

Implications of Policy Implementation on Appreciation of Polytechnic Education Programmes in Nigeria

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Abstract

Efforts to rejuvenate polytechnic education in Nigeria seem not to yield the desired dividends until the policy regulating tertiary education in the country, as a whole, is reviewed. Notwithstanding the efforts being made over the years to reposition Nigeria's polytechnic education, the policy appears to have outlived its usefulness, bearing the realities of day-to-day experiences in managing higher education. It is argued that under Nigeria's education policy, Polytechnics were generally established to provide middle-level manpower that will drive the technological development of the nation. These institutions have not been able to effectively fulfill this mandate; hence to shoulder more responsibilities becomes a serious problem. Stakeholders argue that this was as a result of poor staffing, under-funding, disparity between products of Polytechnics with OND/HND and degree holders from Universities. Other reasons are differentials in promotion to professional chairs reserved mainly for lecturers in Universities, admission seekers' preferences for University education, dearth of science-inclined pupils and industrial crisis. There seems to be implications of policy somersault on appreciation of polytechnic education in our country. To make polytechnic education attractive, however, stakeholders have called for immediate review of the laws that set up tertiary education in the nation. This paper is therefore, one of the few attempts to re-awaken interest of Nigerian government, policy makers, managers of education and investors in education sector, in expansion and improvement of polytechnic education programmes to serve the growing needs of the present generation.

Keywords: Policy, Rejuvenation, Manpower and Implementation,

Introduction

The relegation of Polytechnic Education to the background continues to exert enormous constraints on appreciation of the programmes run by various monotechnics, Polytechnics and colleges of technology in Nigeria. There are many worries that while University education has become the toast of any aspiring candidate for higher education, Polytechnics which kick-started tertiary education in the country, are obviously not preferred choice but a stop gap. The reasons are obvious and have been topics of discourse by stakeholders over the years. These ranges from dichotomy between University graduates and their polytechnic counterparts; discrimination against the latter in the labour market; unequal

funding and rehabilitation of facilities by government, to lack of recognition of polytechnic education as a veritable tool for a sustainable break-through in technological development of any nation. Such approach towards the management of Polytechnics has been a bane to saving technical education from death. Nigeria tends to be lacking behind other nations in technological development. Yet enough investments have not been made to strengthen and re-focus polytechnic education programmes. Consequently, the quality of polytechnic education seems to have declined.

It has been observed that Nigeria is not following the trend of running Polytechnics in advanced and industrial developed nations such as Japan, Germany, Britain, North and South Korea, etc. where long-standing Polytechnics and colleges of technology have been accorded the status to mount undergraduate and postgraduate degree programmes with full autonomy. What inhibits the upward mobility of graduates from Polytechnics, the more, is still the reliance of Nigerian education managers on Plato's view that technical education was meant for dull brain. So, no concrete efforts have been truly made to remove the obstacles militating against appreciation of polytechnic education in the country (Olanrewaju & Olugbile, 2010). The lopsided implementation of academic programmes in Polytechnics has not yielded the desired attraction. Candidates continued in Universities despite cost of repeating University Matriculation Examination (UME) over the years. This is reflected in Annexure 3.

Oftentimes, it is regrettable that graduates of Polytechnics failed Unified Tertiary Matriculation Examination and Post-Unified Tertiary Matriculation Examination (UTME/PUTME). Some that successfully gain admission into Universities found it an up-hill task to pass some courses in 100 and 200 – Levels in Universities. This ugly trend that tend to be established in Nigerian Polytechnics shows that in recent development, students pass their OND/HND examinations through sorting and other forms of irregularities. The implication is that majority of the graduates from Polytechnics who may find their way into Universities could not effectively cope with academic tasks in University environment. Consequently, their performance at the apex level of education may also be abysmally poor (Omoifo, 2016). A major issue which continues to dominate public discourse in recent times is the quality of graduates of tertiary education institutions.

