

A General Outlook of Nigeria's Higher Education and Probing its Structural Problems

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ABSTRACT

For Nigeria's higher education, there is only one word to describe it, useless. Now, Nigeria's education has been a failure, but Nigeria's universities have been left under-funding for decade and because of those under-funding, the quality of higher education has decreased. There are plenty of universities, polytechnics and colleges, but still not every Nigerian can get an education. Either private schools are too high or public school is so cheap but lack the quality that students need. Also, the students who graduate from Nigerian college may find themselves jobless, with the number of students graduating, which is 5,000 million. This paper aims to understand Nigeria's higher education and its structural problems. The paper adopted content analysis, through reading newspapers, thesis, articles and looking through statics on Nigeria's education, which was provided by the Ministry of Education. Major findings of this paper include: 1) those who are poor aren't able to attend quality education 2) Government needs to implement some policies 3) end corruption.

Keywords: Formal education, Informal education, Non-Formal education, Nigeria, UK, Higher Education, Islamic school, indigenous school

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Abbreviation

HSC	Higher School Certificate
UPE	Universal Primary Education
NEP	National Policy on Education
NUC	National University Commission
NBTE	National Board for Technical Education
FME	Federal Ministry of Education
NGP	National Gender Policy
HE	Higher Education
EPI	Education Policy Implementation
JAMB	Joint Admission Matriculation Board
UTME	Unified Tertiary Matriculation Examination
EU	European Union
UK	United Kingdom
ERASMUS	European Community Action Scheme for Mobility of University Students
CMS	Anglican Church Missionary Society
Office for Fair Access	OFFA
University of Highlands and islands	UHI
Department for the Economy (DFE).	DFE

INTRODUCTION

Background

Nigeria, on the west coast of Africa, is home to an estimate of 206 million people (2020), with its neighbours being Cameroon on the east, Chad on the northeast, Niger in the north and Republic of Benin on the west. In 2000, the amount of people living in urban areas was 50% while those living in Lagos, the former capital of Nigeria, was estimated to be 13.5 million citizens. “Now, in other cities like Ibadan, which is on the west, the numbers were 1.5 to 2.0 million, Ogbomosho also in the west had over 720,000 people, and Kano, which is in the north, had almost 800,000 people. It was in 1991 that the capital was moved to Abuja”.¹

Nigeria has four major ethnic groups that make up 65 to 70 percent of Nigeria’s population. The largest group is Hausa/Fulani, who primarily live in the northern half of Nigeria, the Yoruba, who live in the western part of Nigeria, and Igbo, who live in eastern Nigeria. These four ethnic groups are not the only ones, in Nigeria there are about 300 ethnic groups, unfortunately, 50 of those ethnic groups are already extinct. Each ethnic group speak an unfamiliar language; however, English is the primary language used for business, education and government.

According to “lexicon dictionary, education is defined as giving intellectual, moral and social instruction to (someone), typically at a school or university.” Education, has three main types; Formal, Informal and Non-formal.

Formal Education, are taking place in the premises of the school, where students learn basic, academic, or trade skills.²

¹ University State, "Nigeria - History Background - Education, Students, Schools, and Primary - Stateuniversity.Com," <https://education.stateuniversity.com/pages/1100/Nigeria-HISTORY-BACKGROUND.html>.

² Sandy Carl, <http://www.passionineducation.com/types-of-education-formal-informal-non-formal/>.

Formal education begins in elementary school and continues to secondary school. Informal Education is learning but not in a school and not using any learning method.³ In informal education, there is no fixed timetable, and no required curriculum. Just gaining knowledge from experience and family or community. And last, non-formal education is when someone is not in school can learn literacy, other basic skills or job skills.⁴ Non-formal education can comprise home-education individualize learning, distance learning and computer-assisted teaching.

Before British invasion of Nigeria in the early nineteenth century, there were two forms of major education in Nigeria. Northern part of Nigeria, the religion there is Islamic. And since their religion is Islamic, there is an Islamic education. The education itself is a strict. Children as young as five years old are being forced to learn the Qur'an by a mallam (a teacher) and learn the Arabic alphabet. In the colonial era, Islamic schools had expanded to include subjects like math and science. The numbers of Islamic schools in 1913 was 19,073 and 143,312 students enrolled. By 1970s the government to control, but in the 1990s, schools could function independently again.

Indigenous system was the second education. Students were taught practical skills need to function in a traditional society. Children two or three years old were grouped together they learned customs of their community and assigned duties around the village. As the children grew older, boys were introduced to farming and specialized work, while the women will learn to farm and domestic skills. Young boys will enter an apprenticeship-type of relationship with the master craftworkers.⁵ Traditional education is still predominately being taught, in some areas in Nigeria.

In the 1840s, Western-type of education was introduced by British missionaries. Anglican Church Missionary Society (CMS) started several schools in the mid-1800s, with the help of the

³ Ibid.

⁴ Ibid.

⁵ State, "Nigeria - History Background - Education, Students, Schools, and Primary - Stateuniversity.Com".

colonial government, who gave the church money. By 20th century, the government started building primary & secondary schools; it was in 1914 that British could combing the northern and southern regions to create one colony which is now known as Nigeria. In Nigeria, there are 11 secondary schools and only one secondary school that was ran by missionaries, there were 91 mission and 59 governmental schools.”⁶

Motivation

The motivation of this research comes from the lack of full implementation of Nigeria education system. The lack of full implementing of Nigeria’s education system has led to issues like lack of funding, lack of supplies, lack of qualified teachers and illiterate society. All these issues have contributed to Nigeria’s economy, with college graduates but no job; this has significantly affected Nigeria’s economy.

Education in Nigeria in the past years has just been decline, whether students graduate from college in Nigeria, it completely useless, without the skills which Nigeria education doesn’t provide.

Research Purpose

This thesis makes certain contribution to the study of Nigeria’s higher education and the issues with it. Also, it’s that the author will provide some suggestions based on the education that the author has observed in Taiwan.

