

FINAL REPORT

ON

**GENDER EQUITY IN STUDENTS ENROLMENT IN THE
UNIVERSITIES IN NIGERIA**

BY

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CHAPTER ONE

1.1 INTRODUCTION.

When the United Nations proclaimed the International Decade for Women in 1975, it was in recognition of the fact that women, who represent about 50 percent of the world's total population did not have a fair share of the available resources and opportunities. Subsequently, women have become the focus of International Conferences organized by the United Nations in Mexico City (in 1975), Copenhagen (in 1980), Nairobi (in 1985), and Beijing, China (in 1995). These conferences were aimed at integrating women into the development process on an equal basis with men and the deliberations at the conference include how to promote gender equity in areas of development and education, among other issues (UNIFEM, 1995).

Globally, the process of mass education is underway. Primary level education is available in most countries while opportunity for secondary education as well as participation in higher education has increased tremendously (Mundenge, 1993, Saint, 1992 and Thiam, 1991). Sawyerr (1995) observed that spectacular increase in the adult literacy and combined primary and secondary enrolment rates were recorded throughout the continent of Africa, with about 180 Universities. Ajayi et al (1996) summarized the situation as follows:

“Currently, the percentage of women in tertiary level institution in sub-Saharan Africa is only 25 percent of total enrolment and this is much lower than at the secondary level, and this latter is, in turn, lower than at the primary level”

Ajayi et al (1996) p. 186.

Sawadago (1994) pointed out that one of the greatest achievements of the African Universities since that 1980's is the high rate of students enrolment in almost all the Universities. He indicated that students enrolment in the Universities in Africa increased by

61 percent between 1980 and 1990 and that the number of students enrolled increased from 337,000 to 547,000 within the period. Unfortunately, these increased opportunities were not distributed equitably according to gender.

While women are benefiting from the expansion of educational opportunities in the developed countries like USA, Canada, Finland and France, cultural and economic barriers prevent women both in gaining access to formal education and in enjoying the same range of educational opportunities offered to the males, in most developing countries, like Nigeria (UNESCO, 1993). This is why Ardayfio-Schandorf (1995) indicated that:

“Girls are not reaching the universities and tertiary institutions in Africa which are crucial in effective participation in development at the highest levels”

AAU Newsletter, Nov 1995 page 11.

Saint (1992) pointed out that the demand for access to higher education is perhaps the single most difficult task faced by the tertiary sector in Africa today. The elite nature of the University graduate, together with the fact that University education is publicly subsidized makes University access a contentious political issue. Assie-Lumumba (1993) indicated that the various interest groups involved in the debate on access to higher education, which includes parents, students, families, lecturers, researchers, administrators, and the government perceive and experience the problems differently. The parents and families would like all their children to have access to University education. The students and their lecturers would be concerned about student numbers and infrastructural capacity while the University administrator would be concerned with hostel accommodation for the students. The government, on the other hand, is more concerned about financial issues and the absorption of the University graduates into the society. In the context of all these diverse and sometimes

conflicting demands about access to University education, the issue of gender equity in University students enrolment is not given adequate attention.

At the level of higher education women in both industrialized and developing countries tend to cluster in areas of study, which lead to the traditional female careers of teaching, nursing and others (UNESCO, 1993) Adam (1995) regretted that the traditional key roles of women had been in homemaking and the caring for the young and the aged. Therefore, AAU (1995) observed the outstanding imbalance with respect to the percentage of female students and staff in the Universities in developing countries, especially in the science, technology and academic leadership positions. The reasons for the poor representation of women in science discipline include socio-cultural attitudes, low participation of girls in science education and girl's poor performance compared to boys, in science, at the lower levels (Alele-Williams, 1992). Therefore, women in Nigeria and other African countries still need to struggle on many fronts if they are to achieve equity of access in higher education opportunities, especially in science and technological disciplines (Ajayi et al, 1996).

Sawadgo (1994) indicated that students enrolment in the universities in Nigeria increased from 67, 700 in 1980 to 160, 767 in 1990. These represent +131 percentage increase and therefore indicate that Nigeria is one large multi-institutional system in higher education student enrolment in African. Meanwhile, Nigeria's high population growth and the increased access to primary and secondary education as well as persistent economic stagnation have combined to exert intense pressures on the Nigerian government to expand University access (Ike, 1976; Okafor, 1971). In fact, a number of states, groups and individuals have expressed the need for more Universities in addition to about 36 existing Universities in the country. Meanwhile, the Joint Admissions and Matriculation Board (JAMB) which organizes competitive examinations into Nigeria's institutions of higher

education indicate that it is only a fraction of those qualified to enter the University that are admitted every year.

All these problems have not made it possible for the issue of gender equity in students enrolment to be addressed. AAU (1995) observed that despite the urgent need to address the issue, gender equity programmes are either non-existent or in its infancy in various sectors especially in Universities in Africa and other developing countries. Namuddu (1992) noted that the majority of the leaders of African Universities, most of them males, were not even aware that gender equity is an important issue and they got bogged down with other problems that face their Universities such as governance and financing. Even the women themselves have been so involved with other issues that they had not turned their attention to the important issue of gender equity, especially with regard to students enrolment in the Universities in Nigeria.

Yet gender equitable access to higher education must be an integral part of any strategy to promote long term development in the Universities and other institutions of higher education in Nigeria. Aina (1994) discussed the quality and relevance of African Universities in the 21st century and suggested that access to higher education be given to all those who qualify for it. Therefore, as Nigeria stands on the threshold of the next millennium, the international environment in which the country's Universities must operate should take gender equity in students enrolment in the Universities into consideration.

The Universities must be sensitized not to leave the gender balance to chance but rather to take initiatives at the University and other levels as part of deliberate efforts to redress the imbalance. Therefore, there is an urgent need for this study which will help in filling the major gap in the understanding of the gender composition of students in the Universities in Nigeria. It will also strengthen research on ways of promoting gender equity in students enrolment in the Universities in the country.

1.2 LITERATURE REVIEW.

Access to education is an indicator of women's status in a given country. Therefore the gender characteristics of enrolment in higher education cannot be treated in isolation from the general status of women in society and from the general aims of economic and social development.

Feathermen (1993) noted that, at first glance USA appears to have achieved equal participation of men and women in higher education. In fact, since 1979 more women than men have been enrolled in college programmes and in 1989/90 women were awarded 58 percent of all two years degree and 53 percent of all Bachelors and Masters Degree. Yet, women have done less well in professional courses and at doctoral level. Reasons given for this are fairly similar to those which prevent the full participation of women in other countries such as the intervention of women in marriage and child bearing, the primacy of the husbands careers, sexual harassment and bias against women.

Stolte-Heiskanem (1993) pointed out that in Finland one third of the students in the Universities were women at the end of the 1930's but progress was slow until the 1960's when the labour market demand for University trained people was growing and that this expansion favoured women. By 1990 about one in ten of the 20-29 year group was in the University but women have now gained the advantage with more than half of the Bachelor Degree and one third of Postgraduate Degrees being awarded to women. However, as in other countries, women tend to predominate in the Social Sciences and Humanities.

