FINAL ESSAY

GENDER EQUITY IN STUDENTS ENROLMENT IN THE UNIVERSITIES IN NIGERIA

BY

DR. (MRS) P.C. ONOKALA
(PRINCIPAL RESEARCHER)

DEPARTMENT OF GEOGRAPHY
UNIVERSITY OF NIGERIA
NSUKKA

AND

DR. (MRS) C.U. ONWURAH
(RESEARCHER)
INSTITUTE OF EDUCATION
UNIVERSITY OF NIGERIA
NSUKKA

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INTRODUCTION

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 adult literacy and combined primary and secondary enrolment rates were recorded throughout the continent of Africa, with about 180 universities. Sawadago (1994) pointed out that one of the greatest achievements of African Universities since the 1980’s is the rate of student’s 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 337,00 to 547,000 within the period. He also indicated that in Nigeria, total students enrolment in the Universities increased from 67,700 in 1980 to 160,767 in 1990, which is equivalent to + 131 percentage increase over the period. Unfortunately, these increased opportunities were not distributed equitably according to gender.

Ajayi et al (1996) summarized the gender situation in the education sector as follows:

“currently, the percentage of women in tertiary level institutions in sub-Saharan is only 25 percent of total enrolment and this is much lower than the secondary level, and this later is, in turn, lower than at the primary level”.


While women are benefitting from the expansion of educational opportunities in the developed countries like U.S.A., 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-Shandarf (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”


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. Lumumba (1993) indicated that in the context of diverse and sometimes conflicting demands by the various interest groups involved in the debate on access to University education, the issue of gender equity in University students enrolment is not given adequate attention. 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. 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. In fact, as Nigeria stands on the threshold of the new millennium, the international environment in which the country’s University must operate demands that gender equity in students enrolment in the Universities must be taken into consideration. This study attempts to understand the gender composition of students in various Faculties in the Universities in Nigeria, and recommends ways of promoting gender equity in students enrolment in the Universities in the country.
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.

Featherman (1993) noted that, at first glance U.S.A. appears to have achieved equal participation of men and women in higher education yet, women have done less well in professional courses and at doctoral level. Stolte-Heiskanem (1993) pointed out that in Finland more than half of the Bachelors Degree and one third of postgraduate degrees were awarded to women in 1990. 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) observed that since 1988 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, 15 percent of 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.

Brandam (1989) found out that in Arab Countries women in higher education have more than doubled between 1975 and 1988. Hammond (1993) observed that in the Arab region about 35 percent of studies in higher education are women and that there is unequal distribution of access according to discipline with few women in non-traditional fields such as engineering. Chitnis (1993) studied the massive and structurally diverse higher education system in India with 4.3 million students and 196 University level institutions. She concluded that women are well represented in all professions in India although 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 in the 16-29 years age group only one out of 15 women (or 7 percent) is in higher education and that participation rates of women are particularly low in science and technology. Thaman and Pillary (1993) found out that at the University of South Pacific (USP) girls are outnumbered three to one in the courses and four to one in degree programmes. Zamora (1993) noted that by 1993, females accounted for 42 percent of the population of students enrolled in higher education in Peru but that many of them were in private colleges, which do not have University status. Williams and Harvey (1993) observed that in the Carribean the proportion of female enrolments in higher education had increased from 32.9 percent in 1962/63 to 52.3 percent in 1985/86.

Karen (1991) discussed women education in developing countries. Eshun (1995) noted that gender inequities is a common problem both in Universities of developed and developing countries and that inequities often exist in the choice of subjects. In Ghana, Ardayfio-Shandarf (1995) observed that most of the girls and women who reach the Universities often enrolled in the Faculty of Arts and Social Science. Therefore, Anamuah-Mensah (1995) suggested that immediate action be taken to correct that imbalance in Ghana by introducing the enrolment of men and women on a 50-50 basis at the Universities.


In Nigeria, Alele-Williams (1993) discussed the major constraints to women’s 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 Nigeria 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.

RESEARCH OBJECTIVES

1. To examine the gender composition of undergraduate students enrolment into the Universities in Nigeria.
2. To examine the gender composition of postgraduate students enrolment into the Universities in Nigeria;
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.

METHODOLOGY

a) 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, 5 Federal Universities of Technology and 3 State Universities of Technology. The study is concentrated on the 16 Federal Universities that have a fairly similar type of administrative structure.

Out of the 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.