This research brings awareness to the neglection that the toward education; higher education in Nigerian. And guide the author into understanding more about the governmental corruptions in the education sector.

⁶ Ogiri Reuben, "The History Education of Nigeria," <https://afribary.com/works/the-history-education-of-nigeria-5180>.

Research Question

What are the issues and aspects that affect higher education in Nigeria and what are the future prospect that the government should priorities over?

Contribution

The author will analyze the education specifically the higher education by reading through articles, newspapers, watching videos and listening to audio. This research may help people understand the situation of Nigeria's education, this may also answer some few questions that the author or anyone thinks about Nigerians.

Limits

Contacting the chairperson of Nigeria Education sector prove to challenging and getting critical information and data were unattainable. Interviewing was impossible because of COVID-19 and the lockdown that was put in place by Nigerian government. As a result, data for this study will be based on resources from websites, news sources, journals, and research papers.

Delimits

Education is an essential for a society to grow economically and as people. However, if not taking seriously, then a country can suffer. Thus, the research will focus on higher education and its own issues from both private and public sectors. Now, since the author is from Nigeria, the author will mainly focus on Nigeria's Higher Education. The author will focus on the issues that affect higher education, the outcomes and the future of higher education and what the government can do to save it.

LITERATURE REVIEW

History of UK & Higher Education

The United Kingdom, located western Europe, is a country made up of four countries; Britain, Northern Ireland, Scotland, and Wales. The UK was attacked by Romans in 55BC. After Roman Empire became weak, the Saxons invaded the island, then Vikings, and then Normans. England conquered Wales in 1282, under Edward I. Edward I soon became the Prince of Wales and became unified in 1536. In 1602, Scotland became part of British crown because of King James I of England becoming King of Scotland, they unified in 1707. In 1801, Ireland joined the union, however the Southern part of Ireland rebelled, which gave them their freedom to become a separate country, while Northern Ireland stayed in the union.⁷

In England, Higher Education is provided by Higher Education colleges. Student enter higher education at 18 and onwards, studying varieties of vocational and academic qualifications. Undergraduates education, has been largely funded by the state until 1960s. Now the states do not control university syllabuses, but it does influence admission process, thorough the Office for Fair Access (OFFA). In Scotland there is fifteen universities and three other higher education. In Scotland the oldest University is St. Andrews, which was founded by a man named Papal Bull in the 15th century. The University of Highlands and islands (UHI) was created through unions of 13 colleges and research institutions. The education in Scotland is being run by the Scottish Government, under Scotland Act of 1988. The universities in Scotland are all public and the funds come from the government. In Wales, education is also funded by the state. Just like England, the states are not in control of the syllabuses, but it controls admission procedures and the education

⁷ Ducksters, "United Kingdom History and Timeline Overview," https://www.ducksters.com/geography/country/united_kingdom_history_timeline.php.

standards. In Northern Ireland, there are three universities, two university colleges, and six further education colleges and an agr-food and land-based college.⁸ Higher education in Northern Ireland is run by the Department for the Economy (DFE).

Numbers

UK during the 1950s roughly 3% of the tertiary-age population entered higher education, by 1970 that figure jumped to 8%, and by 200-01 40% of English-abiding young people taken part. By 2011-12, participation was at 50% for English-abiding students.⁹

By the 2018, there was 2.38 million students' study at UK higher institutions. In the undergraduate level the numbers are 1.80 million, postgraduate made 0.59 million. For full time and part time, it was 1.88 million full time and part time 0.5 million. Students attending university from the UK were 1.9 million, from EU 0.14million and non-EU citizens 0.34 million. For staff members, from 2018 to 2019 numbers were 439,955. Staff used in academic contracts make up 49% of the population.¹⁰

18% of facility member are EU citizens, while 14% non-EU. For the non-facility members are 7% citizens of EU and 4% non-EU. With participation in 2019; 21.0% of students were 18-years-old, who came from low participances neighborhoods.

In the UK, over the past decade women's participation in higher education has been closed off, but after a few decades a great transformation happened, women could go to universities. In England, the "two universities (Oxford and Cambridge) had not fully admitted women until 1920

⁸ nidirect government services, "Universities and Colleges in Northern Ireland," <https://www.nidirect.gov.uk/articles/universities-and-colleges-northern-ireland>.

⁹ Britian Council, "Introduction to the Uk Higher Education System ".

¹⁰ Universities UK, "Higher Education in Numbers," <https://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx>.

and 1947, on the eve of the Second World War, women only made up less than a quarter of the university student population".¹¹

However, by 1992, women's participation rates had caught up with men. Women's participation rate has grown faster than men, seventeen-year-old participation in Higher education was estimated to be 30.5% while seventeen-year-old was estimated to be 37.7%.¹²

In 2018/19 the percentage of students in Higher Education was 57%, which is 1,362,365million students. However, many part-time students are female compared to full-time students. And for undergraduates, 64% are females, when compared with postgraduate student there were 49% females.

Challenges

UK universities are ranking highly in the world ranking. UK have some of the best in the world regarding facilities and teaching quality.¹³ However, there are still challenges to overcome within the higher education sector. COVID-19 pandemic has started 2020 off in a chaotic way. For universities around the world this can affect them.

Brexit, one of the biggest challenges that influences both higher education and UK's daily life. UK's decision to leave the European Union in March 2019 has the UK with no plan and this has affected all the sectors, including the higher education sector. With UK potentially leaving the EU, programs like European Community Action Scheme for Mobility of University Students (ERASMUS), which is an exchange program, that was established by 1987 will affect the free movement.

¹¹ Carol Dyhouse, *Students: A Gendered History* (Routledge, 2006).

¹² Stijn Broecke & Joseph Hamed, "Gender Gaps in Higher Education Participation: An Analysis of the Relationship between Prior Attainment and Young Participation by Gender, Socio-Economic Class and Ethnicity: (578942011-001)," (American Psychological Association, 2008).

