

PhD education in economics in Nigeria: An overview of demand, supply and the collaborative idea

By

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I. Introduction

Overview

This report presents the findings of a comprehensive study commissioned by the African Economic Research Consortium (AERC) into the PhD training programmes in economics in Nigeria.

The terms of reference of the study were two-fold:

- To provide an accurate, detailed and objective account of the specific circumstances as well as potential for a collaborative approach.
- To provide information according to a systematic format that can be used to produce a synthesis report covering the need for PhD training; the supply of PhD graduates over the last five years, in country and out of country; effective demand for PhD training; training and evaluation of a doctoral collaborative programme; and broader issues of externalities and linkages.

This report focuses on PhD programmes in Nigeria with particular reference to the demand for and supply of PhD training in economics, sources of finance for PhD training and the collaborative idea. The study was carried out between June and September 1995.

The doctoral collaborative model

The collaborative PhD programme is envisaged as an adaptation and extension of the collaborative MA programme. The model requires that centres of collaboration be established for training of PhD economists. At the centres, both human and material resources would be pooled to provide trainees means for their effective training. In addition to this, PhD trainees will, as part of their training, do a one -year study abroad where they will be exposed to current developments in economics at the international level. Essentially the training model has the following steps:

1. Graduates from the BSc programme enroll for either the MSc national programme or the MSc collaborative programme.

2. Those admitted for the collaborative programme undergo an intensive one year of course work.
3. Students who do not qualify for the PhD programme write their MSc theses and graduate.
4. Students who qualify for PhD programme fall into two groups: those who can continue and those who cannot continue.
5. Students who can continue undertake more advanced courses for another one year.
6. At the end of the one year, continuing students travel abroad for one year as professional improvement students.
7. Upon completion of the one-year attachment, they return to their country to conduct fieldwork for their research, and write their PhD theses.
8. During the fifth year of the programme, they defend their theses and receive the PhD degree.

Table 1 and Figure 1, respectively, present an activity diagram and a flow chart of the collaborative model.

Table 1: Activity diagram of the collaborative PhD model

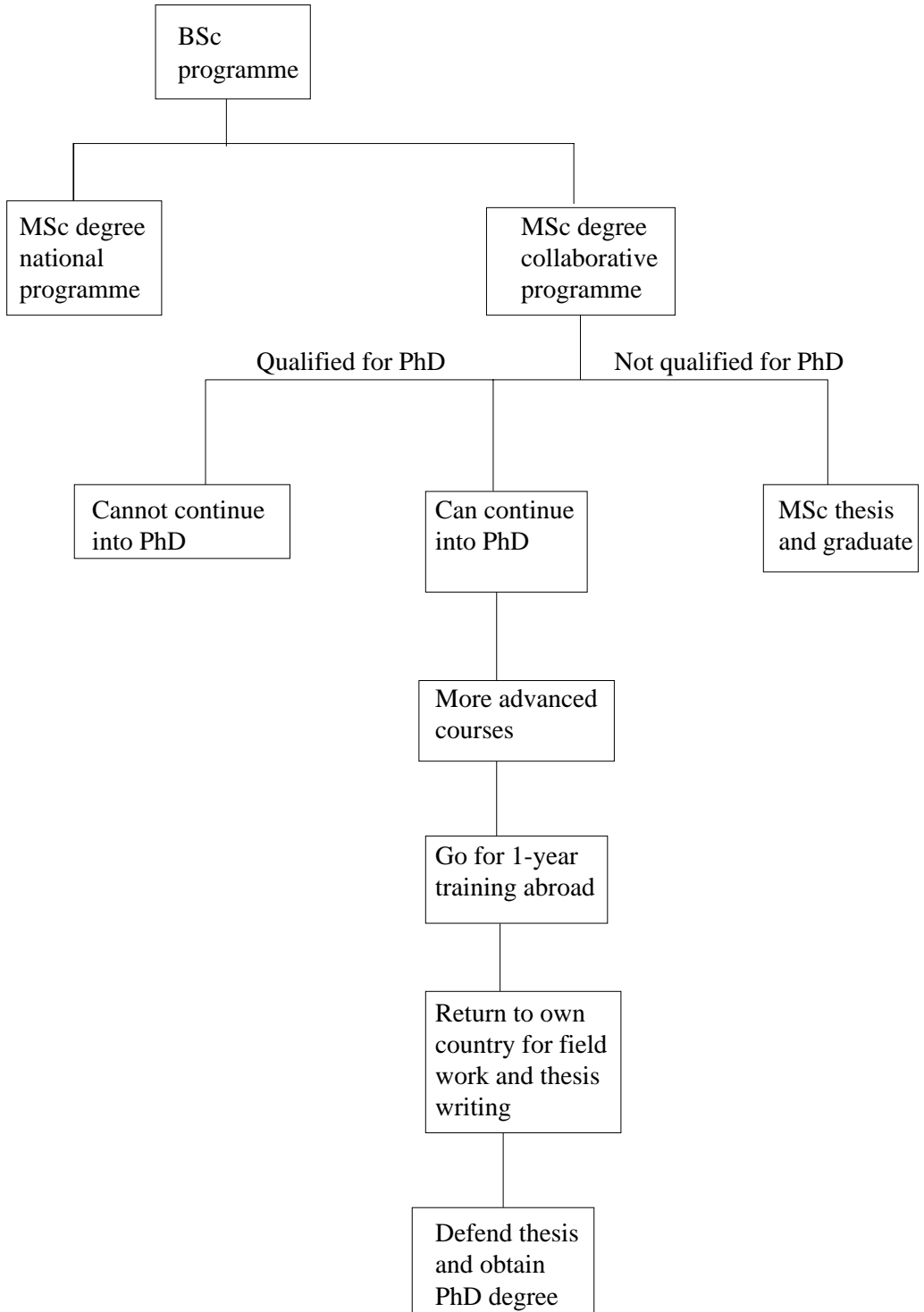
Activity	1st/2nd Year	3rd year	4th year	5th year
1	Course work MSc/PhD			
2		1-year training abroad		
3			Fieldwork and thesis writing in own country	
4				Thesis defense and award of PhD degree

Nigerian higher education and research system

Higher education

The Nigerian higher education system is made up of the colleges of education, the polytechnics and the universities; many of these are owned and financed by the federal government. For effective control of the educational system in the country, the federal government has vested in three agencies the right to control quality; to standardize

Figure 1: Flow chart of the collaborative PhD model



operational mechanisms of the system from the admission procedure; and to supervise course contents and number of units of core and elective courses that can qualify a student for degree or certificate from any of the three units of the higher educational system. The federal agencies are the National Board for Colleges of Education (NBCE), National Board for Technical Education (NBTE) and the Nigerian Universities Commission (NUC). NBCE is charged with the responsibility of regulating the activities of the colleges of education in the country, while the NBTE regulates the activities of the polytechnics and colleges of technology. The two boards have quality control functions through accreditation of courses, recommendation of the establishment of new colleges of education and polytechnics, and periodic inspection of operational mechanisms of the institutions. They are also responsible for the allocation of funds, made available by the federal government through the Federal Ministry of Education, to only the federal colleges of education and polytechnics. The state governments finance their own higher institutions.

