disagreement. The decision adopted was that if the criterion mean (2.50) is less than the item means, the option is positively rated; if otherwise, the option is rated negatively.

Findings

Research Question 1

How does globalization influence Nigerian higher education?

<table>
<thead>
<tr>
<th>Influence of globalization</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>(X)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization provides educational opportunities for Nigerians.</td>
<td>11</td>
<td>18</td>
<td>14</td>
<td>9</td>
<td>2.59</td>
<td>4.0</td>
</tr>
<tr>
<td>Globalization improves teaching and learning resources in Nigeria.</td>
<td>13</td>
<td>23</td>
<td>9</td>
<td>7</td>
<td>3.00</td>
<td>2.0</td>
</tr>
<tr>
<td>Globalization has improved scholarly communication in Nigeria.</td>
<td>10</td>
<td>27</td>
<td>15</td>
<td>10</td>
<td>2.95</td>
<td>1.0</td>
</tr>
<tr>
<td>Collaboration among researchers has been improved by Globalization.</td>
<td>10</td>
<td>22</td>
<td>10</td>
<td>10</td>
<td>2.61</td>
<td>2.93</td>
</tr>
<tr>
<td>Criterion means = 2.50, N = 52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 above, respondents were asked to use (SA), (A) (D) and (SD) to measure their level of opinions on the influence of globalization on Nigerian higher education. This researcher has discovered that in their order of influence, scholarly communication has improved greatly due to the incorporation of information technology (IT) in teaching, learning and research in higher education in Nigeria. This was rated highest by respondents with item mean (X) of 2.95 as against the criterion mean of 2.50. With a mean (X) rating of 2.93, it was found that improvement in teaching and learning resources over the traditional system of leaning has been noticeable in Nigeria higher education as shown in Figure 1. The internet has granted scholars opportunities to harness education resources available beyond their frontiers at a speedy rate and at different location.

Globalization has opened up a wider horizon for researchers, not only in Nigeria, but also in other developing countries. Internationalization of resources has permitted researchers and scholars with different culture and locations to showcase what is obtainable in their environment. Scholars in Nigeria can as a result of globalization, today access simultaneously resources in other Universities without traveling to the physical locations. Today learning opportunities have improved markedly in Nigeria since the advent of information technology and the globalization processes. The ubiquitous learning resources on the web have spurred scholars to take collaborative strides in the pursuit of knowledge. More importantly is its influence in distance learning, in which a learner can register as a student at their base and receive instructions online.

Research Question 2

What is the impact of information technology in Nigerian higher education?

Table 2. Impact of information technology on Nigeria Higher Education

<table>
<thead>
<tr>
<th>Impacts of information technology</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>(X)</th>
<th>Rank Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information technology has encouraged shift from traditional method of teaching and learning.</td>
<td>7</td>
<td>27</td>
<td>10</td>
<td>8</td>
<td>2.63</td>
<td>6 +</td>
</tr>
<tr>
<td>Information technology has created opportunity for computer assisted instruction CAI.</td>
<td>6</td>
<td>29</td>
<td>14</td>
<td>3</td>
<td>2.72</td>
<td>3 +</td>
</tr>
<tr>
<td>Access to Information has improved remarkably through Information technology.</td>
<td>15</td>
<td>23</td>
<td>10</td>
<td>4</td>
<td>2.94</td>
<td>1 +</td>
</tr>
<tr>
<td>Internet is an important tool in accessing information prominent.</td>
<td>6</td>
<td>31</td>
<td>9</td>
<td>6</td>
<td>2.71</td>
<td>4 +</td>
</tr>
<tr>
<td>Effective communication among Nigerian researchers.</td>
<td>9</td>
<td>25</td>
<td>10</td>
<td>8</td>
<td>2.70</td>
<td>5 +</td>
</tr>
<tr>
<td>Electronic information storage and retrieval has improved teaching and learning.</td>
<td>14</td>
<td>24</td>
<td>8</td>
<td>6</td>
<td>2.84</td>
<td>2 +</td>
</tr>
<tr>
<td>Criterion means = 2.50, N = 52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in Table 2 above all the items were rated positive. One of the ways the technology has exerted much influence is in the area of access to information. Ranked highest in the table with item mean (X) of 2.94, access to information in higher education in Nigeria has shifted much from traditional library bibliographic search to the globalized information. That electronic information storage and retrieval (storage and e-retrieval) has improved teaching and learning in higher education in Nigeria was ranked second with item mean (X) of 2.84. There is fundamental shift in the way books are collected, classified and made available to users in libraries. This has created greater opportunities for computer assisted learning in higher education in developing countries. This was ranked third in the table, depicting that there is a greater movement from the tradition way of teaching and learning. The study shows in Table 2 that internet is an important tool for accessing information in higher institutions in Nigeria. This finding was corroborated by the work of Geleijnse (1994). He found that since the advent of internet service at the Tilburg University, Netherlands, students were regarding the library as workplace and database software. This study has revealed that information technology has encouraged shift from traditional method of using chalk-board and other local instructional technics.

This is an improvement from studies of Corgburn and Adeya (1999), Mutala (2002) and Yau (2005). Ranked 4th in the table with item mean of 2.78 was that librarians should emphasize access to information resources rather than acquisition. This was scored high because the ability of librarians to determine the needs of the users in higher education is much more important than the high volume of collections that are difficult to access. That is, the rational for ranking that librarian should provide access tools or database for information retrieval and accessibility 5th with item mean (x) of 2.73. The sixth in the ranking is that academic Librarians should be involved in consultancy services with faculty members and students. Table 4 and Figure 4 present the result of strategies for effective library services for higher education in Nigeria. The result shows that every item was rated positive with item mean above the criterion mean. In their highest ordering, the strategies for effective library services delivery include that librarians should be involved in electronic networking, user analysis should play key role in library.

Research Question 3

What are the roles of library professionals in information provision in higher Education?

Table 3: Roles of library professionals in information provision

<table>
<thead>
<tr>
<th>Role of library professionals</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>Rank</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian should create awareness about available information.</td>
<td>17</td>
<td>23</td>
<td>5</td>
<td>7</td>
<td>2.96</td>
<td>3 +</td>
<td></td>
</tr>
<tr>
<td>Librarians should provide databases for information retrieval and accessibility.</td>
<td>2</td>
<td>29</td>
<td>6</td>
<td>5</td>
<td>2.73</td>
<td>5 +</td>
<td></td>
</tr>
<tr>
<td>Librarians should be involved in consultancy services with faculty members and students.</td>
<td>9</td>
<td>27</td>
<td>5</td>
<td>11</td>
<td>2.65</td>
<td>6 +</td>
<td></td>
</tr>
<tr>
<td>Librarians should acquire basic knowledge of ICT for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
effective information provision.  
Information delivery should be based on the ability to analyze information.  
Librarians should emphasize access to information rather than acquisition.  