¹³ University Business, "12 Challenges Facing Uk Higher Education in 2019 " <https://universitybusiness.co.uk/estates/top-5-challenges-in-higher-education-2019/>.

“The outcome of these programmers’ not being available to UK participation has raised concerns for some academics, the concern being the loss of cultural and scholastic benefits. Another concern comes from academics whose worries are about living and working in the UK and contributing to British universities. The uncertainty of Brexit might prevent students from applying to study in any higher education in the UK. This might decrease the cultural richness that can be seen in British universities. This is one of many financial challenges that universities’ institutions face.”¹⁴

Declining international reputation. Brexit has the potential to influence the UK’s global higher education market. For instances, the immigration rules, 16% of British universities were from the EU. “According to the Time Higher Education (THE) World Reputation Ranking, showed that UK institutions are experiencing a downward trend in their international stand.”¹⁵

Global competition, since Britain has lost its spot at second- place in the world ranking, other countries seem to attract international students. With countries like Japan, China, Canada, Australia, and New Zealand.

Variable student fees. Prime Minister Theresa recommended changing price structure in British University courses. This means that institutions will charge less for courses that are cheaper to run which will lower projected graduate earning.¹⁶ This recommendation by Prime Minister Theresa was criticize, reasons were because by doing subjects like STEM (Science, Technology, Engineering, and Mathematics) degrees will be more expensive than another subject. The

¹⁴ Digital Marketing Institute, "10 Challenges Facing Uk Higher Education in 2019," <https://digitalmarketinginstitute.com/blog/10-challenges-facing-uk-higher-education-in-2019>.

¹⁵ Ibid.

¹⁶ Ibid.

challenge of drawing young adults with poorer backgrounds to study STEM course and careers is a greater challenge for universities and industries.

Research funding concerns, scholars' concern is the access to research funding post-Brexit. With Britain leaving, the EU institutions are concerned about potential huge research funding gap. Although it has been confirmed in July 2019 that research project will still be funded until 2020.

Increased costs. Higher education will need to set away funds that will continue to invest into the staff, infrastructure, and student facilities. As fees increase, student's expectation of school will increase. Making students' expectation come true will cost universities institutions a lot of money and the money will have to come from student's tuition.

Providing value for money, repeated increases in school fees have forced students to rethink the worth of attending university. Those students who go have their own expectation and this expectation will be costly; however, institutions must factor this during longer term financial planning.

Recruiting the right people, to have a good university, it's very important to have good staff who will deliver high-quality education and support student. However, the challenge of recruitment poses to be a challenge for post-Brexit within the sector.

Student welfare, to protect the wellbeing of a student, the universities would depend on funds, those funds will then be invested into staff and facilities. However, the big question is where can we find the money.

Lastly *protecting free speech.* Freedom of speech in universities or even academically debates have now become somewhat of an issue. The argument is that by giving a platform to an extreme opinion is potentially dangerous and harmful, while the other side of the argument is concern with the restrictions of free speech and the inability for students to construct counter-view.

Future Development

COVID-19, since the pandemic hit, changes have been impacting education. From having to do online class in some developing nations, to school's shutting down temporarily. How is education going to be with this hard time? Diana El-Azar and Ben Nelson, explained that as time goes on higher education will solely be based on blending learning. Meaning, a mixture of in-person, location-based programmes', experiential teaching, and the flexibility synchronous and asynchronous virtual learning.¹⁷

Investment in student-centric learning outcomes will be more important than technological innovation, having a poor teaching can't be fixed with technology, so to prevent that institutions must improve more in the student learning outcomes.

¹⁷ Diana El-Azar & Ben Nelson, "How Will Higher Education Be Different in 2030? | British Council," <https://www.britishcouncil.org/voices-magazine/future-higher-education>.

METHODOLOGY

This is a qualitative analysis. This study is to understand Nigeria's higher education and the problems facing Nigeria's higher education. This paper primarily focused on the higher education in Nigeria and its problem. Literature review introduced UK and their higher education. Also touched on the student's participation numbers, the challenges that UK education system is facing nowadays and the future development, the changes in their education. Education is a very important tool for not only society but for individuals, however, when a country doesn't value education and insist on depriving its people of a better future than that harmful. Hence, qualitative research the methodology.

The quantitative research will dive into understanding Nigeria's higher education, the problem within, the gender gap, the literacy gap, and finally the potential change for the future. This research methodology committed to finding out and analyzes how, why, and what are the solution for fixing Nigeria's higher education.

Research Methodology and The Process

First, this project will conduct a data collecting and literature review with all the sources that explain the issues of Nigeria's higher education and the aspects that affect Nigeria's higher education. It will involve a historical review of Nigeria's higher education.

The secondary data will support the ideas of this research. The articles, audio clips, audio recording, newspapers, journal articles, blogs, academic papers and government document will be divided into different categories. For this research, the researcher will focus on Nigeria's education from 1998 to 2015, this is because of the researcher could only find data up to these times.

Before collecting the data, the researcher had to first find articles/information that has to do with Nigeria's higher education. After finding 14 articles on Nigeria 's higher education, the researcher

used MaxQDA software to organize. There the researcher divided it's finding into fiver parts. The first part covers the numbers of students, teachers, staff, principle, schools, etc. The second part covers the challenges and debates. These challenges and debates are the quality of education (higher education level), corruption, governmental control, investing money in schools, investing money in qualified teachers, and investing in updated textbooks and equipment. The third part is social, economic aspect, this includes income, disparity and poverty. The fourth part will cover culture from religion, tradition and gender. The fifth will cover policy and future development, now these two would look into the policy that Nigerian government has placed and for future development, the researcher will state some things that the government should priorities for the next decade or so.

DATA ANALYSIS

Higher Education of Nigeria

For my content analysis, I looked into some articles that would help me answer my research questions. I could code them into different codes; culture aspect, future developing, government policies, important factors, socioeconomics, and student participation.

