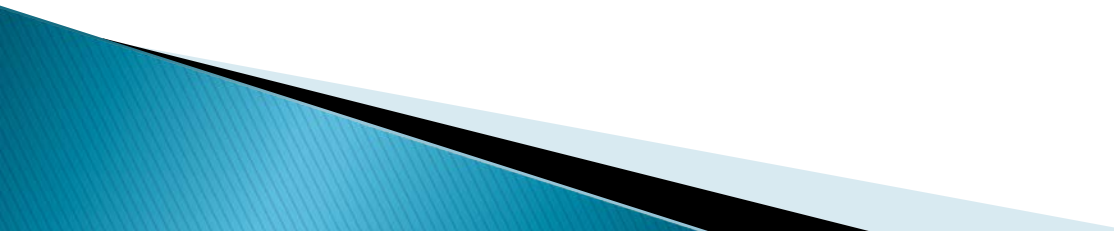


# **Development of Doctoral Education in Nigeria: Prospects and Challenges**

**Presented by  
Dr. Habibu Mohammed**

DECA Research Workshop  
Higher Education Leadership Academy, Malaysia  
31<sup>st</sup> July-2<sup>nd</sup> August 2016


# Outline

- ▶ Introduction
  - ▶ Trends in doctoral enrolments and graduation
  - ▶ Strengths and Challenges/problems
  - ▶ Policy options
- 

?

- what chance does a country have of participating effectively in the emerging global knowledge economy?

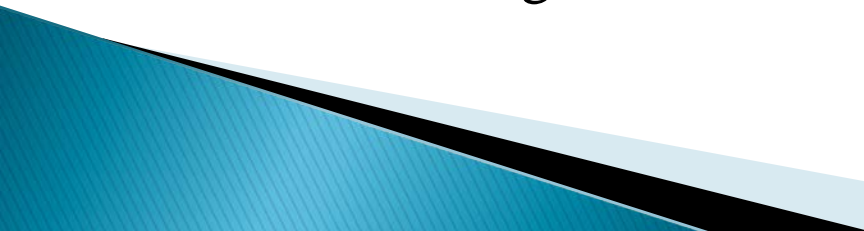
# Intro.

- ▶ From a global perspective down to a national level, development generally is increasingly driven by the advancement in research and application of the knowledge.
  - ▶ Research is the main preoccupation of doctoral education programme; therefore the need for doctoral education is paramount and ongoing.
  - ▶ Nigerian government appreciates the importance of doctoral education
- 

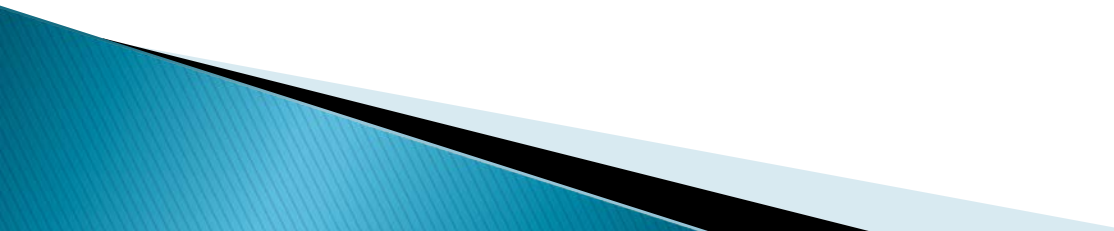
# Intro. Cont.