In Norway, the Norwegian Institute for Studies in Research and Higher Education (NIFU) had studied the recruitment pattern of students since 1988. They observed that the number of students in higher education in Norway had increased by about 60 percent and that this varied according to region (NIFU, 1996 p 6).

Gendreaux-Massaloux (1993) observed that in France the University population had increased five folds in 30 years (1963-1993). In fact, 15 percent of the 18-25 year olds are in higher education and half of these are women. This compares favourably with Germany where participation of women is about 40 percent. In both countries, men dominate in technical course, which are most likely to lead to positions of power and high income while women select literary courses and avoid scientific and technical subjects.

Brandam (1989) discussed access to higher education in the Arab countries and he found out that in the Arab States women in higher education have more than doubled between 1975 and 1988. Hammoud (1993) commented that in the Arab regions human resources needs were not being met by its policies on admission to higher education. He observed that 35 percent of students are women and that there is unequal distribution of access according to discipline with few women in non-traditional fields such as engineering. Most of the females are in the female traditional professions which are considered to be an extension of the natural roles of wife and mother such as teaching, nursing and clerical work.

Chitnis (1993) studied the massive and structurally diverse higher education system in India with 4.3 million students and 196 University level institutions. She observed that the changes which the country, as a former British colony, underwent after independence have generally broadened access to University education.

Women's entry into higher education and employment came through the nurturing professions of nursing and teaching towards the end of the 19th century. This was as result of efforts by social reformers to improve the lot of widows and other marginalized women. Ghandi supported increased access to education for women but this could not change much of the deeply entrenched social attitudes, which are favourable to paid employment for women but accepted voluntary employment for them. However, economic factors in recent times, have broken the resistance to women to supplement family income and today women are well

represented in all professions in India. However, access to higher education is often restricted for girls who live in rural areas and in towns without colleges or Universities.

In Indonesia, Setiadarma (1993) pointed out that though there are more women than men in the 16-29 years age group there are still more men than women in higher education. In fact, only one out of 15 women in this group is in higher education and participation rates of women are particularly low in science and technology. She concluded that this restricts work opportunities, limits the effectiveness of women as mothers and natural teachers of the next generation, and this deprives the country of the much needed expertise from women.

Thaman and Pillary (1993) found out that at the University of South Pacific girls are outnumbered three to one in the courses and four to one in degree programmes. They regretted that women are not encouraged to study at the tertiary level because their family role is paramount, except where women are expected to contribute the economy of their families. Until the University of South Pacific (USP) was established in 1968 to serve the higher education needs of the 12 small Islands in the region higher education could only be pursued overseas and women were therefore excluded because their parents did not have the resources or confidence to send their daughters overseas. Meanwhile, the scholarship policies at home channeled women into teaching.

Zamora (1993) noted that in Peru, the demographic explosion in education since the 1940's and the pipeline effect that this increased participation has had on the primary and secondary school graduates flowing through into higher education, came one generation later. The impact was so great that by 1988 approximately one million (or 17 percent of the population) were involved in higher education. By 1993, females accounted for 42 percent of the population of students enrolled in higher education in Peru but many of them are in private colleges, which do not have University status.

Williams and Harvery (1993) observed that in Caribbean the proportion of female enrolments in higher education had increased from 32.9 percent in 1962/63 to 52.3 percent in 1985/86.

Eshun (1995) noted that gender inequities is common problem both in the Universities of developed and developing countries and that inequities often existed in the choice of subjects. Karen (1991) discussed women education in developing countries. In Ghana, Ardayfio-Shendarf (1995) observed that most of the girls and women who reach the Universities often enrolled in the Faculty of Arts and Social Sciences. She also observed that women in the Universities were at disadvantage in allocation of halls of residence. Adam (1995) suggested that the solution to the gender question of imbalance in boys/girls enrolment ratio in Ghana was to encourage more girls to secondary schools to enable the Universities prepare places for them.

Anamuah-Mensah (1995) also suggested that immediate action taken to correct the current imbalances in Ghana by introducing enrolment of men and women on a 50-50 basis at the Universities.

The Supreme Council of Universities (1989) discussed education in Egypt and the entry to higher education system with respect to postgraduate and undergraduate course. Kilemi et al (1992) discussed higher education in Kenya while Eholie et al (1988) studied women's education in Cote d'Ivoire. Hartnett and Ward (1993) discussed indicators of female participation in higher education in Sub-Saharan Africa.

In Nigeria Alele-Williams (1993) discussed the major constraints to women access to higher education. Onokala and Onah (1998) studied the recruitment, promotion and appointment of women to academic and administrative positions in Nigerian Universities. They found out that although there has been an increase in the number of female academic staff recruited into Nigerian Universities, the female percentage of total academic staff is still

very low. There has not been any study of the gender pattern of students enrolment in Nigerian Universities, hence the need for this study.

3. To analyze the gender pattern of enrolment according to discipline or type of courses offered;
4. To recommend how to facilitate gender equitable access to University education in Nigeria.

1.4 RESEARCH HYPOTHESIS

The following Alternate Research Hypothesis will be investigated:

1. The gender composition of undergraduate student's enrolment into the Universities in Nigeria is equitable.
2. The gender composition of postgraduate students enrolment into the Universities in Nigeria is equitable.
3. the gender pattern of enrolment of all students into the Universities in Nigeria is dependent on the discipline or type of course offered.

CHAPTER TWO

GENERAL BACKGROUND OF THE STUDY

2.1 INTRODUCTION

In Nigeria, as in most other developing countries, University education has always favoured men due to the prevailing cultural and social attitudes in the society. The reason for giving preference to boys when it comes to tertiary education are quite well known in the patriarchal family system, which predominates in many parts of the country. In some parts of Nigeria, it is ever a taboo in their culture to educate female children because they are expected to be available for early marriages to elderly but affluent suitors. The money thus realized from their bride price presented by the in-laws, is then used for the education of male siblings since they are the ones to retain and propagate the family name. Other reasons include poverty, poor career guidance, early marriage and child-bearing, ignorance and sex discrimination among others. Therefore, the female children do not get the right education in the primary and secondary schools stages to prepare them for university education.

It is however, interesting to note that these social and cultural attitudes towards females children are gradually changing especially in may parts of southern Nigeria where female children are now having more access to higher education than before.

2.2 SELECTION OF SAMPLE UNIVERSITIES

There are presently 36 Universities in Nigeria and these constitute the population of study. These are made up of 16 Federal and 10 State Universities, 3 Federal Universities of Agriculture, 4 Federal Universities of Technology and 3 State Universities of Technology. The study will concentrate on the 16 Federal Universities that have a fairly similar type of administrative structure.

Out of these 16 Federal Universities, 4 Universities (i.e. 25 percent) were purposely selected for detailed survey as follows.

1. University of Ibadan, Ibadan –Southern University
2. University of Nigeria, Nsukka-Southern University
3. Ahmadu Bello University, Zaria-Northern University
4. University of Maiduguri, Maiduguri-Northern University

The first three Universities are the first generation of Universities in the country while the last is one of the second generation of Universities in the country.