This is due to undue emphasis placed on University education over and above other sub-sectors, which is not helping the country. However, Universities are empowered to breed designers, thinkers and idea creators, including medical doctors, engineers, architects, lawyers, philosophers, historians, political scientists, administrators, etc. that would drive leadership in the nation. But Polytechnics are meant to produce technologists, technicians, artisans, clerks, executive officers and other middle-level workforce by the enabling law to drive national development. Besides, even with the growing complaints, qualifications from Polytechnics, e.g. Ordinary National Diploma and Higher National Diploma (OND/HND) are only meant for entry requirements into undergraduate programmes in Nigerian Universities. Therefore, some grandaunts from Polytechnics find it extremely difficult to

proceed for higher degrees even with postgraduate diplomas (PGDs) in some disciplines. A case for admission into “The Bachelor of Technology Degree Programme of the Institute of Science Laboratory Technology, University of Port Harcourt for 2010/2011 Session” published in *The Punch*, Friday, September 17, 2010, p. 39 is a confirmation. As far back as 1985/86 academic session, HND in Secretarial Studies from Polytechnics was an entry requirement for a 3-year B.Ed. degree programme in Vocational (Business) Education at University of Uyo, Akwa Ibom State. This trend is pervasive and massive presently because all Universities insist on this practice.

Facilities in the Polytechnics and Colleges of Technology are not fully utilized because many parents and guardians still want their children to struggle for limited spaces in approved Universities which are insufficient for the population of over 170 million people according to recent population statistics in the country. Besides, infrastructural facilities in Polytechnics and colleges of technology are decayed such that it is not ideal to talk of equating products from Polytechnics with bachelor degree holders from Universities. Infrastructure and facilities in Nigerian Polytechnics and Colleges of Technologies could not be compared with their counterparts overseas. The curricula of Polytechnics appear to be less robust than what are obtainable in Universities nationwide. Therefore, if the law establishing Polytechnics vis-à-vis tertiary education is not reviewed, one of the implications is that the nation’s search for technological development to meet up global competition would remain a mirage. Polytechnics ought to be empowered to award degrees in technological-based programmes relevant to 6-3-3-4 system of education in Nigeria (Olanrewaju, 2010).

What has been observed in the country is that instead of empowering some well-established Polytechnics to fully mount degree programmes side-by-side with their mandatory courses in the OND/HND programmes, this is not done. But some Universities go into running OND and HND programmes alongside other certificate and degree programmes. Investigation shows that the running of OND/HND programmes was not in the original mandates of Universities. This has generated a lot of jurisdictional crisis between Universities and Polytechnics in the country. To worsen the situation of poor quality of degree programmes in Universities, larger population of students in these institutions are enrolled for part-time studies almost equal to the population of full-time students in campuses. When facilities are being overstretched, it is common to find primary and secondary school premises being converted to centres for part-time programmes of various Universities. This is another approach that is not only worsening the image of degrees awarded by Universities in Nigeria but also stifling the upgrading of some well-established Polytechnics to run degree programmes on their own. Moreover, at a time the nation was overwhelmed by preponderance of satellite campuses and outreach centres that offered degree programmes on cash and carry basis to spoil the credibility of degrees awarded by Nigerian institutions. This ugly situation would have been saved if some outstanding Polytechnics were empowered to run degree programmes instead of cutting corners by Universities and their lecturers to run degree programmes at illegal centres.

Obstacles Militating Against the Appreciation of Polytechnic Education Programmes in Nigeria

In an effort to reposition the sub-sector, the Federal Government of Nigeria, in its education reform of 2006, decided to convert some of the nation's 69 Polytechnics to Universities, while others that have the wherewithal would be encouraged to award Bachelor of Technology (B.Tech.) degree. The institutions alleged to have been granted University status from 2010/2011 academic session included two Polytechnics, namely Yaba College of Technology (YABATECH), Lagos; Kaduna Polytechnic, Kaduna, and four colleges of education. These are, the Federal College of Education, Kano; Federal College of Education, Zaria, Kaduna State; Alvan Ikoku Federal College of Education, Owerri, Imo State; and Adeyemi College of Education, Ondo, Ondo State that were proposed to run Bachelor of Education (B.Ed.) programmes.

In fact, some of these institutions, including YABATECH, have invested huge amount of money on physical infrastructural development since 2007 when the government came up with the idea, in preparation for the new status. Also some admission seekers in the 2010/2011 academic session have had to pick some of these institutions as their Universities of first choice in the just concluded Unified Tertiary Institutions Matriculation Examination – UTME – (2010). But their hope was dashed to the rock because of a declaration by the Minister of Education. In the Minister of Education statement for now, it was obtained that the planned status change of these institutions was just a recommendation of the Implementation Committee on Guidelines for Degree Awarding for Colleges of Education and Polytechnics. This committee was set up to look for ways to expand access to University education and not a policy. It seems the present administration has kicked against this policy.