Numbers

Student enrolment

Tertiary education includes polytechnics, mono technical, and college of education (Public and Private). The total number of universities registered by National University Commission (NUC) is 153, the federal and state government owns 40 and 45 of those universities while private sectors own 68.

The number of students who first enrolled in a tertiary university in 1975 was 0.75 percent of students. By 2003; those numbers jump to 9.71 percent of student; by 2011, those numbers spiked again to 10.17 percent of students enrolled in tertiary education.

Number of students who enrolled, based on gender, women's ratio in enrolled was 0.3 while men were higher. In 2005, men and men had a ratio of 0.7, however in 2010 men ratio was 0.78.

Table 1: Distribution of University of Ownership: 2010 – 2013

	2010/11	2011/12	2012/13
Federal	36	37	40
States	36	38	39
Private	45	50	50
Total	117	125	129

Source: Federal Ministry of Education: Nigeria Digest of Education Statistics

Table 2: Number of Undergraduate Student in University Education: 2012/ 2013

Universities	M	F	M+F
National	770,293	479,349	1,274,261
Federal Universities	487,706	273,657	761,363
States Universities	243,384	171,942	438,641
Private Universities	39,203	33,750	74,257

Source: Federal Ministry of Education: Nigeria Digest of Education Statistics

This table shows you the number of students in Federal States, and Private. It also shows male and female enrolment in undergraduate programs in these three states. The last column is there is the total of several students, male and female.

Universities & Student enrolment

National University Commission (NUC), which is the highest education administration in Nigeria, reported that in Nigeria there are 40 federal universities, 44 state universities, and 68 private universities. In 1980–2017, university went from 16 to 152. Nigeria’s government, in the late 1900s, began encouraging the establishment of private universities. Since then, private institution, which make up 45 percent of all Nigerian universities, as of 2017.

Challenges

Poor funding

In the year of 2018, 1.6million Nigerian student applied for the Joint Admission Matriculation Board (JAMB) Unified Tertiary Matriculation Examination (UTEM) entrance examinations to enter universities around the country. However, most universities can’t take any more students because of unavailable admission seats. Nether less, Nigeria’s youth aren’t being educated whether it’s in private or public schools.

Nigerian population as of 2019 was 200 million, with the population growing every year, Nigeria government could not fulfil its financial duties, which has left many public schools with infrastructural, teaching and research standard, outdated textbooks, lack of qualified teachers, no new equipment, no clean water or even toilet, etc. The Academic Staff of Universities in Nigeria

(ASUU) and the Nigerian government have been working on plans to better Nigeria public schooling. In 2019, the ASUU had to call off a three-month strike due to the government refusal to pay teachers. In the year 2013, the government promised to give public schools N1.3 trillion to fund those schools, however only N200 billion was released in 2013.

By increasing the funding of universities, there would be a significant improvement in the quality of research in Nigeria universities, better learning and teaching environment and attracting the best students and academics of the world.

Examination malpractice

Examination defined by oxford dictionary is a formal written, spoken or practical test, especially at school or college. Like many countries, secondary school (higher school) examination is taking place. In Nigeria, in the year 1990 to about 2008 examination malpractice was at its peak. Examination malpractice is defined as a deliberate act of doing wrong examination malpractice is cheating on the examination just so the students can have a good grade. The issues with examination malpractice are most schools who know about this just turned a blinded eye. And with this kind of issue, student's innocent of malpractice cannot see their own scores because of examination results canceled. The government has decreased this situation.

Joint Admission Matriculation Board (JAMB)

The Joint Admission Matriculation Board, was a tool to conduct examination entry to all Universities, Polytechnics and College of Education, appoint examiners, moderators and invigilators, and select qualified candidates with the following accounts; the schools must have space, guidelines must be approved by proprietors or other authorities, a preference of the candidates.

The issues with JAMB, well it's just flawed. Significant number of candidates who study really hard to achieve the score for admission to their chosen courses and ended up not excelling. Some of those students' candidates who cannot pass the scores resulted to fraud hoping to change their fortune. Some candidates just hire someone else to take their exam or if they are well funded, then just pick up the phone and call the JAMB headquarters.

Penalty for cheating or doing anything wrong on the JAMB examination is very serious and life changing. But this hasn't stopped candidates from cheating their way up to success, while those who work hard either are excelled or failed. Today, JAMB is now conducted through computer system, which is a welcome change however there is still some withdraws. Jamb exams candidates have a myriad of problems, which includes malfunctioning computers and power failure.

A major issue in Nigeria: Higher education is hostel accommodations, now the hostel accommodations are given to first years and fourth/final year student. Because of overcrowdedness, second year or third-year students curious to live on campus and lack of money to find their own place, are left to squat with opposite sex member, or lose their admission. For undergraduates who haven't left the comfort of their homes, they are usually deceived into join a cult, cults that they think will give them connections, while in actuality is slowly killing them. Even for those who use religion to not get involved in these cults, are still forced, which become a problem and gives religious sects poor reputation.

Another major issue in Nigeria: Higher education is drugs & substance abuse and sexual harassment. Drug and substance abuse have increasingly become popular among undergraduate. Drugs like free flow of Sasha, India hemp and other narcotics are easily accessible in many of beer parlors, clubs, hotels, etc. Now, sexual harassment is still an issue in Nigeria's Universities. It's

not recent news that undergraduates either have to have a lot of money or do sexual favors, in order to obtain good grades whether the students deserve it.

Socioeconomic Aspect

Income disparity

Education has been a very efficient policy weapon used to improve economic inequality among marginalized genders and groups. Unfortunately, in Nigeria, poverty is one factor that hinders bright minds from having access to education. Unfortunately, poverty abundant in Nigerian homes stems from an unstable government and leadership in a slumber state. Education outcomes are heavily influenced by family income, children from low-income household are more likely to start school later than those who are wealthy.

The economic opportunities available to both men and women are related to the differences in education fulfillment. Eliminating groups and gender-based education disparity will increase the total number of salaries workers and total wage bill.

