

Stakeholders' Perceptive in Accessing Higher Education in Nigerian



Oshodi, Odunola O. Ph.D¹, Yekini, Ayodele O Ph.D², Adesanya, Olusegun Oyeleye Ph.D, CLN³

^{1,2}School of Education, Michael Otedola College of Primary Education Noforija- Epe, Lagos State

³College Library, Michael Otedola College of Primary Education Noforija- Epe, Lagos State

ABSTRACT: The study investigated stakeholders' perceptive in accessing Nigerian tertiary institutions' admission, with a focus on Eredo LCDA, of Lagos State. It investigates; parents', Jamb tutors' and students' perception of problems and ways of providing solutions on accessing tertiary institution admission. The descriptive research design was adopted, while simple random sampling was used to select respondents for the study. A structured questionnaire tagged AHEQ was engaged. Five research questions were answered in the course of the study. The result showed that stakeholder agrees to the challenges and the suggested solutions in accessing higher education. Also the result established a significant relationship between stakeholders' personal factors and Jamb in addressing challenges facing students accessing higher education. There is composite and relative contribution between stakeholders' personal factors and Jamb in addressing challenges facing students accessing higher education. Recommendations were made on how to improve students accessing higher education in Nigeria.

KEYWORDS: Stakeholders perspectives, Tertiary institutions, Admission

INTRODUCTION

In many African countries, the provision of tertiary education is a growing phenomenon when compared to other parts of the world. Tertiary education serves as centre for the production of persons with intellectual capacity and high-level work force needed for social and economic development, especially in the 21st approach towards technological and global advancement. However, most African countries have certified the participation of the private sector in tertiary education. For decades, there have been great emphasis on compulsory primary and secondary education, but tertiary education has been neglected. It has been asserted that though primary and secondary education is essential for development. It is only through a strong and an appropriate higher education that learning and training can create people with enough wisdom, to be used in advancing the issue of poverty and development in developing countries like Nigeria (Obielumani, 2008).

There are wide range of institutions that offered tertiary education in Nigeria, beside the universities, there are inter-university centres like the Nigeria French Village, Nigeria Arabic Language Village, National institute of Nigeria language and so on. Other institutions are Innovation Enterprise Institutions and Colleges of education, Monotechnics, Polytechnics, and some specialised institutions like College of Agriculture, School of Health and Technology, National Teachers Institute (FGN, 2013). In Africa, Nigeria has one of the oldest, biggest and most comprehensive tertiary education systems (CODESRIA 2005). Since 1948 when the first University was established till 1979, University education was on the exclusive list of the government, thereby leaving the establishment, funding and management in the hand of the federal government that have the exclusive right. However, in 1979, the constitution was amended and tertiary education was now put on the concurrent list of the government, which means that both federal and state government can now establish and own its University.

First attempt to establish private tertiary institution in Nigeria was between 1979 – 1983 after the Supreme Court ruling that establishment of private universities was legal (Imogie and Eraikhuemen (2008). But there was a setback on the establishment of private tertiary institution in December 2003. General Mohammadu Buhari lead military government ordered the closure of the 26 established private Universities for lack of serious minded academics among others (Obassi, 2007), therefore higher education then was a shared shares responsibilities of the federal and the state Government in the country. But in the present day higher education has, therefore, been deregularized bringing in private ownership. Access can further be enhanced to those who need University education with the opening of the National Open University and Distance Learning.

Many factors have been identified as determinants of the quantity and quality of tertiary/higher education any country could offer her citizens among which are finance, academic qualification, available space and so on. The desire to provide equal education

