

Assessing the Impact of the Quota System on University Admissions in Nigeria: A Case Study of Federal and State Universities

Priscilla. T. ATTE

Psychometric Department
Joint Admission and Matriculation Board, Abuja, Nigeria
priscilla.atte@gmail.com

Hauwa IMAM

Institute of Education
University of Abuja, Abuja, Nigeria
drhauwaimam@msm.com

Abstract

The quota system is a federal government policy formulated to bridge the gap between the educationally developed states and the educationally less developed states. Sequel to the enactment of the policy, the government established several universities across the country to create equal opportunity for all candidates. Despite the immeasurable importance of Western education and the need to increase the literacy level in Nigeria, some states still have the apathy to embrace Western education, hence the adoption of the quota system and catchment area policies. Serious concerns were expressed by relevant stakeholders on their perceived impact of the quota system and the catchment area on admissions into the federal and state universities in Nigeria. This study, therefore, analyses the operations of Nigerian Universities about the quota system policy (ELDs 20% Quota) during the admission processes. Research questions were raised to guide the study. A descriptive survey design was adopted for the study. The population for the study was 86 federal and state universities in Nigeria. A sample of 17 was drawn through a stratified proportionate sampling technique. Data were collected using questionnaires and interviews. The reliability coefficient of the instrument was 0.70. The finding reveals that the universities abuse the ELDs quota to favor some unqualified candidates of interest and also that the rationale for the policy formulation has not been met significantly.

Keywords: Education, Quota system, Policy, University, Admission

Introduction

The right to education was included in the 1948 Universal Declaration of Human Rights. According to Tomasevski (2003) and others, the right to education implies that everyone has the right to an education. The fundamental and primary levels of education must be free. Elementary school must be attended by all children, technical and professional training must be widely offered, and higher education must be equally accessible to all people based only on merit. The type of education that will be provided to their children is a choice that belongs to the parents. Therefore, governments must ensure that education is accessible, acceptable, and flexible. The government

providing or subsidizing public schools, children having the right to education, parents serving as the first educators, and teachers serving as professional educators are the other four essential players involved in the right to education.

The introduction of a quota system by the federal government on admissions policy was formulated to bridge the gap between the educationally developed states and the educationally less developed states as well as to ensure the geographical spread of admissions into Federal and State Universities. Sequel to the enactment of these policies, the government established several universities across the country to create equal opportunity for all candidates. Despite the astronomical growth of the universities in Nigeria, both the federal and the state governments have not been able to contend with the surging demand for university education, hence the adoption of the quota system and other criteria for admissions such as the 45% - Merit, 35% - Catchment and 20% - Educationally Less Developed States (ELDs) policies. Serious concerns were expressed by stakeholders in education in some parts of the country on the perceived negative impact of the quota system and the wrongful application of the policy criteria on admissions into the federal and state universities in Nigeria. This study therefore examines the Impact of the Quota System on University Admissions in Nigeria with a particular focus on admissions into Federal and State Universities.

Quota system and catchment area policies according to Omeje, Egwa & Adikwu (2016), are cognate policies of the Federal Republic of Nigeria (FRN). These were formulated to create equitable access to educational opportunities for all its citizens. Educational policies such as quota systems and catchment areas are cognate policies designed by the FGN to diffuse ethnic tension and promote national integration. They are also designed to influence and determine all major decisions and actions and all activities that take place within educational institutions (Omeje, Egwa, et. al, 2016). In Nigeria, quota system and catchment area policies are taken into consideration during recruitment exercises, and admission into universities among others, where a fixed number (quota) is assigned to each state or the local government area (catchment area) that is on advantage location to the institution bring competed for. Later, a selection of candidates is made based on the quota system and catchment area policies. Quota system and catchment area policies are important, particularly, in a plural society such as Nigeria. Here, all citizens feel a sense of equal voice, equal representation, and equal participation. No citizen or group of citizens

should feel marginalized. These policies enjoin public authorities. Semi-government agencies, institutions of learning, and the private sectors are to ensure fair and effective representation of the states and local government areas or ethnic groups who are in positions of power, authority, and placement in enrolment into schools, among others.