N = 52

Table 3 above indicates the result of the finding on the roles of Library Professionals in information provision for higher education in Nigeria. It shows that all the items were rated positive. This means that librarians should as a matter of necessity, acquire knowledge in basic ICT for effective information provision for higher education in the country. This result approves that the roles of library professionals are to be that of creating more awareness about available information not only in the library but also on the internet. This role is ranked 3rd with item mean score (x) of 2.96. On the internet, documents can be simultaneously accessed online by numerous readers in networked libraries.

Research Question 4

What are the strategies for effective library service delivery in the global environment?

Table 4: Strategies for effective services delivery

<table>
<thead>
<tr>
<th>Strategies for service delivery</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>(X)</th>
<th>Rank</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians should be involved in electronic information networking.</td>
<td>11</td>
<td>26</td>
<td>10</td>
<td>5</td>
<td>2.82</td>
<td>1 +</td>
<td></td>
</tr>
<tr>
<td>User analysis should play key role in services delivery.</td>
<td>11</td>
<td>24</td>
<td>13</td>
<td>4</td>
<td>2.80</td>
<td>2 +</td>
<td></td>
</tr>
<tr>
<td>E mail services should be used for effective services delivery.</td>
<td>13</td>
<td>20</td>
<td>11</td>
<td>7</td>
<td>2.71</td>
<td>3 +</td>
<td></td>
</tr>
<tr>
<td>Librarians should assist users in internet search.</td>
<td>11</td>
<td>19</td>
<td>13</td>
<td>9</td>
<td>2.50</td>
<td>4 +</td>
<td></td>
</tr>
</tbody>
</table>

N=52

Conclusion

There is a major shift in learning process in higher institutions in this millennium. The shift is that the society and libraries are no longer situated in the physical environment, but on virtual, online, electronic or cyberspace. Globalization and information technology is increasingly changing the learning process in higher education. Globalization has caused librarians and higher institutions in Nigeria and developing countries to face new type of learning involving the use of ICT infrastructures to improve educational resources. Library Professionals in this environment therefore, have greater roles to play because they are the interface between information and the users in the new technology. This has changed the
needs and uses which readers in higher institutions in Nigeria make of library resources and therefore, affects librarian priorities for service delivery. It affects also the tools and system with which library professionals operate and therefore, impacts on the structures by which library services are delivered. It changes the context and format of the resources which librarians possess, therefore challenges the approaches in response to contemporary situations.

**Recommendations**

1. Every higher institution should encourage its staff through research activities that will involve the use of the internet.
2. All higher institutions must establish virtual libraries so as to join the globalization process.
3. The library professionals must be made to undergo constant training, seminar and conferences so as to meet up the challenges of globalization.
4. The Government must provide the enabling environments for digital libraries to function effectively.
References


Addressing Gender Imbalance in Nigeria’s Higher Education through Institutional Framework: Okeke Emeka Paul

Abstract

This paper examined the gender imbalance among students in Nigeria’s higher education and the possible ways to addressing them. The poor access of female gender to higher education in Nigeria has become a thing of great concern to all stakeholders such as School authorities, Government, International agencies and employers of labor. The paper therefore, looked at the Access, Participation and completion rate of female students in higher education as well as interventions to address the challenges. It is recommended that affirmative and motivating policies be put in place for the female students to be at parity with the male. It concluded by stating that equity interventions have not accompanied policies for expanding access to higher education for this vulnerable gender, thus, critical policies targeting participation of female students should be expanded.

Women in Nigeria have had various challenges in order to obtain equal education. Education by law is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights. According to UNESCO, a correlation exists between the enrolment of girls in primary school and the gross national product and increase of life expectancy (UNESCO, 2004). Because of this correlation, enrolment in schools represents the largest component of the investment in human capital in any society. In other words, rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country (Nussbaum, 2003). Education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills. In the 1960s, when most African states began to gain their political independence, there was considerable gender disparity in education. Girls’ enrolment figures were very low throughout the continent (UNDP 2005). In May 1961, the United Nation's Universal Declaration of Human Rights and UNESCO’s educational plans for Nigeria were announced in a conference held in Addis Ababa, Ethiopia. A target was set then: to achieve 100% universal primary education in Nigeria by the year 1980.

The implementation of the free and compulsory Universal Primary Education (UPE) and the most recent Universal Basic Education (UBE) was in line with this UN Plan. Ever since then, UNICEF and UNESCO and many other organizations have sponsored, research and conferences within Nigeria regarding the education of girls, but up until date, considerably more boys than girls participate in education in Nigeria (UNESCO, 2008). According to one Nigerian Historian Kitetu, the native traditions’ philosophy was that a

---

9 Nigerian Institute of Social and Economic Research (NISER) Ibadan, Oyo State
woman’s place is at home and this kept many girls away from education. Though, with the government’s intervention and public awakening, parents began to send and keep their girl children in school. Consequently, women’s involvement became more visible but Nigeria was still lagging behind other regions of the world in female access to education. It was also noted that gender disparity existed in education and that there was need to identify and eliminate all policies that hindered girls’ full participation in education (Kitetu, 2001).

Transition of Female Students from Secondary to Higher Education in Nigeria

Throughout Sub-Saharan Africa, the percentage of female students accessing and participating in all levels of education is increasing. Successful international campaigns for gender equity in education and social development coupled with adoption of gender responsive campaign at national levels have contributed to this increasing trend in enrolments. Progress achieved in basic and secondary education influence access and participation patterns in higher education. Data from recent surveys show about 70 percent increase of female enrolment in some Sub-Saharan Africa countries due to Millennium Development Goals (MDGs) and Education for All targets. While half of the countries have not achieved gender parity in enrolments, with fewer females enrolling and completing the primary school cycle (UNESCO, 2009). About 58 percent of countries in Sub-Saharan Africa have differences in primary school participation between males and females that are smaller than six percent (Lewin, 2007). Of concern, however, is that increased access and participation of female students at the primary school level is not necessarily translating to higher enrolments at secondary and higher education levels.

In general, the transition rate from primary to secondary schools in Sub-Saharan Africa was 62 percent in 2006, while that of female students was 57 percent (UNESCO 2009). Lewin (2007) shows that in most countries of the region, gender equity measured by the Gender Parity Index (GPI) at primary and secondary levels varies considerably. The GPI is more favourable to girls at primary than at secondary and University level in almost of sub-Saharan Africa (Lewin 2007).

Generally, most Africa countries have female transition rates to secondary education level of less than 50 percent. Available statistics on Nigeria indicates that the country had a completion rate of 81 percent for males and 66 percent for females at primary and 38 percent for males and 32 percent for females respectively at the secondary level (UNESCO, 2006). This shows the compound effect of female transition to higher education in Nigeria. In addition, the transition rate on female students from secondary to university education is much lower than the transition rates from primary to secondary level. This is as a result of some economic and cultural factors. Presently in Nigeria, female students comprised 31.2 percent of the students enrolled in 23 federal universities (Pereira, 2010).