The planned conversion of these institutions requires a lot of job to be done by the Federal Ministry of Education before presenting the proposal for approval to the Federal Executive Council (FEC). This puts the dreams of the prospective undergraduates of these institutions on hold (Olugbile, 2010). Those who were patient have had to enroll for OND programmes approved for these institutions as the last resort.

Lack of Action Plans to Rescue Polytechnic Education Programmes from Decay in Nigeria

Stakeholders in polytechnic education, including the Committee of Heads of Polytechnics and Colleges of Technology; Conference of Registrars of Polytechnics and Colleges of Technology; Academic Union of Polytechnics, Senior Staff Association of Nigerian Polytechnics; students and some professional unions, as well as the Nigerian Association of Technologists in Engineering, unanimously agreed that existing law regulating polytechnic education programmes has outlived its usefulness. It was in recognition of neglect of the Polytechnics and colleges of technology that polytechnic administrators, under their group, the Conference of Registrars of Polytechnics and Colleges of Technology (COREG), rose from their 53rd Regular Meeting in September 2010 with one

voice challenging the government to review the Edict and objectives setting up the polytechnic education. This to them, would go a long way in repositioning the sub-sector and remove the inequality between University graduates and those of Polytechnics (Olanrewaju, 2010). Happenings in the sub-sector have continued to threaten the stability and progress of the institutions and polytechnic education in the country. It appears that sometimes the Polytechnics have not charted a good path to follow to deliver technical education from demise as most of them devote resources into politics of inequality of holders of Higher National Diploma (HND) and bachelor degree holders from Universities.

Staff unions in Polytechnics and colleges of technology across the country, including Senior Staff Association of Nigeria's Polytechnic (SSANIP) have embarked on series of industrial actions in the past to register their objection towards government neglect of polytechnic education sub-sector. Most of these strikes sometimes ranged from disparity of salaries and allowances between University workers and those in Polytechnics, poor conditions of service, decay of infrastructure, acute shortage of teaching and learning resources to enhance effective management of instructional processes to sharp disparity between the high recognition accorded University lecturers in Universities and the Polytechnics/colleges of technology. Lecturers in Polytechnics could rise to the rank of Chief Lecturer and then stagnate while University lecturers could rise without hindrance to professorship. Some laboratories and workshops in the nation's Polytechnics and colleges of technology, according to COREG, remain as national monuments with out-dated machines and equipment (The Nation, Thursday, July 30, 2009, pp. 12 and A2).

The Federal Government seems not to be forth-coming in helping to rescue the polytechnic education programmes from endemic paralysis. It seems the enormity of industrial disputes in Nigerian Universities, colleges of education and Polytechnics has beclouded government's focus towards strengthening polytechnic education. Sometimes top officials in government have made divisive and provocative statements that could further diminish interest in polytechnic education. One of such statements has been a recent declaration in 2010 by the Ex-Minister of Education, Prof. Ruqqayat Rufa'i that the process for the conversion of some Polytechnics to Universities started in 2006, was not a policy but a mere proposal. Another provocative statement that militates against stability of polytechnic education as well as programmes offered in Polytechnics and colleges of technology nationwide was recent declaration also in 2010 by the Ex-Head of Service of the Federation, Mr. Steve Oronsaye, that a degree holder is superior to an HND Certificate holder in the civil service. This discrimination seems to persist in the Civil Service in Nigeria over time.

This is coupled with the alleged foot-dragging by the government to grant degree-awarding status to Polytechnics in the country. This type of statements appears to be enough signs that government was not interested in technological development through polytechnic education as obtained in other countries much better than Nigeria, e.g. Britain, Japan, Singapore, United States, etc. The matter was that instead of delving into provocative

declarations, the government ought to have designed ways of strengthening and refocusing polytechnic education through germane policy capable of reawakening the poor rating of our Polytechnics and colleges of technology. There was no point comparing the HND with bachelor degree because there are meant to serve different purposes. The best thing to do is a continuous review of the curricula of Universities, Polytechnics and colleges of education in Nigeria to meet the Sustainable Development Goals (SDGs). It was envisaged that Universities in Nigeria are to produce high level manpower.