The Federal Government of Nigeria (2014) following the national goals and philosophy of education declares that every Nigerian kid shall have a right to equal educational opportunities irrespective of any real or unimagined limitations each according to his or her potential. The provision of equal access to educational opportunities for all people of the country at the basic, secondary, and postsecondary levels both inside and outside the official system is, thus, the purpose of the policy. This ideology agrees with the Universal Declaration of Human Rights which emphasizes that everyone has a right to education. The most important human rights stipulation is that education must be a public good supported by tax dollars. It should be a freely traded service in addition to being a public good. The number of students enrolled in universities surged six-fold from 13 million in 1960 to 82 million in 1995 when access to higher education was a right. The World Bank first noted the tendency in 1994 (Tomasevski, 2003).

Additionally, the Nigerian National Policy on Education, Section 1, and Paragraph 1 clearly outlined the government's plans to make sure that everyone was allowed to obtain as much education as possible at the primary, secondary, and tertiary levels, both inside and outside the formal school system, so that each person could make a meaningful contribution to the development of the country. The Federal Government of Nigeria (2014) in its National Policy on Education clearly outlines its plans to increase access to higher education, particularly in universities, so that everyone who requests a university education will have an equal opportunity to be chosen. The government's initiatives that have altered the landscape of increased access to higher education are likely done so with this goal in mind. Here, a summary of a few of these breakthroughs can be helpful. Nigeria has asked its institutions to make sure that everyone who is allowed to pursue a higher education develops their intellectual capacities fairly so they can comprehend and appreciate their settings, both internal and external.

Nigeria has established the National Universities Commission (NUC) and another government organization called the Joint Admissions and Matriculation Board (JAMB) to ensure that educationally underprivileged states within the nation are not left behind and to ensure that

university programs and courses reflect national needs. Although a body like JAMB works to guarantee that all states are fairly represented in university enrollment, in terms of increasing access, this is somewhat at odds with the concepts of justice and equity. The National Open University (NOUN), which the military had abolished in early 1981 but which is now being reintroduced by the former President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, has adopted new methodologies as a result of the changing landscape of expanding access to higher education in Nigeria.

The Quota System according to Chafe, the primary requirement for debating a thing is to first understand the actual thing being talked about. More often, the principle of the quota system has been confused to be the same thing as the federal character principle (Duruji, Segun, Olanrewaju et al (2014). This is a misconception that is easily committed because both policies were responses to the challenges arising from a multi-ethnic and multicultural entity like Nigeria. The quota system was purposed to facilitate equal representation of the various ethnic groups in Nigeria's public service (Tonwe & Ogbator, 2009; Anyanwu, 2010). Confusion has been made by some scholars who stated that the federal character principle was known by different nomenclatures such as zoning or quota system (Ekundayo & Adedokun, 2009). Others submit that the quota system is the corollary of the federal character. Nevertheless, certain scholars have attempted to distinguish the two concepts (Gberevbie & Ibietan, 2013). Ekeh argues that the federal character principle involves far more than the quota system in the sense that it switches emphasis from opportunities to privileges and benefits. In other words, for him, while the quota system creates opportunities for disadvantaged states, the federal character principal addition creates a soft landing for them. In the same way, special consideration should be given to candidates from the Northern provinces and other areas where educational facilities were more backward than elsewhere (Gberevbie, & Ibietan, 2012). To this extent, though the quota system and federal character seem alike; the latter however covers a wider scope than the former.