The geographical locations of these Universities are shown in Fig 1

2.3 ADMISSION INTO UNIVERSITIES IN NIGERIA

In Nigeria, the Joint Admissions and Matriculation Board (JAMB) which was established by Decree No. 2 of 1978 (amended by Decree No. 33 of 1989) is responsible for conducting Matriculation Examination for entry into all degree awarding institutions in Nigeria and for placing suitably qualified candidates into available places in the institution. The Board conducted the first Matriculation Examination for entry into all degree awarding institution in Nigeria in 1978.

Usually, the proprietor of each institution provides the Board with guidelines to be adopted in selecting candidates for the respective institutions. For Federal institutions, the Federal Government stipulates that a percentage of the candidates should be selected on merit, another percentage on locality, which in most cases, is the geographical or socio-cultural area contiguous to the institution. A proportion is also reserved for candidates from Educationally Less Developed State (ELDS).

The four Universities, which have been selected for detailed study are all Federal Universities. The University of Ibadan is one of the seven Universities in the country, which have all the states of the Federation as their catchments area (see fig. 2). This is not surprising, as it is the oldest University in the country. The others are; the University of Abuja, University of Port Harcourt and University of Agriculture, Abeokuta, Makurdi and Umudike, which the study is not concerned with. Fig 3 shows the location of the University

of Nigeria, Nsukka and the catchments state of the University, which is made up of 11 states in the southeastern part of Nigeria. Fig. 4 shows the location of Ahmadu Bello University, Zaria and the catchments States of that University. As a pioneer northern University, its catchments area covers all the northern states well as states in the middle belt of Nigeria. Fig 5 shows the location of the University of Maiduguri and the catchments area of that University, its catchments area which covers all the states in the northeastern part of the country is not as extensive as the catchments area Ahmadu Bello University Zaria because it is a second generation University.

None of the four Universities selected for detailed study is located within the Educationally Less Developed States (ELDS) in the country.

2.4 BENCHMARK DATA

It would have been interesting to obtain comparable statistic for other countries, especially other African or West African countries which would have been used as benchmark for comparing the Nigerian situation. However, the major problem is that, at present, there is no published statistic along these lines known to the researchers.

CHAPTER THREE

METHODOLOGY AND DATA COLLECTION

3.1 SOURCES OF DATA

Secondary data on the gender pattern of students enrolment in the Universities in Nigeria can be obtained from the following sources.

1. National Universities Commission (NUC) Headquarters, Abuja.
2. Academic Planning Units/Registrar's Offices (Admission) in the four Universities selected for detailed study.
3. Joint Admission and Matriculations Board (JAMB) Headquarters, Abuja.

These secondary data were supplemented with data from the files in various departments and faculties in some of the Universities selected for detailed study.

3.2 FIELD WORK AND DATA COLLECTION

After the workshop in Pretoria, South Africa in February 2000, preliminary survey was done in all the four Universities selected for detailed study in order to plain for the field work and data collection. Some Universities were closed down due to the strike by the Non-Academic Staff Union (NASU) but these have since resumed.

A Research Assistant was appointed in each University to supervise the Field Assistants who were trained for the actual data collection. The principal Researchers went round each of the Universities to supervise the actual data collection at specific agreed periods with the Research Assistants.

The principal Researchers also made trips to the National Universities Commission (NUC) Headquarters, Abuja and Joint Admission and Matriculations Board (JAMB) Headquarters, Abuja in order to collect as much secondary data as possible.

During the fieldwork, it was observed that some universities do not keep data on students enrolment according to gender but rather lumped all the students together. This problem varied from one university to another and in each University it varied among Departments, Faculties and from year to year.

There were also gaps in the records. In some years data for some Faculties were not available and this made it difficult to compare the trend of gender pattern of students enrolment for those years. In spite of these problems, some useful data were collected and meaningful analysis was done.

3.3 DATA ANALYSIS

The secondary data obtained were compiled, summarized and analysed using percentage. The computer facilities at the computing centre of the University of Nigeria,

Nsukka was used for the calculation of female percentages of enrolment in each faculty in the various universities as well as other categories of data employed.

Maps, pie graphs and bar/line graphs of the data were produced in order to discuss the various pattern of gender enrolment in the four universities selected for detailed study.

CHAPTER FOUR

RESULTS OF DATA ANALYSIS

4.1 PERIOD OF STUDY

The period of study was intended to cover from 1980 to 2000, however, the exact period of study in each of the four Universities selected for detailed study depend on availability of data. The National Universities Commission (NUC) Headquarter in Abuja is aware of the need for efficient and relevant data for effective planning of higher education in Nigeria and therefore lays emphasis on the collection and publication of university statistics. The 4th and last edition of Statistical Digest on Nigerian Universities from 1988/89 to 1991/92 published by NUC, Abuja is the source of data for this period. After this edition, NUC has not published any other edition. The published Statistical Digest provided a fairly comparable data for analyzing the gender pattern of enrolment in the four Universities selected for detailed study during the period 1998/89 to 1991/92. The period 1980 to 1987 was therefore, not covered in this study because it was not possible to get consistent data for all the four universities during this period. After 1992 (i.e. from 1993 to 2000) the period of study in all the four Universities selected for detailed study was determined by the data available in each of the University.

4.2 TOTAL STUDENT ENROLMENT ACCORDING TO DISCIPLINE IN NIGERIAN UNIVERSITIES

There are 12 Faculties for which consistent and comparable data could be obtained for total student enrolment in the Universities in Nigerian from 1988/98 to 1991/92 session. These are the Faculties Administration, Agriculture, Arts, Education, Engineering/Technology, Environmental Design, Law, Medicine, Pharmacy, Science, Social Science, Veterinary Medicine and others. Figs 6-9 shows the pattern of total student enrolment in

Nigerian Universities according to discipline from 1988/89 to 1991/92. They show that the lowest percentage of enrolments are in the Faculty of Veterinary Medicine and Faculty of Pharmacy. These total enrolments were not distinguished according to sex.

TOTAL STUDENT ENROLMENT BY DISCIPLINE AND SEX FOR ALL NIGERIAN UNIVERSITIES FROM 1988/98 TO 1991/92.

Fig 10 shows the pattern of total student enrolment by discipline and sex for all Nigerian Universities in 1988/98 session, it shows that the highest proportion of female enrolment of 42.1% was obtained in the Faculty of Education followed by the Faculty of Arts with 36.2%. The Faculty of Agriculture, Law, Medicine, Pharmacy, Science and Social Science have average percentage while the lowest percentages were obtained in the Faculty of Engineering/Technology and Faculty of Environmental Design (13.9%).

Fig 11 shows the pattern of total students enrolment by discipline and sex for all Nigerian Universities in 1989/90 session. The highest percentage of female enrolment were still obtained in the Faculty of Education (41.9%) and Faculty of Arts (36.5%) while the lowest percentage were still obtained in the Faculty of Engineering/Technology (5.9%), Veterinary Medicine (13.0%) and Environmental Design (13.9%).

Fig 12 shows the gender pattern of total students enrolment by discipline and sex for all Nigerian universities in 1990/91. Although the percentages in both the Faculty of Education and Faculty of Arts had decreased (from 41.9% to 39.1% in Faculty of Education and from 36.5% to 33.7% in Faculty of Arts) they were still leading all the other Faculties while the lowest percentages were still observed in the Faculty of Engineering/Technology (6.5%), Faculty of Environmental Design (11.8%) and Faculty of Veterinary Medicine (13.0%).

