



ACCESSIBILITY TO QUALITY EDUCATION AS A PANACEA TO POVERTY ERADICATION AMONG ADMISSION SEEKERS IN THE UNIVERSITY OF IBADAN, NIGERIA

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Abstract

Poverty exists all over the world particularly in developing countries where it seems there is poor accessibility to education. Thus, this study investigated the accessibility to quality education as a panacea to poverty eradication among admission seekers in the University of Ibadan, Ibadan, Nigeria. A descriptive survey research design was adopted for the study. The population of study comprises of all students in the University of Ibadan, Ibadan. Multi Stage sampling Techniques was adopted for the study. Three faculties were randomly selected from the 6 existing Faculties in the University of Ibadan. In each Faculty, five departments were randomly selected through simple random sampling techniques. A total of 15 departments were used for the study. In each department, 10 undergraduates were randomly selected through simple random sampling techniques. A total of 150 undergraduates were used for the study. The instrument labelled “Accessibility to Quality Education Poverty Eradication among Undergraduates Questionnaire (AQEPEUQ)” was used to elicit information from the respondents. The analysis was done using simple percentage analysis. The findings revealed that factors of accessibility to education among admission seekers in the University of Ibadan included students’ choice, parental factors, institutional factor, students’ admission qualifications and admission guidelines. It was established that poor education accessibility leads to high level of indiscipline among unadmitted students, qualified students were been left out of educational system and that poverty reduces the employability of the affected unadmitted students. However, creating new tertiary institutions to allow better entry, providing easy payment measures for less privileged and adequate funding of education by government were strategies identified by respondents as ways of improving accessibility to education. Likewise, scholarship/sponsorship by other education stakeholders such as cooperate organisations can improve education accessibility. The conclusion was that admission seekers faced a lot of challenges which have emotional impact on their accessibility to education and passable remedies must be provided. Recommendations were made that there is need for government to establish more new tertiary institutions, need for student loan scheme and need regular and adequate funding of education by government. All these when implemented would uphold education accessibility among admission seekers in the area of study and Nigeria as a whole.

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Introduction

For decades, the need for quality education has become international quest. This is because education is a mean to achieving a comprehensive global development agenda. Thus, education has been recognized as fundamental human right of which without can lead to abject poverty. Poverty is one of the notable impediment hydra-headed and canker worm that has eaten deep into the fabrics of the Nigerian society. It can be explained from different perspectives. Poverty is the ability to attain a minimal standard of living. The World Bank, (1991) in Jaiyeoba and Atanda (2008) construct two indices based on a minimum level of consumption and standard of living. The first index is a country's specific poverty line while the second is global, allowing cross-country comparisons. Poverty means denial of choices and opportunities for a tolerable life. It can be in the form of inadequate income, malnutrition, lack of access to social services, and lack of social and political status (Odumosu, Ajala, Nelson-Twakor, Obioha, Alonge and Babatimehin, (2003). Likewise, Oni, Akerele, Abimbola, Odekunle and Opatola (2003) in Oranga,, Obuba, and Nyakundi, (2020) therefore, summed it up by describing poverty as phenomenon that is affected by other conditions such as economic, inequality, ineffective government policies, and drought among others. It should be noted that, the abundance of resources alone does not deliver a country from poverty. The effective use of the available resources matters a lot. Therefore, the quality of natural resources in a country does not determine the affluence of such country but the quality of people who tap these resources to fullness. Jaiyeoba and Atanda (2008) submitted that at the beginning of this millennium, poverty was estimated to afflict 1.5 billion people in the world. Africa share of this global poverty is monumental as over 400 million Africans (about 50n percent of the continent's population) are living below the \$ 1 per day poverty line. Africa is the poorest continent of the world regions. Countries with very high concentrations of below \$1 a day poverty level include Nigeria i.e. 70, 02% of the populace are living below \$1 per day.

Nnajiето (2013) submitted that the high incidence of poverty in Nigeria is due not just to the low level of per capita income, but also to the inequities in the distribution of income. It has been observed that there are many cases or causes of poverty in the Nigerian society. According to Odumosu, Ajala, Nelson-Twakor, Obioha, Alonge and Babatimehin, (2003), they highlighted the following as the causes of poverty in Nigeria: high cost of living, unemployment, lack of adequate education (Illiteracy), failure of the government to provide basic social amenities, early marriage, ill health, insufficient farmland, lack of good feeder roads, lack of storage facilities, lack of electricity, reckless spending during social function/ceremonies and local festival and frustration from life ambition. Nigeria is plagued with many problems which developing countries are battling with, among which include, budget deficit, low standard of living, and over dependence on foreign aids.

