



Assessing the 2009 Educational Reform on Access to Higher Education in Nigeria: A Study of Federal College of Education, Zaria

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Abstract

Despite the growing concerns by governments and the general populace over improving access to higher education, opportunities for enrollment in tertiary institutions in Nigeria remains a daunting challenge in the education sector of the country. Using Federal College of Education (FCE), Zaria as a study base, this study seeks to ascertain the extent to which the 2009 educational reform improves access to higher education while considering other reform components to establish whether funding and infrastructures affect access and quality of education, and to ascertain whether the accreditation status of programmes has any significant effects on quality of education. This study is survey with a sample of Three hundred and forty-five (345) respondents drawn from both teaching, non-teaching staff and students of Federal College of Education, Zaria. The period covered by the study was Six (6) year-trends, 2011-2016. Results indicate that from 2011 to 2016, there is evidence that in FCE, Zaria there is significant difference between the number of candidates that applied for admission and those being offered admission. This was largely due to approved carrying capacity. Results have shown that inadequate funding significantly affect infrastructure provisions needed to improve access and quality of education as prescribed in the 2009 educational reform. Consequently, despite NCE programmes in FCE, Zaria are fully accredited by the NCCE, the quality of education has not significantly improved with 57% success

as against the benchmark of 80%. The study, therefore, recommends amongst other things that efforts to attain the 2009 educational reform benchmark on access (20% increase in admissions annually from 2011) in the tertiary institutions should be intensified such that reasonable amount of candidates be admitted to higher education. Increase in funding benchmark of 26% to education on national budgetary allocation to the education sector should be attained for the expansion of learning, teaching and research activities.

Keywords: Educational reform, Access to education, Quality education

1.1 Introduction

Throughout the world, education has been valued as a means of addressing socio-economic inequalities where they exist and for transforming societies and cultures (Isa, 2020). The general acceptability of education as the most desired instrument for political, economic, social and technological development and advancement globally is not debatable. Evidently, human capital has become an increasingly valuable asset in the race for industrialization and thus, the management of policy concerning this most vital sector has become more important necessitating the need for constant review and reform.

Given that the aim of educational reforms is to improve educational access and quality and ensure the adequacy of programming at all levels, these reforms efforts have not fully addressed the issues of access to education across socio-economic, ethnic, and gender boundaries by integrating planning that would increase opportunities for equity. Though lack of access to higher education can be identified at each of the three levels of educational in Nigeria, the most acute area is in tertiary education (Isa, 2020).

Of great importance to the development of educational reform is to recognize the fact that as the Nigerian's national population continues to grow significantly each year, the capacity of the higher institution of learning to meet the need of a growing learner population should be an area of concern to strengthen the education system to accommodate the growing demands for higher education (Isa & Idris, 2020). Empirical studies established the interplay between public financing, carrying capacity, and infrastructure as determinants to unhindered access and quality education (Okebukola; 2005, 2006; UNESCO Report, 2006; FME, 2009, Edukugbo, 2011, Isa & Idris, 2020). The concern of this study is to uncover three (3) components of the 2009 educational reform viz a viz performance indices on the prescribed benchmarks, thus:

- i. 20% increase in admissions annually from 2011 in the tertiary institutions.
- ii. 50% increase in funding annually for the tertiary institutions from 2011 to enhance quality of education.
- iii. 80% full accreditation status for all academic programmes in the tertiary institutions by 2011 to enhance quality of education.

It is in the light of this that this study is particularly interested to assess the 2009 educational reforms on access to higher education using Federal College of Education, Zaria as a study base.