In addition, the federal government controls the universities through the Nigerian Universities Commission (NUC), which was established in 1974. The broad functions of the commission relate to those of coordination, development and financing of Nigerian universities. Among the relevant specific functions of the NUC are:

- To inquire into and advise the federal government on the financial needs, both recurrent and capital, of university education in Nigeria and, in particular, to investigate and study the financial needs of university research and ensure that adequate provision is made for this in the universities.
- To receive block grants from the federal government and allocate them to the universities in accordance with such formulas as may be laid down by the Federal Executive Council.
- To take into account, in advising the federal government on university finances, such grants as may be made to the universities by the state governments and by persons and institutions in and outside Nigeria.
- To act as the agency for channelling all external aid to the universities in Nigeria.

In performing these and other functions, the NUC tries to control admission of students into various courses so as to enable the universities to adequately cater for the students admitted. With this, only 10% of qualified candidates are admitted annually to Nigerian universities. Furthermore, statistics show that the capital, recurrent and research grants disbursed to Nigerian universities annually are grossly inadequate for effective functioning of the institutions.

The funds allocated to the University of Ibadan by the NUC for the period 1986 - 1993 showed an increase in absolute naira value only. (See Table 2)

Table 2: NUC allocation of funds to the University of Ibadan

	1986	1988	1990	1991	1993
	N48.24m	N48.45m	N69.06m	N59.11m	N255.65m
Exchange rate	\$1=N2	\$1= N6	\$1= N8	\$1= N10	\$1= N60
Dollar value	\$24.12m	\$8.04m	\$4.8m	5.91m	\$4.26m

Source: NUC *Annual Reports and Research Bulletin*, various issues (1986 to 1993).

It needs to be emphasized that education materials (laboratory equipment, computers, books, etc.) in Nigeria are mostly imported. Because of the downturn in the economy, the value of the naira also fell steadily over the period. The dollar value of the grants clearly shows a decrease in the federal government fund allocation to the University of Ibadan. The funding problem is further compounded by education policy that does not require students in federal universities to pay tuition fees, but only 90.00 per annum for a bed space. The funding problem faced the Nigerian universities has therefore induced a number of policies inimical to the educational progress of the country. Apart from limiting student admission to only 10% of the eligible candidates as mentioned above, there is also an admission policy that requires a 30 : 70 ratio between arts/social sciences and sciences. Moreover, the NUC dictates the number of students to be admitted per course, a policy that has adversely affected the study of economics in the country. Although 50% of all applicants to the University of Ibadan Faculty of Social Sciences opted for BSc Economics; the quota for economics is just 20% of the faculty quota. This translated to 85 students of the 1,341 candidates who applied to the University of Ibadan to read economics in the 1995/96 academic session.

Furthermore, the free education policy has made the administration of halls of residence, classrooms, laboratories, etc., almost impossible. In some cases, lecturers have to buy chalk and other writing materials in order to work effectively.

In addition, the research grant component in the total fund allocated to the universities is too insignificant for any meaningful research. For example, in 1988, out of N48.45million grant to the University of Ibadan, the research grant component was N2.15million or 4.4% of the total fund allocation. Unfortunately, the pattern has not changed.

The underfunding of universities generally has been the cause of prolonged disagreement between government and ASUU (Academic Staff Union of Universities). It is the belief of ASUU, and rightly too, that qualitative education cannot be provided where there are no basic facilities and infrastructure for that purpose and where the remunerations of lecturers are mere pittance. As a result of the poor conditions of service, there has been a great exodus of lecturers to the private sector, to foreign countries or to government for political appointment.

A recent study (Soyode, 1994), showed that a total of 440 PhDs in economics would be needed for the next five years. Out of these, the universities alone will require 247. As the universities are presently funded, this demand cannot be met. For example, between

1972 and 1993, only 33 PhDs in economics were produced in the University of Ibadan (Soyode, 1994), which has the best facilities for economics training in the country. Unless something drastic is done, the expected demand may not be met for a long time.

In Nigeria, there is a wide scope for economics as a profession. Apart from the universities, training/research institutes, government and consulting firms, international organizations employ economic professionals. But the problem of training people to attain that professional level is the subject of this study; training requires experts, facilities and adequate monetary input. The present arrangement of funding education in Nigeria does not facilitate the training of economists, in the right number, at the professional level.

Research

The imprint of the Federal Government of Nigeria is felt in the area of research through the establishment of a number of some research institutes, including the Nigerian Institute of Social and Economic Research (NISER) in Ibadan and the Nigerian Institute for International Affairs (NIIA) in Lagos among others. Some institutions were not established directly by the federal government as research institutes, but they nevertheless carry out research. These include the various universities, the research departments of the Central Bank of Nigeria (CBN), the National Centre for Economic Management and Administration (NCEMA), and the Securities and Exchange Commission (SEC). Other research organizations not directly established by the federal government are the Centre for Econometric and Allied Research (CEAR) of the University of Ibadan and the Centre for Social and Allied Research (CSAR) of the Ahmadu Bello University. There are several other research institutes in the agricultural, scientific and technological fields, e.g, Nigerian Institute for Oil Palm Research (NIFOR), Benin; Nigerian Fisheries and Oceanography Research Institute, Lagos; and Cereals Research Institute, Badegi.

Most, if not all, research institutes and federal universities depend on federal government budgetary allocations. Such financing comes in the form of current and capital estimates, and grants. Research institutes and universities are expected to generate some money on their own, but this is usually a paltry sum compared with the funds required for carrying out their activities.

Admittedly, however, several of these research and research oriented organizations benefit from research and institutional support grants provided by the World Bank, European Economic Union, African Economic Research Consortium, and various foreign governments and quasi-government establishments. Overall, the government provides a substantial portion of the funds for organized research in economics.