Looking at it from an angle, one can say that these problems are caused by poverty or they cause poverty. In addition, Adedeji and Bamidele (2003) asserted that education has many characteristics of a public good, which makes it to generate considerable externalities. Though the benefits that accrue to the individual are private but some other benefits also accrue to the whole country in terms of the addition to human stock. However, education has been seen as a panacea for poverty alleviation. Thus, it remains the only instrument through which the society can be transformed from abject poverty to affluence. There are certain measures however, that has to observe so as to drastically alleviate or totally eradicate poverty. Access to education could be deduced through the literacy rate, percentage of school-age population that are not in the school system, that is, out of school children. The low literacy rate 65.1% indicates that a large proportion of the population do not have access to education (Federal Ministry of Education, FME, 2017). The enrolment ratio illustrates the extent of access to education that the citizens of a country enjoy. Table 1 gives details.



Table 1: 2015/2016 out of school children in Nigeria

S/ N	Item	Male	Female	Total
1.	School-age Population	15,414,612	15,118,571	30,533,183
2.	Primary School Enrolment	10,232,168	9,590,204	19,822,372
3.	Population of those out of the school system	5,182,444	5,528,367	10,710,811
4.	Percentage of those out of the school system (%)	33.62	36.57	35.08

Source: Computed from Federal Ministry of Education (2017:34)

Table 1 illustrates the proportion of out of school children to school age male and female populations for the 2015/16 academic session in Nigeria. It shows that 33.62% of the boys and 36.57% of the girls were out of the school system. When the two populations are pulled together, it gives 35.08% for the whole country. These figures are high, particularly because, the desired level is 0.00% of Out of School Children. This seems unachievable, but there are countries with less than 1.00% of this category of children. Access and equity in education denote availability of opportunity for every child to be in school at the relevant age (not minding gender or class). According to the National Policy on Education in Federal Republic of Nigeria, (FGN, 2014) Section 1, paragraph 5c states that: “Nigeria’s philosophy of education is based on the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels, both inside and outside the formal school system”. But the National Forum for Policy Development (NFPD) in her observation on access to education in 2007 in (Akanbi, 2013) submitted that;

- (a) At the pre-primary level, there is no government involvement in the supervision and funding of education of children aged between 2-5 years; (though it has started partially).
- (b) At the primary level, children who should be in school are about sixteen (16) million but only one (1) million, representing 6.25% are in school.
- (c) At the secondary school level only 6.5 million (17.1%) out of the 24 million that should be in school are in school, leaving 17.5 million (72.9%) out.
- (d) At the tertiary level, of the estimated total of 17.7 million only 1.5 million (8.5%) are currently enrolled as students, (Sule-Kano & Edeh, 2007) in Akanbi (2013).

Likewise, Sacchidanand and Sobar (2017) investigated the influences of education and other demographic, economic, and social factors on poverty of household in Bangladesh through an analysis of data from the Household Income and Expenditure Survey (HIES) 2010 conducted by Bangladesh Bureau of Statistics (BBS). A total of 12,240 households are considered for analyzing the status of household’s poverty. CBN method is employed for estimating poverty of household. After adjustment in a multivariate logistic regression model an increase in educational level of household’s head had a strong association with the probability of a household being non-poor. Increasing investment in education can lead a household from being poor to non-poor. The study results also highlights that rural households are poorer than urban households and household size; age, sex and employment status of household’s head;



construction materials of walls and roofs, source of drinking water all have significant impact on household’s poverty level.

Previous studies such as Akanbi (2013) and Fabunmi (2019) have shown that purposeful accessibility is very germane in education and that increased access to education can contribute to economic growth and poverty eradication. Accordingly, acquired basic skills such as reading, writing and numeracy have a positive effect on marginalized populations’ incomes and the rate of return on the economy. Conversely, rampant poverty still abounds. Abject poverty threatens access to essential services and lead to living below the poverty line. In its effort to combat poverty, the federal government introduced free primary and free day secondary education with poverty alleviation as one of its targeted objectives. However, the free basic education has so far not eliminated poverty as envisaged due to a number of challenges.