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opportunities to all, have been mere expression of intentions without accompanied determination and complete implementation and actualization of the desire. The challenge of access to higher education is exacerbated by anticipated increase in demand for higher education that will result from successful implementation of UNESCOs' 2000 goal of Education for All. Okolo (2014) reported that higher education enrolment rate in Sub-Saharan Africa is lower than 5%. The various measures taken to address the issues such as expansion of access, provision of highly qualified personnel and quality material resources etc in tertiary institutions seem to have failed. Instead of education to be unifying factor, it has widened the gap of education imbalance rather than correcting the problem. On the whole, the nation is far from achieving the goal of equal educational opportunity at higher education level. In the past, the number of tertiary institutions in Nigeria was few and candidates seeking for admission were equally few. But the importance placed on higher education by successive governments between 1980s and 2000s, appeared to account for the demand for tertiary education surged up. For instance, there are 302 tertiary institutions in Nigeria, 104 universities and 198 university equivalent which enrolls over 1,937,493 students (NUC 2010). But the Higher Education Participation Rate (HEPR) identified that the proportion of 18-35 year age group that are enrolled in tertiary institutions in Nigeria is just 8.1%. This is very low when compared with the developed countries like USA, Australia, Korea that have 64%, 41% and 51% respectively (Huang, Lin and Huang (2012).

There are two modes through which a student may gain admission into regular programmes in Nigeria tertiary institution as specified by the regulatory bodies (National Universities Commission (NUC) for universities, National Business and Technical Examination Board (NABTEB) for polytechnics and National Commission for Colleges of Education (NCCE) for colleges of education). These include admission through the UTME, and admission through the Preliminary Programmes. The Joint Admission and Matriculation Board (JAMB) was established to regularize the intake of students into tertiary institution to solve the problem of multiple admissions given to some candidates at the expense of others.

According to Ogbonnaya (2009), students' admission is the formal acceptance into program of study in an institution for which certain requirements must be met. It is aimed at selecting the best from the pool of qualified candidates. Prospective students for admissions register and write Unified Tertiary Matriculation Examination (UTME) coordinated by the Joint Admissions and Matriculation Board (JAMB) after which some tertiary institutions conduct an internal screening for the final selection and placement. Admissions into the tertiary institutions vary according to the program of study, this includes admission into the remedial programs and part-time and full-time programs for prospective students.

Candidate must have met the O' Level requirements as well as the JAMB and institutions' cut-off points to gain admission into any tertiary institution through this mode. It is customary for JAMB to fix its cut-off point which is still subject to upward review by different tertiary institutions. In the UTME-JAMB, each candidate is required to write examinations in three UTME subjects relevant to the candidate's area of specialization in addition to a fourth subject that is compulsory for all candidates to be examined on, the Use of English Language. After this, the successful candidates are subjected to the Post Unified Tertiary Matriculation Examinations (PUTME) which is developed and administered by each tertiary institution. The PUTME examination is presumed to be a set of standardized aptitude tests that should predict an individual's ability to study in a particular vocation.

The federal government guidelines for admissions into her institutions of higher learning are based on source elements such as academic merit determined by the UTME score, and 45% of students' admissions are allotted to it. Educationally less developed areas are given 20%, catchment areas have 25%, and 10% to the discretion of the Vice Chancellor which is the quota system. Prospective students usually pass through rigorous preparations to beat the cut-off mark due to the high level of competition amongst candidates. Those who succeed in meeting these requirements are expected to adapt and perform favourably in their respective courses of study. Usoro and Akuchie (2014) observed that candidates who performed poorly in the UTME performed better in their first year results in the universities. They further commented that "Since JAMB started its operations, individuals, corporate bodies and different levels of government have accused JAMB of massive corrupt practices".

Preliminary programme run by tertiary institutions from which successful candidates are admitted into some of the regular degree programmes of the institution, was established with the objective of increasing prospective student's access into tertiary institutions by providing one academic year programme to candidates who will take up regular degree programme in the institution on successful completion of the preparatory year. This programme is designed to prepare students for institutional based regular courses which prepare them for courses in the institutions. It also enables students to get acquainted with the university environment, lectures, lecturers' teaching methodologies as well as their personalities; this preparatory programme is very intensive and rigorous. Specifically, the preliminary programme exposes the candidates to many of the courses that are done in the period of degree regular programme. Hence, admission through this means might have a significant influence on the students' academic performance and might even prepare them to stand a chance of performing better than their colleagues who came in through the UTME/PUTME, (Nicholas, 2012). Application of the quota system of admission involves the principle of discriminating against prospective students, simply because they happen to be indigenes of certain states of the federation. Studies have revealed that the quota system and the catchment area have inequitable effect on students' admission processes.