Anybody believes that government officials, who were supposed to continually review policy to suit the prevailing circumstances, are not helping the cause of polytechnic education; and each time they speak, they give the wrong impression that Polytechnics are a kind of an unwanted burden on government. Nigeria does not need to wait for angels from other nations to come and re-write new policy of polytechnic education for our dear country. The nation is endowed with enough intellectuals to re-fashion better policy and curriculum of moving the sub-sector forward for national development.

In addition, government's preference for the University system was not only detrimental but also inimical to the growth of the Polytechnics. All workers' unions in tertiary institutions reached an agreement with the Federal Government to upgrade the retirement age in both Polytechnics and Universities. But the Federal Government has implemented all agreements it reached with workers in the University system, including the extension of the retirement age of professors in Universities to 70. Till now, those in the Polytechnics seem to be waiting. This type of discrimination is not encouraging technical education. The removal of wage disparity and planned conversion of some Federal Polytechnics to autonomous degree awarding institutions would go a long way to change the face of polytechnic education in the country. State governments that would abide by the agreements to fund their Polytechnics and colleges of technology to meet the status of awarding degree of Bachelor of Technology (B.Tech.) should be encouraged to do so by the National Board for Technical Education (NBTE) in conjunction with National Universities Commission (NUC) after verification of adequacy of funds, infrastructure, curriculum upgrading, teaching and learning resources, laboratories and workshops, school effectiveness, and staffing.

Recommendations for Strengthening and Refocusing Polytechnic Education Programmes in Nigeria

The first step in this re-fashioning of Polytechnic Education Programmes in the country is that entry requirements for degrees in our Universities should be the possession of the Ordinary National Diploma (OND) Certificate against the current practice of some Universities making Higher National Diploma (HND) Certificate as entry requirement for a 3-4 year bachelor degree programmes. Some polytechnic graduates have to enroll for post-graduate diploma programme (PGD) and then proceed for a Masters Degree programme in the same field. The case of University of Port Harcourt (PHC) is still very fresh in this

analysis. PHC even restricted their admission into B.Tech. Degree programme of the Institute of Science Laboratory Technology, Faculty of Science only for their products. This means that the institution has no confidence in the programmes of the various Polytechnics and colleges of technology running Science Laboratory Technology programmes. It is only when an HND holder is changing from his field to another that he would be required to meet fresh admission requirements of the new institution.

Then entry requirements for OND should be a possession of 5 credit passes in relevant subjects including English Language and Mathematics in not more than two sittings in the Senior School Certificate Examinations (SSCE). Other issues, according to the minister, include the need for curriculum upgrade; reconciliation of academic profile of members of staff; and the challenges of converting the qualifications of the current students of Polytechnics and colleges of technology. Therefore, there arises the need that the Implementation Committee on Guidelines for Degree Awarding for Colleges of Education and Polytechnics should hasten up its work to meet the yearnings of Nigerians to improve polytechnic education programmes in the country. The committee has to guard against the issues that will arise, especially on how to convert the qualification of the current OND/HND to Bachelor of Technology, (B.Tech.); funding; infrastructure, availability of teaching and learning resources, Information and Communication Technology (ICT); up-dating of laboratories and workshops; modern libraries with current books; upkeep of the environment of Polytechnics; how to reconcile the profile of members of academic staff; how to upgrade the curricula and syllabi, etc. After this the Minister of Education will table the conversion policy before the Federal Executive Council (FEC) for deliberation and approval.

The Polytechnic system was expected to carve a niche for itself. There is a dire need to stop the idea of saying that the present qualifications from Polytechnics and colleges of technology (OND/HND) are equivalent to that of Universities and all that polytechnic education is very important to this country whether one likes to accept it or not, No matter of parity. If the polytechnic system was able to carve a niche for itself and let people know what their products can do, the polytechnic products can be better rated than University graduates in terms of remuneration. There is already a wide gap now in Nigerian economy with respect of skilled manpower. Everybody seems to be arguing that there is no skilled manpower, good artisans and craftsmen just because the polytechnic system has left what it is supposed to do to produce skilled manpower. But rather the Polytechnics and colleges of technology tend to be busy with the disparity with the University. This appears not to be their mandate.

Realizing this wide gap, it was the decision of the University of Ibadan, Ibadan, Oyo State to introduce a certificate programme for mechanics 2010. This has brought to the fore the need to retrain artisans for greater efficiency in Nigeria. The students are mechanics undergoing a certificate programme in Automotive Technology at the University of Ibadan, Ibadan, Oyo State. These special students are restricted to learning new auto-technologies and how to handle them (Olugbile, 2010).