This study examined the accessibility of education among admission seekers in the University of Ibadan. It also investigated factors of accessibility to education, the nexus between poverty and accessibility to education and ways or measures accessibility to education be improved in the University of Ibadan, Ibadan. Importantly, there are benefits attached to students’ education accessibility universally, Lusamden (2020) submitted among advantages of accessibility to education include increased school enrolment, reduction in illiteracy levels, improved transition rates to secondary school, eradication of child labour, improved assessment and placement of learners with disabilities and abandonment of harmful traditional practices. Paradoxically, the challenges include: understaffing, massive unplanned expansions of schools, inability of parents to provide subsistence, the quality issue and delayed funds disbursement amongst others, thereby rendering education unable to efficiently play its role in poverty alleviation. Table 2 gives details:

Table 2: Statistics on Students’ Enrolment in the University of Ibadan, Ibadan (2015/16 to 2020/2021)

	2020/21	2018/19	2017/18	2016/17	2015/16
Total Student Enrolment	41616	40438	46031	35084	23605
By Level of Programme	2020/21	2018/19	2017/18	2016/17	2015/16
Postgraduate (Full-Time)	10677	9559	15280	10368	9675
Undergraduate(Full-Time)	15479	15158	14833	14354	13930
Postgraduate (Part-Time)	1592	1301	1963	1075	
Distance Learning Centre	8335	8457	7861	9287	11660
Affiliated Institutions	5533	5963	6094		
By Gender					
Female	21200	20025	21468	16315	10788
Male	20356	20413	24563	18769	12817
By Faculty					
Agriculture	2048	2135	2993	2543	2385



Arts	3517	3263	3667	3884	2902
Basic Medical Sciences	1117	1028	1373	1104	980
Clinical Sciences	1614	1526	1712	1515	1474
Dentistry	214	207	224	222	213
Education	4502	4177	4806	5675	3286
Law	1066	1056	1176	1007	930
Pharmacy	592	510	625	600	618
Public Health	1026	814	1108	790	734
Science	3755	3549	4707	3900	3543
The Social Sciences	1898	1868	2465	9038	2635
Technology	2436	2284	2815	2368	2174
Veterinary Medicine	608	617	720	678	605
Renewable Resources	Natural 793	649	383	148	Na
Environmental Design & Mgt	163	120	199	Na	Na
Economics & Magmt Science	670	553	535	Na	Na
Institute of African Studies	223	211	306	190	141
Institute of Education	158	168	261	175	99
CCAMH	37	41	60	35	36
Institute of Child Health	82	116	149	80	62
IPSS (CEPACS)		360	589	334	251
CEMRS (AMRC)		85	94	48	34
CESDEV		163	265	166	130
CPEEL		141	219	166	150
ARCIS		159	301	214	164
Centre for Entrepr & Innovat		62	151	95	59
Multidisciplinary Studies	930				
	299	156	173	108	

Source: Academic Planning Unit, Office of the VC, University of Ibadan. Ibadan (2023).



2020/21	2018/19	2017/18	2016/17	2015/16
41616	40438	46031	35084	23605

From table 2, the accessibility of students’ enrolment in the University of Ibadan (2015/16 to 2020/2021) is shown. The general enrolment from 2015/2016 to 2020/2021 vividly shown that there were improvement in the annual enrolment of students in the University of Ibadan, Ibadan. For instance in 2015/16, academic session, there were 13,930 students, it increased to 14,354 in 2016/17. Also, in 2017/18, there was 14,833 students, 15,158 in 2018/19 session and in 2021/2022, there was 15, 479 students’ enrolment. However, in the general enrolment, in 2017/18 session, there was decrease from 46,031 to 40,438 in 2018/19 session and insignificant increase in 2020/21 with 41,616 students’ enrolment. The basic questions to ask are: what are the factors of students’ education accessibility in the University of Ibadan, its consequences and how could this accessibility to education be improved?

According to Montecel (2013) and Chenyi, (2021), it was specified that a person having more education has less risk of falling in poverty. Education enables individuals to know their potential and give people opportunities to use their ability. According to Khan & Khan (2011), the founder of Pakistan Quaid-e-Azam stressed on providing the right type of education to the people of Pakistan in order to enable them to play their role for the development and progress as well as to compete with the modern world. Access to quality and equitable education is an effective tool for fighting against poverty. According to Omoniyi (2013), education fosters self-understanding, improves the quality of lives and raises people's productivity and creativity, thus promoting entrepreneurship and technological advances. In addition, it plays very crucial roles in securing economic and social progress, thus improving income distribution to reduce poverty. First, education could promote country's productivity. As we know, poverty and education are strongly correlated, for example, parents seem to be reluctant to send their children for education because of poverty. Nasir et al. (2016) pointed out it is significant to study the poverty problem in context of education since effective education can alleviate poverty.