1.2 Problem in Context

For over past three decades, efforts to reform Nigeria's educational system have led to shifts in the funding mechanisms, structural responsibilities, and compulsory component of public education at the basic, post-basic/secondary, and tertiary levels. The Roadmap for the Nigerian Education Sector Federal Ministry of Education (FME) Report, (2014) established that wide disparity exists between the expected and actual enrolments. For example, the expected enrolment in primary education is 34.92 million but the actual is 24.42 million, hence a shortfall of 10.5 million; junior secondary education, the expected enrolment is 9.27 million but the actual is 3.27, leaving 6.0 million unrolled. Further, low participation rates cannot be attributed to low demand but to the failure of the system to provide enough places to meet the demand.

Consequently, the current rate of admission of 6% into tertiary level education as against the generally accepted minimum of 16% for meaningful economic development brings out the challenges clearly (FME Roadmap, 2014). This is as a result of the low carrying capacity of tertiary institutions which stands at 118,129 for the Colleges of Education while the actual is 354,387. The situation is further compounded by preference for University education by candidates. Therefore, Polytechnics and Colleges of Education are having difficulty of attracting qualified candidates. In all, tertiary institutions had 925, 762 possible admission spaces, but filled 551, 553 leaving a gap of 374, 209 (JAMB, 2019).

Worthy of importance is to acknowledge the fact that access to higher education revolves around many factors ranging from the collapse or decay of essential infrastructure to explosion in students enrolment (above their carrying capacity) without corresponding increase in funding. However, there are deep issues of physical access, quality access and economic access (FME, 2015). As Okebukola (2005) rightly observed, the depressed quality of education in Nigeria has been explained in part by the inadequate funding of the system. This is despite UNESCO's recommendation of 26% of national expenditure must be devoted to education (UNESCO Report, 2006).

Paradoxically, the Nigerian government still expends an average of 7% of its national budget on education in default of the UNESCO's (2006) benchmark. As reported by the Central Bank of Nigeria (CBN), in 2009, the percentage of budget allocation to the education sector was 7.2%, 4.8% in 2010, and 6.2% in 2011. The figures further showed that an allocation of 8.2%, 8.5% and 9.9% was made in 2012, 2013 and 2014, respectively. Also, 7.7%, 6.5%, 7.4% and 7% were allocated to education in the year 2015, 2016, 2017, and 2018, respectively (CBN, 2018).

The implication of this poor public financing of education is the fact that it inhibits access to education. This may be the reason why research often indicates that, challenges in the tertiary education revolves around many factors ranging from the collapse or decay of essential infrastructure to explosion in students enrolment (above their carrying capacity) without corresponding increase in funding. Thus, about 15-30% of the infrastructure, equipment and books in nearly all tertiary institutions in Nigeria are non-functional, obsolete or dilapidated (FME Report, 2014). Furthermore, the classrooms, laboratories and the general environment of most tertiary institutions in Nigeria are still far from a state that will promote optimal learning, teaching and research (Okebukola, 2008). Hence our prime consideration of how funding and infrastructure provisions and accreditation of academic programmes affect access and quality education with particular reference to Federal College of Education, Zaria.

1.3 Objectives of the Study

The main objective of the study is to assess the 2009 educational reform on access to higher education in Nigeria. However, the specific objectives are, to:

- i. Establish whether the 2009 educational reform has increased access to higher education in Federal College of Education, Zaria.
- ii. Determine whether inadequate funding affects infrastructure provisions to enhance access and quality of education as prescribed in the reform.
- iii. Ascertain whether the accreditation status of programmes in FCE, Zaria has any significant effects on quality of education.

1.4 Research Questions

This study is guided by the following Three research questions:

- i. How has the 2009 educational reform increased access to higher education in Federal College of Education, Zaria?
- ii. To what extent does inadequate funding affects infrastructure provisions to enhance access and quality of education as prescribed in the 2009 educational reform?
- iii. Does the accreditation status of programmes in Federal College of Education, Zaria have any significant effects on quality of education?

1.5. Research Hypotheses

Three (3) null hypotheses are postulated for testing which guides the study:

- Ho₁: There is no significant difference between the number of candidates applying for admission and the number admitted in the Federal College of Education, Zaria.
- Ho₂: Inadequate funding does not significantly affect infrastructure provisions to enhance access and quality of education as prescribed in the 2009 educational reform.