The trend observed in the access, participation and transition of female students from secondary to University education requires intervention to expand access of female students to higher education and as well address factors responsible for higher rates of female attrition in secondary schools. Indeed, attrition rates remain a critical problem despite increasing gross enrolment rates. In Nigeria today, the data available shows that the trend of gender imbalance in accessing higher education starts from channelling female students to gendered disciplines
in higher education, which begins at the senior secondary level. It is at that level majority of the students either drop out or underperform due to socio-economic factors (Adelabu & Adepeju, 2008). As evident in Table 1.1, there is a common poor enrolment trend in the percentage of females accessing educational opportunities within the various levels of the education in Africa. This however, has not gone down too well with the continent when compared with other continents.

**TABLE 1.1:** Percentage of females enrolled in primary, secondary and tertiary education in selected African Countries.

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Uganda</th>
<th>Tanzania</th>
<th>Nigeria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>48</td>
<td>50</td>
<td>43</td>
</tr>
<tr>
<td>Secondary</td>
<td>39</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>Tertiary</td>
<td>34</td>
<td>24</td>
<td>40</td>
</tr>
</tbody>
</table>

**Source:** Institute of Statistics Global Education Digest, 2008

**TABLE 1.2:** Enrolment in Nigerian Universities by sex

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Male</td>
<td>274,313</td>
<td>492,874</td>
<td>466,159</td>
<td>258,697</td>
<td>475,577</td>
</tr>
<tr>
<td>Female</td>
<td>170,818</td>
<td>373,778</td>
<td>234,534</td>
<td>258,697</td>
<td>475,577</td>
</tr>
</tbody>
</table>

**Source:** National Universities Commission /National Bureau of Statistics, 2009

Table 1.2 further revealed the horrible situation of gender imbalance in the nation’s ivory tower. This is adduced to the fact that many female secondary schools graduates, even when they have the academic qualification required for access into higher education; tend to terminate their education for some reasons (Timothy and Dende, 2011). Apart from voluntary termination of academic pursuit, a large number of the female students are said to be pressurized by cultural reasons to quit education at the completion of secondary education. All these contribute to the poor female enrolment when compared to their male counterpart as observed in the above table.

**Access, Participation and Completion Patterns for Female Students in Higher Education in Nigeria**

The key determinant of access patterns for female students to higher education institutions are performance and transition rates from primary and secondary schools respectively. In Nigeria, access to higher education depends on a candidate’s performance in the competitive examinations organized by the Joint Admissions and Matriculation Board

In the case of zone arrangement Nigeria, the percentage of female enrolment is often higher in states from the Southern zone than in those from the Northern zone. A study by Omoike (2009) involving universities in the south shows that most of the universities have female enrolments above 40 percent.

In fact, in the 2002 admissions, Akwa-Ibom State recorded 50.1 percent for females compared to 49.9 percent for the males (Omoike, 2009).

Though no similar study is available for university admission in the North, the rate of female university admission is much lower in the Northern zone than in the Southern zone. For instance, the summary of higher education enrolments in Jigawa State (a Northern state) shows 89 percent male and 11 percent female for 2005-2006, 88 percent male and 12 percent female for 2006-2007 as well as 88 percent male and 12 percent female for 2007-2008 (Federal Republic of Nigeria, Jigawa, State Education Strategic Plan, 2008). The data on Nigeria indicates that the rates of females’ participation in higher education differ according to states and regions with the Northern states having lower rates than the Southern states. Consequently, policy interventions to promote females’ access to education are more pronounced in the Northern states than in the Southern states. For instance, all the six target states under UNICEF Africa Females’ Education Initiative (AGEI) are all from the Northern zone.

However, the Federal Ministry of Education (FME) notes that the major challenge to access to tertiary education in Nigeria is inability of prospective entrants to possess the basic admission requirements of having credit in five subjects including English Language and Mathematics in the Senior Secondary Certificate Examination (SSCE) or its equivalent. The FME maintains, “Only 23.7 percent of candidates passed SSCE with credit in Mathematics and English Language between 2000-2008” (Federal Ministry of Education, 2009). The data above mirrors the participation trends in other Sub-Saharan countries indicating a consistent stagnation of female access to universities fluctuating between 35 and 40 percent, with the average mean being 35 percent (Morley et al. 2006). There is also another dimension of access, though, that characterizes inequities in access to higher education by female students in Nigeria and other sub-Saharan Africa, i.e., access to science and technology and other professional programmes in the universities. The transition of female students from secondary to higher institution level on science related and technology based programmes are particularly lower than transition for males. This is highly pronounced in engineering and other technical courses.

For example, in the 1999-2003 sessions, there were zero enrolments for females in technical courses such as mechanical engineering, plumbing, fabrication and welding (Federal Ministry of Education, Nigeria, 2005). Similarly, in 1999-2003 female students constituted only 27 percent of those in science and technology programs in Nigerian Universities. The position of table 1.3 is not different from other literatures on the poor access and participation of the female gender in enrolment in Nigeria’s higher education. The table revealed that in all the listed major programmes/courses, the female gender enrolment was less than 33 percent; this is in consonance with Adelabu and Adepeju (2008) submission
that female access and participation in major courses in the institutions of higher learning are very low. This has contributed immensely to the gender disparity observed in the Nigerian universities.

Table 1.3: Enrolment in Nigerian Universities by major Discipline in 2003/2004

<table>
<thead>
<tr>
<th>Course/Degree</th>
<th>2003/2004</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Administration/Mgt</td>
<td>56,217</td>
<td>66.3</td>
<td>28,551</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>27,605</td>
<td>69.5</td>
<td>12,102</td>
</tr>
<tr>
<td>Arts</td>
<td>48,948</td>
<td>66.0</td>
<td>25,214</td>
</tr>
<tr>
<td>Dentistry</td>
<td>1,560</td>
<td>65.0</td>
<td>840</td>
</tr>
<tr>
<td>Education</td>
<td>64,389</td>
<td>65.5</td>
<td>33,910</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>48,232</td>
<td>74.4</td>
<td>12,507</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>22,813</td>
<td>76.7</td>
<td>6,922</td>
</tr>
<tr>
<td>Law</td>
<td>23,336</td>
<td>61.7</td>
<td>14,459</td>
</tr>
<tr>
<td>Medicine</td>
<td>24,521</td>
<td>64.3</td>
<td>13,633</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>4,365</td>
<td>67.2</td>
<td>2,131</td>
</tr>
<tr>
<td>Science</td>
<td>91,569</td>
<td>66.1</td>
<td>47,020</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>3,036</td>
<td>78.8</td>
<td>818</td>
</tr>
<tr>
<td>Social Science</td>
<td>68,029</td>
<td>64.4</td>
<td>37,666</td>
</tr>
<tr>
<td>Total</td>
<td>484,260</td>
<td>67.3</td>
<td>255,773</td>
</tr>
<tr>
<td>Percentages</td>
<td>67.3</td>
<td></td>
<td>32.7</td>
</tr>
</tbody>
</table>


As also indicated by statistics in table 1.3, female composition as a total of the students admitted in Nigerian universities and as a percentage of the students in key science and technology based courses remained low within the period. The highest total of female composition was in science which constituted 44.9 percent of the students enrolled. In terms of courses enrolled, female participation remain very poor virtually in all and the major courses, averaging below 33 percent.