Conclusion

Since independence, there have been 44 Education Ministers in Annexure 2 working to actualize the policies of 14 civilian Presidents and military Heads of States. Many of those policies, according to them, were laudable. However, faulty implementation has often aborted goal fulfillment. In addition, frequent changes in government, especially during the military rule, led to lack of continuation of programmes by successive administrations. Progress made in various areas were not necessarily consolidated and in the five decades of independence, they have been highs and lows – the lows representing years of neglect, misappropriation of funds and poor implementation which have undermined the investments made in various aspect of education sector, polytechnic education inclusive.

In the past in recognition of the importance of quality education to the socio-economic development and growth of the country, the government at all levels have been tackling the observed declined in education by proposing action plans to rescue the sector. Such moves include a road map developed by the Federal Ministry of Education to leverage the education sector in areas of access, standard and quality assurance, technical and vocational training, and funding and utilization. To complement the government's efforts in that direction, the Unified Tertiary Matriculation Examination (UTME) was introduced by Joint Admission and Matriculation Board (JAMB) which expresses optimism in significant improved subscription into polytechnic education. The Federal Government, in 2007 agreed to raise the status of some Polytechnics to award Bachelors of Technology (B.Tech.) degrees in their programmes. But this proposal is still on the drawing board. Findings were that whether the Federal Ministry of Education was headed by a male or female Minister in the pas, there were some action plans to reposition polytechnic education in Nigeria. But these plans were not implemented. This keeps on drawing improvement of polytechnic education programmes backward. Secondly, Nigeria is only good in drawing up policy but we do go the whole hog to implement the policies well. Policy somersault is the bane of Nigeria's plan.

In the recent report obtained from "Economic Confidential" of September 2010, Nigeria allegedly earned N34 trillion from both oil and non-oil sectors between 1999 and 2009. While the government could not adequately fund polytechnic programmes to obtain realistic results continues to beat one's imagination. There appears to have been too much heated arguments over under-funding of education sector over the years as reflected on Annexure 1. Could the problems that have hindered polytechnic education programmes be attributed to corruption and failed leadership in the country in the past?

Besides, none of the Ministers of Education has truly come out to declare whether HND is equivalent to Advanced Level General Certificate in Education (A/Level GCE), Higher School Certificate (HSC), Advanced National Technical Certificate/Advanced National Business Certificate (ANTC/ANBC). Much dust has been gathering in the ensuing argument over quality of HND compared with bachelor degrees from Universities, sometimes due to flagrant inadequacies in the OND/HND programmes offered in the nation's Polytechnics and colleges of technology. Perhaps, HND is to find its own level in the labour

market and academics because it has its own purpose. The institutional setting of HND is different from all others. There is a clarion call to re-brand polytechnic education in Nigeria to deliver its mandates.

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Annexure 1

Federal Government Budgetary Allocations to Education 1999 – 2010

S/No.	Year	Amount Allocated N(Billions)	Percentage of National Budget %
1	1999	23.047	11.2
2	2000	44.225	8.3
3	2001	39.885	7.0
4	2002	100.2	5.09
5	2003	64.76	11.83
6	2004	72.22	7.8

7	2005	92.59	8.3
8	2006	166.6	8.7
9	2007	137.48	6.06
10	2008	210	13
11	2009	168.64	13
12	2010	249.08	6.4

Source: Federal Ministry of Finance, Abuja and published in Nigerian Compass, Wednesday, September 29, 2010, p. 20.