H₀₃: The accreditation status of programmes in Federal College of Education, Zaria has no significant effects on quality of education.

1.6 Scope and Significance the Study

In terms of scope, this study covers a span of Six (6) years i.e. 2011 to 2016. This is also justified on the grounds that implementation of the 2009 educational reform though started in 2006; the Roadmap was fine-tuned in 2009. Thus, a span of Six (6) years of implementation is expected to produce a trend for assessment. However, this study is of tremendous importance to researchers, educational development policy and practice, international development agencies, institutions of higher learning, government at all levels as well as the general public. Researchers especially in the field of education, administration and management, public policies, and development studies, would find this study useful as it extends the frontier of knowledge. Equally, policy makers would be able to fine tune policy direction on access to higher education while those responsible for implementing policies and programmes (practitioners) will also benefit from the study as it will assist them to identify policy gaps so much so that to review and address major defect areas of educational sector challenges. The general public will also benefit from this study because the issue of access to higher education affects all and sundry.

1.7 Methodology

The research design adopted for the study is survey. The population of the study consists of staff and students of FCE, Zaria which has a total number of 7,533, comprising Senior non-teaching staff 880, junior staff 509; Academic staff 916, and Nigeria Certificate of Education (NCE) final year students 5,228 (Records, Mails & Statistics, FCEZ, 2022). To determine the sample size of the study, Krejcie & Morgans (1970) Population and Sample Size Table was used. Based on the target population i.e. Seven thousand five hundred and thirty-three (7, 533), Three hundred and sixty-seven (367) constitutes the sample size of the study. 367 questionnaires were distributed to the target respondents out of which Three hundred and forty-five (345) were duly filled and returned. Therefore, 94% rate of return and response is deemed appropriate for analysis. Other documents used for the study include: The Federal Ministry of Education Annual Reports, 2014 and 2015, Roadmap for Education (2009), JAMB publications, FCEZ Annual Reports/Publications. Similarly, two (2) types of analyses i.e. descriptive statistics analysis using frequency tables, simple percentages used for analyzing and interpreting the data collected while Chi- square and t-test as inferential statistical tools of analysis were employed to test the formulated hypotheses. All the three hypotheses were tested at 0.5% levels of significance.

2.1 Literature Review

2.2. Conceptual Issues

The basic reasons for the establishment of school for children in all countries of the world are to provide educational opportunities to the children and integrate them into their societies. It is also to prepare them to be functional citizens that would contribute to the development of families, community, country and humanity (Isa, 2020). These objectives are in line with the universal declaration of human rights. Indeed, access to education in its full and broad sense means free and unlimited /unhindered/unfettered opportunities at each level of education to obtain knowledge, skills, and abilities available at that level needed to optimally participate and contribute to development in the society (Okeke, 2009). As seen in Okekes' views above, access to education covers the threshold of access/enrolling, attending and completing and possibly transiting to the appropriate level of education.

Thus, lack of access to education means any of the following: failing to enroll in an education instruction; lack of opportunities to attend school regularly; does not complete the prescribed programme of study; does not have to transit to the next level of education. Admission processes for most of the higher institutions of learning are comparable, requiring completion on the Unified Tertiary Matriculation Examination with a score of 200 or above. Of the students who take the Matriculation Examination fewer than half pass and continue on the post-secondary education (Onyukwu, 2011). This gloomy situation is troublesome in that while there are a considerable average number (1.5million student each year) who take the examination with the expectation of moving on to post-secondary education, less than half will perform at a level that support their movement on to post-secondary programming (Onyukwu, 2011). This transition from senior secondary to tertiary education may be a significant area of concern in relation to access to higher programming (Isa & Idris, 2020).