So, this empirically shows that an inequality in educational attainment has been slowing Nigeria's economy down for year, along with the inequality in wealth distribution which is caused by eruption of the corruption phenomenon.

Nigeria economic inequality has reached extreme levels.5 million people on the national level face hunger, while 112 million people are living in poverty. Nigeria's richest man are earning \$29.9billion—which in return can help plenty of families get out of poverty and be able to send their children to school.

2 million is the money that the richest Nigerian man can earn annually. In the labor force, women only represent between 60 and 70 percent. The poorest women in Nigeria have never been to school, about 94% of those women are illiterate.¹⁸

From 1960 to 2005, 20 trillion Naira was stolen from the treasury. This kind of activity, resulted into poverty and inequality. In Nigeria, corruption is a deeply root issue combines with a political elite. Nigeria budgeting isn't great, Nigeria spends 6.5 percent of the national budget on education, and 3.5 percent on health. Which leaves 57 million of Nigeria without means to support themselves.¹⁹

Unemployment is because of the mismanagement of resources among the youth. It was reported that in 2016, 12.1% and 21.5% of Nigeria's youth are out of a work.

Nigeria's social spending is extremely low. Which reflects very poor outcomes for the citizens. In the words of Dangote, "the rich do not pay you well but they make you work endlessly." The rich are not giving jobs or even given back into the society, and the division between the rich and poor is a huge division. For one, while the wealthy are enjoying their money, the poor are struggling to survive. With that, the rise of crimes increases like; kidnapping, bribing, killing, beating etc. The income disparity can be seen very clearing in the education sector, wealthy people are the only ones who can go to private schools.

Poverty

¹⁸ OXFAM International, "Nigeria: Extreme Inequality in Numbers," <https://www.oxfam.org/en/nigeria-extreme-inequality-numbers>.

¹⁹ Ibid.

According to the “National Bureau of Statistics (NBS) which published the “2019 Poverty and Inequality in Nigeria report, fourth percent of the total population which is 83 million people living below the country’s poverty line of 137,430 naira (\$381.75) per year. ²⁰

In Nigeria, people’s accessibility to education is at risk. Many Nigerians are getting access to poverty rather than education. While Nigeria’s government has launched programmers to help deal with the poverty issues, all these programs became a way for corruption and embezzlement. For education to take root, poverty must be addressed. Once an individual is educated then they can provide for their own families and redistribute into society.

Poverty has ripped the process of education apart and deprived people from accessing education²¹, poverty have become the ‘boss’ solely because of corruption which determines who can attend school and who should not. Poverty are determining children future, boys drop out of school and become arm-robbers while girls drop out and become mothers, poverty have made women victimizes of sexual harassment.

The impact that poverty has on education is of great significance. With students struggling and battling hardship to study without support from government or parents, many graduate students left unemployed after working hard on their studies are now back to the poverty life. Nigerian government has turned a deaf ear and a blind eye to the situation.

Culture Aspect

Tradition

²⁰ The World Bank, "Nigeria Releases New Report on Poverty and Inequality in Country," <https://www.worldbank.org/en/programs/lms/brief/nigeria-releases-new-report-on-poverty-and-inequality-in-country>.

²¹ Ismail Amzat, "The Effect of Poverty on Education in Nigeria: Obstacles and Solutions," (2010).

Indigenous education has existed until now. In Africa, this kind of education was the first education before Islamic and Christianity education. Indigenous education is education received from home.

The purpose of traditional education in Africa was; to live peacefully among others and contribute himself/herself and overall, his/her community. Fafunwa (1974) observed, “Society used to accord priority to the inculcation of values of social responsibility, political participation, job orientation and spiritual and moral uprightness in the citizens.”²²

In Africa, traditional education was for children and adolescent to learn by doing. Traditional form of teachers’ children, formally or informally, how to behave as members of a group; the cultural values, norms and beliefs of societies; and also, how to produce certain things needed for the survival of the society.²³

Religion

In Nigeria, the three biggest religions are Christianity, Islam, and Folk Religions. Christianity and Islam make 48 to 49 percent, while folk religions make up 1.4 percent. In Nigeria, education is split into two parts: Islamic education (Learn from the quatrain) and western education.

Traditional system of education is a system of education that was mainly taught at home, it was the first every education in Nigeria. Islamic education was the second. Islamic education in Nigeria did not altogether condemn the hitherto existing education of the people, but combined beliefs and practices of the people that emphasized, tolerance, respect, dignity of labor and solidarity of purpose.

²² Kirusuf, <https://kirusuf.wordpress.com/technology/by-period-and-geography/education/the-nature-scope-and-processes-of-traditional-education-in-nigeria/>.

²³ Ibid.

The Islamic system of education was founded the Qur'an, which is the Holy Book, of Islam. The system taught good morals, norms, and etiquettes for Muslims.

The books that were used was the Islamic Holy Book called "Al-Qur'an" which was a divine word from God that was given to the Prophet Mohammed (S.A.W.) The Qur'an and then the later scholars will later form the Islamic system education. Islamic education from the footsteps of the Prophet Muhammad (S.A.W.) Education was a blessing by God, Allah created man so he can be knowledgeable. Education in the eyes of Prophet Muhammad (S.A.W.) And all of his followers were show education as a powerful tool.

Although Prophet Muhammad (S.A.W.) And his followers were all for education, people in the northern Nigeria don't like western education.

The third western educations were the introduction to western education. Missionaries from Britain came to Nigeria, and "liberate" Africans from "the dark mind, barbarism and idolatry war.

When it comes down to it, both Islamic and Western Education was brought by through trade, and both have the best interested for the people. However, now the northern Nigeria the value of education has reduce.