Review of earlier studies

Literature reviewing the status of doctoral training in economics in sub-Saharan Africa is gradually building up. The general attempt in the existing literature has been to identify

the main constraints militating against the attainment of the goals of gradually building up human capacity in the area of economics and management, capable of handling African development problems. A full-scale review of even the major works is beyond the scope of this study and peripheral to its objective. Nevertheless, a brief review of the main contributions to the issue is appropriate in order to have a clearer view of the concerns revolving around the PhD training in sub-Saharan Africa.

Ajayi (1990) examined the state of graduate training in economics for Africans, with particular reference to Nigeria and Ghana. The study looked at the conditions affecting the quality and relevance of graduate training, overall numbers and output of MA and PhD graduates in Nigeria and Ghana, and the revealed and implicit demand for graduates for the purposes of economic research, training and management from both the public and the private sectors. Interestingly, he concluded that there was no single solution to the problems of postgraduate training in economics in the countries studied. He highlighted some activities to be undertaken by local and regional entities, including an examination of the optimum number of universities for these countries, and the need to make the conditions of services in the university more competitive. More importantly, he cited a number of issues meriting further investigation, including an exhaustive study of the number of staff that have benefitted from scholarship training in the past, either from local or foreign sources, and their career profile; patterns of remuneration in the universities relative to other sectors; factors contributing to good training in economics; and an assessment of the potential and actual demand for graduates in economics by private and public sectors.

In a related study, Pegatienam (1990) assessed the relevance of graduate training in economics in francophone west and central Africa, in order to identify problems and constraints and to formulate appropriate strategies to address those concerns. The report, based on secondary data as well as interviews of several persons from academia, government and the private sector, identified factors affecting the quality of graduate training in economics in the region as including:

- Inadequate human and material resources, especially qualified lecturers in economics.
- Lack of analytical tools provided in a consistent and progressive way, coupled with lack of empirical verification of the programmes.
- Non-conducive intellectual environment characterized by weak analytical capability, and complicated by the lack of research tools.
- Weak incentive structures consisting of low salaries, delayed promotion and extensive teaching load, which, in turn, prevent staff members from meeting the publication requirements of the promotion system.
- The poor quality of, or absence of, motivation for students in the form of scholarships, etc.

The study also noted that while implicit and explicit demand for economists exists in government, the private sector in the francophone countries has not shown much interest in the type of economists being trained in the francophone economics departments. Moreover francophone universities suffer from major deficiencies in economic training, thereby leading to low quality of graduate training programmes in economics, and retraining programmes should be the priority action.

The need for well trained economists in government departments, universities and the business sector in the eastern and southern African region was examined by Mukras (1990). The study was aimed at obtaining a reasonably good idea of the quality, relevance and adequacy of economic graduate training programmes within the eastern and southern African region; the immediate and longer-term needs; and the likely demands for graduates in economics for teaching, research and management in the region.

The study, which examined the conditions affecting graduate training in general as well as the revealed and implied demand for graduates for several purposes, specifically noted that undergraduate and graduate training are inter-linked in these regions. Consequently, any weakness in one of them affects the other. Also, due to poor infrastructure, coupled with rapid growth of student population at the undergraduate level, and with such large numbers of undergraduate students being taught by the same faculty, the amount of time left for consultation, supervision, research and seminars has been adversely affected.

The study noted further that infrastructural facilities consisting mainly of books, journals and computing facilities in all the universities covered were very poor. Conditions of life including the incentive structure at the various universities covered by the study were found not to be competitive as alternative employment opportunities with much better terms of service were found to be available in other sectors, thereby leading to massive brain drain from the universities.

The study recommended the following:

- That the vacant positions in economic training be filled by foreigners on a contractual basis while the universities vigorously pursue staff development programmes aimed at replacing the foreigners when their staff complete their training.
- That funds be provided to procure up-to-date books, journals, computing facilities and related infrastructure.
- That incentive structure be overhauled.
- That research seminars, etc., on national issues be encouraged and intensified.
- That a postgraduate training programme be established to cater for the graduate training needs in the region.

Fine (1990) turned a searchlight on the strategy for graduate training in economics

for Africans. The study examined the background to the strategy the strategy itself including the guidelines, objectives and scope; and the implementation of the strategy including the expected role of the AERC. The study identified many difficulties confronting university economics departments in Africa. The symptoms of this acute distress are summarized and noted to include, among others:

- A continuing decline in real levels of support for research, maintenance of physical plant, and purchase of books, journals and equipments.
- A steady drop (in real terms) in the salaries and benefits of professional and support staff.
- An absence of funds for staff development.
- A steady loss of experienced staff, and deteriorating conditions for teaching and research.

In addition, the study summarized the observations and conclusions of other related studies on trends in higher education and patterns of external involvement and also provided strategic guidelines for graduate training as well as the objectives and scope of graduate training required in economics for Africa. Finally, the study considered the implementation of the training strategy, highlighting training programmes, location and range of activities required, the links between MA and PhD training, overall coordination and support, and the possible roles for AERC, which include serving as implementing agency for collaborative organs for the graduate training programmes.

A second study by Mukras (1991) reviewed undergraduate and the graduate training in economics in 13 universities in anglophone Africa except Nigeria. The examination included the structure of the BA (Economics) programme; the grading system; minimum entry requirements for MA degrees; structure and course requirements for MA programmes; fees payable by foreign MA students; and availability of PhD programmes in the selected countries. Other issues covered were the demand for and supply of economists, enrolments and estimated future enrolments for MA and PhD students, and the demand and supply of economists across countries.

The major findings of the study were:

- The demand for graduates with MA and PhD qualifications in economics is far in excess of the likely supply from local institutions.
- Teaching loads have grown substantially with adverse effects on teaching, research and thesis supervision.
- There was a decline in PhD scholarships coupled with increase in staffing requirements, which thus stimulates departments to look for other sources of funds

and other strategies for staff development, including the possibility of local PhD programmes.

- Academic infrastructure comprising teaching facilities, books, journals and other academic publications and computing facilities, in terms of availability and quality, are very poor.
- Incentives to teach and carry out research, encompassing salary, fringe benefits and a conducive intellectual environment, have been on the decline.