However, since these statistics are not aggregated by socio-economic and regional considerations, one is not able to comment conclusively on the equity implications. Nevertheless, Nuhu Shema “decried the rate of low participation of female folk in the northern part of the country which he said was characterized by withdrawal of girls of school age from school for the purpose of marriage, thus affecting the access and participation of this gender when compared with other regions in the country” (The punch, 2000). However, data in table 1.4 on students enrolment in the University of Ibadan from 2004-2005, further shows a slight increase in female access and participation in University education. But these have not in any way been at par with the male enrolment as the table still reveals that the
total female enrolment in all the major courses was less than 40 percent participation (Odejide, 2007). This is in line with the findings of Adeyemi and Akpotu (2004) that even though there has been an increase in the level of female admission in higher education, there has been a corresponding lower enrolment than male gender in most of the major courses/programmes in Nigeria’s institutions of higher learning.

### TABLE 1.4: Students’ Enrolments by Discipline and Gender at the University of Ibadan, Nigeria 2004-2005

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Female</th>
<th>Percentages</th>
<th>Male</th>
<th>Percentages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>656</td>
<td>51.7</td>
<td>614</td>
<td>48.3</td>
<td>1,270</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>477</td>
<td>36.6</td>
<td>828</td>
<td>63.4</td>
<td>1,305</td>
</tr>
<tr>
<td>Law</td>
<td>208</td>
<td>38.7</td>
<td>329</td>
<td>61.3</td>
<td>557</td>
</tr>
<tr>
<td>Science</td>
<td>248</td>
<td>36.3</td>
<td>1,138</td>
<td>63.7</td>
<td>1,786</td>
</tr>
<tr>
<td>Technology</td>
<td>120</td>
<td>11.5</td>
<td>923</td>
<td>88.5</td>
<td>1,043</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
<td>473</td>
<td>42.6</td>
<td>637</td>
<td>57.4</td>
<td>1,110</td>
</tr>
<tr>
<td>Basic Medical Sciences</td>
<td>129</td>
<td>40.8</td>
<td>187</td>
<td>59.2</td>
<td>316</td>
</tr>
<tr>
<td>Clinical Sciences</td>
<td>464</td>
<td>41.5</td>
<td>655</td>
<td>58.5</td>
<td>1,119</td>
</tr>
<tr>
<td>Dentistry</td>
<td>59</td>
<td>44.0</td>
<td>75</td>
<td>56.0</td>
<td>134</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>120</td>
<td>56.6</td>
<td>92</td>
<td>43.4</td>
<td>212</td>
</tr>
<tr>
<td>Vet Medicine</td>
<td>210</td>
<td>38.7</td>
<td>332</td>
<td>61.3</td>
<td>542</td>
</tr>
<tr>
<td>Education</td>
<td>682</td>
<td>50.8</td>
<td>658</td>
<td>49.1</td>
<td>1,340</td>
</tr>
<tr>
<td>Public Health</td>
<td>67</td>
<td>55.4</td>
<td>54</td>
<td>44.6</td>
<td>121</td>
</tr>
<tr>
<td>Total</td>
<td>4,313</td>
<td>39.8</td>
<td>6,522</td>
<td>60.2</td>
<td>10,835</td>
</tr>
</tbody>
</table>

Source: Odejide, Feminist Africa: 2007

The above table also illustrates trends in the limited access of female students to professional degree courses in Nigeria. From this example, the percentage of female admission is highest in Pharmacy (56.6 percent) and lowest in Science (36.3 percent) and Technology (11.5 percent). A related issue is the percentage of female students who enrol and successfully complete the major outlined courses/programmes, basically in science and technology based courses as shown by the statistics for all the public universities below.
TABLE 1.5: Graduate out-turn of Bachelor’s Degree by Discipline in Nigerian Universities from 2001-2005

<table>
<thead>
<tr>
<th>Course/Degree</th>
<th>2001</th>
<th></th>
<th>2002</th>
<th></th>
<th>2003</th>
<th></th>
<th>2004</th>
<th></th>
<th>2005</th>
<th></th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>3,294</td>
<td>2,298</td>
<td>4,727</td>
<td>3,413</td>
<td>6,380</td>
<td>5,321</td>
<td>4,089</td>
<td>3,201</td>
<td>2,521</td>
<td>1,843</td>
<td>56.7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1,086</td>
<td>604</td>
<td>1,381</td>
<td>705</td>
<td>1,366</td>
<td>873</td>
<td>1,263</td>
<td>828</td>
<td>299</td>
<td>167</td>
<td>76.0</td>
</tr>
<tr>
<td>Arts</td>
<td>2,732</td>
<td>2,351</td>
<td>2,938</td>
<td>2,982</td>
<td>3,672</td>
<td>3,963</td>
<td>2,706</td>
<td>2,746</td>
<td>1,687</td>
<td>1,495</td>
<td>50.4</td>
</tr>
<tr>
<td>Dentistry</td>
<td>-</td>
<td>-</td>
<td>45</td>
<td>22</td>
<td>67</td>
<td>30</td>
<td>48</td>
<td>21</td>
<td>-</td>
<td>-</td>
<td>68.7</td>
</tr>
<tr>
<td>Education</td>
<td>4,129</td>
<td>4,117</td>
<td>3,221</td>
<td>3,248</td>
<td>3,560</td>
<td>3,391</td>
<td>2,362</td>
<td>3,000</td>
<td>2,352</td>
<td>2,095</td>
<td>49.6</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>4,104</td>
<td>581</td>
<td>4,558</td>
<td>679</td>
<td>5,425</td>
<td>800</td>
<td>4,182</td>
<td>689</td>
<td>1,061</td>
<td>116</td>
<td>87.1</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>932</td>
<td>375</td>
<td>1,079</td>
<td>395</td>
<td>1,201</td>
<td>560</td>
<td>940</td>
<td>368</td>
<td>643</td>
<td>243</td>
<td>71.2</td>
</tr>
<tr>
<td>Law</td>
<td>1,558</td>
<td>990</td>
<td>2,112</td>
<td>1,781</td>
<td>2,846</td>
<td>2,664</td>
<td>1,901</td>
<td>1,461</td>
<td>1,007</td>
<td>626</td>
<td>55.6</td>
</tr>
<tr>
<td>Medicine</td>
<td>1,200</td>
<td>568</td>
<td>1,538</td>
<td>613</td>
<td>1,489</td>
<td>903</td>
<td>1,219</td>
<td>721</td>
<td>359</td>
<td>230</td>
<td>65.7</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>242</td>
<td>78</td>
<td>321</td>
<td>138</td>
<td>186</td>
<td>144</td>
<td>320</td>
<td>235</td>
<td>12</td>
<td>10</td>
<td>64.1</td>
</tr>
<tr>
<td>Science</td>
<td>4,748</td>
<td>2,494</td>
<td>4,461</td>
<td>2,840</td>
<td>5,839</td>
<td>4,349</td>
<td>4,390</td>
<td>2,581</td>
<td>2,190</td>
<td>1,379</td>
<td>61.3</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>68</td>
<td>19</td>
<td>99</td>
<td>47</td>
<td>155</td>
<td>54</td>
<td>47</td>
<td>21</td>
<td>30</td>
<td>6</td>
<td>73.1</td>
</tr>
<tr>
<td>Social Science</td>
<td>5,021</td>
<td>3,223</td>
<td>8,459</td>
<td>4,996</td>
<td>8,187</td>
<td>5,658</td>
<td>601</td>
<td>4220</td>
<td>2,893</td>
<td>2,296</td>
<td>60.0</td>
</tr>
<tr>
<td>Others</td>
<td>583</td>
<td>311</td>
<td>1,059</td>
<td>457</td>
<td>879</td>
<td>401</td>
<td>617</td>
<td>214</td>
<td>273</td>
<td>209</td>
<td>68.2</td>
</tr>
<tr>
<td>Total</td>
<td>29,782</td>
<td>18,009</td>
<td>35,989</td>
<td>22,316</td>
<td>41,222</td>
<td>29,109</td>
<td>30,105</td>
<td>20,314</td>
<td>15,375</td>
<td>10,715</td>
<td>64.8</td>
</tr>
<tr>
<td>Percentage</td>
<td>62.3</td>
<td>37.7</td>
<td>61.7</td>
<td>38.3</td>
<td>58.6</td>
<td>41.4</td>
<td>59.7</td>
<td>40.3</td>
<td>58.9</td>
<td>41.1</td>
<td></td>
</tr>
</tbody>
</table>