Education is a fundamental instrument for development. This mean that education still remains crisis in many countries in the developing world including Nigeria (Akinwale, 2004). Illiteracy has been identified as one of contributory factors to incidence of poverty. This calls for adequate investment in education by the government to ensure more access to education. A good example was Universal Primary Education (UPE) and Universal Basic Education (UBE) which were established in 1999 and 2003). There is need to commit the necessary resources so as to extent the programme to the interior area i.e. rural area and also special people including nomads, physically challenged e.t.c. This is a major factor in providing quality education. Adedeji, and Bamidele, (2003) affirmed that finance is one of the problems confronting education sector owing to a drastic reduction in both actual and proportion of government fund allocated to the education sector, despite the UNESCO’s recommendations of allocation of 26% of a nation’s national income to the sector.

In addition, development policy has been emphasised that education for self-reliance contributes significantly to poverty reduction. There is need for sustainable National Policy on Education. Jaiyeoba and Atanda (2004) mentioned the development of sound National Policy on Education. They stressed that Nigeria is sound of white elephant policies, which enjoy little or no little support when it comes to the implementation. The issue of 6-3-3-4 education system which was a good step toward technological development of a country is an example. The policy suffer set back as a result of government insincerity. More so, provision of Entrepreneurial education would bring quality education should be the one designed able to bring about changes and transformation in a life of a child.



Thus, the products of education are more graduates, who are victims of heinous poverty. Akinboye (2005) therefore, called for value-added education which can be likened to entrepreneurial education. The kind of education that attempts to inject values of creativity, innovation, entrepreneurship, emotions, character needed skills, competence, knowledge, positive attitude toward productivity. This is a confirmation of Osokoya (2003) in Awolola (2017) who pointed that the 6-5-4 system of education was criticized for not provide for the technological development, thus, 6-3-3-4 system was introduced because it was a system aimed at acquisition of skills, appreciation of the dignity of labour, solving the country's problem of illiteracy, manpower shortage and promoting scientific and technological advancement. Despite all these, 6-3-3-4 has been replaced with 9-3-4 educational system. Thus, we (researchers) felt there is need for stable and anticipated education system that would uphold aggregate meaningful technological development in the country and this can be done when there is appropriate funding of education particularly higher education in Nigeria.

Statement of the Problem

Over the years, poor students' accessibility to education in public institutions had resulted to lesser students' enrolment, high level of social ills and overwhelming societal crime among youths. Others vices include social unrest, expansion of private tertiary institutions adopting unqualified candidates thereby rendering education unable to efficiently play its roles in alleviating poverty in the society. As a matter of fact, this challenge seems to have been affecting production of adequate man power into the Nigeria labour market, increased rate of robbery among youths that ought to be in tertiary institutions and increase rate of migration of Nigerian students abroad seeking education services from developed countries particularly United Kingdom.

Previous studies focused the causes and consequences of poverty in some selected towns while others examined strategies of control abject poverty with little emphases on students' or institution setting such as university. Therefore, this study investigated the accessibility to quality education as a panacea to poverty eradication among admission seekers in the University of Ibadan, Ibadan, Nigeria.

Purpose of the Study

The main purpose of the study was to examine the accessibility to quality education as a panacea to poverty eradication among admission seekers in the University of Ibadan, Nigeria. Specifically, the study was to:

1. examine likely factors of accessibility to education among admission seekers in the University of Ibadan, Ibadan.
2. investigate nexus between poverty and accessibility to education among admission seekers in the University of Ibadan, Ibadan.
3. Justify ways accessibility to education among admission seekers be improved in the University of Ibadan, Ibadan.

Research Questions

The following research questions were raised and answered:

1. What are the likely factors of accessibility to education among admission seekers in the University of Ibadan, Ibadan?
2. Is there any nexus between poverty and accessibility to education among admission seekers in the University of Ibadan, Ibadan?
3. In what ways can accessibility to education among admission seekers be improved in the University of Ibadan, Ibadan?



Methodology

A descriptive survey research design was adopted for the study. The population of study comprises of all students in the University of Ibadan, Ibadan. Multistage sampling technique was adopted for the study. Three faculties were randomly selected from the 6 existing faculties. In each faculty, five departments were randomly selected through simple random sampling techniques. A total of 15 departments were used for the study. In each department, 10 undergraduates’ students were randomly selected through simple random sampling techniques. A total of 150 undergraduates were used for the study. Multistage sampling technique was adopted for the study. The instrument was Questionnaire and it was labelled “Accessibility to Quality Education Poverty Eradication among Undergraduates Questionnaire (AQEPEUQ)”. Instrument Validation was done by experts in the Department of Educational Management and Information Science and scrutinized to measure what it was supposed to measure. The analysis of the questionnaire was done using simple percentage analysis.