The policy according to proponents is to narrow the widening gap in education development of the South and the North. Enemuo (2004) stipulated that quota system of admission has bastardizes and has contributed to the production of low-quality graduates in the tertiary education system in some states in Nigeria, and it encourages unethical practices during admission processes. He argued

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that the policy encourages social discrimination of one group against the other, in all its ramifications is the practice of favouring some candidates at the expense of others on the basis of state of origin, local government area, tribe, nepotism, or choice of course of study. Enemuoh further pointed out that the application of the quota system to students' admissions denies meritorious candidate admissions into the tertiary institutions.

The budgetary allocation to education has been on the decline, Akpan and Undie (2007) stated that in 1999, 11.12% of annual budget was allocated to education. This was drastically reduced to 5.9% in 2002 and 1.83% in 2003. The obvious is that, tertiary education in Nigeria need to be better funded. The Tertiary Education Trust Fund (TETFund) is a welcome development and many infrastructural developments are carried out with this federal government intervention Fund. The government should on its own part increase the budgetary allocation to meet the recommendation for developing countries as stipulated by UNESCO (25% of the annual budgetary allocation to education sector). According to Okebukola, (2013) Nigeria's annual income is lowest internationally and it is ranked as the world's 168th developing country.

Nigeria faces the economic and population challenges like many countries in Asia, Africa and Latin America. Ehiemetalor (2005) publicized in his study that 70.2% of Nigerians are living with one dollar a day. Okwori and Okwori (2007) supported this fact that 89 million out of the 126.2 million Nigerians are poor and can't afford to pay for their children's education. This affects children from low socio-economic background assess such private educational institutes in Nigeria except high socio economic class with the privilege background can afford such private universities. Ajayi and Adeniji in (2009) describes that unemployment is the basic cause of the institutional failure. The high population growth and the economic failure is the cause of unemployment. Furthermore, the GDP rate of the Nigeria was 2.8% while the population is 2.6%. The development of the GDP rate to the 2.8% is showing the development of the economic.

Gender discrimination is another major issue that cause the great hindrance in accessing higher education in some parts of the country. Many of the young girls got married in their adult age due to their tradition and culture. Males are more preferred over the females in the culture of the Nigeria. Ehiemetalor, (2005) stated that 438,703 females took the matriculation exam in 2003 and it drops down to 353,834 in 2004. Also electronic examination is another identified problem of assessing higher institutions. Shu'ara (2010) argues that e learning is very practical and logical strategy to enhance the learning environment of Nigeria using technology. Meyer and Brdley, (2013) has identified that Nigeria lacks the infrastructural capacity to implement the e-learning strategy and this situation aggravates due to lack of access to the technology. Therefore, it has been argued by researchers that electronic examination system in Nigeria lacks the commitment that is required for the enhancement of means to impart education and providing equal and easy access to the masses (Ukertor, 2010). It is against this foregoing that the study investigated stakeholders' perceptive in accessing tertiary institutions in Eredo LCDA, of Lagos state, Nigeria

OBJECTIVE OF THE STUDY

1. Identify challenges students' face in accessing higher education in Eredo LCDA.
2. Analyse perceived solutions in addressing challenges faced by students accessing higher education in Eredo LCDA.
3. Establish the composite contribution of stakeholders' personal factors with JAMB to perceived solutions in addressing challenges faced by students accessing higher education in Eredo LCDA.
4. Establish the relative contribution of stakeholders' personal factors with JAMB to perceived solutions in addressing challenges faced by students accessing higher education in Eredo LCDA.