Fig 1: Location Map of the Four Universities

b) **Sources of Data:**

Secondary data on the gender pattern of students enrolment in the universities in Nigeria were obtained from the following sources:

1. National Universities Commission (NUC) Headquarters, Abuja;
2. Academic Planning Units/Registrars Offices (Admissions) in the four universities selected for detailed study.

These secondary data were supplemented with data from the files in various Departments and Faculties in some of the universities selected for detailed study.

c) **Fieldwork and Data Collection:**

A research assistant was appointed in each University selected for detailed study to supervise the field assistants who were trained for the actual data collection. The Principal Researchers went round each of the Universities selected for detailed study 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 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.

d) Data Analysis:

The secondary data obtained were complied, summarized and analyzed using percentages. The computing 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 compare and discuss the various patterns of gender enrolment in the four universities selected for detailed study.

RESULTS OF DATA ANALYSIS

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 4th 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. The published Statistical Digest provided a fairly comparable data for analysing the gender
pattern of enrolment in the four Universities selected for detailed study during the period 1988/89 to 1991/92. After this edition, NUC has not published any other edition. 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.

**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 Nigeria from 1988/89 to 1991/92 session. These are the Faculties of Administration, Agriculture, Arts, Education, Engineering/Technology, Environmental Design, Law, Medicine, Pharmacy, Science, Social Science, Veterinary Medicine and others. Fig 2 shows the pattern of total student enrolment in Nigerian Universities according to discipline from 1988/89 to 1991/92. It shows that the highest percentage of students enrolment is in the Faculty of Science and that over 50% of students enrolment are in the Faculties of Arts, Education, Science and Social Science. 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 OF AND SEX FOR ALL NIGERIAN UNIVERSITIES FROM 1988/89 TO 1991/92**
Fig 3 (a) shows the pattern of total students enrolment by discipline and sex for all Nigeria Universities in 1988/89 session, it shows that the highest proportion of female enrolment of 42.1% was obtained 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 3(b) 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 3(c) 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, 3 (d) shows the gender pattern of total students enrolment by discipline and sex for all Nigerian Universities in 1991/92. It shows that although 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, both Faculties still had the highest percentages of female enrolment. In fact, the 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 percentages while the Faculties of Engineering/Technology, Environmental Design and Veterinary Medicine have the lowest percentages. However, the percentage of female student enrolment increased in many Faculties during this period.

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 student 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 of female enrolment of 30.4% followed by the 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 were no data for Ahmadu Bello University in both years. In all the years, the University of Ibadan had percentages of female enrolment that were slightly higher than the 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 1988/89 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 Ahamadu Bello University, Zaria, during this period.

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

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 eight (8) Faculties namely, Faculties of Agriculture, Arts, Education, Engineering/Technology, Law, Medicine, Science and Veterinary Medicine.

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 1988/89, the University of Nigeria, Nsukka had the highest percentage of 27.7% in 1989/90 and the University of Ibadan had the highest percentage of 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 of 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 from those residing in the nearby urban centres 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 1988/89, 1989/90 but in 1991/92 it is followed by the University of Maiduguri and then the University of Nigeria, Nsukka.

In the Faculty of Science, the highest percentage of female enrolment during the period was recorded for the University of Ibadan followed by the University of Nigeria, Nsukka in 1988/89, 1989/90 and 1991/92 but 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 1998/89; 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 Zaria, had data for only 1988/89 and 1989/90.

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

**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 eight (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 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 percentages of total new entrants were in the Faculty of Law at both Ahmadu Bello University, Zaria (27.2%) 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 and there was no female student in the Faculty of 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 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 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 percentage of total new entrants while the Faculty of Engineering/Technology recorded the lowest percentages in all the Universities.

**TOTAL NEW ENTRANTS BY SEX AND LEVEL OF COURSES 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 (26.8%) 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 the University of Nigeria, Nsukka was followed by 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 (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 of 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 1988/89; 28.0% in 1989/90; 28.8% 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.

**TOTAL FIRST DEGREE AND HIGHER DEGREE AWARDS BY SEX AND LEVEL OF COURSES FOR THE FOUR UNIVERSITIES FROM 1988/89 TO 1991/92.**

With regard to First Degree Awards, the University of 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 (24.4%) and lastly Ahmadu Bello University (20.3%).