The study adopted the Integration theory as the theoretical framework. The concepts of quota system and federal character are best understood within the framework of the integration theory. This is because of the assumptions of the theory. The basis of its adoption lies in the fact that in Nigeria, there exists a multicultural and multi-ethnic society in which the various groups are defined by their respective languages or other self-conscious cultural qualities and that their

interaction is characterized by the tensions and discontinuities on the horizontal plane. Within this context, integration is used to refer to the process of creating a homogeneous progressive reduction of cultural and regional territorial political communities (Bamisaiye, 2003). It is a process of interlocking linkages where every hitherto dividing boundary is deliberately dismantled to allow for more frequent contact, cooperation, consensus, and community (Ojo, 2009) Integration, therefore, must be situated in this discourse as a careful and thorough understanding of the fundamentals of the past, conceiving practical steps of what happens after, a disposition to be cohesive, subjected to a mutually agreed program (Ojo, 2009). Also, Leonard Binder describes integration as involving a high degree of comprehensiveness. This theory therefore brings the understanding of different attempts by the Nigerian government to create a harmonious and cohesive society, culminating in the formulation of quota system and federal character principle to conjure nationwide development. This is to address the issue of developmental imbalance, fear of dominance, and suspicion between and among various ethnic groups.

The complex sociopolitical landscape of Nigeria has been a constant source of concern for the government, particularly in the pursuit of maintaining peace, and tranquility, and fostering an atmosphere of peaceful co-existence within the nation. Over the years, these concerns have manifested in various forms, dividing the country along ethnic, religious, majority-minority, and advantaged-disadvantaged lines. Unfortunately, this societal division has permeated into the education sector, resulting in an imbalanced educational landscape where the Southern part of the country enjoys educational advantages while the Northern part faces educational disadvantages. One of the mechanisms implemented to address this imbalance is the introduction of the quota system and the federal character principle in education. These policies were intended to promote national integration by widening access to quality education, especially in educationally disadvantaged states. However, there is a growing concern that the implementation of these policies may be compromising merit and competence in the education system. The immediate successes of these policies in expanding educational opportunities for disadvantaged states have been acknowledged, but the potential sacrifice of merit on the altar of these policies remains a subject of debate.

This study aims to investigate the adoption of the quota system and the application of federal government criteria in admissions into Nigerian Federal and State Universities. The focus

is on understanding the extent to which these policies may be acting as barriers to learning in the country. Furthermore, the study delve into the allocation and utilization of the 20% quota designated for Educationally Less Developed States (ELDS) under the federal government's criteria on admissions. It seeks to evaluate the effectiveness of the quota system and federal character principle in bridging the educational gap between developed and less developed states. The research will span the period from 2010 to 2020, analyzing admissions data to provide a comprehensive understanding of the impact of these policies on the educational landscape.

Purpose of the Study

The overarching goal of this study is to assess the impact of the Quota System on admissions into Nigerian Universities, both Federal and State, in achieving its stated objective of ensuring equity in admissions. The primary focus is to evaluate whether the system successfully prevents one candidate from denying another a chance at admission. Additionally, the study aims to investigate the extent to which the quota system increases access to university education for various groups in Nigeria and whether it effectively bridges the gap between educationally disadvantaged and advantaged states. Specific objectives of the study include:

- i. To ascertain the extent of compliance by universities with the ELDS policy from 2009 to 2018.
- ii. To investigate the extent to which the motive behind the introduction of the ELDS factor during the admission process has been actualized over time.
- iii. To assess the rate of inclination towards education by the ELDS states from 2009 to 2018, exploring whether the policies have influenced educational trends in these states.

Research Questions

The disparity between the enrolments of students from various zones in Nigeria has been worrisome, especially in the area of favoring some categorized ELD states to encourage them to go to school at the expense of the qualified ones. To guide this study, the following questions are raised:

- i. To what extent have the Nigerian universities complied with the ELDS quota during admissions from 2009 to 2018?
- ii. What is the extent of actualizing the motive for the introduction of the ELDS factor during the admission process over time?
- iii. What has been the inclination rate to education by the ELDS states from 2009 to 2018?