Gender

The National Policy on Education (FRN, 2004) focus on the need for quality of educational opportunities for all Nigerian children. ²⁴ In Section (18) of the 1999 National Constitutions "government shall direct its policy towards ensuring that there are equal and adequate education opportunities at all levels." Dakar Conference, laid the foundations for global policy on quality

²⁴ Akpoyovwaire Mukoro, "Gender Participation in University Education in Nigeria: Closing the Gap," 34 (2014).

education, the World Conference on Higher Education of 1998, three actions plans were presented and one of those plans was an issue of “higher education and development”.

Although this policy and plans exists, these policies still cannot involve women in the access of education. “Oyebabde (2008) noted the challenge after nineteen years (1988) after the UNESCO’s call and eleven years (1996) after UNP’s call to address gender disparity, the wide gender disparity in university/admission still exists”.²⁵ In short, Oyebabde is calling out the government, gender disparity is still present in Nigeria, and although the government have set up policies to better the gender disparity, those policies are not fulling being implemented.

Oyebabde is saying that equality in access to university education has yet to be equal.

In 2000, the total number of students were 12, 335, in 2004 that number rose to 34,518. Men continued to dominated from 2001 to 2004, the domination can be seen in all six states (Bayelsa, Cross-River, Delta, Edo, and Rivers) with only the exception of the 2002 admission for Akwa-Ibom with 50.2% for female’s vs 49.8% for males.²⁶

Gender inequality can be linked to the socially constructed barriers and social practices which continue to distances the gap between men and women in accessing university education. The social construct in Nigeria about women going to school, for example, is still alive and thriving. In the northern part, some females have never stepped foot into universities or even finished their primary and secondary.

Obstacles that contribute to gender disparity include; religion, parental influence, conservative tradition and culture, early marriages, examination performance, literacy levels, poverty, sexual harassment, unwanted pregnancies and dropping out of school.

²⁵ *ibid.*

²⁶ *Ibid.*

Policy

In Nigeria, there is three governmental system that overlooks the education system; Federal, state and local. The Federal Ministry of Education, is primarily responsible for

However, the federal Ministry of Education responsibility for the education policies and procedures through the National Council of Education (NCE).

“The NCE are policy-making council; that includes the federal Minister of Education (FME) and all the state commissioners for education. NCE is supported by the Joint Consultative Committee on Education, which is composed of all the federal and state directors of education, chief of executives of education parastatals, and directors of universities and institutes of education”.²⁷

Established in 1988, The Federal Ministry of Education job was to co-ordinates national policy, collect data for educational planning, maintain uniform standards of education, etc.

Supporting the implementation of policies, there are many government parastatals and institutions, including NUC. Each parastatals provision of quality education in the educational sector under its jurisdiction.

Future Development

Future Development, Nigeria higher education hasn't really grown for the past decade. Although the government has promised to make things better, the youth of Nigerians are still left without a better quality of education.

Hence, a few things that the government can focus on for the next decade or so.

1. Teaching and Learning

²⁷ Jane-Frances .O. Agbu, "Open Educational Resources Policy for Higher Education in Nigeria," (2017).

In Tertiary education, a lot of university students aren't able to graduate on time because of teachers striking almost every month. Government refusal to pay teacher has left students doing two things, either dropping out of schools or self-teaching themselves. These strikes all began in November 23rd 2001 when he went on national broadcast and called lecturers "lazy" as they aren't contributing their part to the national development but are only interested in sales of handouts, harassment of student, and government refusal to increase salary for lecturers.

2. Areas of need and priority

Nigeria needs to develop its labor force in other areas (or fields). Contributing to only science departments and neglecting the other departments that can benefit the country is just wrong.

3. Training of staff in methods and techniques of teaching

The policy in Section 47 states "All teachers in tertiary institutions shall be encouraged to undergo training in the methods and techniques of teaching." However, this hasn't been implemented. Although the Federal government has set up a Committee on the Implement of the National Policy, little to nothing was spoken.

4. Open University

Open university was available to the working-class people who are studying and working. This kind of distance education has always been part of Nigeria, well during the civil times, after the military took over in 1983, the Open University was torn about. It was until 1999, that the government saw the need to reintroduce Open University system, now called National Open University.

5. Indifference by the Government

Nigeria's education down-fall in Nigeria, all started when Chief Olusegun Obasanjo took power in 1976, and removed some vice-Chancellors and sack some lectures. This kind of trend continues unabated during successive government, whether in State or Federal. There has been none changed in the government, so how will there be any changes in the education system? Unless the government is torn down or the attitudes of those people have changed, nothing will change.

CONCLUSION

To conclude, this paper touched on the issues that are being faced in Nigeria's higher education. This paper started with introducing education, what it is? The branches of education and how women are also beneficially in society and that they should be allowed to go to school. This research raised the research question on what issues/aspects hinder Nigeria's higher education and what the future of Nigeria's higher education will be like. The paper continued with the literature review, the literature review focus on Britain and their higher education, and it's on issues. Content analysis, the research method is adopted to further understand the problems that exist in Nigeria's education.

The finding of this research is first, the government blatant neglect for education. During the writing process, the author found articles that agree that the government neglect of higher education has led to a lot of issues; the lack of funding, lack of updated books, lack of qualified teacher, and even if there are qualified teachers, teachers are going on strike because of them not receiving money.

Second corruption. Corruptions has always been part of Nigeria's history dating back to pre-independence and the first republic to current president administration. Corruption has also taken part basic education and higher education. For instances, money that should be used to improved schools, the school's curriculum and pay teachers are always been used for other things or ended up in government's pocket. This problem has led teachers to either protest for their fair share of payment, students learning under trees, and even schools closing down due to lack of funding.

Last, implementing and action. This is referring to the governmental polices that Nigeria has in place but isn't implementing. If policies aren't being implementing, then nothing is changing

for the better. The government needs to stop giving the people empty promises and instead start taking action, DO SOMETHING. Whether it's gathering together with teachers, parents, or even with the Federal Ministry of Education and hearing what is going on, and from there come up with solutions to fix our education.