Significantly, the intent of any educational reform is to make the education sector more responsive to the needs of the people as education is a public good that should be consumed by all and sundry. Broadly speaking, reform has to do with injecting new processes and facilities into an organization, and integrating them to improve the performance of that organization. Quality in education means relevance and appropriateness of the education programme to the needs of the community and country (Isa, 2020). As plainly expressed by NUC (2007), quality education include the ability of tertiary institutions to meet certain criteria relating to academic matters, staff- students ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities.

Empirical Issues

There are quite a number of studies specifically on educational reforms in Nigeria. The following studies were examined:

Oyaziwo & Philips (2012) also carried out research on "Increasing Access to University Education in Nigeria, Present Challenges". The study recognized the fact that low access to university

education in Nigeria could be the result of the following; problem of carrying capacity; infrastructural/facilities challenge; inadequate public financing; economic constraints; labour market failure (low absorptive capacity of economy; and problem of curriculum and curriculum delivery). Towards achieving greater access to university education in Nigeria, this study recommended for curbing financial waste in the Nigeria university system (applying the policy of consolidation to its letter); downsizing the number of support staff in Nigerian university system; retraining of Nigerian universities, academic staff to embrace ICT e-learning; and revision of Education Trust Fund support for the production of books and journals in the Nigerian Tertiary Institutions to include production of online materials for distance learning centers that would serve the greater populace desiring university education.

Another study was also carried out by Anselm (2013) on “Effect of Reforms in Nigerian Educational Sector.” The study found out that, although the workers were aware of the intention of the federal government in initiating the reforms; they noted its poor implementation which caused untold hardship to staff affected by the exercise. The poor implementation of the reform agenda made the attainment of the objectives of the reform unsustainable and unattainable. The study recommends that the implementation of reforms in Colleges of Education should be executed in such a manner that all the workers and other stakeholders that are affected would be adequately and timely compensated. They should be paid all their entitlements and be made to adjust properly to avoid loss of confidence from the workforce.

Ademola, Ogundipe & Babatunde (2014) carried on a study on the “Student Enrollment into Tertiary Institutions and the influence of the funders Reputation.” The study focused on education policy implementation, admissions, budgets and challenges of the education system. It does a rap-up by showcasing the benefits of private universities, the rationalization for the creation of private universities in Nigeria, Afe Babalola University as a case study. The study provided explanations on how socio-educational cultural evidence is responsible for the marked influence of the private tertiary institutions proprietors’ reputation in the enrolment patterns for prospective candidates.

Isa & Idris (2020) carried out a study on 2009 Educational Reform and Access to Higher Education in Nigeria: A Conceptual Review. The study relied on secondary data such as Federal Ministry of Education Annual Reports, UNESCO country reports, Roadmap for Education (2009) and JAMB annual reports/publications for descriptive and analytical purposes. The study found out that from 2011-2016, the 20% annual increase in admission benchmark though reasonably achieved with 62% positive variance, the gap between those admitted and candidates left out continues to grow, thus out of the 7.5 million candidates that applied for placements into Nigerian tertiary institutions, only about 1.7 million candidates admitted (21.9%) leaving out 78% or 5.9 million from opportunities for tertiary education, some of whom are qualified but limited by a quota and carrying capacity. Results also indicate that, inadequate funding and the level of infrastructures provisions greatly affect access to higher education. The study recommends that

increase in funding benchmark of 26% to education should be attained for the expansion of facilities (lecture theatres, classrooms, laboratories, hostels, *etc*) to raise the carrying capacity to accommodate current reality.

2.4 Theoretical Framework

This study uses Principal/Agent theory developed by Jensen & William (1976) as its theoretical underpinning. The theory presupposes that agents (managers) need to be monitored by the principal and stakeholders for accountability and to establish whether objectives of the reforms are achieved or not. Putting Principal/Agent theory into context, the agents of the educational reform are the federal government, Federal Ministry of Education, the regulatory agencies in this case, the National Commission for Colleges of Education (NCCE) and management staff of tertiary institutions. The principals include (the general public, staff and students and the Alumni). The concerns are to ascertain whether the key agents exerts influence in ensuring that targets are achieved to enable the principals to monitor the extent to which the 2009 educational reform benchmarks on access to higher education and by extension pose the challenge to governments, educational development policy makers and academia to provide more appealing questions on the reform effectuation or otherwise and therefore, a study of this kind is not only intriguing, but insightful.