The study proposed institutional support for strengthening graduate training in the form of increased financial support to enable departments to mount credible graduate training programmes, especially collaborative MA programmes aimed at producing economists with solid knowledge in economic theory, research methodology and computing, and top MA graduates who could undertake doctoral studies in collaboration with foreign universities.

In their study, Ajayi and Kwanashie (1991) examined the opportunities for graduate training in economics in Nigeria. The study reviewed the status of postgraduate training in economics, and the demand for economics graduates, as portrayed by the extent to which government seeks foreign assistance in these areas. The general guiding principles underlying the training strategy in the Nigerian case were highlighted, as well as the implementation of the training strategy, sources of funding, and preliminary cost estimates for collaborative MSc and PhD programmes.

Other contributions in sub-Saharan Africa include Degefe (1994); Bakayoko (1994); and Saint (1994). Issues covered include the demand for PhD training in economics in sub-Saharan Africa; the francophone experience with PhD training in economics; and creating a capacity for doctoral training in economics on the African continent.

A study by Soyode (1994) on PhD training in economics with particular reference to Nigeria provided a preliminary overview of the supply side, the academic staff resources and capacity building. Specifically, sources of training, quality of staff and the sources of financing over the period 1962 and 1992 were covered. Additionally, constraints to PhD training particularly at Ibadan were enumerated to include budget cutbacks in universities, incessant crises, and non competitive staff remuneration packages. A preliminary demand for PhD training by various end users was also estimated.

Perhaps a major shortcoming of the study was in terms of its scope, which underscores the need for a larger and more encompassing study in order to have a clearer picture of the problems and prospects of PhD training in economics in Nigeria—a gap this present study intends to fill.

Other key issues relating to PhD training already examined within the African context include the recent debate on the PhD in economics in the USA (Goodwin, 1994); lessons from Ethiopia and Tanzania over the retention of professionals in Africa (Degefe, 1994); the Rockefeller Foundation experience with PhD fellowships (Court, 1994); the objectives, experiences and challenges of an Australian PhD programme in the economics of development (Leung, 1994); and the linkage programmes between the Dar-es Salaam

and Lund Universities for PhD in economics with lessons for sub-Saharan Africa (Hansson and Mabele, 1994).

The general agreements from the studies reviewed can be summarized as follows:

- That the current demand for PhD training in sub-Saharan Africa largely exceeds the supply from the region.
- The state of availability and quality of infrastructure for teaching economics in most of these universities is rather poor.
- That the incentive structure for scholars in the field of economics as in other fields is rather weak and inadequate.
- That the motivation for students undertaking PhD studies in the form of scholarships, etc., is on the decline.
- That there was the need for collaborative efforts in an attempt to up-grade the current status of PhD training in Africa, which has been described as largely inadequate.
- There is need for external assistance in terms of funding, materials and human resources for most graduate programmes in economics in African universities.

It is against this backdrop that the current study was carried out.

II. Details of study

This study proceeded with a comprehensive survey of key Nigerian institutions, including universities, research institutes, banks and other financial institutions, administrative, regulatory and management institutions, colleges of education, and the polytechnics. Ten major public and private financial and regulatory commercial institutions were covered in addition to 12 universities, and 5 other tertiary institutions (see Appendix A). Questionnaires were administered within the country to people at all these institutions, research and training institutes, financial institutions, consulting firms and government agencies to elicit relevant information.

Interviews were held with various people in the organizations, including heads of departments of economics of the major universities, directors-general of research institutes, directors of financial institutions and a host of others to obtain complementary information. (see Appendix B). In all, four types of questionnaires or checklists were designed to address key issues listed as follows:

- demand for PhDs in economics
- supply of PhD in economics (local/foreign)
- sources of finance for PhD training in economics

Additionally, in an attempt to enrich the study, efforts were made to consult various documents and several literature streams considered relevant to this study.

The study draws heavily on the primary data covering such matters as the supply processes; demand for PhD training; the financing and attrition rates of PhD graduates; and enlightened views on the concept and modality of the collaborative arrangement. The data collection through the questionnaires took place between June and September 1995 while the interviews were conducted in August/September.

It should be recalled that, at present, Nigeria has 36 federal and state universities. Only 24 of these provide economics training at the undergraduate level, and only 7 of these universities undertake economics training up to the doctoral level. The seven universities are:

- University of Ibadan
- University of Lagos
- University of Benin
- University of Nigeria
- University of Jos

- Ahmadu Bello University
- Obafemi Awolowo University

All the universities, however, demand doctoral graduates for their teaching and research.

III. Issues and findings

This section provides an overview of issues and detailed findings relating to PhD training in Nigeria including the demand for and supply of PhD economics graduates. Other findings relate to growth rates by institutions and specializations, sources of financing for PhD programmes and the attrition rates for PhD economics graduates. A few projections are made on the basis of the survey information.

Supply Issues

Here, we present data on the supply of PhD economics graduates in Nigeria from 1985 to 1995, most of whom came from the University of Ibadan, Obafemi Awolowo University, Ahmadu Bello University, University of Benin, University of Jos and University of Nigeria/Nsukka.

Among these, University of Ibadan alone supplied 17 PhD graduates in economics out of the total 48, followed by Obafemi Awolowo University with 13 PhD graduates (Table 3). The Universities of Benin and Jos and the University of Nigeria Nsukka, respectively, produced 5 PhD graduates in economics each, while the remaining 3 PhD graduates came from Ahmadu Bello University. The proportion of PhD graduates from the University of Ibadan stood at 35.42% closely followed by Obafemi Awolowo University with 27.08%. The leadership posture of the University of Ibadan is understandable when we recall that the University of Ibadan is not only the alma mater for the departments of economics of other universities, but is also fairly rich in terms of qualified and experienced staff as well as infrastructure – at least in comparison with the new generation universities. On the average, University of Ibadan produces three PhD economics graduates every two years.

Table 4 presents the annual supply of PhD economics graduates from the selected universities between 1985 and 1995. The table shows that three PhD economics graduates were produced in 1985 and 1986; two each in 1988 and 1994; four each in 1990 and 1991; and five each in 1987, 1989 and 1995. In 1992 and 1993 the numbers of PhD economics graduates were nine and six respectively. The trend shows an initial consistency, with slight variations in the annual supply of PhD economics graduates over the period.

Table 3: Supply of PhD economics graduates from selected Nigerian universities, 1985 – 1995

University	Number	Percentage	Average (output/year)
University of Ibadan	17	35.42	1.55
Obafemi Awolowo University	13	27.08	1.18
University of Benin	5	10.42	0.45
University of Jos	5	10.42	0.45
University of Nigeria	5	10.42	0.45
Ahmadu Bello University	3	6.25	0.3
Total	48	100.01	

Source: Survey.