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APPENDIX

Appendix I: Private University Undergraduate Enrollment by Institutions and

Gender: 2012/13

S/N	INSTITUTION	M	F	M+F
1	Achievers University, Owo	427	451	878
2	Adeleke University Ede, Osun State*	0	0	0
3	Afe Babalola University, Ado Ekiti	622	556	1178
4	Africa University of Science and Technology*	0	0	0
5	Ajayi Crowther University, Ibadan	2059	373	2432
6	Al-Hikmah University, Ilorin	1456	1146	2602
7	American University of Nigeria	868	575	1443
8	Babcock University, Ilishan Remo	4442	4776	9218
9	Baze University, Abuja*	0	0	0
10	Bells University of Technology, Badagary	1355	789	2144
11	Benson Idahosa University, Benin City	1253	1372	2625
12	Bingham University, Jos	874	1100	1974
13	Bowen University, Iwo, Osun State	1940	2411	4351
14	Caleb University, Lagos	439	456	895
15	Caritas university, Amorji-Nike, Enugu	1856	1873	3729
16	CETEP City University, Lagos	5411	3994	9405
17	Covenant University Ota, Ogun State	598	423	1021

18	Crawford University, Igbesa, Ogun State	572	556	1128
19	Crescent University, Abeokuta, Ogun State	102	127	229
20	Elizade University, Ondo State *	0	0	0
21	Evangel University, Ebonyi State *	446	449	895
22	Fountain University, Oshogbo, Osun State	498	428	926
23	Godfrey Okoye University, Enugu	103	106	209
24	Gregory University, Abia State	2880	2711	5591
25	Igbinedion University, Okada, Edo State	1015	971	1986
26	Joseph Ayo Babalola	1404	510	1914
27	Katsina University, Katsina	687	340	1027
28	Kwarafa University, Wukari *, Taraba State	0	0	0
29	Landmark University, Omuaraan *, Taraba State	1358	1069	2427
30	Lead City University, Ibadan, Oyo State	244	269	513
31	Madonna University, Okija **, Anamra State		0	1304
32	McPherson University, Abeokuta, Ogun State	210	243	453
33	Nigeria Turkish Nile University, Abuja	105	86	191
34	Novena University, Ogume, Delta State	118	101	219
35	Obong University, Obong Ntak, A/Ibom	554	465	1019
36	Oduduwa university, Ipetumodu, Osun State	283	234	517
37	Pan-African University, Lagos	88	69	157
38	Paul University, Akwa	1478	1740	3218
39	Redeemers University, Ede, Osun State	96	156	252
40	Renaissance University, Enugu	4	12	16

41	Rhema University Obeama Asa	421	419	840
42	Salem University* Lokoja, Kogi State	0	0	0
43	Samuel Adeboyege University, Edo State*	0	0	0
44	South Western University, Okun Owa, Ogun State	1008	644	1652
45	Tansian University, Umunya, Anambra	575	576	1151
46	University of Mkar, Mkar – Benue State	166	190	356
47	Veritas University, Abuja	55	37	92
48	Wellspring University, Edo State	301	259	560
49	Wesley University of Science & Technology, Ondo	416	344	760
50	Western Delta University, Oghara Delta State	416	344	760
	NATIONAL	39203	33750	74257

Source: Federal Ministry of Education: Nigeria Digest of Education Statistics

Appendix II: State University Undergraduate of Education by Institution and Gender 2012/13

S/N	INSTITUTION	M	F	M+F
1	Abia State University, Uturu	9582	8345	17927
2	Adamawa State University, Mubi	4032	2180	6212
3	Adekunle Ajasin University, Akungba-Akoko **			11174
4	Akwa Ibom State University of Technology * Uyo	309	179	488
5	Ambrose Alli University, Ekpoma**			12141
6	Anambra State University Uli	14595	11544	26139
7	Bauchi State University * Gadau	0	0	0

8	Benue State University, Makurdi	10227	6803	17030
9	Bukar Abba Ibrahim University, Damaturu			
10	Cross River State University of Science & Tech.	10914	5961	16875
11	Delta State University, Abraka	10480	9292	19772
12	Ebonyi State University, Abakaliki	17529	14473	32002
13	Ekiti State University, Ado Ekiti	8308	8374	16682
14	Enugu State University of Sci & Tech	14182	11605	25787
15	Evan Enwerem University Owerri	9996	8180	18176
16	Gombe State University, Gombe	3699	1871	5570
17	Ibrahim Babangida University, Lapai Niger State	4046	1987	6033
18	Ignatius Ajuru University of Education, Portharcourt	992	1536	2528
19	Kaduna State University, Kaduna	3860	2721	6581
20	Kano State University of Technology, Wudil	7032	845	7877
21	Kebbi State University of Science and Technology, Aliero	2244	602	2846
22	Kogi State University, Anyigba	13962	9053	22915
23	Kwara State University, Malete	1712	1777	3489
24	Ladoke Akintola University of Technology Ogbomosho	15890	10920	26810
25	Lagos State University, Ojo, Lago	7892	6111	14003
26	Nasarawa State University, Keffi	12419	8752	21171
27	Niger-Delta University, Yenagoa	8602	5928	14530

28	Northwest University, Kona*	0	0	0
29	Olabisi Onabanjo University, Ago-Iwoye	166	46	212
30	Ondo State University, Ago-Iwoye	4026	4039	8065
31	Osun State University, Osogbo *	4026	4039	8065
32	Plateau State University, Osogbo *	0	0	0
33	Rivers State University of Science & Technology, Port Harcourt	21282	5908	27190
34	Sokoto State University * Sokoto	0	0	0
35	Tai Solarin University of Education, Ijagun	8136	11668	19804
36	Taraba State University, Jalingo	921	586	1507
37	Umaru Musa Yar'adua University, Katsina	4817	1478	6295
38	University of Education, Ikere Ekiti *	0	0	0
	National	2433384	171942	438641