Annexure 2

Education Ministers (Senior and Junior) from 1958 to date

S/No.	Name	Region/State	Year
1	Mr. Aja Nwachukwu	Eastern Region	1958-1965
2	Chief Richard Akinjide	Western Region	1965-1967
3	Mr. W. Briggs	Rivers	1967-1970
4	Chief A.Y. Eke	Bendel	1970-1975
5	Alhaji A.A. Alli	Benue	1975-1978
6	Dr. G.B. Letor	Rivers	1978-1979
7	Dr. S. Ugor	Imo	1979-1982
8	Alhaji B. Usman	Kano	1979-1982
9	Mrs. Elizabeth Iyase	Benue	1979-1982
10	Dr. I.C. Madubuike	Imo	1982-1983
11	Mr. L.A. Bamigbaiye	Ondo	1982-1983
12	Chief Sunday Afolabi	Oyo	Sept. 1983-Dec. 1983
13	Alhaji Y. Abdullahi	Bauchi	1984-1985
14	Alhaji A. Ibrahim	Kogi	1985
15	Prof. Jibril Aminu	Gongola	1985-1989
16	Prof. Babs Fafunwa	Lagos	1990-1992
17	Prof. Ben Nwabueze	Anambra	Jan. 1993-Aug. 1993
18	Prof. I.A. Imogie	Edo	Jan. 1993-Nov. 1993
19	Alhaji Dongodaji	Sokoto	Jan. 27 1993
20	Dr. Iyorcha Ayu	Benue	Jan. 1994-Feb. 1995
21	Alhaji D. Wada Nas	Katsina	Jan. 1995-Feb. 1995
22	Dr. M.T. Liman	Taraba	Feb. 1995-Dec. 1995
23	Mrs. Iyabo Anisulowo	Ogun	Feb. 1997-Dec. 1997
24	Alhaji D. Birmah	Adamawa	Dec. 1997-June 1998
25	Dr. A.N. Achumine	Imo	Dec. 1997-June 1998
26	Mrs. Olaiya Oni	Ondo	Aug. 1998-May 1999
27	Alhaji S. Saadu	Kwara	Aug. 1998-May 1999
28	Prof. Tunde Adediran	Ekiti	June 1999-Jan. 2001
29	Prof. Lawal Batagarawa	Kastina	June 1999-2001
30	Prof. Babalola Borishade	Ekiti	Feb. 2001-June 2003
31	Alhaji Bello Usman	Zamfara	Feb. 2001-June 2003
32	Prof. Fabian Osuji	Imo	July 2003-Feb. 2005
33	Hajia Bintu Musa	Borno	July 2003-June 2005
34	Mrs. Chime Obaji	Imo	June 2005-June 2006
35	Halima Tayo Alao	Kwara	June 2005-2006
36	Dr. Grace Ogwuche	Borno	Feb. 2006-June 2006
37	Mrs. Obiageli Ezekwesili	Anambra	June 2006-April 2007
38	Dr. Sayadi Abba Ruma	Kastina	June 2006-April 2007
39	Dr. Adewunmi Abitoye	Ondo	June 2006-May 2007
40	Dr. Igwe Aja Nwachukwu	Ebonyi	June 2007-Dec. 2008
41	Dr. Jerry Agbada	Benue	June 2007-Dec. 2008
42	Hajia Aishatu Jibril Dukku	Gombe	June 2007

43	Dr. Sam Egwu	Ebonyi	Dec. 2008-March 2010
44	Prof. Ruqqayat Rufa'i	Jigawa	April 2010 to date

Source: Federal Ministry of Education, Abuja and published in *The Nation*, Thursday, September 30, 2010, p. 22.

Annexure 3

Demand and Supply of University Education in Nigeria (1981 – 2001/2002)

S/No.	Year	Number of Applicants	Number Admitted	Percentage Admitted %	Unsatisfied Demand %
1	1980/'81	145,567	24,191	16.6	83.4
2	1981/'82	180,728	22,408	12.4	87.6
3	1982/'83	205,112	29,800	14.8	85.2
4	1983/'84	191,583	27,378	14.3	86.7
5	1984/'85	201,234	27,482	13.7	86.3
6	1985/'86	212,114	30,996	14.6	85.4
7	1986/'87	193,774	39,915	20.6	79.4
8	1987/'88	210,525	36,356	17.3	82.7
9	1988/'89	190,135	41,700	21.9	78.1
10	1989/'90	255,638	38,431	15.0	85.0
11	1990/'91	287,572	48,504	16.9	83.1
12	1991/'92	398,270	61,479	15.4	84.6
13	1992/'93	357,950	57,685	16.1	83.9
14	1993/'94	420,681	59,378	14.1	85.9
15	1994/'95	-----			
16	1995/'96	512,797	37,498	7.3	92.7
17	1996/'97	376,827	56,055	14.9	85.1
18	1997/'98	419,807	72,791	17.3	82.7
19	1998/'99	321,268	78,550	24.4	75.6
20	1999/2000	418,928	78,550	18.8	81.2
21	2000/2001	467,490	50,277	10.7	89.3
22	2001/2002	842,072	95,199	11.3	88.7

Source: Federal Ministry of Education, Abuja and published in *The Nation*, Thursday, September 30, 2010, p. 22.