Table 4: Annual supply of PhD economic graduates from Nigerian universities, 1985 – 1995

Year	Univ.of Ibadan	OAU, Ife	ABU, Zaria	Univ. of Benin	Univ.of Jos	UNN,Nsukka	Total
1985	0	2	0	0	0	1	3
1986	2	1	0	0	0	0	3
1987	1	2	0	1	0	1	5
1988	1	0	0	1	0	0	2
1989	3	1	0	0	0	1	5
1990	3	0	0	1	0	0	4
1991	0	2	1	0	1	0	4
1992	1	3	1	2	2	0	9
1993	3	0	0	0	2	1	6
1994	1	0	0	0	0	1	2
1995	2	2	1	0	0	0	5
Total	17	13	3	5	5	5	48
% of TOTAL	35.42	27.08	6.25	10.42	10.42	10.42	100

Source: Survey.

Table 5 shows the areas of specialization of the PhD economics graduates, also from 1985 to 1995. A closer look at the table reveals that monetary economists constituted the largest share, about 10 out of the 48 graduates, representing about 21% of the total supply. This was followed by industrial economics having eight candidates representing about 17% cent of the total. Development economics had six graduates, while international economics, financial economics and energy economics had five each, representing 10.4% for each of the areas of specialization. Macroeconomics had four candidates while public

sector economics and labour economics each had two candidates. Health economics, however, had only one candidate during the period under review. In a sense, it can be argued that the nature of the PhD economics turn-out is a reflection of the perceived need of the economy. For example, the greater emphasis on monetary economics and industrial economics largely reflects an important need of the Nigerian economy. Otherwise, the distribution at the second best could be described as random.

In terms of quality and relevance of the supply of PhD economists to the nation's need, it can be contended that the products are of good quality, as most are already in strategic positions, functionally, in the economy. Perhaps the only worry relates to the inadequacy of the existing supply to match the demand, as will be shown later.

Table 5: Areas of specialization of PhD economics graduates in selected universities, 1985 – 1995

Code	Areas of specialization	Number	%
A	Monetary economics	10	20.83 B
	International economics	5	10.42 C
	Macroeconomics 4	8.33	D
	Industrial economics	8	16.67 E
	Development economics	6	12.50 F
	Financial economics	5	10.42 G
	Public sector economics	2	4.17 H
	Energy economics 5	10.42	I
	Health economics 1	2.08	J
	Labour economics 2	4.17	
Total		48	100.00

Source: Survey.

In Table 6 we highlight the annual supply of PhD economics graduates by area of specialization; Note that the supply varies considerably. The beauty of the information in Table 6 is that it shows that all the disciplines are carefully covered over the period. The analysis can be extended further as shown in Table 7, where the supply of PhD economics graduates by the University of Ibadan according to areas of specialization is presented. Here also, with the exception of financial economics, all areas of economics discipline were covered by the turn-out from the universities.

*PhD through-put**

Through-put depicts the production process, the stages through which the student passes from admission (to higher degree) to completion of the the PhD. Though we have used the University of Ibadan as a case study, the situation in any other university in Nigeria is not likely to be too different. The take-off point is the first degree, a BSc usually with a Second Class Upper Division or better.

The admission process and the sorting out at the end of the first year of graduate

study is discussed in this section and made concrete with data covering three sections.

Table 6: Annual supply of PhD economics graduates by specialization

Year	No.	A	B	C	D	E	F	G	H	I	J
1985	3	2					1				
1986	3				1	1			1		
1987	5	2	1			1					1
1988	2			1					1		
1989	5	1	1	1	2						
1990	4		1	1	1					1	
1991	4	1			1		1				1
1992	9	1	1		2	1	2	1	1		
1993	6		1	1	1	1	1		1		
1994	2	1							1		
1995	5	2				2		1			
Total	48	10	5	4	8	6	5	2	5	1	2

- A = Monetary economics
- B = International economics
- C = Macro economics
- D = Industrial economics
- E = Development economics
- F = Finance
- G = Public sector economics
- H = Energy economics
- I = Health economics
- J = Labour economics

Admission of students into the economics postgraduate degree programme

Prospective students for the MSc economics and doctoral degree programmes are drawn from candidates with bachelor's degree in Economics or related disciplines with a first or second class honours upper division classification, obtained from this or other recognized universities in Nigeria and abroad. The related disciplines from which candidates are drawn into the higher degree programme are agricultural economics, statistics, mathematics and educational management.

Sorting out of students after the MSc economics

course examination

Upon the successful completion of the first-year MSc course in economics, students are examined and, based upon their results, classified into one of four categories, i.e, MSc terminal, MPhil, MPhil/PhD or PhD.

Table 7: Supply of PhD economics graduates by specialization by University of Ibadan

Year	Number	A	B	C	D	E	F	G	H	I
1985	0									
1986	2				1	1				
1987	1					1				
1988	1			1						
1989	3		1	1	1					
1990	3	1			1					1
1991	0									
1992	1									
1993	3			1	1					
1994	1	1								
1995	2	1						1		
TOTAL	17	3	1	3	4	2	0	1	2	1

- A = Monetary economics
- B = International economics
- C = Macro economics
- D = Industrial economics
- E = Development economics
- F = Finance
- G = Public sector economics
- H = Energy economics
- I = Health economics

- MSc terminal: These are students who have an average score of between 40% and 49.9%. These are not qualified to be admitted into any further higher degree in economics in this university.
- MPhil: Students in this category have an average score of between 50% and 55.9%. They may be admitted to pursue an MPhil degree in economics in the university.
- MPhil/PhD: Students in this category have an average score of between 56% and 59.9%. They are permitted to register for an MPhil/PhD degree programme in the first instance. Upon registration, each candidate is required to identify a suitable

topic for the PhD work and develop the topic up to the point where it will be presented at a departmental seminar. A bad or ill-digested topic is rejected and the student may be asked to withdraw from the programme. If the topic is considered adequate for the PhD work after presentation at the departmental seminar, the paper will be graded and added to other courses passed by the student. The student is permitted to continue the PhD programme if the overall average, i.e., courses passed and the graded PhD proposal, is not less than 60%.