A closer look at the data on table 1.5 also indicates a very wide gap in male and female students who successfully completed their programmes in Nigerian Universities within the period. The table further reveals that the total out-turn of female students within the period in all the selected courses was 35.2 percent against 64.8 percent male out-turn. It also shows that the highest out-turn for female within the period was in 2003 in which they recorded 41.4 percent and had the lowest in 2001 with 37.7 percent. In other words the male dominance in both enrolment and out-turn shows a great disparity in gender equity. The gender based disparities also reflect in the number of male and female lecturers in the Nigerian Universities as shown in the table below.
TABLE 1.6: Academic Staff in Nigerian Universities by sex

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>No. Of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15,288</td>
<td>3,578</td>
<td>15,067</td>
<td>3,359</td>
<td>17,936</td>
</tr>
<tr>
<td></td>
<td>22,858</td>
<td>4,624</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The story is not different from what we observed in the previous tables, the female proportion when compared to male academic staff in the Nigerian Universities is less than one quarter of the entire academic staff. The gender imbalance scenario as depicted on the chart below also become worse on the common wealth scholarship award, where Nigerian male students got ten prestigious award in 2003 against seven awards to Nigerian female students. The situation became so bad in 2007, when five male students got the common wealth scholarship award to study abroad and no Nigerian female university student got the celebrated award.

Generated from NUC/NBS Annual Report, 2009
Institutional Interventions to Address Female Access and Participation in Education

In Nigerian context, it is only students who qualify irrespective of the gender can access higher education. Unlike other African countries where affirmative action policy has opened access doors to education on many female intending students, the academic faith of the Nigerian female intending higher education students remains on JAMB result and institutional determination. More so, it is evident to note that the Nigerian educational system has no concessional admission for any category of students and relies completely on the JAMB-controlled admissions. This makes it difficult to close the gender disparity gap. Though the federal and state governments with the assistance of some international agencies notably UNICEF, have been initiating actions to close gender gap and increase female access to education. There is no doubt; these initiatives are increasing females’ access to primary and secondary education but have not remarkably increased female access to higher education (FME, 2009). The percentage of females gaining admission into higher institutions is still low when compared to male. The governments at all levels should not only supports the UNICEF and DFID projects, but should also offer free education to females’ students at all levels of education to bridge the gender gap to education access. In this regard, one of the turnaround strategies to be adopted by the Nigerian government is to “ensure continuous gender-focused education programmes by considering policies such as quota-based admission, fees reduction, scholarships and other incentives based on gender” (FME, 2009).

Conclusion

Higher education has played a critical role in the development of many nations such as China, India, and Cuba etc. However, in Nigeria, equity considerations have not accompanied expansion of higher education institutions. Female students from poor backgrounds are most affected in accessing the institutions in fewer numbers; they also find it difficult to enrol in general courses other than the female gender deficient courses such as science and Mathematics-based courses. This is in line with UNICEF (2009) submission that “The number of female scientists will increase in the universities if funds are set aside for that purpose and this increases a number of role models for young girls.” Also, national and institutional policies articulated to increase the female gender access have most often not considered the gendered dynamics involved in accessing and participating in higher education by female students in Nigeria. This shows that equity interventions have not accompanied interventions for expanding access to the institutions.

More so, interventions have not been comprehensive and holistic enough to enhance participation and transition from post-primary education to higher education in a manner that the two levels synergize each other. Higher education policies for widening participation of female students target only those who have finished secondary schooling and have no linkages to basic and higher education institutions. The perceived interventions have also, only targeted on quantitative increases in female enrolment in higher education rather than addressing some of the qualitative gendered contexts in higher education institutions that outwit female retention and completion. It is therefore critically important that policies
targeting widening participation for female students also ensure that disadvantaged female students access such opportunities. Nevertheless, interventions to increase access and participation must be accompanied by other welfare support services for female students to ensure their persistence and completion. Since poverty and other socio-economic factors determine female participation in higher education, increased access and finance aid policies should complement each other.

**Recommendations**

1. Based on the findings of the study, Institutions of higher learning in the country should as a matter of urgency, direct their Corporate Social Responsibility (CSR) to provide scholarship for intending female students in their host communities, to increase their participation in higher education.

2. Governments and non-governmental agencies at all levels should formulate policies and champion the campaign against some customs and religion that inhibit females, from furthering their education.

3. The National Orientation Agency (NOA) in collaboration with the Ministry of Education at all levels of government, should also carry out a serious crusade against early marriage and unplanned childbearing among the girl child, which will possibly hamper their education.