Methodology

This study employed the descriptive research design as well as the ex post facto design methods. This is because data on admissions were collected and described accordingly using a data format designed solely for collecting data on admissions from JAMB. The population for the study comprised of teaching and non-teaching staff from the 87 Universities while the teaching and non-teaching staff of 17 Universities were sampled using stratified proportionate sampling techniques. A total of 450 questionnaires were distributed to both the teaching and non-teaching staff of federal universities from which 430 were retrieved. In addition to the questionnaire administered, data on candidates admitted were also collected and analyzed. Also, a total of 5,101,043 UTME admitted candidates from 2009 to 2018 academic session was sampled from the 17 selected universities and used for this study in addition to the 430 collected using the questionnaire instrument. The total sample size therefore was 5,101,473. This figure comprised all candidates admitted into the 17 Federal and State Universities within this period under study.

Questionnaire titled “A Critical Analysis of ELDs Quota and Admissions to Nigeria Universities” (ACAEQANU) was the instrument used to collect information to address the above questions raised. In addition, data was sourced secondarily from the Joint Admissions and Matriculation Board (JAMB) to gather information about the Nigerian universities’ admissions dealings under the reviewed period. This instrument was designed by the research and subjected to expert review and validation using rational validity index (RVI) and an index of 0.653 was established. Factor analysis was carried out to ascertain the reliability of the instrument and using Crombach Alpha reliability method, a reliability coefficient of 0.72 was obtained. The study employs descriptive statistics using bar charts, pie charts, and tables during the data analysis to provide answers to the research questions.

Results

Research Question One: To what extent have the Nigerian universities complied with the ELDS quota during admissions from 2009 to 2018?

Table 1: Rate of Compliance of ELDs Factor during Admissions by Nigerian Universities (2009 - 2018)

Year	Total Admissions	Admissions Based on ELDs Quota	% of ELDs Quota from the Total Admissions
2009	1004275	81686	0.15
2010	1073892	81884	0.14
2011	1331664	115688	0.16
2012	1048713	95728	0.17
2013	1226954	92952	0.14
2014	1014926	81740	0.15
2015	1232351	120169	0.18
2016	1308635	113824	0.16
2017	1488063	138086	0.17
2018	1236166	120315	0.18

Source NUC, 2014

The table 1 shows the analysis of the rate at which Nigerian universities complied with the prescribed 20% quota to be considered for the ELD states during admissions from 2009 to 2018. It was revealed that the universities didn't exhaust the 20% in admitting suitable candidates due to an undue favor that is given to some unqualified candidates of interest. From 2009 up to 2018, the universities admitted less than the 20% ELDs Quota with 0.15%, 0.14%, 0.16%, 0.17%, 0.14%, 0.15%, 0.18%, 0.16%, 0.17%, 0.18% respectively, leaving the remaining space to admit unqualified candidates of their choice. Admittedly, some Universities do adhere to the specified guidelines on admissions, but many do not. They would rather fill the vacancies created using the admission criteria of the locality. This is certainly against the rule and as such inhibiting the chances of realizing the goal of equal opportunity for all segments of the Nigerian population.