- (iv) PhD: Students with a minimum of 60% average score are automatically eligible to proceed to the PhD programme in economics. These students still have to meet the requirements of a good PhD proposal, competent research and an acceptable thesis before the PhD is awarded.

Students who registered for doctoral degree programme in the last three years (1990/91 - 1992/93)

Table 8 shows the number of students who registered for the doctoral degree programme of the Department of Economics, University of Ibadan, compared with those who qualified to do so during the period under review.

Table 8: Students' admission and registration for the MPhil/PhD and PhD degree (1990/91 – 1992/93)

Year	No. admitted for MSc	No. qualified to proceed to MPhil and PhD	No. who actually registered			
			MPhil/PhD		PhD	
			Full-time	Part-time	Full-time	Part-time
1990/91	17	12	3	-	1	1
1991/92	20	18	2	2	-	-
1992/93	32	28	8	-	3	-
Total	69	58	13	2	4	1

Note: Only fresh students who registered directly for MPhil/PhD, or who qualified to proceed to MPhil/PhD and PhD, and who actually registered in a particular year, are presented in the table.

Table 8 shows the number of students admitted for the MSc economics, those who

qualified to proceed to MPhil/PhD and PhD, and those who actually registered for the MPhil/PhD and PhD on full/part time, between 1990/91 and 1992/93 academic years. The number of students who indicated as having registered for the MPhil/PhD and PhD in a particular year refers to freshers. This implies that the figure for each year has to be added to that of students in order to get the figure of all doctoral students of the department in a particular year.

Table 8 shows that from 1990/91 to 1992/93 13 students registered for the MPhil/PhD on full-time status, while 2 students registered for the same programme on part time. For the PhD, four students and one student registered on full-time and part-time, respectively, between 1990/91 and 1992/93 academic years.

The 1992/93 academic year recorded the highest number of registered MPhil/PhD students on full time, followed by 1990/91; 1991/92 recorded the lowest. The 1992/93 academic year also recorded three registered PhD students on full-time status. No new student registered for the PhD in the 1991/92 session, but one student each registered for the PhD on full-time and part-time in the 1990/91 academic session.

Overall, 17 students registered on full-time while 3 students registered on part-time basis for the MPhil/PhD and PhD between 1990/91 and 1992/93 academic sessions. This represents a very high level of registration of students on full-time status, i.e, 85%. Only 15% of the students registered on part-time basis in the period under review. However, against the number of those students who qualified to proceed, the registration is low. Only four full-time PhD registrations resulted from the 58 qualified to proceed in the period 1990 to 1993. Of the 13 who registered for the MPhil/PhD it is conjectural how many will eventually qualify to change registration to the PhD. Even if all do qualify, the total number of full-time registration for PhD and MPhil/PhD is just 17 out of the 58 qualified to proceed to MPhil/PhD and PhD, a paltry 29%. Thus, over the three sessions, an average of six students approach the PhD work. These PhD candidates have to present an acceptable proposal, do research, and write a thesis that has to be successfully defended. It is therefore not difficult to understand why the average annual output of the PhD programme has been 1.5 over the last decade or so.

The through-put and the output of PhD suggest certain bottlenecks and constraints. The low transition to PhD candidacy (from the pool of those qualified to proceed) suggests many students cannot afford the programme, either because they cannot leave current jobs and sacrifice the salary thereby or they cannot afford to finance the PhD study. In other words, there may not have been scholarships or fellowships adequate to support the individual PhD study.

At the institutional level of the university, there are some unique bottlenecks. The inadequate capacity to supervise PhD theses is one. Only PhD holders with a given minimum number of years of experience qualify to supervise a PhD theses. Also, there is a limit to the number of PhD thesis that such a qualified supervisor can take on at any point in time. At Ibadan, the number is five. Thus, it is possible for students to be ready for PhD research and theses but without there being “free” supervisors to take them on. The longer the students stay in the PhD programme, the more they hold down the professors/supervisors and prevent them from taking on new candidates.

Another constraint relates to the inadequate research infrastructure. Lack of up-to-

date journals, computers, and current books makes study and research slow and the outcome quite uncertain. Improved funding can solve this problem.

The solution to the problem of supervision capacity can be dealt with by improvements in staff structure (whereby more experienced lecturers are recruited) and increase in number. As an interim measure, the use of experienced researchers in research institutes could be considered. Ibadan is located very close to NISER (Nigerian Institute for Social and Economic Research) and NCEMA (National Centre for Economic Management and Administration), institutions served by able and experienced PhDs. The University of Lagos has access to Central Bank of Nigeria (Research Department) researchers; many other universities training PhDs are close to such potential assistance.

It is suggested that efforts be made to use qualified researchers as supervisors of the PhD theses. The regulations that often times disqualify part-time lecturers from supervising PhDs should be carefully evaluated and modified. Such self-imposed constraints should be removed by individual universities. All intellectual resources available should be optimally used, even in producing PhDs.

Demand issues

Generally, the need for economists trained at the PhD level cannot be over-emphasized especially for developing countries, many of which are largely dependent on expatriate consultants and technical advisers for policy formulation and technical advice.

Indeed, the capacity to conduct, initiate and carry out policy relevant research must begin with a reasonable stock of local economists trained at the MSc and PhD level. No doubt, successful policy making depends largely on the extent to which the policy makers are informed about and clearly understand the fluid nature of the global and local socioeconomic environment, and their capability to initiate appropriate measures to counteract negative impacts and take advantage of positive shocks. Indeed, the capacity to manage the economy efficiently is predicated, among other things, on flexibility in policy formulation and implementation; capacity to initiate appropriate policies; and capacity to manage the process (Degefe, 1994).

Regrettably, most sub-Saharan African countries are quite weak in economic management as reflected in the economic crises and instability that characterize most of these economies. This situation trend probably underlines the remarkable demand for PhD training in economics that emanates from African countries.

Admittedly, it is difficult to obtain an accurate indication of the demand for economists without a comprehensive workforce survey (Ajayi, 1990). We have not done such a survey; indeed, we have not been exhaustive on the survey of users. We covered some of the largest universities, but many of the smaller ones were not covered. Yes, we did cover the major research institutes, including the Research Department of the Central Bank of Nigeria, Nigerian Institute of Social and Economic Research (NISER), and National Centre for Economic Management and Administration (NCEMA), but a few research institutes were not covered. Nor were we successful in reaching all the large private consulting organizations. It is safe to conclude that our estimates capture only the lower end of demand. In short, we have attempted in this study to survey major

institutions capable of employing economists at a PhD level as a surrogate for the demand for PhD training in economics. The results obtained from the survey underline the following analysis. The data extend from 1985 to 1995, and a projection, based on the observed growth rates, was made up to the year 2000.