4. Government should also set aside a special scholarship for female students only to pursue higher education.
References


Lewin, Keith (2007). Improving Access, Equity and Transition in Education; Creating a Research Agenda, CREATE, Research Monograph No 1


Continuous Assessment in Transforming University Education in Nigeria: Economic Equity to Meet Global Challenges: Ekpenyong E. Ekanem; & William E. Ekpiken

Abstract

Continuous assessment is an important management tool for transforming university education. Although this policy employed measurable criteria to retain students’ interest and objectivity, most academic staff of Nigerian universities lack basic knowledge and skills in test construction and interpretation and are thus, ineffective in continuous assessment implementation. This study aimed at investigating the role of continuous assessment in transforming university education and its implications for economic equity to meet global challenges. A correlation survey research design was adopted with one research question and three hypotheses to guide the study. Related literature was reviewed while data collection was done using researchers’ designed questionnaire titled “Continuous Assessment Programme and Economic Equity Questionnaire (CAPEEQ)”. The sample size of 250 academic staff drawn from a population of 714 made up of academic staff from Faculty of Education of the two universities studied using stratified random sampling technique. Multiple Regression analysis and Mean rank-order were applied to statistically analyze the data collected. Results obtained revealed ineffectiveness in continuous assessment administration. There were positive significant relationship between continuous assessment and students academic development, students’ true ability and the quality assurance of the academic. It was therefore recommended that academic staff and students should be adequately trained for skill acquisition on assessment administration while retaining the utility value of serving university teachers to meet challenges of the competitive world.

Keywords: Economic equity, university, transforming, continuous assessment.

There is no gainsaying that assessment is an indispensable management tool for determining educational outcomes for the purpose of maintaining standard, promotion, certification, improvement, increased productivity, quality control and accountability. Assessment of student learning in universities is one of the decisive factors in achieving objectives of university education. In Nigerian universities, educational assessment is made up of continuous assessment and end of semester examinations, which account for 30 percent and 70 percent of the total scores respectively. The continuous assessment helps in the students’ progress determination of quality and quantity of their learning and screening at each stage of the cycle of educational system, (Poopola, 2006). The emphasis of continuous assessment is a shrine in the National Policy on Education (2004) as a

10 Department of Educational Administration and Planning, Faculty of Education University of Calabar Nigeria
program that should ensure cognitive, affective and psychomotor development of the Nigerian child. It is on the basis of the above that university education management could attain economic equity through continuous assessment programme in transforming university education.

Economic equity is an economic term which connotes “what is fair” and “what is unfair” (Okorie, 2005) or “what ought to be” and “what ought not to be” (Mustapha, 2008). The term equity addresses the distinction between equality of opportunity and equality of results. Continuous assessment can be utilized in the selection of the inputs (both teachers and students) into the university and for processing (teaching-learning interaction) in order to realize the desirable output (high quality graduates). If the continuous assessment is defective (non qualitative), then the universities are inevitably confronted with the situation which could turn out unemployable or poor quality graduates for the society (Ekanem, 2011). This means that continuous assessment could be investigated from the economic standpoint of satisfying the needs for the university students as well as the society.

Continuous assessment is the process of gathering data and fashioning them into an interpretable form for decision making. According to Nkwocha (2004), continuous assessment is that which uses various methods and sources to gather and estimate different types of information about a person, group or event in a comprehensive way. It has a formative evaluation features which include among others; systematic, comprehensive, cumulative and guidance-oriented (Joshua, 2005). Educational managers could articulate these qualities by utilizing the scores arising from continuous assessment to predict future work performance of staff towards transforming university education.

The transformation of university education in this study implies changes in the habit of thinking, feeling and doing on the part of university academic staff as occasioned by the continuous assessment program. This is critical as the old programme of one-shot end of year test/examination was characterized by heavy bias in favor of the cognitive domain of knowledge and understanding of the school subjects. They were prone to rote learning because little or no attention was paid to affective and psychomotor domains of developments. The final examination system creates much fear to the students and by the time decisions could be made about the students’ feedback, the remedies of the students’ deficiencies may be too late. This affects the students’ psyche and health adversely. The students’ learning difficulties coupled with the loss of confidence by members of the public, results in the adoption of continuous assessment program as it was first prescribed in the National Policy on Education 1977. These justifications of the continuous assessment vis-a-vis the limitations of the old system of one-spot end of year test/examination culminate to qualitative service delivery by members of staff of the university.

Economic equity can also address the distinction between equality of opportunity and equality of results arising from continuous assessment in two dimensions namely: measurement of students’ true ability and the quality assurance for fairness and consistency. According to Joshua (2005), a person’s true ability represents the true score and is more vividly estimated by taking many measurements of the person, and thereafter, taking the average of these measurements. The more the number of measurements made, the more the average of those measurements come very close to the true score (true ability) of a person, and the more the error scores cancel themselves out (average themselves to zero). Mathematically, X=T±E (where X = observed score, T= true score and E=error score). The error is derived from faulty (not too precise) instrument, the tested, the tester and the testing environment. The observer true score and the error score components of the true score theory (measurement of error theory) aimed at addressing the outcome of the continuous assessment with
the means of getting closer to the true ability (ascertaining the intellectual capacity) of the students. Equality of results in this case is aimed at creating students’ satisfaction, increase productivity and competitiveness among them.

The rationale of quality is the need to match performances in the institutions with the labour market requirement. This is to guarantee confidence and certainty vis-à-vis the standards and quality being maintained and enhanced. The emphasis of quality assurance is always in the training of personnel in order to enhance their work performance. According to Ajayi (2004), quality assurance is the ability of education institutions to meet the need of the user of manpower in relation to the quality of skills acquired by the product. Several authors including Mustapha (2008), Ogomaka (2005), Okorie (2005) and Ajayi (2004) have lent credence to the quality assurance in continuous assessment process of construction of tests, scoring, administration of tests, collating, processing and reporting of results.

Ogomaka (2005) observes that many academic staff of universities are yet to acquire the technique of setting good test items. Mustapha (2008) attests to the fact that poor quality and insufficient supply of instrument administration give undue advantage to some students and affect the educational achievement. In ensuring consistencies and quality in scoring, Ogomaka (2005) suggests marking an item all through a set of scripts before embarking on marking another item. Okorie (2005) points to the fact that Academic Planning and Control Units (APCU) of the university is expected to monitor recording of scores from faculties to the Exams and Records units. In the study of quality in feedback mechanism, Ajayi (2004) supports notifying students about their results officially by departments while all form of unofficial notifications of unapproved results by clerical staff and some unscrupulous teachers should be discouraged. Transformation of the university education could be achieved by commitment of all stakeholders in quality attainment and is targeted on enhancing internal efficiency in the quality of academic. This rests largely on the effective service delivery of members of academic staff in the universities.