- ▶ there was broad agreement that Nigeria needs thousands more PhDs
  - Replace an ageing professoriate
  - staff the rapidly expanding higher education,
  - boost research and
  - generate high-level skills that knowledge and growing economy requires.
  - Improve the faculties in the Universities (>60% without PhD)

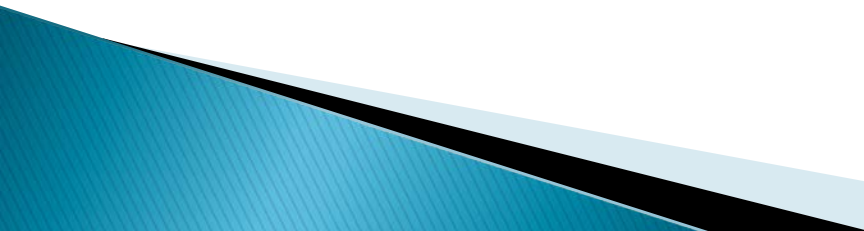
## Intro. Cont.

- ▶ The government of Nigeria recently initiated higher education policy reforms intended to bring its university system more in line with international good practices.
  - ▶ The reforms promote increased institutional autonomy, greater system differentiation, strengthened governance, and mechanisms for quality assurance.
  - ▶ They seek to create a more flexible and responsive system of university teaching and research that, over time, will contribute increasingly to national innovation capacities, productivity gains, and economic growth.
- 

# What does the government do in this direction??

- ▶ More universities
  - ▶ More budget in to education >20%
  - ▶ Strengthening the relevant institutions
  - ▶ Producing more PhDs
- 

# Trend in enrolments and graduation

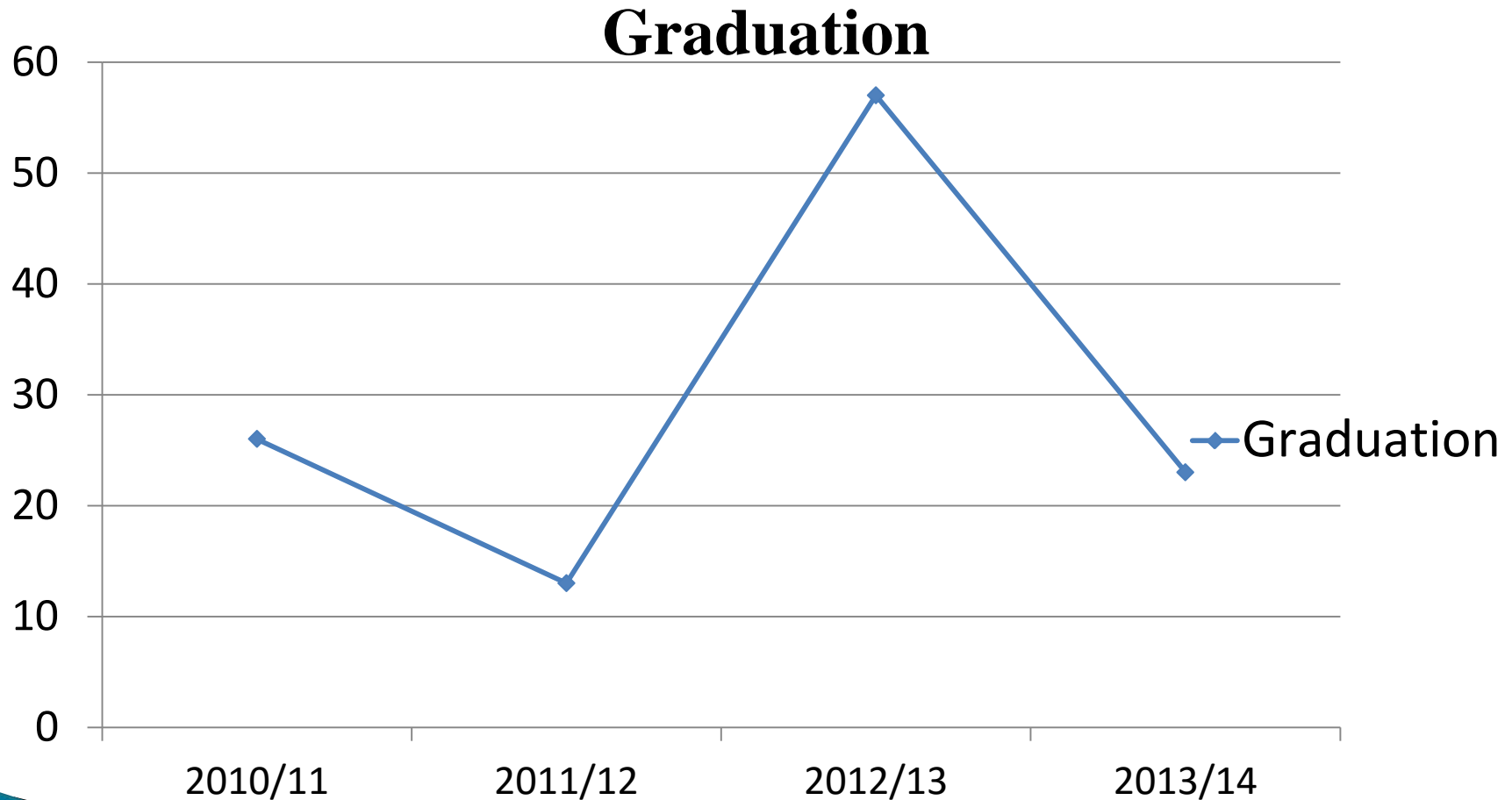
- ▶ 141 approved universities but only 67 Nigerian universities have approved post-graduate programmes (NUC, 2016).
  - ▶ between the period of 2012 and 2015 the doctoral enrolment has increased by about 22% in Ahmadu Bello University (ABU)
- 