RESEARCH QUESTIONS

1. What are the challenges students' faces in accessing higher education in Eredo LCDA?
2. What are perceived solutions in addressing challenges faced by students in accessing higher education in Eredo LCDA?
3. What is the composite contribution of stakeholders' personal factors with JAMB and challenges faced by students in accessing higher education in Eredo LCDA?
4. What is the relative contribution of stakeholders' personal factors with JAMB and solutions in addressing problems of accessing higher education in Eredo LCDA?

METHODOLOGY

Population and sampling procedure

The population for the study comprises the residents of Eredo Local Council Development Area LCDA, that have stake with JAMB. A sample of 220 respondents was randomly selected and were engaged in the study. Eredo LCDA of Lagos state play host to university, polytechnic and colleges of education campuses.

Instrumentation

The main instrument for this study is a structured questionnaire titled (AHEQ) of three sections. Section A reveals the profile of respondents in terms of gender, age, marital status, work place and stake with JAMB. Section B was ten- item statements on

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challenges facing students' access to higher education on a four-point likert scales. Section C also was ten- item statements on solutions in addressing problems of accessing higher education on a four-point likert scales.

Data Analysis

The data collected were analysed using frequency, percentage, mean, standard deviation, multiple regression using Statistical Package for Social Science (SPSS).

Response rate

The total of 220 questionnaires were administered to respondents, out of which 200 (74.1%) copies were found usable and valid for analysis.

Findings

Table 1: Demographic information of respondents

| Variables | Frequency | Percentage |
|-----------------------------------|------------|--------------|
| Gender : Male | 91 | 45.5 |
| Female | 109 | 54.5 |
| Total | 200 | 100.0 |
| Age: Under 19 years of age | 45 | 22.5 |
| 20-29 years | 100 | 50.0 |
| 30-39 years | 44 | 22.0 |
| 40 years and above | 11 | 5.5 |
| Total | 200 | 100.0 |
| Marital status: Single | 91 | 45.5 |
| Married | 109 | 54.5 |
| Total | 200 | 100.0 |
| Work place: | | |
| Students | 105 | 52.5 |
| Polytechnic | 23 | 11.5 |
| Colleges of education | 31 | 15.5 |
| University | 11 | 5.5 |
| School teacher | 21 | 10.5 |
| Others | 9 | 4.5 |
| Total | 200 | 100.0 |
| Stake with JAMB: | | |
| Candidates | 82 | 40.5 |
| Undergraduate | 23 | 11.5 |
| Parents/Guardian | 84 | 42.0 |
| JAMB Tutor | 11 | 5.5 |
| Total | 200 | 100.0 |

Table 1 reveals the demographic factors of respondents, the table revealed that 91 (45.5%) were male, while 109 (54.5%) were female. Also on respondents age 45 (22.5%) were under 19 years, 100(50%) were between 20 – 29 years, 44 (22%) were between 30-39 whiles the remaining 11 (5.5%) were 40 years and above. 91 (45.5%) of the respondents were single while 109 (45.5%) were married. 105 (52.5%) were students, 23(11.5%) were workers in Polytechnics, 31 (15.5%) were workers in College of Education, 11 (5.5%) were workers in University, 21 (10.5%) were school teachers and 9 (4.5%) were private business owners. 82 (40.5%) are prospective JAMB candidates, 23 (11.5%) were undergraduate students, 84 (42.5%) were Parents/Guardians to prospective JAMB candidates; while the remaining 11 (5.5%) were JAMB tutors.

Research question 1: What are the challenges students' faces in accessing higher education in Eredo LCDA?

Table 2: Respondents agreement with challenges students face in accessing higher education in Eredo LCDA

| Items | SA (%) | A (%) | D (%) | SD (%) | Mean | SD |
|---|-----------|---------|-----------|-----------|------|------|
| Candidates do not show interest in choice of polytechnics and colleges of education for higher learning | 32 (16.0) | 6 (3.0) | 67 (33.5) | 95 (47.5) | 3.09 | 0.95 |