Statement of the Problem

The university academic staff lacks basic knowledge and skills in test construction and interpretation. This results in ineffective implementation of continuous assessment program in most Nigerian universities with negative impact on economic equity in the system. The consequences are poor measurement of students’ development, students’ true ability and quality assurance. Transformation of university education cannot take place under this condition. There is need for the universities, government and individuals to tackle the problem in order to meet the global challenges in education. Several efforts have been made to ameliorate this problem, but the results are still discouraging. No research appears to have addressed the issue of economic equity of the system. It is observed that academic staff of universities differ in their test construction, administration, scoring and interpretation (in knowledge and skills) yielding incomparable standards. Consequently, the study attempts to investigate the possible relationship between continuous assessment program and the economic equity in universities in Cross River State of Nigeria. Also, the study determine, qualitative factors inhibiting effectiveness of continuous assessment in the universities. The question therefore remains; can continuous assessment alleviate the plight of poor economic equity in university education by imbuing academic staff with utility value to meet global challenges? This study therefore contributes to the filling of the gap and hence knowledge to the literature.
**Purpose of the Study**

The purpose of this study was to determine the extent to which continuous assessment in university education could justify the economic equity to meet global challenges. Specifically, the objectives of the study were:

1. To determine the relationship between continuous assessment and students academic development.
2. To determine the relationship between continuous assessment and measurement of students true ability.
3. To determine the relationship between continuous assessment and quality assurance of the university educational programs.
4. To determine the factors which inhibit effective continuous assessment in the university education for economic equity.

One research question and three hypotheses were formulated to guide the investigation.

**Research Question**

What factors inhibit effective continuous assessment in university education for economic equity to meet global challenges?

**Hypotheses**

1. There is no significant relationship between continuous assessment and the students academic development.
2. There is no significant relationship between continuous assessment and the measurement of the studies true ability.
3. There is no significant relationship between continuous assessment and the quality assurance of the academic performance.

**Methodology**

The study adopted a correlation survey research design. It was carried out in Cross River State of Nigeria. The state is one of the six states that constitute the south-south geo-political zone and it is lying on the eastern axis of the nation. It covered two universities located therein, one owned by the Federal Government, while the other is owned by the State Government, all in Calabar, the state capital. A sample size of 250 academic staff were drawn from the academic staff population of 714 using stratified random sampling technique. The population was stratified along the university ownership (the state and federal universities). Further breakdown of the sample showed that 125 were drawn from each of the two institutions.

Data collection was carried out using a 20 item researchers’ constructed questionnaire titled “continuous assessment programme and economic equity questionnaire (CAPEEQ)” . A four-option likert type response scale was used to elicit information from the respondents. The instrument was face-validated by experts in measurement evaluation. The test-retest reliability of the scale after two weeks administration on the academic staff was 0.86. The figure indicated that the instrument was
reliable for use in achieving the research objectives. The researchers personally carried out the administration of the instrument with the aid of research assistants recruited in each of the institutions. The measure adopted gave a 100 percent return rate. Furthermore, the sampled academic staffs were un-structurally interviewed on the possible factors that could inhibit effective operation of continuous assessment programme for economic equity to meet global challenges The inferential statistical tool using Multiple Regression analysis statistics and Mean rank-order were applied to analyze data generated for the study.

Results

The information gathered from the academic staff was subjected to Multiple Progression analysis and mean rank-order. The Multiple Regression is a method of analysis of collection and separate contributions of two or more independent variables \( X_1, X_2 \ldots \) to the variation of dependent variable \( Y \) in a functional notation given as \( Y = f (X_1 X_2) \). The analyses were shown in the tables 1, 2, 3 and 4.

Hypothesis One

There is no significant relationship between continuous assessment programme and students academic development.

TABLE 1
Regression Analysis of the relationship between continuous assessment programme and students academic development, \( N=250 \)

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>MS</th>
<th>df</th>
<th>SS</th>
<th>Fc</th>
<th>Ft</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>11788.02</td>
<td>1</td>
<td>928.68</td>
<td>80.07</td>
<td>2.63</td>
<td>( H_0 )</td>
</tr>
<tr>
<td>Residual</td>
<td>12071.41</td>
<td>249</td>
<td>49.07</td>
<td></td>
<td></td>
<td>Rejected</td>
</tr>
<tr>
<td>Total</td>
<td>23859.43</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( P<0.05. \)

Result in Table 1 showed that the calculated F-ratio (Fc) of 80.07 at degrees of freedom (df,=1, df,=2 249 was greater than the table value (Ft) of 2.63. Hence the null hypothesis was rejected. The funding indicated that, there was a significant positive relationship between continuous assessment programme and student academic development in universities in Cross River State of Nigeria. The implication of this is that effective application of the continuous assessment in the universities could increase the magnitude of students’ academic development.

Hypothesis Two

There is no significant relationship between contentious assessment programme and the measurement of students’ true ability.

TABLE 2
Regression Analysis of the relationship between continuous assessment programme and students measurement of true ability, N=250

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>MS</th>
<th>df</th>
<th>SS</th>
<th>Fc</th>
<th>Ft</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>977.72</td>
<td>1</td>
<td>967.73</td>
<td>96.12</td>
<td>3.84</td>
<td>H₀</td>
</tr>
<tr>
<td>Residual</td>
<td>29642.93</td>
<td>249</td>
<td>7.39</td>
<td></td>
<td></td>
<td>Rejected</td>
</tr>
<tr>
<td>Total</td>
<td>30620.65</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P< 0.05.

Results in Table 2 showed that the calculated F-ratio (Fc) of 96.12 at degrees of freedom (df₁=1, df₂ = 249) was greater than the table value (Ft) of 3.84. Hence the null hypothesis was rejected. The findings were that there was a significant positive relationship between continuous assessment programme and the students’ measurement of true ability in universities in Cross River State of Nigeria. It was implied from the findings that effective continuous assessment invariably increased the magnitude of students’ measurement of true ability in learning.

**Hypothesis Three**

There is no significant relationship between continuous assessment programme and the quality assurance of the university programmes.

**TABLE 3**

Regression Analysis of the relationship between continuous assessment programme and quality assurance of the academic performances. N=250

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>MS</th>
<th>df</th>
<th>SS</th>
<th>Fc</th>
<th>Ft</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>496.60</td>
<td>1</td>
<td>496.61</td>
<td>66.18</td>
<td>3.84</td>
<td>H₀</td>
</tr>
<tr>
<td>Residual</td>
<td>30116.05</td>
<td>249</td>
<td>7.50</td>
<td></td>
<td></td>
<td>Rejected</td>
</tr>
<tr>
<td>Total</td>
<td>30,612.65</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P< 0.05.

Results in Table 3 showed that the calculated F-ratio (Fc) of 66.18 at degrees of freedom (df₁=1, df₂ = 249) was greater than the table value (Ft) of 3.84. Hence the null hypothesis was rejected. The finding indicated that, there was a significant positive relationship between continuous assessment and quality assurance in universities in Cross River State of Nigeria. The more effective the continuous assessment programme, the higher the frequency of quality assurance.