Table 9 shows the demand for PhD economics graduates from 1985 to 1995. The annual demand based on the survey ranged from 56 to 79 during the period. Given 1985 as the base year, the demand trend shows a steady increase except a slight dip in 1986. Indeed, the annual growth rates of the demand for PhD economics graduates range from -1.7% to 11.3% with an annual average of 64% and an annual average growth rate of 3.42% over the period.

Based on these growth rates, a projection of the demand for PhD graduates in economics is presented in Table 10. It ranged from 74 in 1996 to 82 in the year 2000. The annual average of PhD graduates for the projected period stood at 78, while the annual growth rate stood at 0.8%.

Table 9: Demand for PhD economics graduates in Nigeria: 1985 – 1995

Year	Number	Index 1985=100	Annual Growth Rates
1985	57	100	-
1986	56	98	-1.7
1987	60	105	7.2
1988	63	110	5
1989	62	108	-1.6
1990	60	105	-3.2
1991	63	110	5
1992	64	112	1.6
1993	68	119	6.2
1994	71	124	4.4
1995	79	138	11.3
Total	703	1,229	34.20
Annual Average	64	112	3.42

Source: Computed from survey data.

By superimposing the demand and supply of PhD economics graduates, we arrive at Table 11, which shows the demand for and supply of PhD economics graduates between 1985 and 1995. The fourth column shows the demand-supply gap. The difference ranges from 53 to 74. An interesting point to note here is that unlike other disciplines where excess supply may exist, the supply of PhD economics graduates has been constantly below the demand for such graduates. This suggests that there is a ready job for any successful PhD candidates in economics, who readily fit into the mainstream of vacancies for qualified economists.

Table 10: Demand projections for PhD economics graduates in Nigeria: 1996 – 2000

Year	Number	Index 1985 = 100	Annual growth rates
1996	74	130	-6.3
1997	76	133	2.7
1998	78	137	2.6
1999	80	140	2.5
2000	82	144	2.5
Total	390	684	
Annual Average	78	137	0.80

Source: Survey data.

Table 11: Demand and supply of PhD economics graduates

Year	Demand	Supply	Difference
1985	57	3	54
1986	56	3	53
1987	60	5	55
1988	63	2	61
1989	62	5	57
1990	60	4	56
1991	63	4	59
1992	64	9	55
1993	68	6	62
1994	71	2	69
1995	79	5	74
Total	703	48	655

Effective demand

Effective demand for PhD training is defined to mean willingness on the part of individuals and corporate sponsors to pay fees sufficient to cover both the operating costs and possibly a portion of the development costs as well as the costs of a collaborative region-wide programme.

Available evidence shows that while the willingness to pay for PhD training in

economics may be present, the ability is largely absent. For example, an earlier study by Soyode (1994) indicated that about 20 out of the 26 PhD degree holders who have worked and are still working in the Department of Economics, University of Ibadan, had to depend mostly on foreign scholarships or the host institutions' scholarships for their studies. As a matter of fact, 10 out of these 20 PhD candidates were sponsored exclusively by the Rockefeller Foundation, while the rest had scholarship from either the university or other sources.

Before discussing the sources and volume of finance required for a PhD training, it is important to indicate that the inadequate supply of PhD training locally had to be supplemented by training abroad.

PhD economics training abroad

Table 12 gives information about the number of PhD (economics) holders who were trained abroad between 1985 and 1995, the number of awarding institutions and the location of the institutions.

Table 12: PhD economics training abroad

Year	Number of PhDs	No. of awarding institutions	Location		
			North America	Europe	Others
1985	8	7	5	1	1
1986	10	9	5	3	1
1987	8	7	5	1	1
1988	9	7	5	1	1
1989	10	9	4	3	2
1990	10	9	5	3	1
1991	10	8	5	2	1
1992	10	8	5	2	1
1993	13	10	5	4	1
1994	15	14	6	7	1
1995	17	15	5	7	3
Total	120	103	55	34	14

From Table 12, we know that between 1985 and 1995, 120 people were sent on study leave to pursue doctoral programmes in economics in overseas countries. Some 103 institutions trained the people, and these institutions were distributed among North America (comprising Canada and the United States of America), Europe and other countries in this order: North America, 55; - Europe, 34; other countries, 14.

Financing and duration of PhD economics training in Nigeria

A separate questionnaire addressed this issue. There were 47 respondents in all to this questionnaire on finance. The respondents include those who have already completed their PhD economics training or those who expect to complete by 1997. A breakdown of these respondents by university attended is shown in Table 13.

Table 13: Classification of respondents by university

University attended	No of respondents
University of Ibadan	11
University of Lagos	4
University of Benin	1
University of Jos	2
University of Nigeria	5
Ahmadu Bellow University	1
Overseas	23
Total	47

On the average, the period of study was about three years. While two respondents confirmed they actually finished the PhD training within two years, one respondent admitted that her PhD economics training took nine years. The disparity in the duration largely reflects the mode of study, whether full-time or part-time. Of the 47 respondents, 39 were on full-time studies while the remaining 8 were on part-time.

Another important issue relates to the cost of the PhD training, mostly in the form of tuition and related expenses. That is presented in Table 14.

Table 14: Duration and tuition fees for PhD economics training

Range	Duration (Years)	Tuition (N'000)	Other expenses (N'000)
Average	3.0	38.3	74.2
Minimum	2.0	0.7	0.5
Maximum	9.0	397.6447.3	

Source: Survey.

The wide range between the minimum and maximum amount of tuition is a reflection of the comparison of the tuition payable in Nigeria and tuition in overseas universities

when converted to naira. It was shown in the survey that those who studied in Nigeria spent much more (₦76,963) than those who studied abroad (₦71,768.35), excluding transport costs. This can be attributed, among others, to the following:

- huge expenses by students in Nigeria on books, foreign journals, photocopies, etc.
- high cost of data analysis and word processing of research reports and related documents
- general high cost of living in the country owing to inflation

Additionally, most PhD students, especially those on part-time, are married and have the heavy financial burden of catering for the family.

Attrition rates in the stock of PhD economics graduates: 1985 – 1995

Table 15 gives the number of staff from the institutions with PhD economics, those undertaking the PhD programme and those with a minimum of BSc but no PhD programme as 703, 612 and 3,761, respectively.