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| | | | | | | |
|--|-------------------------------|---------------|---------------|--------------|------|------|
| JAMB/PJAMB testing has distorted children's choice of career | 81 (40.5) | 104 (52) | 11 (5.5) | 4 (2) | 2.94 | 0.97 |
| Goals of tertiary education in Nigeria in terms of quality control not been achieved | 27 (13.5) | 32 (16.0) | 84 (42.0) | 57 (28.5) | 2.66 | 0.94 |
| Polytechnic graduates are discriminated against university graduates | 54 (27.0) | 111 (55.5) | 24 (12.0) | 9 (4.5) | 2.57 | 1.04 |
| | | | | | | |
| JAMB/PJAMB testing has distorted children's ambition | 90 (45) | 62 (31) | 6 (3) | 42 (21) | 2.46 | 1.16 |
| Conduct of matriculation examinations and placement of suitability qualified candidates in tertiary institutions is better carried out through a single platform | 29 (14.50) | 5 (2.5) | 129 (64.5) | 37 (18.5) | 2.43 | 0.97 |
| Provincial treatment for privileged few and favouritism not observed | 71 (35.5) | 93 (46.5) | 20 (10.0) | 16 (8.0) | 2.40 | 1.10 |
| Fairness and objectivity in admission process not seen | 79 (39.5) | 62 (34.5) | 28 (12) | 24 (12) | 2.37 | 1.03 |
| Unethical discrimination practices were not observed | 22 (11) | 24 (12) | 84 (42.5) | 69 (34.5) | 2.20 | 0.94 |
| There are limited spaces for students in the universities, polytechnics and colleges of education | 25 (12.5) | 25 (12.5) | 92 (46) | 58 (29) | 2.13 | 0.90 |
| Criterion mean =2.50 | Weighted average =2.53 | | | | | |

Table 2 reveals different challenges students face in accessing higher education in Eredo LCDA, the highest ranked challenge is candidates do not show much interest in choice of polytechnics and colleges of education for higher learning, (mean 3.09), followed by JAMB/PJAMB testing has distorted children's choice of career, (2.94), Goals of tertiary education in Nigeria in terms of quality control not been achieved (mean 2.66), the forth ranked is Polytechnic graduates are discriminated against university graduates (mean 2.57). The least indicated by respondent is there are limited spaces for students in the universities, polytechnics and colleges of education (mean 2.13). The respondents agreed that the items represent their perception of challenges facing access to higher education with the weighted average of 2.53 which an indication of emphasis on their agreement.

Research question 2: What are the perceived solutions in addressing challenges faced by students in accessing higher education in Eredo LCDA?

Table 3: Respondents agreement with suggested solutions in addressing problems of students in accessing higher education in Eredo LCDA

| Items | SA (%) | A (%) | D (%) | SD (%) | Mean | SD |
|---|---------------|---------------|---------------|---------------|------|------|
| Test items on good communication and interpersonal relationships should be included in the selection procedure into higher institutions. | 53 (26.5) | 84 (42.0) | 35 (17.5) | 28 (14.0) | 3.08 | 1.08 |
| Assessment strategies to measure candidates' personality traits and interest in entrepreneurship and vocational profession should be introduced | 11 (5.5) | 3 (1.5) | 131 (65.5) | 55 (27.5) | 2.98 | 0.99 |
| UTME should provide an assessment procedure and selection process suitable for direct entry candidates | 73 (36.5) | 121 (60.5) | 4 (2) | 7 (3.5) | 2.76 | 1.06 |
| Test items in assessment should measure ethical values. | 80 (40.0) | 90 (45.0) | 9 (4.5) | 21 (10.5) | 2.74 | 0.98 |
| UTME should provide assessment procedure and selection process suitable for JAMB examination candidates | 136 (68.0) | 53 (26.5) | 7 (3.5) | 4 (2.0) | 2.43 | 1.07 |
| Incentive inform of sponsorship, scholarship and grants are provided for candidates willing to study | 19 (9.5) | 6 (3.0) | 68 (34) | 107 (53.5) | 2.26 | 0.91 |