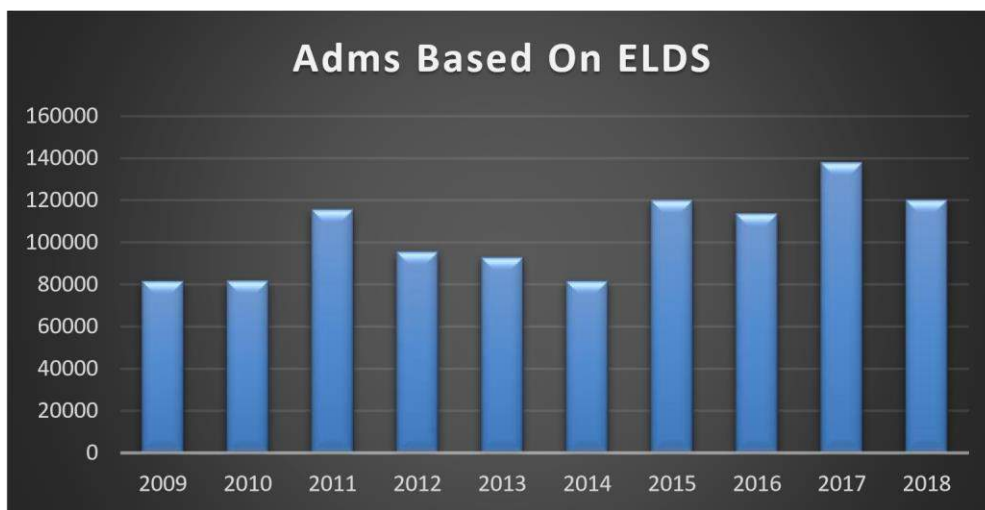


Fig. 1: Bar Showing ELDs Quota Compliance in Admissions Process (2009 - 2018) by Nigerian Universities

The Fig.1 above is a bar chart showing the total amount of candidates admitted using the 20% ELDs quota by Nigerian universities from 2009 to 2018. It shows the staggering bars reflecting the percentages of admitted candidates based on the 20% ELDs quota from 2009 to 2018 which is less than the 20% of the candidates from ELD states.

Research Question Two: What is the extent of actualizing the motive for the introduction of the ELDS factor during the admission process over time?

Table 2: Respondents' Opinions on the extent to which the goal of the ELDs Policy has been met

Respondents' Views	Rate of Increase
Enrolment Rate	36%
Sensitization Rate	14%
Compared Academic Performance Rate with Peers	17%

From table 2, it is observed that though, the number of enrollees to tertiary institutions during the period increased by 36% but at a slow rate. Also, the rate at which these states are sensitized to embrace Western education increases at an insignificant rate of 14% over the period. Lastly, the rate of increase in the performance of the indigenes from the ELD states when compared to their peers increased at a low rate of 17% as is evident in the table.

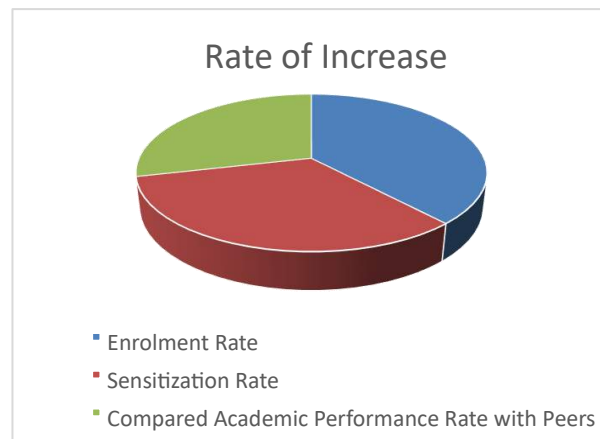


Fig.2: A Pie Chart of Respondents' Views on ELDs Policy Actualization Rate

Fig.2 above is a pie chart reflecting the opinions of respondents on the extent to which the set aside goals and objectives of the ELDs policy by Nigerian government have been met through the compliance of the policy by the universities during the admissions processes from 2009 to 2018.

Research Question Three: What has been the inclination rate to education by the ELDS states from 2009 to 2018?

Table 3: Respondents’ View on the inclination rate to education by the ELDS states

Rate of Inclination to Education	FREQUENCY	PERCENT
High Inclination	105	24.41
Fair Inclination	38	8.83
Slow Inclination	287	66.74
Total		100

Table 3 gives an overview of responses on the rate by which indigenes from the ELD states are inclined to embrace Western education. Out of the 430 respondents, 105 or 24.41% of the respondents believe that the rate by which the indigenes of these states are embracing Western education is high, 38 or 8.83% of the respondents believe that the rate is fair while the remaining huge number 287 or 66.74% respondents) believe that the rate of the indigenes embracing western education is low.