Fig 13 shows the gender pattern of total students enrolment by discipline and sex for all Nigerian Universities in 1991/92. It shows that the Faculty of Education increased from 39.1% in 1990/91 to 39.9% in 1991/92 while the Faculty of Arts decreased further from 33.7% in 1990/91 to 31.9% in 1991/92 yet both Faculties still had the highest percentages of female enrolment. In fact, the percentages of lowest female percentages were still observed in the Faculties of Engineering/Technology (10.9%), Environmental Design (12.5%) and Veterinary Medicine (10.9%).

Therefore, the overall gender pattern of total student enrolment in Nigerian Universities between 1988/89 and 1991/92 shows that the Faculties of Education and Arts have the highest percentage while the Faculties of Engineering/Technology, Environmental Design and Veterinary Medicine have the lowest percentage. However, the percentage of female student enrolment increased in many faculties during this period.

4.3 TOTAL STUDENT ENROLMENT BY SEX AND TYPE OF DEGREE IN THE FOUR SELECTED UNIVERSITIES FROM 1988/89 TO 1991/92.

The types of degree considered are first Degree (i.e. B.A or B.Sc.) and Higher Degree (i.e. M.A.or M.Sc and pH. D.). Table 1 shows the total students enrolment by sex and type of degree in each of the four universities selected for detailed study between 1998/98 and 1991/92 session.

**TABLE 1: TOTAL STUDENT ENROLMENT BY SEX AND TYPE OF DEGREE
FROM 1988/98 TO 1991/92 IN THE FOUR UNIVERSITIES**

(A) 1988/89

NAMES OF INSTITUTION	FIRST DEGREE		HIGHER DEGREE	
	M	F	M	F
1. University of Ibadan	6851(77.3%)	2754(28.7%)	1591(77.5%)	462(22.5%)
2. University of Nigeria, Nsukka.	8791(75.0%)	2844(25.0%)	1289(81.9%)	284(18.1%)
3. Ahmadu Bello University, Zaria	8463(79.7%)	2150(20.3%)	n.a	n.a
4. University of Maiduguri, Zaria	4327 (69.6%)	1891 (30.4%)	196 (81.0%)	46(19.0%)
Total for the whole country	108434 (73.8%)	38487 (26.2%)	7932 (76.5%)	2434 (23.5%)

(B) 1989/90

NAMES OF INSTITUTION	FIRST DEGREE		HIGHER DEGREE	
	M	F	M	F
1. University of Ibadan	7154 (72.3%)	2737 (27.7%)	1464 (74.6%)	499 (25.4%)
2. University of Nigerian, Nsukka.	8835 (73.1%)	3258 (26.9%)	1413 (80.7%)	338 (19.3%)
3. Ahmadu Bello University, Zaria	8963(79.7%)	2150(20.3%)	n.a	n.a
4. University of Maiduguri	4838 (73.5%)	1479 (26.5%)	226 (82.2%)	49(17.8%)
Total for the whole country	110653 (73.5%)	39953 (26.5%)	8537 (76.8%)	2572 (23.2%)

(C) 1990/91

NAMES OF INSTITUTION	FIRST DEGREE		HIGHER DEGREE	
	M	F	M	F
1. University of Ibadan	7644 (73.1%)	2816(26.9%)	1544 (72.6%)	582(27.4%)
2. University of Nigerian, Nsukka.	89933 (71.8%)	3504 (28.2%)	1545 (82.7%)	322(17.3%)
3. Ahmadu Bello University, Zaria	n.a	n.a	n.a	n.a
4. University of Maiduguri	4781 (74.0%)	1682 (26.0%)	258 (80.6%)	61(19.1%)
Total for the whole country	12399 (74.6%)	42141 (25.4%)	12343 (80.6%)	2973 (19.4%)

(D) 1991/92

NAMES OF INSTITUTION	FIRST DEGREE		HIGHER DEGREE	
	M	F	M	F
1. University of Ibadan	8070(71.3%)	3253(28.7%)	1537(71.8%)	604(28.2%)
2. University of Nigerian, Nsukka.	9621(67.6%)	4602 (32.4%)	2048(74.5%)	700(25.5%)
3. Ahmadu Bello University, Zaria	n.a	n.a	n.a	n.a
4. University of Maiduguri,	5119 (74.7%)	1732 (25.3%)	311 (85.4%)	53(14.6%)
Total for the whole country	138334 (73.2%)	50652 (26.8%)	12469 (77.4%)	3640 (22.6%)

With regard to First Degree, it shows that in 1988/89 the University of Maiduguri had the highest percentage of female enrolment of 30.4% followed by the University of Ibadan with 28.7%, and University of Nigeria with 25.0% while the least percentage was recorded at Ahmadu Bello University, Zaria with 20.3%.

In 1989/90, the University of Ibadan had the highest percentage of female enrolment (27.7%) followed by the University of Nigeria, Nsukka, (26.9%) and the University of Maiduguri (26.5%) while the lowest percentage of female enrolment of 20.3% was recorded for Ahmadu Bello University, Zaria.

In 1990/91 and 1991/92 the highest percentages of female enrolment were at the University of Nigeria, Nsukka followed by the University of Ibadan and then the University of Maiduguri. There were no data for Ahmadu Bello University in both years.

With regard to Higher Degree, the University of Ibadan had the highest percentage of female enrolment all through the period (22.5% in 1988/98, 25.4% in 1989/90; 27.4% in 1990/91 and 28.2% in 1991/92). In 1988/98 and 1990/91 the University of Maiduguri came second with 19.0% and 19.1% respectively. However, in 1989/90 and 1991/92 the University of Nigeria had the second highest percentage of 19.3% and 25.5% respectively, while the

University of Maiduguri had the lowest percentages of 17.8% and 14.6% respectively. There were no data for Ahmadu Bello University, Zaria, during this period.

Therefore, while the University of Ibadan had the highest percentage of female enrolment in Higher Degree it shared this position with University of Maiduguri, and the University of Nigeria, Nsukka with regard to First Degree.

4.4 GENDER PATTERN OF TOTAL STUDENT ENROLMENT ACCORDING TO DISCIPLINE IN THE FOUR UNIVERSITIES FROM 1988/89 TO 1991/92.

During the period 1988/89 to 1991/92 comparable data for the four universities were available for 8 Faculties namely Faculty of Agriculture, Arts, Education, Engineering/Technology, Law, Medicine, Science and Veterinary Medicine. Table 2 presents the gender pattern of students enrolment in these faculties for the four Universities from 1988/89 to 1991/92.

TABLE 2: GENDER PATTERN OF TOTAL STUDENT ENROLMENT ACCORDING TO DISCIPLINE IN THE FOUR UNIVERSITIES FROM 1988/89 TO 1991/92.