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| | | | | | | |
|--|------------------------------|--------------|--------------|--------------|------|------|
| in some areas in sciences, education, and humanities | | | | | | |
| Test items in assessment should emphasis more on requirement of choice of course candidate is applying for | 83 (41.5) | 80 (40.0) | 17 (8.5) | 22 (11.0) | 2.23 | 1.05 |
| Introduction measures that will reduce discrepancy between, universities, polytechnics and colleges of education | 110 (55.0) | 62 (31.0) | 18 (9.0) | 10 (5.0) | 2.17 | 0.92 |
| Assessment strategies to measure candidates' personality traits and interest in academic and scholarly work should be introduced | 60 (30.0) | 94 (47.0) | 16 (8.0) | 30 (15.0) | 2.14 | 0.93 |
| Test items in assessment should also emphasis requirement of choice of entrepreneurship and vocational studies | 90 (45.0) | 75 (37.5) | 20 (10.0) | 15 (7.5) | 2.12 | 0.96 |
| Criterion mean =2.50 | Weighted average=2.49 | | | | | |

Table 3 reveals the extent of stakeholders' agreement to solutions in addressing challenges facing of accessing higher education in the LCDA. Majority of the respondent agreed that Test items on good communication and interpersonal relationships being included in the selection procedure into higher institutions (Mean 3.08), Assessment strategies to measure candidates' personality traits and interest in entrepreneurship and vocational profession should be introduced (mean 2.98), UTME should provide an assessment procedure and selection process suitable for direct entry candidates (mean 2.76) and Test items in assessment should measure ethical values. (mean 2.74). The least greed solution is Test items in assessment should also emphasis requirement of choice of entrepreneurship and vocational studies (mean 2.12). The respondents agreed that the items represent their perception of solutions addressing challenges facing access to higher education with the weighted average of 2.49 which an indication of emphasis on their agreement.

Research question 3: What is the composite contribution of stakeholders' personal factors with JAMB to perceived solutions in addressing challenges faced by students in accessing higher education in Eredo LCDA?

Table 4a: Regression analysis showing relationship of stakeholders' personal factors with JAMB to perceived solutions in addressing challenges faced by students in accessing higher education in Eredo LCDA.

| Model | R | R square | Adjusted square R | Std. Error of estimate |
|-------|-------------------|----------|-------------------|------------------------|
| 1 | .214 ^a | .046 | .021 | 4.16661 |

Table 4a shows multiple correlation (R=.214) among the five independent variables and the dependent measure. Also, the adjusted R² value of .021 revealed that the five variables accounted for a mere 2.1% of the total variance in the dependent measure. This implies that personal factors of respondents have relationship to the perceived solutions in addressing challenges faced by students in accessing higher education in Eredo LCDA.

Table 4b: Analysis of variance showing composite contribution of stakeholders' personal factors with JAMB to perceived solutions in addressing challenges faced by students in accessing higher education in Eredo LCDA.

| Model | Sum of square | Df | Mean square | F | Sig. |
|------------|---------------|-----|-------------|-------|-------------------|
| Regression | 160.923 | 5 | 32.185 | 1.854 | .104 ^a |
| Residual | 3367.957 | 194 | 17.361 | | |
| Total | 3528.880 | 199 | | | |

Table 4b shows the composite contribution of Gender, Age, Marital Status, Place of Work and Stake with JAMB to solution addressing access to higher education. It showed that the variables made no significant contributions ($F_{(5,194)} = 1.854$; $P > .05$) to perceived solutions in addressing access to higher education. This implies that Gender, Age, Marital Status, Place of Work and Stake with JAMB have composite contribution with perceived solutions in addressing access to higher education.

Research question 4: What is the relative contribution of stakeholders' personal factors with JAMB and solutions in addressing problems of accessing higher education in Eredo LCDA?