3.1 RESULTS

Table 1: Access to Education

	Mean	Std. Deviation	Remark
1. Educational reforms has to some extent made it possible for everyone who desire tertiary education to receive it	3.2169	1.18592	Significant
2. Educational reforms are yet to remove obstacles that prevent most eligible candidates taking advantage of the opportunities to undergo tertiary education	3.6534	1.19859	Significant
3. In terms of enrolment rate, there is existence of gab between number of candidates that sit for UTME yearly and the number of those being offered admission	4.6138	.53920	Significant
4. Lack of capacity of the system to absolve the number of candidates seeking admission into tertiary institutions adversely affects access to higher education	4.4577	.77737	Significant

Source: Field Survey, 2022

Table 1 above shows that the respondents agreed that educational reforms has to some extent made it possible for everyone who desire tertiary education to receive it. The respondents have also affirmed that educational reforms are yet to remove obstacles that prevent most eligible candidates

taking advantage of the opportunities to undergo higher education. Equally, the respondents attested that in terms of enrolment rate, a gap exist between number of candidates that sit for UTME yearly and the number of those being offered admission. Similarly, the respondents agreed that lack of capacity of the system to absolve the number of candidates seeking admission into tertiary institutions adversely affects access to higher education.

Table 3: Application and Admission FCE, Zaria

Year	Applications		Total	Admissions		Total	Approved carrying capacity	% Admitted
	Male	Female		Male	Female			
2011	10,847	9,387	20,234	1,518	1,283	2,801	2,801	13.8
2012	14,421	10,779	25,200	1,735	1,395	3,130	3,130	12.4
2013	20,295	15,295	35,590	2,357	2,045	3,997	3,997	11.2
2014	18,765	9,777	28,542	2,498	1,499	4,402	4,402	15.4
2015	14,642	6,588	21,230	3,087	1,892	4,979	4,979	23.5
2016	16,215	7,640	23,855	2,986	1,997	4,983	4,983	20.9
Total	95,185	59,466	154,651	14,181	10,111	24,292	24,292	97

Academic Office, FCE, Zaria, 2022

As can be seen in Table 3, in 2011, a total of 20,234 applied for admission, the approved carrying capacity was 2,801 and therefore, 2,801 (13.8%) got admitted. In 2012, a total of 25,200 candidates applied 3,130 (12.4%) got admitted. In 2013, a total of 35,590 candidates applied 3,997(11.2%) candidates got admitted. In 2014, a total of 28,542 candidates sought for admission 4,402 (15.4%) gained admission. In 2015, a total of 21,230 candidates applied 4,979 (23.5%) got admitted and in 2016, a total of 23,855 candidates applied 4,983(20.9%) got admitted. This shows that access to higher education is still a problem to candidates.

Table 4: Funding and Infrastructure Provisions in FCE, Zaria

	Mean	Std. Deviation	Remark
1. Problems of power and energy adversely affects ICT facilities and other basic utilities for learning, teaching and research	4.5258	.67579	Significant
2. Inadequate funding adversely affects infrastructure provision needed to improve access and quality of education	4.2835	.99717	Significant
3. Educational reforms have made for increase in the Annual Budgetary Allocation to Tertiary Institutions	2.9124	1.06509	Not-Significant

Source: Field Survey, 2022

Table 4 indicates that the respondents affirmed that the problems of power and energy adversely affect ICT facilities and other basic utilities for teaching, learning, and research. The respondents also accepted that inadequate funding adversely affects infrastructure provision needed to improve

access and quality of higher education. Conversely, the respondents do not see significant increase in the annual budgetary allocations to tertiary institutions.