1. FACULTY OF AGRICULTURE

LOCATION OF UNIVERSITY	1988/89		1989/90		1990/91		1991/92	
	% M	%F	%M	%F	%M	%F	%M	%F
1. Ibadan	78.6	21.4	78.3	21.7	78.9	21.9	76.3	23.7
2. Nsukka	72.8	26.2	75.9	34.1	73.1	26.9	65.3	34.7
3. Zaria	87.8	12.2	87.8	12.2	100	0	100	0
4. Maiduguri	87.5	12.5	75.0	25.0	82.7	12.3	78.6	21.4

5. FACULTY OF LAW

LOCATION OF UNIVERSITY	1988/89		1989/90		1990/91		1991/92	
	% M	%F	%M	%F	%M	%F	%M	%F
1. Ibadan	76.3	24.7	76.8	23.2	67.9	32.1	65.7	34.3
2. Nsukka	79.7	20.3	72.8	27.2	74.6	75.4	69.2	30.8
3. Zaria	83.2	16.8	82.9	17.1	100	0	100	0
4. Maiduguri	62.3	37.7	74.7	25.3	73.3	26.7	65.7	34.3

6. FACULTY OF MEDICINE

LOCATION OF UNIVERSITY	1988/89		1989/90		1990/91		1991/92	
	% M	%F	%M	%F	%M	%F	%M	%F
1. Ibadan	72.1	27.9	71.8	28.2	73.6	26.4	68.6	31.4
2. Nsukka	73.8	26.2	70.9	29.1	79.7	20.3	70.7	29.3
3. Zaria	85.7	14.3	78.4	21.6	100	0	100	0
4. Maiduguri	73.9	26.1	72.4	27.6	76.9	23.1	81.5	18.5

7. FACULTY OF SCIENCE

LOCATION OF UNIVERSITY	1988/89		1989/90		1990/91		1991/92	
	% M	%F	%M	%F	%M	%F	%M	%F
1. Ibadan	67.5	32.5	68.5	31.5	68.7	31.3	68.4	31.6
2. Nsukka	77.5	28.5	78.3	21.7	92.7	7.3	68.0	32.0
3. Zaria	82.2	17.8	78.1	21.9	100	0	100	0
4. Maiduguri	88.8	11.2	88.8	11.2	88.1	11.9	77.1	22.9

8. FACULTY OF VETERINARY MEDICINE

LOCATION OF UNIVERSITY	1988/89		1989/90		1990/91		1991/92	
	% M	%F	%M	%F	%M	%F	%M	%F
1. Ibadan	81.2	18.8	72.3	27.7	80.4	19.6	79.5	20.5
2. Nsukka	81.7	18.3	71.8	22.2	79.7	20.3	80.0	20.0
3. Zaria	88.7	11.3	87.5	12.5	100	0	100	0
4. Maiduguri	95.2	4.8	86.2	13.8	86.8	13.2	82.8	17.2

SOURCE: NATIONAL UNIVERSITY OF COMMISSION (N.U.C) ABUJA.

In the Faculties of Agriculture, Arts, and Education, the University of Nigeria, Nsukka had the highest percentage of female enrolment over the period, followed by the University of Ibadan and then the University of Maiduguri. Ahmadu Bello University, Zaria had data for only the first two years. The percentage of female enrolment in the Faculty of Engineering/Technology is low in all the Universities.

However, Ibadan had the highest percentage, followed by the University of Maiduguri and then the University of Nigeria, Nsukka.

In the Faculty of Law, the University of Maiduguri had the highest female percentage of enrolment of 37.7% in 1988/98, the University of Nigeria, Nsukka had the highest percentage of 27.2% in 1989/90 and then the University of Ibadan had the highest percentage 32.1% in 1990/91 while in 1991/92 both the University of Ibadan and the University of Maiduguri have the highest female percentage of enrolment 34.3%. The gender pattern of enrolment in the faculties of Law in these universities seems to be reflecting that most of them usually admit students for the Evening Law Programme for students residing in the nearby urban centers who combine it with working and earning their salaries.

In the Faculty of Medicine, the University of Ibadan is the clear leader all through the period since it is the pioneer University College of Medicine in the country. It is followed by the University of Nigeria, Nsukka and then the University of Maiduguri in 1988/98, 1989/90 but in 1991/92 and 1990/91 it is followed by the University of Maiduguri and then the University of Nigeria, Nsukka.

In the Faculty of Science, the highest percentage female enrolment during the period was recorded for the University of Ibadan followed by the University of Nigeria, Nsukka in 1988/98, 1989/90 and 1991/92 but by the University of Maiduguri in 1990/91.

In the Faculty of Veterinary Medicine the highest percentage of female enrolment were recorded for the University of Ibadan in 1988/98, 1989/90 and 1991/92 while it was

recorded for the University of Nigeria, Nsukka, in 1990/91 and the University of Maiduguri came third. Ahmadu Bello University had data for only 1988/89 and 1989/90.

All the data for 1990/91 and 1991/92 at Ahmadu Bello University were lumped together as (100%) for men and (0%) for female.

4.6 TOTAL NEW ENTRANTS BY DISCIPLINE IN THE FOUR UNIVERSITIES FROM 1988/89 TO 1991/92

The gender pattern of total new entrants by discipline in the four Universities from 1988/89 to 1991/92 concentrated on the 8 Faculties for which comparable data were available. These are the Faculties of Agriculture, Arts, Education, Engineering/Technology, Law, Medicine, Science and Veterinary Medicine.

In 1988/89 the highest female percentage of total new entrants were in the Faculty of Education at the University of Zaria (63.10%) while the lowest was in the Faculty of Veterinary Medicine at Ahmadu Bello University (33.50%). In 1989/90 the highest female percentage was in the Faculty of Education at the University of Zaria (62.4%) and the lowest was in the Faculty of Veterinary Medicine at Ahmadu Bello University (33.5%). In 1990/91 the highest female percentage was in the Faculty of Education at the University of Zaria (62.4%) and the lowest was in the Faculty of Veterinary Medicine at Ahmadu Bello University (33.5%). In 1991/92 the highest female percentage was in the Faculty of Education at the University of Zaria (62.4%) and the lowest was in the Faculty of Veterinary Medicine at Ahmadu Bello University (33.5%).

In 1989/90, the highest female percentage of total new entrants were still the Faculty of Education at the University of Ibadan (36.9%) and the University of Nigeria, Nsukka (49.5%). At the University of Ibadan, the Faculty of Education was followed by Law, Arts then Medicine and Science while at the University of Nigeria, Nsukka, it was followed by Arts, Medicine, Science and Law. In both Universities, the lowest percentages were in the Faculty of Engineering/Technology, Veterinary Medicine and Agriculture. However, at Ahmadu Bello University, Zaria the highest female percentage was in the Faculty of Law (26.8%) followed by the Faculty of Education, Science and then Arts while at the University of Maiduguri, the highest female percentage was in the Faculty of Education (29.6%) followed by Law and Arts. At Ahmadu Bello University, Zaria, the lowest percentages were in the Faculty of Engineering/Technology, Veterinary Medicine and Faculty of Medicine while at the University of Maiduguri there were low percentage in the Faculty of Agriculture, Medicine and Science and no female student in the Faculties of Engineering/Technology and Veterinary Medicine.