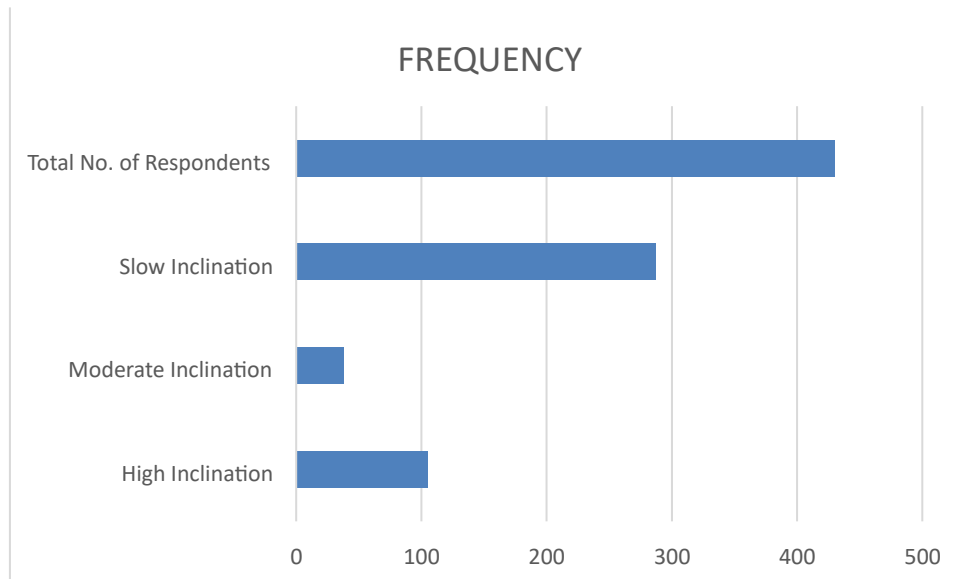


Fig. 3: Bar presenting respondents’ view on the inclination rate to education by the ELDS states

The figure 3 above is a bar chart presenting respondents’ opinions on the extent by which indigenes of the Educationally Less Developed (ELD) states are embracing Western education under the reviewed period. The topmost bar reflects the responses from the total respondents. Leaving the topmost bar, the longest bar shows that the rate of embracing Western education is slow while the

next to the longest bar proves that the rate of inclination is high and the shortest shows that inclination is moderately increasing.

Discussion of Findings

From the findings, it is observed that there's no strict compliance on the 20% ELDs quota by the universities as they do not exhaust the quota to favor some other ineligible candidates of interest. Ineligible in the sense that the criterion used in admitting these sets of candidates was not the recommended one. In as much as the candidates eventually admitted were all qualified, they however were not eligible to be admitted under the ELDs policy. In other words, the number of candidates from ELD states admitted by universities was less than the 20% quota earmarked due to the undue favor that is given to their candidates of interests who are not from the categorized states. As a result, the rationale for such a policy is being defeated due to the impediments to access and management of admission in our universities.

Some states are given undue advantage under this policy as the indigenes of these states are now well educationally inclined coupled with the yearly increased enrolment rate over time. Today, candidates from these states can now comfortably compete with the developed states in terms of academic performance. However, it was observed that the candidates from the ELD states are now more educationally inclined than before, which makes the policy oblivion since the main objective of the policy is to encourage the indigenes from those states to go to school. Consequently, there's a need to review the policy from time to time.

The results from research question 2 showed that whereas the enrolment rate of candidates from the ELD states increased up to 36%, the academic performance of the candidates measured by the rate of increase in performance of the indigenes from the ELD states was as low as 17% when compared with their peers. This is despite the increased level of sensitization recorded which increased by 14%. On issue of low performance by the ELD States, Asade (2019) affirmed that In the annual list of top performing schools released by the NUC, only five northern universities feature in the top fifty schools. Asides statistics on performance, there's a major issue on enrollment. The region accounts for about fifty percent of the population and yet, it accounts for over seventy percent of the 13.2 million out of school children in the country. While basic education remains free in the region, there aren't many northerners trooping to schools as the statistic above shows.