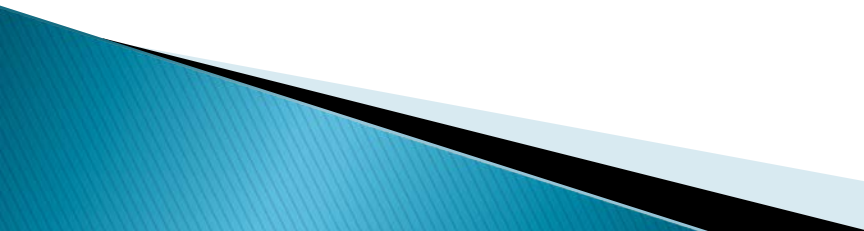
# PhD enrolment and graduation in ABU Zaria, Nigeria

Session	Enrolment	Graduation
2012/13	307	16
2014/15	373	0

# Trend in PhD graduation in ATBU Bauchi between 2010 and 2014



# Funding

- ▶ Tertiary institutions in Nigeria support their staff to get PhD through the Tertiary Education Trust Fund (TETFund); an interventionist Agency of the federal government charged with the mandate of providing funding to all public tertiary institutions in the country.
  - ▶ Another funding source for doctoral education in Nigeria is the Petroleum Technology and Development Fund (PTDF).
- 

# TETFund PhD intervention 2010 to 2015


S/N	Institutions	Outside	Within	Foreign Bench-work	Total
1	79 Universities	1,743	1,329	312	3,384
2	57 Polytechnics	508	1,004	21	1533
3	66 Colleges	349	2,120	16	2485
<b>Total</b>	202	2,600	4,453	349	7,402