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Table 5: Relative Coefficients of stakeholders' personal factors with JAMB and solutions in addressing problems of accessing higher education in Eredo LCDA

| Model | Un-standardised coefficients | | standardised coefficients | T | Sig. |
|-----------------|------------------------------|-----------|---------------------------|--------|-------|
| | B | Std Error | Beta | | |
| (constant) | 30.911 | 1.686 | | 18.338 | .0000 |
| Gender | -1.413 | .604 | -.168 | -2.339 | .020 |
| Age | -.652 | .731 | -.078 | .892 | .373 |
| Marital status | 2.202 | .582 | .119 | 1.392 | .165 |
| Work place | -.002 | .349 | .000 | -.005 | .996 |
| Stake with JAMB | .582 | .401 | .103 | .450 | .149 |

Table 5 reveals the relative contribution of Gender, Age Marital Status, Place of Work and Stake with JAMB to perceived solutions in addressing access to higher education. It reveals that Gender ($\beta = -.168$), followed by Stake with JAMB ($\beta = .103$); followed by Marital Status ($\beta = .119$); followed by Age ($\beta = -.078$) and Place of Work ($\beta = .000$) contributes in order of decreasing magnitude to perceived solutions in addressing access to higher education. This implies that respondents' Gender, Age Marital Status, Place of Work and Stake with JAMB relatively contribute to solution addressing access to higher education.

DISCUSSION OF FINDING

The findings revealed that JAMB stakeholders in Eredo LCDA agreed with the items representing their perception of challenges facing access to higher education. Most of them indicated that candidates do not show much interest in the choice of polytechnics and colleges of education for higher learning. the reason being that Polytechnic graduates are discriminated against university graduates JAMB/PJAMB testing has distorted children's choice of career, limited spaces for students in the universities, polytechnics and colleges of education. This is line with Ehiametalor, (2005), Akpan and Undie (2007) and Ukertor, (2010), they stipulated that candidate are majorly focusing on University admission, and there less interested in Polytechnics, Colleges of Education and other tertiary institutions.

Furthermore, stakeholders agreed to perceived solutions in addressing challenges faced by students in accessing higher education in the LCDA. Majority of the respondent agreed that Test items on good communication and interpersonal relationships being included in the selection procedure into higher institutions, Assessment strategies to measure candidates' personality traits and interest in entrepreneurship and vocational profession should be introduced, UTME should provide an assessment procedure and selection process suitable for direct entry candidates and Test items in their assessment should measure ethical values. This finding is in line with Meyer and Brdley, (2013) identified that Nigeria lacks the infrastructural capacity and Ajayi and Adeniji (2009) who concluded that improving vocational productivity admission seekers enhance productivity.

Also the finding revealed relationship among stakeholders' personal factors with JAMB and perceived solutions in addressing challenges facing students' access to higher education. This is in line with Akpan and Undie (2007), Ukertor, (2010), Meyer and Brdley, (2013). The findings further reveal composite contribution of JAMB stakeholders' Gender, Age, Marital Status, Place of Work and Stakeholders' perceived solutions in addressing access to higher education. also the finding revealed relative contribute of JAMB stakeholders' Gender, Age Marital Status, Place of Work and Stakeholders' to perceived solutions in addressing access to higher education. This is in line with Akpan and Undie (2007) and Shu'ara (2010) personal factors significantly affect the female child education in some Africa culture, also Ehiametalor, (2005) and Meyer and Brdley, (2013) who identified that improving social and infrastructural facilities will relatively contribute improve admission processes.

CONCLUSION AND RECOMMENDATION

The study investigated stakeholders perceptive in accessing tertiary institutions' in Epe local government Area of Lagos state. This stake holders includes parents, teachers and students. Access to higher education is an exclusive right of every individual that desire an education at higher level irrespective their state of origin, race, religion or gender. But some for the basis of selecting candidate into any tertiary institution, was not seen to be consistent with goals and emphasis of tertiary education, policies and practices.

Based on the finding in this study,

- JAMB should provide an improved standardised assessment procedure and selection process suitable for candidate irrespective of their personal factors.
- Admission Schemes such as catchment areas, cut-off marks, federal character, and state of origin should be abolished.
- JAMB should address lopsidedness and over-subscription of applicants to Universities at the detriment of other higher institution like Polytechnics and Colleges of Educations.

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