In 1990/91, the highest female percentage of total new entrants were still in the Faculty of Education of the University of Ibadan (39.8%) and the University of Nigeria, Nsukka (51.4%) located in south while the highest female percentage of total new entrants were in the Faculty of Law at both Ahmadu Bello University, Zaria and University of Maiduguri located in the north. In all the Universities, the lowest female percentages were in the Faculty of Engineering/Technology. The highest female percentage of total new entrants in the Faculty of Veterinary Medicine was at the University of Ibadan (26.5%), followed by University of Nigeria, Nsukka (26.0%) and Ahmadu Bello University, Zaria (8.2%). There was no female student in this Faculty at the University of Maiduguri. At the University of Ibadan, after the Faculty of Education came Medicine, Arts, Science and Law while at the University of Nigeria, Nsukka, after the Faculty of Education came Arts, Law, Medicine and

Science. At Ahmadu Bello University, after the Faculty of Law came Medicine, Science, Education and Arts while at the University of Maiduguri, after the Faculty of Law came Education, Agriculture and Arts.

In 1991/92, the highest female percentage of total new entrants at the University of Ibadan was in the Faculty of Medicine (40.8%) followed by Law, Arts, Education, and Science, while at the University of Nigeria, Nsukka, the highest female percentage of total new entrants, was in the faculty of Arts followed by Education, Law, Agriculture, Science and Medicine. At Ahmadu Bello University, Zaria, and the University of Maiduguri the highest female percentage of total new entrants were in Faculty of Education (36.3% in Zaria and 29.3 percent in Maiduguri). At Ahmadu Bello University, Zaria it was followed by Law, Arts and Agriculture while at University of Maiduguri it is followed by Medicine, Arts, Law and Science. In all the Universities the lowest female percentage were in the Faculty of Engineering/Technology and no female student in the Faculty of Veterinary Medicine at the University of Maiduguri. At the University of Nigeria, Nsukka, both the female percentage in the Faculty of Engineering/Technology and Veterinary Medicine have increased slightly but are still low, 7.3% and 22.7% respectively.

4.7 TOTAL NEW ENTRANTS BY SEX AND LEVEL OF COURSE IN THE FOUR UNIVERSITIES FROM 1988/89 TO 1991/92

First Degree refers to B.A or B.Sc Degree. In 1988/89 the University of Ibadan had the highest female percentage of total new entrants (29.8%) followed by University of Nigeria, Nsukka, (29.1%), University of Maiduguri (23.3%) and lastly Ahmadu Bello University (19.4%). However, in 1989/90, 1990/91 and 1991/92 the University of Nigeria, Nsukka had the highest female percentage of total new entrants of 29.8%, 33.3% and 37.5%, respectively.

In 1989/90, the University of Ibadan, Ahmadu Bello University and the University of Maiduguri had a fairly similar female percentage of new entrants, of 19.4%, 19.4% and 19.3%, respectively. However, in 1989/90, the University of Nigeria, Nsukka, with the highest percentage was followed by the University of Ibadan (29.7%), the University of Maiduguri (25.4%) and then Ahmadu Bello University (19.4%) while in 1991/92, it was the University of Ibadan, Ahmadu Bello University and then the University of Maiduguri.

Therefore, the University of Nigeria, Nsukka, has the highest female percentage of new entrants in more years than others, it is then followed closely by the University of Ibadan while either Ahmadu Bello University or the University of Maiduguri came last.

Higher Degree refers to M.A., M.Sc., M.Phil. or Ph.D. In 1988/89, the University of Ibadan had the highest female percentage of total new entrants of 21.9% followed by the University of Nigeria, Nsukka (20.4%) Ahmadu Bello University of (19.7%) and the University of Maiduguri (9.7%). However, in 1989/90 the University of Maiduguri had the highest female percentage of total new entrants followed by University of Ibadan and Ahmadu Bello University each with 21.0% and lastly the University of Nigeria, Nsukka with 20.1%.

In 1990/91, the University of Maiduguri had the highest female percentage to total new entrants of 23.0% followed by the University of Ibadan (21.8%), Ahmadu Bello University (21.0%) and then the University of Nigeria, Nsukka, (16.0%). However in 1991/92 the University of Ibadan had the highest female percentage of total new entrants of 28.1% followed by the University of Nigeria, Nsukka, (27.5%), Ahmadu Bello University (23.4%) and lastly the University of Maiduguri (21.7%).

The University of Nigeria, Nsukka, had the highest female percentage of total new entrants when both first Degree and higher Degree are considered together with 29.3% in 1988/98; 28.0% in 1989/90; 28.0% in 1990/91 and 35.0% in 1991/92. It is followed closely

by the University of Ibadan and then either Ahmadu Bello University or the University of Maiduguri.

4.8 TOTAL NEW ENTRANTS BY DISCIPLINE IN THE FOUR UNIVERSITIES FROM 1988/89 TO 1991/92

The gender pattern of total new entrants by discipline in the four universities from 1988/89 to 1991/92 concentrated on the 8 faculties for which comparable data were available. There are the faculties of Agriculture, Arts, Education, Engineering/Technology, Law, Medicine, Science and Veterinary Medicine.

In 1988/89, the highest female percentage of total new entrants were in the Faculty of Education at the University of Ibadan (42.6%) University of Nigeria, Nsukka, (49.1%) and Ahmadu Bello University, Zaria (30.1%) while the highest female percentage of total new entrants were in the Faculty of Arts at the University of Maiduguri (33.5%). At the University of Ibadan, University of Nigeria, Nsukka and Ahmadu Bello University, Zaria, the lowest female percentage of total new entrants were in the Faculty of Engineering/Technology while at the University of Maiduguri the lowest female percentages were in the Faculty of Science, Veterinary Medicine and Agriculture.

In 1989/90, the highest female percentage of total new entrants were still in the Faculty of Education at the University of Ibadan (36.9%) and the University of Nigeria, Nsukka (49.5%) as well as the University of Maiduguri (29.6%) but in the Faculty of Law at Ahmadu Bello University (26.8%). The lowest female percentage of new entrants were in the Faculty of Engineering/Technology at the University of Ibadan, University of Nigeria, Nsukka and Ahmadu Bello University, Zaria while at the University of Maiduguri there was no female student in the Faculties of Engineering/Technology and Veterinary Medicine.

In 1990/91, the highest female percentage of total new entrants were still in the Faculty of Education at the University of Ibadan (39.8%) and the University of Nigeria,

Nsukka (51.4%) located in the south while the highest female percentage of total new entrants were in the Faculty of Law at both Ahmadu Bello University, Zaria (22.2%) and University of Maiduguri (40.5%), both located in the north. In all the universities, the lowest female percentages are still in the Faculty of Engineering/Technology as well as Veterinary Medicine at the University of Maiduguri.

In 1991/92 the highest female percentage of total new entrants at the University of Ibadan was in the Faculty of medicine (40.8%) followed by Law, Arts, Education and Science while at University of Nigeria, Nsukka the highest female percentage of total new entrants was in the Faculty of Arts followed by Education, Law, Agriculture, Science and Medicine. At Ahmadu Bello University, Zaria and the University of Maiduguri the highest female percentage of total new entrants were in the Faculty of Education (36.3% in Zaria and 29.3% in Maiduguri). In all the universities, the lowest female percentages were still in the Faculty of Engineering/Technology and there was still no female student in the Faculty of Veterinary Medicine at the University of Maiduguri.