Results

Research Question 1: What are the likely factors of accessibility to education among admission seekers in the University of Ibadan, Ibadan?

Table 1: Likely factors of accessibility to education among admission seekers

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1.	Students’ Choice/ interest	120 (80.00)	30 (20.00)	0(0.00)	(0.00)
2.	Parental factors (Finances, choice, education status)	90 (60.00)	50(33.33)	10 (6.67)	0(0.00)
3.	Institutional factors	105 (70.00)	10 (6.7)	30(23.70)	5(3.38)
4.	Students’ Academic Qualification for admission	150(100.00)	00.00)	0 (0.00)	0(0.00)
5.	National policies/Admission guidelines/Quotas	100 (73.33)	40(26.67)	10(6.67)	0(0.00)

Table 1 displays the likely factors of accessibility to education among admission seekers in the University of Ibadan, Ibadan. It was found that 120 (80.00%) respondents strongly agreed that students’ choice/ interest is one of the factors of accessibility to education while 30(20.00%) respondents agreed with the motion. On the item that parental factors (finances, choice, education), 90(60.00%) respondents were strongly agreed, 50 (33.33%) respondents agreed while 10 (6.67%) respondents disagreed. Also, 105 (70.00%) respondents submitted that institutional factor was one of the accessibility to universities, 10(6.70%) respondents agreed, 30 (23.70%) disagreed while 5(3.38) respondents strongly disagreed. Likewise, all the respondents that is 150, (100.00%) respondents submitted that students’ academic qualification for admission is a factors of accessibility. In addition, 100 (73.33%) respondents agreed with the view that national policies / admission guidelines one of the factors of education accessibility in the University of Ibadan, Ibadan.



Research Question 2: Is there any nexus between poverty and accessibility to education among admission seekers in the University of Ibadan, Ibadan?

Table 2: Nexus between poverty and accessibility to education among admission seekers

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1.	Poor accessibility to education leads to high level of indiscipline among unadmitted admission seekers students	150 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)
2.	High crime rate among unadmitted admission seekers	100 (75.00)	0 0.00	50(25.00)	0 (0.00)
3.	Capable/ Qualified students left out of educational system	150(90.00)	0 0.00	0 (0.00)	0 (0.00)
4.	Poverty disallow the poorest students gaining admission	130(86.67)	0 0.00	20 (13.33)	0 (0.00)
5.	Poverty reduces the employability of adequate graduates	150(50.00)	(0.00)	(0.00)	0 (0.00)

Table 2 shows the any nexus between poverty and accessibility to education among admission seekers in the University of Ibadan, Ibadan. It was established that all the 150 respondents (100.00%) strongly agreed that poor accessibility leads to high level of indiscipline among unadmitted students, Capable/ school able students left out of educational system studies and that poverty reduces the employability of adequate graduates. Likewise, 100 (75.00%) respondents agreed with the motion poverty causes high crime rate among unadmitted students while 50 (25.00%) respondents disagreed. In addition, 130 (86.67%) respondents submitted that poverty disallow the poorest students (among admission seekers) gaining admission while 20 (13.33%) respondents disagreed with the view.

Research Question 3: In what ways can accessibility to education among admission seekers be improved in the University of Ibadan, Ibadan?

Table 3: Ways accessibility to education among admission seekers be improved.

S/N	ITEMS	SA(%)	A(%)	D (%)	SD(%)
1.	Creating new tertiary institutions annexes(extension) to allow easier and better entry for admission seekers	150 (100.00)	- (0.00)	- (0.00)	- (0.00)
2.	Provision of additional basic infrastructures	100(75.00)	-(0.00)	50(25.00)	-(0.00)
3.	Providing easy students' payment measures for less privileged	150 (100.00)	-(0.00)	-(0.00)	-(0.00)
4.	Adequate funding of education by the government	150(100.00)	-(0.00)	-(0.00)	-(0.00)
5.	Scholarship/Sponsorship by education stakeholders (such as cooperate organisations/philanthropists	120(90.00)	30(10.00)	-(0.00)	-(0.00)



Table 3 shows the ways can accessibility to education among admission seekers can be improved in the University of Ibadan, Ibadan. It was established that all the 150 (100.00%) respondents strongly agreed that creating new tertiary institutions to allow easy/ better entry, proving easy payment measures for less privileged and adequate funding of education by government are ways accessibility to education be improved. Likewise, 100 (75.00%) respondents strongly agreed while 50 (25.00%) respondents disagreed. In addition, that sponsorship by other education stakeholders such as philanthropists and cooperate organisations, 120 (80.00%) respondents strongly agreed while 30(10.00%) respondents disagreed with the view.