Sources: *Tertiary Education Trust Fund, Nigeria*

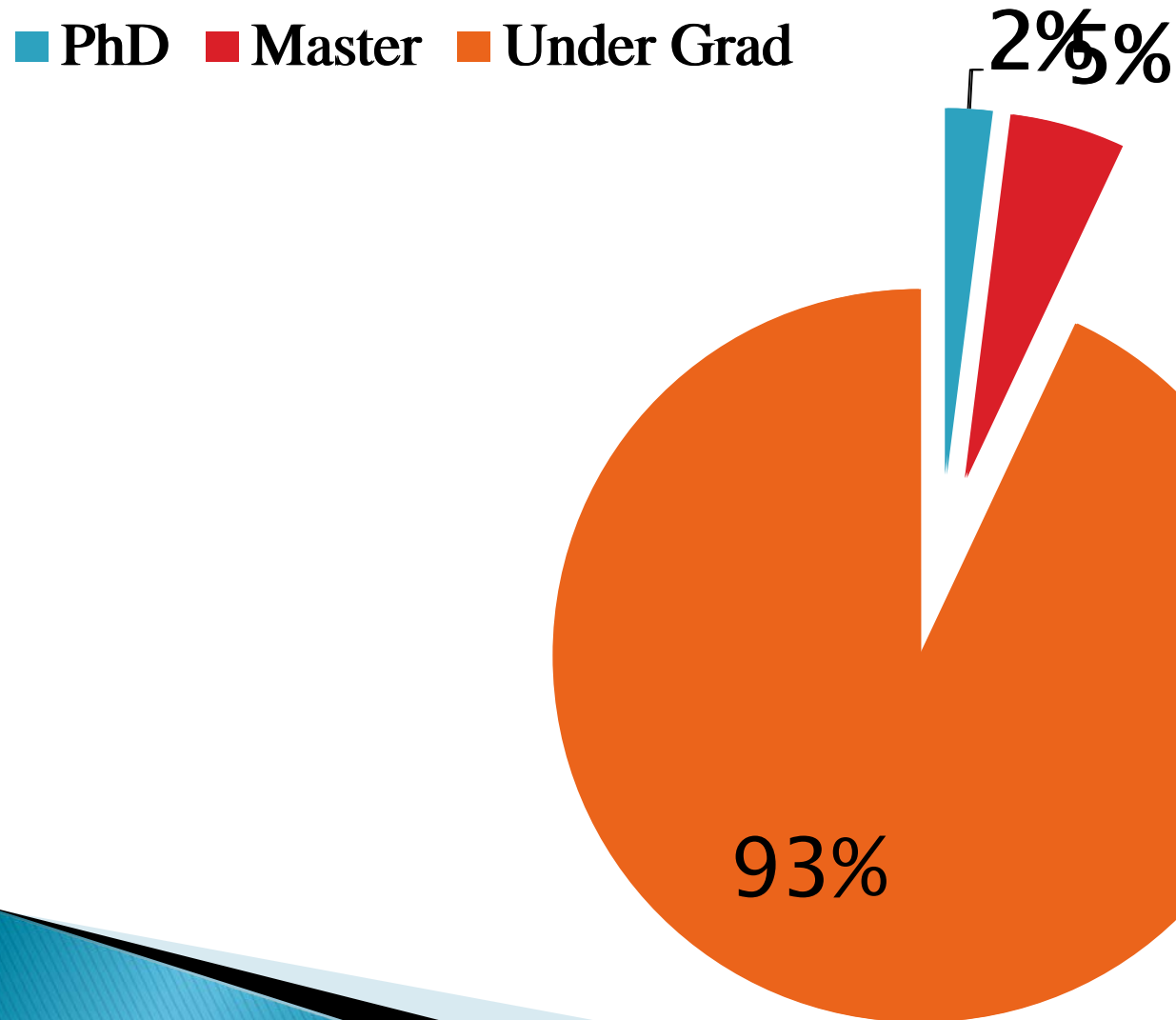
# Issues with funding

- ▶ University-allocated resources to assist external PhD candidates do not exist.
- ▶ Funding provided for PhD programme in Nigeria through the TET Fund is so low to sufficiently cover the expenses of a serious doctoral research. For instance, the total package (money) for a candidate sponsored through TETFund to do PhD within the country is N1, 050,000.00 (\$ 3,750) for a non-sciences and N1, 500,000.00 (\$5,357) for those in sciences. This amount is grossly inadequate to cover the expenses of a PhD journey.