Therefore over the period the Faculties of Education, Law and Arts recorded high female percentages of total new entrants while the Faculty of Engineering/Technology recorded the lowest percentages in all the Universities.

4.9 TOTAL FIRST DEGREE AND HIGHER DEGREE AWARDS BY SEX AND LEVEL OF COURSE FOR THE FOUR UNIVERSITIES FROM 1988/98 TO 1991/92

With regard to First Degree Awards, the University Maiduguri had the highest female percentage of 30.4% in 1988/89 followed by the University of Ibadan (28.7%) University of Nigeria, Nsukka (24.4%) and lastly Ahmadu Bello University (20.3%). In 1989/90 the University of Ibadan had the highest percentage of (27.7%) followed by the University of

Nigeria, Nsukka (26.9%), University of Maiduguri (23.4%) and lastly Ahmadu Bello University (20.3%).

In 1990/91, the University of Nigeria had the highest female percentage of First Degree Awards (28.2%) followed by the University of Ibadan (26.9%) and then University of Maiduguri (26.0%). The same trend was obtained for 1991/92 with the University of Nigeria, Nsukka (32.4%) University of Ibadan (28.7%) and the University of Maiduguri (25.3%). In both 1990/91 and 1991/92 the results of First Degree Awards at Ahmadu Bello University were not separated according to sex since total results were simply lumped together.

With regard to Higher Degree, the University of Ibadan had the highest female percentage of awards in 1988/89, followed by the University of Maiduguri (19.0%) and then University of Nigeria, Nsukka (18.1%). The same trend was obtained for 1989/90 and 1991/92. However, in 1990/91 the University of Ibadan had the highest percentage of 27.4% followed by the University of Nigeria, Nsukka (17.3%).

When both First Degree and Higher Degree awards are added together, University of Maiduguri had the highest female percentage of 29.9% in 1988/89 followed by University of Ibadan (27.6%) and University of Nigeria, Nsukka, (23.7%).

However, in 1988/90 the University of Ibadan had the highest percentage (27.3%) followed by University of Nigeria, Nsukka (26.0%) and the University of Maiduguri (23.2%).

In 1990/91 the University of Ibadan had the highest female percentage of total awards of 31.2% followed by the University of Ibadan (28.7%) and then University of Maiduguri (24.7%).

Therefore, the pattern of distribution of Awards of First Degree and Higher Degrees do not seem to be consistent.

4.10 TOTAL STUDENT ENROLMENT BY SEX AND TYPE OF DEGREE IN THE FOUR SELECTED UNIVERSITIES FROM 1988/89 TO 1991/92.

The types of degree considered are First Degree (i.e. B.A. or B. Sc) and Higher Degree (i.e. M. A. or M. Sc or M.Phil or Ph D.).

With regard to First Degree, it was found that the female percentage of total students enrolment for the whole country range from 25.4% in 1990/91 to 26.8 % in 1991/92.

In 1988/89, the University of Maiduguri had the highest percentage female enrolment of 30.4% followed by the University of Ibadan with 28.7% and then University of Nigeria, Nsukka with 25.0% while the least percentage was recorded at Ahmadu Bello University, Zaria with 20.3%.

In 1989/90, the University of Ibadan had the highest percentage of female enrolment of 27.7% followed by the University of Nigeria, Nsukka with 26.9% and then the University of Maiduguri with 23.4% while the lowest percentage of female enrolment of 20.3% was recorded at Ahmadu Bello University, Zaria.

In 1990/91 and 1991/92 the highest percentages of female enrolment for First Degree were at the University of Nigeria, Nsukka followed by the University of Ibadan and then the University of Maiduguri. There was no data for Ahmadu Bello University in both years. In all the years, the University of Ibadan had percentage of female enrolment that were slightly higher than the total percentage for the whole country.

With regard to Higher Degree, it was found out that the female percentage of total student enrolment for the whole country range from 19.4% in 1990/91 to 23.5% in 1988/89.

The University of Ibadan had the highest percentage of female enrolment all through the period (22.5% in 1988/89, 25.4% in 1989/90, 27.4% in 1990/91 and 28.2% in 1991/92). In 1989/90 and 1990/91 the University of Maiduguri came second with 19.0% and 19.1%, respectively. However, in 1989/90 and 1991/92 the University of Nigeria had the second

highest percentage of 19.3% and 25.5%, respectively while the University of Maiduguri had the lowest percentages of 17.8% and 14.6%, respectively. There was no data for Ahmadu Bello University, Zaria, during this period.

Therefore, while the University of Ibadan had the highest percentage of female enrolment in Higher Degree over this period, it shared this position with University of Maiduguri and the University of Nigeria, Nsukka, with regard to First Degree.

4.11 GENDER PATTERN OF TOTAL STUDENTS ENROLMENT ACCORDING TO DISCIPLINE IN THE FOUR UNIVERSITIES FORM 1992/93 TO 2000/2001.

During the period 1988/89 to 1991/92 comparable data for the four Universities were available for 8 Faculties namely Faculties of Agriculture, Arts, Education, Engineering/Technology, Law, Medicine, Science and Veterinary Medicine. However, during the period 1992/93 to 2000/2001 the period for which data were available varied from one University to another.

4.11.1 1992/93 TO 2000/2001 AT THE UNIVERSITY OF IBADAN

It was not possible to obtain data on First Degree admissions for 1992/93 to 2000/2001 at the University of Ibadan. However, data for Higher Degree admission were obtained for the 10 faculties at the university of Ibadan. The highest female percentage of postgraduate admission in 1992/93 was in the Faculty of Medicine (50%) followed by the Faculty of Clinical Science and Dentistry (38.5%), Faculty of Education (37.7%) and Faculty of Technology (33.3%). Generally, Faculty of Medicine, Clinical Science and Dentistry, Pharmacy, Education and Arts recorded fairly high female percentage admission into higher

Degrees while the Faculty of Veterinary Medicine recorded the lowest female percentage of admission into Higher Degrees.

It was not possible to obtain data on the number of First Degree and Higher Degree students graduated during this period.

4.11.2 1992/93 TO 2000/2001 AT THE UNIVERSITY OF NIGERIA, NSUKKA

Data were obtained only for first Degree students graduated and Higher Degree student enrolment at the University of Nigeria, Nsukka, from 1992/93 to 1996/97 sessions during this period.

There were no data for the 1994/95 sessions which was lost because of a protracted strike by the Academic Staff Union of Universities (ASUU) in Nigeria.

In 1992/93, the highest female percentage of First Degree Students graduated from the Faculty of Health Science and Technology (which includes Nursing) with 44% followed by the Faculty of Education (36%) Pharmacy (23%) and Arts (20%), but in 1993/94 the Faculty of Education had the highest percentages of 63% followed by Health Science and Technology (48%) Social Science (44%) and Arts (46%). The Faculty of Education maintained this highest position in 1995/96 and 1996/97 with 61% for each session. Other Faculties that retained train high position in 1995/1996 were the Faculty of Arts (45%) and Faculty of Health Science and technology (40%) as well as Faculty of Social Science (34%). In 1996/97 this trend was still observed with minor variations.