Table 5: Federal Allocation to Federal College of Education

Year	Actual Released				Short fall
	Capital (₦)	Recurrent (₦)	Capital + Recurrent (₦)	Funding as per reform policy +50% annual increase	
2011	14,650,000	1,800,652,628	1,815,302,628	1,700,000,000	
2012	14,989,592	1,982,662,178	1,997,651,770	2847651770	850,000,000
2013	24,228,163	2,511,128,224	2,535,356,387	3959182272	1,423,825,885
2014	25,128,327	2,921,111,002	2,946,239,329	4925830465	1,979,591,136
2015	27,116,123	2,911,126,011	2,938,242,134	5401157367	2,462,915,233
2016	29,250,063	3,145,664,828	3,174,914,891	5875493574	2,700,578,683
Total	135,362,268	15,272,344,871	15,407,707,139	24,709,315,448	9,301,608,309

Source: Bursary Department, FCE, Zaria, 2022

Table 5 on Federal Allocation indicates that in 2011, FCE, Zaria received a sum total of ₦1, 815,302,628 covering both capital and recurrent expenditure. In 2012, FCEZ received a total of ₦1, 997,651,770 with short fall of ₦850, 000,000. In 2013, FCEZ received a total of ₦2, 535,356,387 with a short fall of ₦1, 423,825,885. In 2014, FCEZ received a total of ₦2, 946,239,329 with a short fall of ₦1, 979,591,136. In 2015, FCEZ received a total of ₦2, 938,242,134 with a short fall of ₦2, 462,915,233, and in 2016, FCEZ received a total of ₦3, 174,914,891 with a short fall of ₦2, 700,578,683, respectively. However, from 2011 to 2016, FCEZ received a sum total of capital and recurrent expenditure of ₦15, 407, 707, 139 with a short fall of ₦9, 301, 608, 309 as prescribed by the 2009 educational reform.

Table 6: Allocation on Infrastructure Provisions, FCE, Zaria

Year	Libraries	ICT Facilities	Lecture Theatres, Class rooms/ Laboratorial	Health, Environment & Sanitation	Hostels	Recreation	Security	Road Networks
2011	6,192,394	8,256,526	6,193,394	4,128,263	2,064,131	4,128,263	6,192,394	6,192,394
2012	10,577,522	10,577,522	7,933,141	7,393,144	2,644,380	5,288,761	7,933,141	7,933,141
2013	1,628,216	10,728,193	8,226,139	8,026,161	3,026,111	6,289,662	8,133,142	8,113,142
2014	12,222,162	11,628,336	9,117,424	8,112,369	3,119,262	6,558,926	9,662,663	9,662,663
2015	14,127,389	11,269,442	10,262,773	10,136,467	4,363,915	6,722,162	9,622,796	9,622,796
2016	13,542,050	13,542,050	10,156,537	10,776,129	3,385,512	6,771,026	10,156,537	10,156,537
Total	58,289,733	66,002,069	51,889,408	48,572,533	18,603,311	35,758,800	51,700,673	51,680,673

Source: Bursary Department, FCE, Zaria, 2022

As can be seen in Table 6 above, from 2011 to 2016, FCEZ received a total amount of ₦58, 289, 733 allocation on infrastructure provisions on Libraries; ₦66, 002,069 on ICT facilities; ₦51,

889,408 on Lecture Theatres, Class rooms/Laboratorial; ₦48, 572,533 on Health, Environment and Sanitation; ₦18, 603,311 on Hostels; ₦35, 758,800 on Recreation; 51, 700,673 on Security, and 51, 680,673 on Road Networks, respectively.