# Challenges/problems

- ▶ Shortage of supervisors due to brain drain, especially of the senior academics. As a result, staff/student ratios have worsened to the detriment of teaching and academic research.
  - ▶ Out of 37504 lecturers in Nigerian public universities, only 75% are on full time basis. The remaining 25% are recycled as visiting adjunct, sabbatical and contract lecturers (NUC, 2015).
  - ▶ Nigerian higher-education system remained a predominantly undergraduate one.
- 

# Enrolment by level of education in Nigerian Universities



# Quality

- ▶ Commonly used criteria to assess the quality of a doctoral programme.
  - ▶ Journal publication
  - ▶ Employability
- ▶ Research output in terms of journal publication is very low. The NUC reported that no Nigerian university (or other tertiary Institution) was listed among the top 1,000 schools around the world in terms of publication of research output.

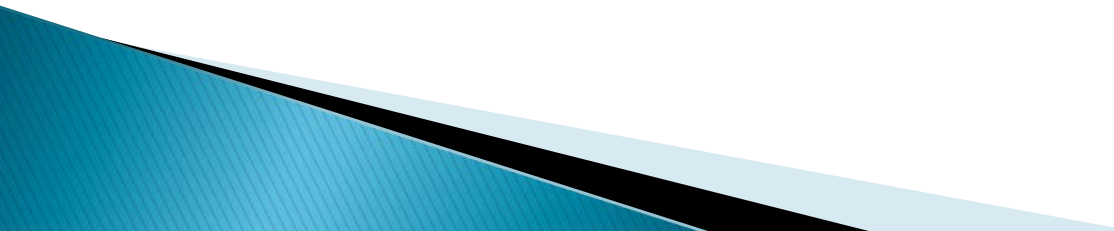


# Journal publications by country from 1<sup>st</sup> May 2015 – 30<sup>th</sup> April 2016

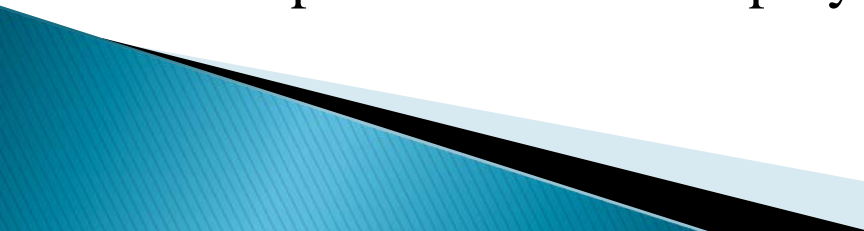
Country	Article Count	Fractional Count	Weighted Fractional count
Brazil	960	304.33	213.83
South Africa	599	132.96	79.39
Egypt	136	13.19	10.1
Kenya	32	4.95	4.95
Nigeria	22	1.79	1.28

Source: Nature Index <http://www.natureindex.com/>

# More challenges

- ▶ Lack of incentives for the students
  - ▶ Negative attitudes of supervisors
  - ▶ Inadequate infrastructure
  - ▶ Lack of international information-sharing
- 

# Policy options

- ▶ Holding supervisors to strategic performance indicators of satisfactory progress; and developing best practices to track student progress:
    - structured evaluation systems
  - ▶ More research and doctoral studies synergies and improved data collection
  - ▶ Increased government support for research and for staff incentives to secure proper supervision
  - ▶ Increased sharing of good practices; and *Alternative modes of delivery*: Different models of doctoral education, creative mechanisms to attract highly skilled individuals from the diaspora and better employment opportunities.
- 

## Policy cont.

- ▶ universities will need to provide increased access to electronic research databases and improved information technology facilities for conducting research.
  - ▶ Regular assessments must be in place to ensure that the outcomes of doctoral education match skills requirement for the academic, industrial, public and private job markets
  - ▶ providing incentives for students to remain in the system up to doctoral level
  - ▶ More importantly to attract back Nigerian scholars
- 