Therefore at the University of Nigeria Nsukka, we noted the high female percentage of First Degree graduates in the Faculties of Health Science and Technology (includes the B.Sc. Nursing Department), Faculty of Education, Arts, Social Science and Law while the Faculty of Engineering record the lowest female percentage of First Degree graduates.

Data on the Higher Degree enrolment by sex and type of course were obtained from 1992/93 to 1998/99.

The Faculty of Medicine, Health Science and Technology and Medical Science and Dentistry do not have consistent data on students offering Higher Degree. There was also no data for 1994/95 sessions due to prolonged strike by Academic Staff Union of Universities (ASUU) in Nigeria.

In 1992/93 and 1994/95, the highest female percentage of Higher Degree enrolment were found in the Faculty of Law, Pharmacy, Biological Science and Education.

However, in 1995/96 and 1996/97 the highest female percentages of Higher Degree enrolment were found in the Faculty of Education, Biological Science, Arts and Physical Sciences. In 1998/99 this trend continued with minor variations.

4.11.3 1992/93 TO 2000/2001 AT AHMADU BELLO UNIVERSITY, ZARIA.

At Ahmadu Bello University the serious internal crisis that got the University shut down for 2 years made it impossible to get meaningful data for only a very brief period, 1992 to 1994.

Data on First Degree student enrolment by Faculty were obtained from 1992/93 to 1993/94 for the 11 Faculties at Ahmadu Bello University. In 1992/93 the highest female percentage of First Degree student enrolment was in the Faculty of Pharmacy (38%), Arts and Social Science (35%), Education (34%), Law (31%) and Faculty of Administration (31%). The lowest were in Engineering (8%) and Environment Design (9%). In 1993/94 this trend was still observed with minor variations.

Data on Higher Degree graduates by Faculty were obtained from 1992/93 to 1993/94 for the 11 Faculties at Ahmadu Bello University. Generally, these percentages were quite low as most of them were less than 20%.

In 1992/93 Faculty of Pharmaceutical Science had 14% while many others Faculties such as Law, Medicine, Veterinary Medicine, Engineering and Agriculture had 0%. In

1993/94 the Faculty of Education had the highest female percentage of Higher Degree graduates of (16%) at Ahmadu Bello University followed by Faculty of Agriculture (11%), and Arts and Social Sciences (10%). The remaining Faculties all had 0%.

Therefore, at Ahmadu Bello University the female participation in Higher Degree is still very minimal with only very few students in few Faculties. However, for First Degree the Faculty of Pharmacy, Arts and Social Science as well as Education and Law contain fairly high number of female students.

4.11.4. 1992/93 To 2000/2001 AT THE UNIVERSITY OF MAIDUGURI.

At the University of Maiduguri data were obtained for First Degree students enrolment of the 10 existing Faculties from 1992/93 to 1996/97. However, as at the University of Nigeria, Nsukka there were no data for 1994/95 due two protracted strike by Academic Staff Union of Universities (ASSU) in Nigeria.

In 1992/93 the female percentage of First Degree enrolment was highest in the Faculty of Education (35%), Law (34%), and Arts (34%). It was lowest at the Faculty of Engineering (5%). The same trend was obtained to 1993/94.

In 1995/96 and 1996/97 the Faculty of Arts had the highest percentage female students enrolment followed by Faculties of Education, Administration and Law. The Faculty of Engineering still had the lowest female percentage of 5%.

Therefore at the University of Maiduguri the Faculties of Education, Arts, Law, and Administration have the highest number of female enrolment for First Degree. No data were available for the Higher Degree enrolment and also for the award of First Degree and Higher Degree.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

We have examined the gender composition of undergraduate students and postgraduate students enrolment into Universities in Nigeria. These were examined and compared in detail for the University of Ibadan, University of Nigeria, Nsukka, Ahmadu Bello University Zaria and University of Maiduguri between 1988/89 and 1992/92. We have also analysed the gender pattern of enrolment according to discipline or type of courses offered in these Universities together and also separately between 1992/93 and 2000/2001.

The gender pattern of total student enrolment according to discipline shows that in Nigerian universities the highest percentage of female enrolments are in the Faculties of Science, Arts, Education and Social Science while the lowest percentages are in the Faculties of Veterinary Medicine and Pharmacy. When these were analysed according to Faculties for data between 1992/93 and 2000/2001 it was shown that the Faculties of Education and Arts have the highest percentages while the Faculties of Engineering/Technology and Veterinary Medicine still have the lowest percentages.

With regard to First Degree it was found that the female percentage of total student enrolment for the whole country range from 25.4% in 1990/91 to 26.6% in 1991/92. However, with regard to Higher Degree it was found that the University Ibadan had the highest percentage of female enrolment between 1988/89 and 1991/92 while it shared this position into University of Maiduguri and the University of Nigeria, Nsukka with regard to First Degree.

Between 1988/89 and 1991/92 the Faculties of Education Law and Arts recorded high female percentage of total new entrants while the Faculty of Engineering, Technology recorded the lowest percentages in all the universities studied in detail.

When First Degree and Higher Degree admissions were considered between 1988/89 and 1990/91 it was found that the University of Nigeria, Nsukka had the highest female percentage of new entrants. It is followed closely by the University of Ibadan while either Ahmadu Bello University a University of Maiduguri came last. Unfortunately the pattern of distribution of awards of First Degree and Higher Degree do not seem to be consistent. This way be explained by the fact that many who enter the University at a particular time do not come out the same time as some fail and repeat while some are flushed out.

The period 1992/93 to 2000/2001 in the four Universities varied because of availability of data. However, all the Universities seems to have high female percentage of enrolment into the Faculties of Education, Arts, Law and low female percentage of enrolment in the Faculties of Engineering/Technology and Veterinary Medicine. There are a few exceptions however for instance, at the University of Ibadan the female percentage in the Faculty of Medicine and the Faculty of Clinical Sciences and Dentistry as well as the Faculty of Health Science and Technology at the University of Nigeria, Nsukka and female percentage in the Faculty of Pharmacy at Ahmadu Bello University are such exceptions.

5.2 RECOMMENDATIONS

The results of this study has indicated that in Nigerian Universities there is no gender equity in the students enrolment in the various faculties. Generally, men dominate in technical courses, which are most likely to lead to position of power and high income while women avoid scientific and technical courses like Engineering/Technology and Veterinary Medicine. Most of the women are found in the Faculties of Education, Arts, Law, Social Science and Administration which are still the traditional professions that are considered to be the natural extension of the natural roles of wife and mother such as teaching, nursing and administration.

Since most of the Vice Chancellor of Nigerian Universities are males, they are not even aware that gender equity is an important issue for the Universities. It is therefore recommended that they should be sensitized to realize this problem so that they can encourage attempts to solve or reduce gender-inequity in the Universities.

The way that women can participate in some of the dreaded profession can also be advertised so that parents who are ignorant will encourage their children to do some of those courses.

Girls should be encouraged to take science and mathematics serious in the Secondary Schools so that they will be qualified for admission into professional courses.

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