In 1990/91, the University if Nigeria, had the highest female percentage of first degree awards (28.2%) followed by the University of Ibadan (26.9%) and then University 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 result of First Degree Award 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 1988/98, 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 Maiduguri (19.1%) and 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 1989/90 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 female percentage of total awards (27.0%) followed by the University of Nigeria, Nsukka (26.8%) and the University of Maiduguri (25.7%). In 1991/92 the University of Nigeria, Nsukka had the highest female percentage of total awards of (31.2%) followed by the University of Ibadan (28.7%) and the University of Maiduguri (24.7%).

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

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 admissions were obtained for the ten (10) Faculties at the University of Ibadan. The highest female
percentage of postgraduate admission in 1992/1993 was the Faculty of Medicine (50%) followed by the Faculty of Clinical Sciences and Dentistry (38.5%), Faculty of Education (37.7%) and Faculty of Technology (33.3%). Generally, Faculty of Medicine, Clinical Sciences and Dentistry, Pharmacy, 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 Degree. This trend was fairly consistent over the period.

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

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

Data were obtained only for First Degree students graduated and Higher Degree students enrolment at the University of Nigeria, Nsukka, from 1992/93 to 1996/1997 sessions during this period. There was no data for the 1994/95 session 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 include 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 percentage 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 their high positions in 1995/96 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 Faulty of Health Science and Technology (includes the B.Sc Nursing Department), Faculty of Education, Arts, Social Sciences and Law while the Faculty of Engineering recorded the lowest female percentage of First Degree graduates.

Data on Higher Degree enrolments by sex and type of courses 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 Degrees. There was also no data for 1994/95 session due to prolonged strike by Academic Staff Union of Universities (ASUU) in Nigeria.

In 1992/93 and 1993/94, the highest female percentage of Higher Degree enrolment were found in the Faculty of Law, Pharmacy, Biological Sciences and Education. However, in 1995/96 and 1996/97 the highest female percentage of Higher Degree enrolment were found in the Faculty of Education, Biological Sciences, Arts and Physical Sciences. In 1998/99 this trend continued with minor variations.

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 two (2) years made it impossible to get meaningful data for only a very brief period, 1992 to 1994.

Data on First Degree students enrolment by Faculty were obtained from 1992/93 to 1993/94 for the eleven (11) faculties at Ahmadu Bello University. In 1992/93 the highest female percentage of First Degree students 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 Environmental 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 eleven (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 other 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 maintained fairly high number of female students enrolment.

1992/93 TO 2000/2001 AT THE UNIVERSITY OF MAIDUGURI

At the University of Maiduguri data were obtained for First Degree students enrolment for the ten (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 to the protracted strike by Academic Staff Union of Universities (ASUU) in Nigeria.

In 1992/93 the female percentage of First Degree enrolment was highest in the Faculty of Education (35%), Law (34%). It was lowest at the Faculty of Engineering (5%). The same trend was obtained for 1993/94.
In 1995/96 and 1996/97 the Faculty of Arts had the highest percentage followed by Education, Administration and Law. The Faculty of Engineering still had the lowest female percentage of 5%.

Therefore at the University of Maiduguri the Faculty of Education, Arts, Law, and Administration have the largest 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.

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 1988/98 and 1991/92. We have also analyzed the gender pattern of enrolment according to discipline or type of courses offered in the various Faculties in these Universities together and also separately between 1991/92 and 2000/2001.

The gender pattern of total student enrolment according to discipline shows that in Nigerian Universities the highest percentage of female enrolment are in the Faculties of Science, Arts, Education and Social Sciences, while the lowest percentages are in the Faculties of Veterinary Medicine and Pharmacy. When these were analyzed according to Faculties for the data between 1991/92 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 ranged from 25.4% in 1990/91 to 26.6% in 1991/92. However, with regard to Higher Degree, it was found that the University of Ibadan had the highest percentage of female enrolment between 1988/89 and 1991/92 while it shared this position with 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 Universities studies in detail.

When First Degree and Higher Degree admissions were considered between 1998/89 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 or 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 may 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.

This period 1992/93 to 2000/2001 in the four Universities varied because of availability data. However, all the Universities seem 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.

RECOMMENDATIONS

The result 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 positions 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 Faculty of Education, Arts, Law, Social Science and Administration which are still the traditional profession that are considered to be the extension of the natural roles of wife and mother such as teaching, nursing and administration.

Since most of the Vice-Chancellors 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 professions can also be advertised so that parents who are ignorant will encourage their children to do some of those courses.

The girls should by encouraged to take science and mathematics serious at the secondary school level so that they will be qualified for admission into professional courses.

Lastly there is need to educate the society to stop stereotyping roles according gender.
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