Table 7: Accreditation Status of Programmes and Quality Education

	Mean	Std. Deviation	Remark
1. The academic programmes in your institution are fully accredited by the regulatory body to enhance quality of education	2.9258	.67579	Not Significant
2. The problem of inadequate number and qualified teaching staff adversely affects the accreditation of programmes	3.4381	1.16530	Significant
3. Inadequate teaching space, facilities and equipment adversely affect the accreditation status of tertiary institutions	4.2835	.99717	Significant
4. The monitoring and evaluation instruments/parameters used by the regulatory agency (NCCE) should be strengthened and reviewed to enhance assessment and quality education	4.0954	.99802	Significant

Source: Field Survey, 2022

Table 7 indicates that although the respondents agreed that NCE programmes are fully accredited by the NCCE, but the quality of education has not significantly improved with 57% success as against the benchmark of 80%. The respondents agreed that the problem of inadequate number and qualified teaching staff adversely affects the accreditation of academic programmes. Similarly, the respondents affirmed that inadequate teaching space, facilities and equipment adversely affect the accreditation status of their institution. Moreover, the respondents affirmed that the monitoring and evaluation instruments/parameters used by NCCE should be strengthened and reviewed to enhance assessment and quality education.

3.2 Test of Hypotheses

H₀₁: There is no significant difference between the number of candidates applying for admission and the number admitted in FCE, Zaria.

Table 8: Group Statistics

	Application	N	Mean	Std. Deviation	Std. Error Mean
Admission	Applied	8	1361887.0000	328538.47638	103892.98844
	Admitted	8	170584.3000	70302.42013	22231.57726

Table 9: Independent sample t-test

		Levene's Test for Equality of Variances		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		F	Sig.					
Admission	Equal variances assumed	17.527	.001	11.213	18	.000	1191302.70000	106244.98141
	Equal variances not assumed			11.213	9.822	.000	1191302.70000	106244.98141

Table 9 of t-test above indicates that in FCE, Zaria, there is significant difference between the number of candidates applying for admission and those admitted since the p-value 0.000 is less than 0.05 levels of significance. We therefore reject the null hypothesis in favour of alternate hypothesis which means there exist significant difference between the number of candidates applying for admission and those admitted.

Hypothesis Two

H₀₂: Inadequate funding does not significantly affect infrastructure provisions to enhance access and quality of education as prescribed in the 2009 educational reform.

Table 10: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	109.183 ^a	9	.000
Likelihood Ratio	149.199	9	.000
Linear-by-Linear Association	65.996	1	.000
N of Valid Cases	345		

a. 2 cells (12.5%) have expected count less than 5. The minimum expected count is 2.46.

The result of Chi-square above indicates that inadequate funding significantly affect infrastructure provisions needed to enhance access and quality of education as prescribed in the 2009 educational reform. Since the $\chi^2(109.183)$ and p-value (0.000) is less than 0.05 level of significance. We

therefore reject the null hypothesis in favour of the alternate hypothesis which means inadequate funding significantly affect infrastructure provisions to enhance access and quality of education.

Hypothesis Three

H₀₃: The accreditation status of programmes in FCE, Zaria has no significant effects on quality of education.

Table 11: Accreditation Status of Programmes in FCE, Zaria

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	257.277 ^a	9	.000
Likelihood Ratio	249.584	9	.000
Linear-by-Linear Association	85.338	1	.000
N of Valid Cases	215		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.19.

Result from Table 11 shows that the accreditation status of programmes in FCE, Zaria affects the quality of education since p-value (0.000) is less than 0.05 levels of significance. We therefore reject the null hypothesis in favour of the alternate hypothesis that there is a significant relationship between accreditation status of programmes and quality of education.