On the issue of the respondent's view on the inclination rate to education by the ELDS states, the majority 287 or 66.74% of the respondents think that their inclination is low. This is an indication that the

ELDS policy is yet to achieve its desired objective. Many reasons can be adduced to this since The education deprivation in northern Nigeria is driven by various factors, including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls. In north-eastern Nigeria, 2.8 million children are in need of education-in-emergencies support in three conflict-affected States (Borno, Yobe, Adamawa). In these States, at least 802 schools remain closed and 497 classrooms are listed as destroyed, with another 1,392 damaged but repairable (UNICEF, 2019).

Conclusion

This study has examined the ELDS policy on admissions into Nigerian Universities in both state and Federal institutions and found out that the 20% criterion on admissions was lowly utilized. Again, despite the sensitizations carried out within states termed ELD states, not much is seen happening as most Universities utilize a chunk of the 20% policy provision to admit their persons, this policy is due for review. This is because most of the states tagged “ELDS” are not benefiting from the policy arrangement. Rather suggested is a review that will bring about improvement in the educational status of the educationally disadvantaged states, not policies that will be injurious to their counterpart assumed to be educationally advantaged.

Recommendations

Given the above discussions, the following recommendations are made:

1. To actualize the rationale for coming up with the 20% ELDs quota policy, there should be periodic review of the policy to filter the appropriate states that are truly due to benefit from such.
2. There is strict monitoring of the Nigerian universities to ensure strict compliance with the 20% ELDs quota during admissions.
3. More efforts should be geared towards sensitizing the ELD states on embracing Western education.
4. More funding of educational facilities in the ELD states will be helpful to encourage the indigenes to embrace Western education

References

- Adeyemi, K. (2001). Equity of Access and Catchment Area Factor in University Admission in Nigeria. *Higher Education*, 42, 307-332.
- Akpan, C. P., & Undie, J. A. (2007). Access to university education: Issues and problems. In J. B. Babalola, G. O. Akpa, A. O. Ayeni, & S. O. Adedeji (Eds.), *Access, equity and quality in*

higher education (75-78). Lagos: Nigerian Association for Educational Administration and Planning.

- Akpotu, N. E. (2005). 'Deregulating the Nigerian university system: implications for equity and access', in G. O. Akpan, S. U. Udoh and E. O. Fagbamiye (eds), *Deregulating the Provision and Management of Education in Nigeria*. Lagos: Nigerian Association of Educational Administration and Planning (NAEAP), 57-62.
- Ajayi, A. I. & Ekundayo, H. T., & (2009). Towards Effective Management of University Education in Nigeria. *International NGO Journal*, 4, 342-347.
- Anyanwu, O. (2010). Experiment with Mass University Education in Post-Civil War Nigeria, 1970-1979, *Journal of Nigeria Studies*, 2010; Vol. 1, No. 1, 1-36.
- Asade, T. (2019). In Focus: Education in Northern Nigeria. Economist, Philosopher of the Future, Accountant
- Dada, M.S. (2004). *An Assessment of National Universities Commission's Effectiveness in Quality Assurance of University Education in Nigeria*. An unpublished Thesis submitted to the Department of Educational Management, University of Abuja, Abuja.
- Ehiametalor, E. J. (2005). Issues of access and equity and private sector participation in the deregulation of education. In A.C. Ene. (Eds). *Access to and Equity in University Education in Nigeria: Issues and Trends* (pp. 185-189): NAEP Publication.
- Ekundayo, H. T. and Adedokun, M.O (2009). The Unresolved Issue of University Autonomy and Academic Freedom in Nigeria University, *Humanity and Social Science Journal*, 4(1): 61-67.
- Ekeh, P.P. (1989). The structure and meaning of federal character in the Nigerian political system. In: Ekeh PP, Osaghae EE. (eds.) *Federal Character and Federalism in Nigeria*. Ibadan, Nigeria: Heinemann Educational Books; 1989. p. 19-44.
- Ene, A.C. (2005) .Access and Equity in University Education in Nigeria: Issues and Trends., in Akpa, G.O., Udoh, S.U., and Fagbamiye, E.O. (eds), *Deregulating the Provision and Management of Education in Nigeria*, Nigerian Association of Educational Administration and Planning (NAEAP), pp.55-62.
- Enemuo, P. C. (2004). Academic Freedom and Autonomy: A Condition Precedent for Educational Accountability. *Nigeria Journal of Educational Philosophy*, 11(2), 54-63.
- Federal Character Commission. (1996). Available from www.federalcharacter.gov.ng
- Federal Government of Nigeria. (2004). Admission guidelines to Nigerian universities. DOI: www.edu.ng/admissions
- Gberevbie D and Ibietan J. Federal Character Principle and administrative effectiveness in the Nigerian public service: Challenges and prospects for sustainable development, 1999-2012, *Journal of Sustainable Development in Africa*, 15(6), 46-61.
- Ilusanya, G. (2008). Planning and policy of higher education in Nigeria. In J. B. Babalola, A. O. Ayeni, S. O. Adedeji, A. A. Suleiman, & M. O. Arikewuyo (Eds.), *Educational management: Thought and practice* (48-80). Ibadan, Nigeria: Codat.
- Obasi, N.T. (2008). The Relevance of Traditional Mode of Communication in Contemporary Nigerian Society. *International Journal of Communication*, 8, 14-24