Source: Federal Ministry of Education: Nigeria Digest of Education Statistics

Appendix III: Student Enrollment by Geo-Political Zones and Gender: 2013/14

Zone	M	F	M+F
North Central	452,895	358,8567	811,752
North East	211,238	123,320	334,558
North West	487,614	278,093	765,707
South East	337,446	371,878	709,324
South-South	378,899	377,778	756,677
South West	453,091	461,380	914,471

Source: Federal Ministry of Education: Nigeria Digest of Education Statistics

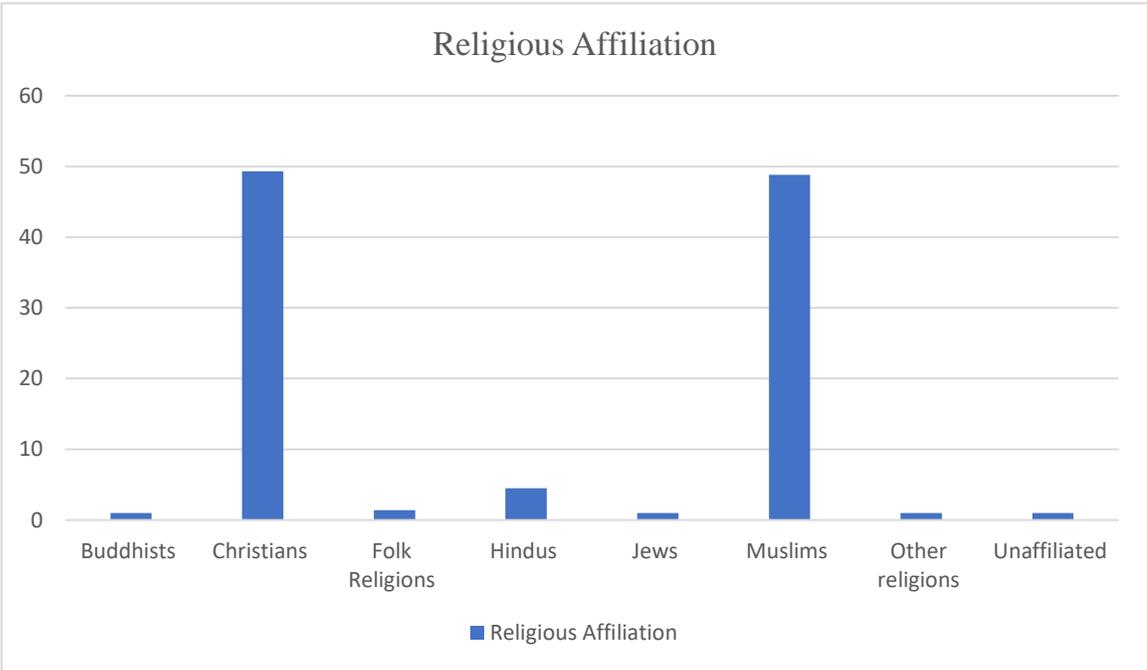
Appendix IV: Student Enrollment by Geo-Political Zones and Gender: 2014/15

Zone	M	F	M+F
North Central	579,140	469,729	1,048,869

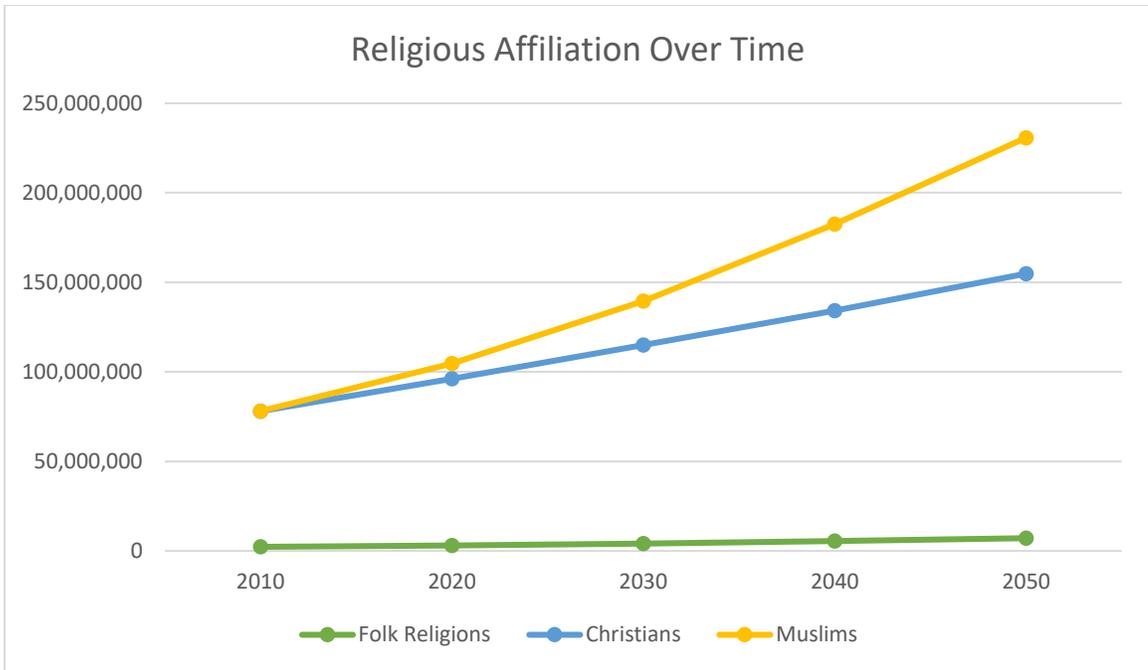
North East	225,156	146,786	371,942
North West	499,557	300,919	800,476
South East	364,555	397,689	762,244
South-South	348,830	347,210	696,040
South West	623,097	633,071	1,256,168

Source: Federal Ministry of Education: Nigeria Digest of Education Statistics

Appendix V: Religious Affiliation



Source: The Future of World Religions: Population Growth Projections, 2010 – 2050



Source: The Future of World Religions: Population Growth Projections, 2010 – 2050