3.3 Major Findings

- i. From 2011 to 2016, there is evidence that in FCE, Zaria there is significant difference between the number of candidates that applied for admission and those being offered admission. For instance, in 2011, out of 20, 234 applicants, 2,801 got admitted (13.8%). In 2012, 25, 200 applied, 130 got admitted (12.4%). In 2013, 35, 590 applied, 3,997 were admitted (11.2%). In 2014, 28, 542 applied, 4, 402 got admitted (15.4%). In 2015, 21, 230 applied, 4, 979 admitted (23.5%). In 2016, 23, 855 applied, 4,983 admitted (20.9%). This was largely due to approved carrying.
- ii. Results indicate that inadequate funding significantly affect infrastructure provisions needed to improve access and quality of education as prescribed in the 2009 educational reform. In 2011, FCE, Zaria received allocation (capital and recurrent) ₦1, 815,302,628 (a short fall of 19.84% expected UN 26%); ₦1, 997,651,770 in 2012 (a short fall of 17.8% expected UN 26%); ₦2, 535,356,387 in 2013 (a short fall of 17.45% expected UN 26%); ₦2, 946,239,329 in 2014 (a short fall of 16.06% expected UN 26%); ₦2, 938,242,134 in 2015 (a short fall of 18.26% expected UN 26%), and ₦3, 174,914,891 in 2016 (a short fall of 19.9% expected UN 26%) , respectively.

- iii. There is a significant relationship between accreditation status of programmes and the quality of education. Conversely, despite NCE programmes in FCE, Zaria are fully accredited by the NCCE, the quality of education has not significantly improved with 57% success as against the benchmark of 80%. The problem of inadequate number and qualified teaching staff adversely affects the accreditation of academic programmes. Similarly, there are indeed, inadequate teaching space, facilities and equipment which adversely affect the accreditation status of their institution. Moreover, the monitoring and evaluation instruments/parameters used by NCCE should be strengthened and reviewed to enhance assessment and quality education.

4.1 Conclusion and Policy Recommendations

Based on the results obtained from this study, there is evidence that despite the implementation of 2009 educational reform covering the tertiary institutions in Nigeria, a significant difference exists between the numbers of candidates that applied for admission and those being offered admission. Inadequate funding significantly affects infrastructure provisions needed to improve access and quality of education as prescribed in the 2009 educational reform. And there exist a relationship between accreditation status of programmes and quality of education.

The implications of these results are that funding levels have hampered access and education delivery, as well as accreditation exercise and other academic activities. There is therefore the need for a comprehensive periodic review of the implementation of the 2009 educational reform. This study therefore juxtaposed the prevailing realities in the education sector of Nigeria and poses the challenge to governments, educational development policy makers and academia to rethink and re-strategize work on how best to address issues of carrying capacity, inadequate funding, and gaps in planning and execution of transition programmes at the basic, post-basic/secondary in relation to entry programming of higher education affect access to education in Nigeria. The following policy recommendations are offered:

- i. Efforts to attain the 2009 educational reform benchmark on access (20% increase in admissions annually from 2011) in the tertiary institutions should be intensified such that reasonable amount of candidates be admitted to higher education, especially in Polytechnics and Federal Colleges of Education due to candidates' preference to University education.
- ii. Increase in funding benchmark of 26% to education on national budgetary allocation to the education sector should be attained for the expansion of learning, teaching and research activities. This would undoubtedly increase the rates of enrolment, infrastructure provisions, and expands carrying capacity to absorb more of the applicants to higher education in order to meet up with the ever growing demands by the Nigerian populace.
- iii. The NCCE need to review and update the existing monitoring and evaluation instruments/parameters used for accreditation of programmes hence as attested by the study

respondents, the evaluation criteria was developed since (1980-85) which is considered obsolete, outdated and should therefore be reviewed and strengthened to enhance assessment and quality education. Further, the NCCE as part of its mandate should equally evaluate the implementation of 2009 education reform in all Collages of Education and NCE- awarding institutions to ensure compliance and policy effectuation. The 57% (of the 80% 2009 educational reform benchmark) accreditation status of FCE, Zaria is not encouraging and therefore, more academic staff be employed, adequate and durable teaching and learning facilities be provided to enhance and promote quality of education.

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