- Obilade, S.O. (1992). JAMB and University Admission in Nigeria., in Ajayi, T. and Alani, R.A. (eds), *Contemporary Issues in Nigerian Education*, Triumph Books Publishers, Ijebu-Ode
- Oduwaiye, O. R. (2011). Access and equity in Nigerian universities: Challenges and way forward. DOI: www.unilorin.edu.ng/ejournals/index.php/IJEM/articles/view/129 p.68
- Ogbonnaya, N. O. (2009). *Social and political contexts of educational administration*. Nsukka, Nigeria: Chuka Educational Publishers.
- Ojo E. (2009). Federalism and the Search for National Integration in Nigeria, *African Journal of Political Science and International Relations*, 3(9): 384-395.
- Okebukola, P.A.O. (2006). *State of university education in Nigeria*. Ibadan: Heinemann.
- Saint, W., Hartnett, T.A., & Strasser, E. (2003). *Higher education in Nigeria: A status report*. Washington D.C
- Okolo, J. A. (2014). Assessment of supervisory roles of principals for quality assurance in public secondary schools in the federal capital territory Abuja, Nigeria (Unpublished doctoral thesis). University of Nigeria, Nsukka.
- Omeje, J. C., Egwa, E. I. and Adikwu, V. O. (2016). Impact of Quota System and Catchment Area Policy on the University Admissions In North Central Nigeria. *Sage Journal*. <https://doi.org/10.1177/2158244016654951>
- Tomasevski, K. (2003). Economic, Social and Cultural Rights: The Rights to Education. United Nations Report on Commission on Human Rights.
- Tonwe, U. A.C. (2005). Accessibility and Equity in Secondary Education in Delta State in a Deregulated School System., in Akpa, G.O., Udo, S.U., and Fagbamiye, E.O. (eds) *Deregulating the Provision and Management of Education in Nigeria*, *The Nigerian Association for Educational Administration and Planning (NAEAP)*, Jos
- UNESCO, (2003). Educational Webmaster. World Conference on Higher Education Framework and Action, www.jyu.fi/unesco2003/conference.html. Accessed 24th August, 2023. *DSM Business Review* 2(1).
- Williams, M.S. (2004). Access to Public Universities: Addressing Systemic Inequalities, A Paper presented at the Conference on Taking Public Universities Seriously, University of Toronto, Toronto, Canada.