**Research Question**

What factors inhibit effective continuous assessment in university education for economic equity to meet global challenges?
TABLE 4

Qualitative result on factors inhibiting effective continuous assessment in university education for economic equity to meet global challenges

<table>
<thead>
<tr>
<th>Factors</th>
<th>Mean</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of knowledge and skills in test and measurement among staff and</td>
<td>3.94</td>
<td>1st</td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of awareness that testing and assessment are components of training</td>
<td>2.83</td>
<td>2nd</td>
</tr>
<tr>
<td>and administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate use of variety of assessment instruments by academic staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasis on cognitive domain of learning.</td>
<td>2.58</td>
<td>3rd</td>
</tr>
<tr>
<td>Inadequate funding for the sustenance of continuous assessment</td>
<td>2.26</td>
<td>4th</td>
</tr>
<tr>
<td>programme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem of comparability of standards.</td>
<td>1.99</td>
<td>5th</td>
</tr>
<tr>
<td>Inadequate planning, sustainable investment and development in skills</td>
<td>1.76</td>
<td>6th</td>
</tr>
<tr>
<td>by policy makers.</td>
<td>1.56</td>
<td>7th</td>
</tr>
</tbody>
</table>

Table 4 revealed the outstanding reasons given by the respondents on factors that inhibit the effective operation of continuous assessment programme in university education towards economic equity. This result was obtained from unstructured interview conducted by the researchers. The factors were in the order of lack of knowledge and skills, lack of awareness of testing and assessment are integral components of administration, inadequate use of variety of assessment instrument and emphasis on cognitive domain of learning. Others include inadequate funding, problem of comparability of standards and inadequate planning and sustainable investment in skills by the university management.

Discussion of Results

This outcome of hypothesis one disclosed that there was a positive significant relationship between continuous assessment and the academic development of students. This means that continuous assessment could be regarded as a veritable tool for predicting a working knowledge level of students. This became challenging to students as assessment went beyond mere regurgitation of immediately learned materials. Assessment process was placed in a context of life-long learning across its cognitive, affective and psychomotor domains. The implication of this was that the policy employed readily measurable criteria in a way that students’ interest and objectivity were retained as much as possible.

This finding was in consonance with that of Poopola (2006) who found a positive relationship between continuous assessment and the students knowledge development. He confirmed that continuous assessment was comprehensive, flexible and appealing to secondary school students with variety of learning styles and cultural background. This points to the fact that academic development of students in this study recognized the role of university education as a change factor capable of developing civil capacity in the young people. The effect of the university output has
accentuated rather than stemmed the tide of the persistent problems of the Nigerian society such as inequity, injustice, poverty, unemployment, hunger and terrorism (Mustapha, 2004). The university managers could motivate the students to attain academic development since students terminal behavior include the criteria for acceptable performance and the expectation of the continuous assessment. This may pave way for university education with knowledge-base that could be shared all over the world.

The result of hypothesis two indicated that there was a positive significant relationship between continuous assessment and the true ability of students. This reveals the equality of outcome opportunity which continuous assessment addressed towards achieving the true ability of students. The measurement of outcome considered that, the more measurements of the students (cumulative grade average measurements), the more error scores were eliminated and the more the true scores were obtained. Joshua (2005) reported a significant positive relationship between Cumulative Continuous Assessment scores (CCAS) and the students’ intellectual capacity. This implied that university administrators should regard true ability of students as a very crucial and sensitive issue. The true ability connotes certain variables whose availability may lead to equality of opportunity of students’ learning satisfaction, increase productivity and competitiveness among them.

Furthermore, this finding confirmed that establishment of true-ability of students through the continuous assessment programme gave rise to value education with an inherent possibility to transform university education. This was because internalization of a desirable value or value complex entailed enrichment of personality and strengthening of character of the output. The implication of this was that human capacity in Nigeria ultimately depend on university education, availability of resources, entrepreneurial and other related activities (Ekanem, 2011). The assessment of the worth of the university students influenced the life-style of the students towards desirable spirit of enquiry and creativity in all ramifications of education.

The analysis of hypothesis three confirmed that continuous assessment ensured that only conforming products (quality academic programmes) reached the customers (basically university students) and thus, preventing quality problems. This was yet to be fully embraced because Ajayi (2004) and Ogomeka (2005) reported that academic staffs in Nigerian universities were yet to acquire the technique of setting good test items. The quality assurance desirable from the assessment may be achieved through the means of students’ admission policy, recruitment and selection policy of accreditation, curriculum policy, supervision of instruction and teaching effectiveness (Ekanem, 2011). This implied the training of personnel to enhance work performance. Therefore, university management should focus on meeting the needs of the user of manpower in relation to the quality to skills acquired by the students. Commenting on the administration of continuous assessment, Mustapha (2008) confirmed the poor quality and insufficient supply of instrument of administration. This was critical since quality of education programme is of global concern, pointing to the fact that the products of one university end up becoming employees in another university and even in industrial setting.

This finding was of interest since Nigeria still believes that the society objectives of equality and efficiency are better served where education is publicly financed. This means that education is a public good and access may be expanded with adequate control measures to attain international minimum standard. This fact was supported in the work of Okorie (2005) that Academic Planning and Control Units (APCU) of universities should monitor the recording of scores from Faculties to Exams and Records Units. The fallout of this was that, the 21st century university education
managers should focus on handling myriad of human problems facing globalization of education and qualitative human development. This would engender internal efficiency of the system, interdependent activities and technological advancement.

The academic staff interviewed revealed the possible factors which could bring about ineffectiveness in continuous assessment programme administration. This was reflected in the areas of lack of knowledge and skills, lack of awareness that testing and assessment were components of administration, inadequate use of variety of assessment, emphasis on cognitive domain of leaning, inadequate funding, problem of comparability of standards and inadequate planning. The result was similar to research results of Okoye (2009 and Okpala (2010). In these various studies, the respondents showed low level of knowledge of the antecedents or rationale in continuous assessment programme among teachers and educational administrators.

Conclusion

Based on the findings of the study, it was concluded that continuous assessment programme in transforming university education in Nigeria was comprehensive and guidance-oriented for nurturing learners. The programme guaranteed fairness and consistency in measurement of university students’ ability, academic development and quality assurance of the academic programmes. University education could be transformed with effective continuous assessment as a tool of management in order to ascertain economic equity to meet global challenges. The universities were seen as prime human capital development institutions capable of grooming knowledgeable and skill-impacting educational output for productive capacity of global competitiveness.

Recommendations

1. The university management should emphasis on the effective use of continuous assessment as a reliable tool for formative testing and predicting achievement of students to meet challenges of the competitive world.
2. Academic staff and students should be trained through seminars and workshops to acquire knowledge and skills in test and measurement. This will help the management to economically determine the learning progress, prove feedback and correct learning errors for the benefits of the university students and the society.
3. Academic Planning and Control Unit (APCU) of the university should ensure close supervision in the administration of continuous assessment. This is to ensure benefits by the students and the system in terms of development in all domains of learning, consistency in comparability of standards, and appropriate use of variety of assessment instruments/procedures for equality of opportunity.
4. The university management should consciously and adequately plan, invest and develop in skills of test and measurement. This will promote value education and influence life-style towards capacity building among the serving teachers and the students.
5. Adequate funds should be allocated by the university management for improvement of continuous assessment programme. This will ensure fairness and consistency in measurement of students’ development, quality and effectiveness in implementation process since it is an integral part of school administration with economic implications.
References