Discussion of Findings

The likely factors of accessibility to education in the University of Ibadan, Ibadan. It was found that students' choice/ interest is one of the factors of accessibility to education, parental factors (Finances, choice, education), institutional factor, students' academic qualification for admission and national policies / admission guidelines are some of the factors of education accessibility in the University of Ibadan, Ibadan. This study corroborate the study of Okowa in Nnajieto (2013) who submitted that the high incidence of poverty in Nigeria is due not just to the low level of per capita income (PCI), but also to the inequities in the distribution of income. In addition, Odumosu, Ajala, Nelson-Twakor, Obioha, Alonge and Babatimehin, (2003), highlighted the following as the causes of poverty in Nigeria: high cost of living, unemployment, lack of adequate education (Illiteracy), failure of the government to provide basic social amenities, early marriage, ill health, insufficient farmland, lack of good feeder roads, lack of storage facilities

Also, the nexus between poverty and accessibility to education among admission seekers in the University of Ibadan, Ibadan cannot be overlooked. It was established that poor accessibility leads to high level of indiscipline among unadmitted students, Capable/ school able students would be left out of educational system studies and that poverty reduces the employability of adequate graduates. Likewise, poverty causes high crime rate among unadmitted students it disallows the poorest students gaining admission. This study goes with notion of Samden (2020) that among advantages of accessibility to education include increased school enrolment, reduction in illiteracy levels, improved transition rates to secondary school, eradication of child labour, improved assessment and placement of learners with disabilities and abandonment of harmful traditional practices. Paradoxically, the challenges include: understaffing, massive unplanned expansions of schools, inability of parents to provide subsistence, the quality issue and delayed funds disbursement amongst others, thereby rendering education unable to efficiently play its role in poverty alleviation.

In addition, ways accessibility to education among admission seekers be improved in the University of Ibadan, Ibadan include creating new tertiary institutions to allow easy/ better entry, proving easy payment measures for less privileged and adequate funding of education by government are ways accessibility to education be improved. Likewise, sponsorship by other education stakeholders such as cooperate organisations can improved education accessibility. This study is in line with the position of Akinboye (2005) who pointed that the present education curriculum system as traditional education, which was designed and built on a mindset of logic and analysis, grammar arithmetic, reductionist reasoning formular-driven analysis, and rote memorization of the latest crop of facts. Thus, the products of education are more graduates, who are victims of heinous poverty. He therefore, called for value-added education which can be liked to entrepreneurial education. The kind of education that attempts to inject values of creativity, innovation, entrepreneurship, emotions, character needed skills, competence, knowledge, and positive attitude toward productivity.

Conclusion

It has been established that the most powerful antidote of poverty is education, thus, essentiality of education cannot be overlooked in the society. It is believed that education is a right of every Nigerian child but due to factors



affecting accessibility to education, many applicants (admission seekers) are left out. Students' choices, parental factors (finances, choice, education), institutional factor, students' academic qualifications for admission and national policies / admission guidelines were some of the factors of poor education accessibility in the University of Ibadan. However, the federal governments cannot provide admission alone, it requires that education partners should be encouraged in the provision of educational facilities such as lecture rooms, hostels, buildings, teaching materials, laboratories, library among others. Need for even entrance process for admission seekers should be encouraged. Thus, it is expected that every education stakeholder particularly the government and private sector must not be up to the task in the management of education in Nigeria. This would enhance proper admission for admission seekers in the tertiary institutions in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:

- There is need for government to maintain the existing institutions by providing adequate facilities needed for acquiring quality education.
- Also, government should establish more new tertiary institutions particularly in less education state/ areas. This would enhance easier entry by the applicants in such state.
- There is need for “government assisted student loan scheme”. This would make payment of school fees convenient for less privileged students.
- There is need regular and adequate funding of tertiary education by governments
- The private ownership of tertiary institutions should be encouraged. This will expand the number of vacancies for admission seekers.
- Cooperate organisations and business ventures should support government in education funding.
- Religious bodies established tertiary institution should not focus on excessive gain. They should assist in promoting an improve education accessibility.



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