Similarly, Table 16 shows the trend in the movement of PhD economics graduates between 1985 and 1995. Three types of movements can be traced: resignation, retirement and death.

The table shows that about 45 staff with PhD economics training resigned their appointment at one time or the other, possibly in search of greener pastures. It is not unlikely that some in this category ended up abroad either for further studies or for better employment.

Another 10 were reported to have retired from their services over the period, and across the various institutions. Happily, no death was reported of any staff with PhD economics training. More importantly, the movement through resignation can be a reflection of the inadequacy of the supply of PhD economic graduates.

Credibility of current PhD programmes

Analysis of the initial employment of PhDs from the University of Ibadan between 1985 and 1993 shows that, upon graduation, 11 out of the 17 PhDs were employed by the Department of Economics, University of Ibadan. This underscores the importance the department attaches to the quality of its doctoral programme graduates. The graduates who were not retained by the department were employed by either other universities or research institutes like the Centre for Monetary Studies, Dakar, Senegal, and National Centre for Economic Management and Administration, Ibadan, Nigeria. The list of the PhD graduates and their initial employers between 1985 and 1995 is contained in the appendix.

It is on record that the UI department has the highest number of PhD holders, more

than ten professors, on their staff list among all the Departments of Economics in Nigeria. These PhD holders cut across the various specializations in the field of economics. Hence, because of the resources that exist in the department, especially for graduate study, most

Table 15: Stock of staff with degrees in economics from all the responding institutions: 1985 – 1995

Year	Staff with PhD economics	Staff undertaking PhD economics	Staff with BSc, MSc economics
1985	57	9	245
1986	56	6	242
1987	60	11	244
1988	63	7	260
1989	62	5	317
1990	60	17	365
1991	63	19	355
1992	64	15	404
1993	68	16	403
1994	71	25	444
1995	79	482	482
Total	703	612	3,761

Source: Computed from the survey results.

Table 16: Attrition rates of PhD economic graduates 1985 – 1995

Year	By resignation	By retirement	By death
1985	6	0	0
1986	0	0	0
1987	2	1	0
1988	2	0	0
1989	5	1	0
1990	3	2	0
1991	6	1	0
1992	2	2	0
1993	16	3	0
1994	2	0	0
1995	1	0	0
Total	45	10	0

universities send their staff for graduate studies in the department. The department is known as the “Ibadan School of Economics” because of the resources available in the department, and the diversity of specializations in the department.

The credibility of the Ibadan PhD is attested to by the liberal use of her own products as staff in the Department of Economics and also by their employment by other organizations. The views of other employers on the credibility of PhD programmes, foreign and local, and among the local universities are reported in the next few pages.

Local versus foreign programmes

Apart from the universities, the major employers of PhD are NISER, NCEMA, Central Bank of Nigeria (Research Department), National Planning Commission, and a few others. The named institutions are sufficiently representative, hence we interviewed some top decision makers who have had to deal with the PhD graduates from foreign and Nigerian universities. Two professors who are also heads of division in NISER were interviewed; in NCEMA, the director-general and head of training were interviewed. In addition, the director of research of Central Bank of Nigeria and a director in the National Planning Commission were interviewed. All interviews related to the content of programmes and quality of PhDs from within and without the country.

The views of the interviewees vary on the quality of Nigerian university system PhDs compared with the foreign university PhDs. In general, the feeling is that some foreign PhDs are better. As one interviewee summarized: “Foreign universities stand alone. I work mainly with PhDs from Ibadan and they are quite good, but I am sure that PhDs from U.K. and from some leading U.S. universities will be better”.

Another interviewee asserted external PhDs are better because of richer course content, and currency of materials, journals and other facilities. The local PhDs are weak because of low course content; too much emphasis on thesis; very poor facilities, computers, library and weak research support”. Yet another view was that PhDs from African universities are inferior to PhDs from abroad due to poor facilities in the former. Ibadan, Legon, Makerere and others that have linkages with universities abroad turn out better PhDs. In Nigeria, Ibadan PhDs are definitely good ...” but, you see, many local universities stop course work at the MSc level. Lack of PhD course work leads to weak theoretical analysis and inability to apply knowledge to current economic issues....

“The Director in the National Planning Commission had this to say: “Programmes from foreign universities seem weak especially those that had produced PhD for the Commission - Philippines, Germany and the United States. Germany and the United States are strong, industrial and technologically visible nations, but those who obtained degrees there and worked with me were weak. I had one from India who was very strong....I suspect that those from Germany and the Philippines might have language problems, in addition to not-so-good performance. Programmes from UI (University of Ibadan) and UNILAG (University of Lagos) are quite good”.

One interviewee ranked the quality of the BSc that underlies the PhD programmes in the following order:

BSc (Ibadan) + PhD (abroad)	- Best
BSc (Ibadan) + PhD (Ibadan)	- Better
BSc (other Nigerian universities) + PhD (Ibadan)	- Good
BSc (USA) + PhD (USA)	- Weak

He concluded by suggesting that “once a strong foundation is laid, the superstructure will be strong”.

The determinants of the quality of doctoral programmes and their products were variously identified by everyone interviewed. Starting from the immediately preceding observation, the quality of the first degree is quite important. This is probably why most universities admit to higher degree programmes only those students who earned a first degree with a Second Class Division or better. But while this is a necessary condition for a good PhD, it is not sufficient. Other requirements include the existence and quality of facilities, the course offerings, and of course the number and quality of lecturers. The judgement on the doctoral quality derived from evaluations such as the following:

- Facilities are old - libraries, textbooks, journals, etc.
- The facilities in Nigerian universities are poor - no computers in many departments of economics.
- The basic and the most serious weakness is the absence of PhD course work.

It is suggested that at the PhD level, students should do at least four courses plus seminar work. The foreign PhDs obviously are presumed to have benefitted from a deep knowledge of an appropriate complement and variety of courses supported by good library and other facilities. But the local PhDs are not all of the same quality as the next section indicates.

Comparing Nigerian PhDs

A PhD from any Nigerian university has some credibility, and no PhD from any university is rated 7 or even 6 by all the assessments (Table 17). The qualities might have been seen differently by the assessors or the assessors might have seen two or more products of differing quality from the same institutions.

It is of course true that three universities were most consistently graded. The PhD of the University of Ibadan was judged to be the best (with a rank of 1) by all those interviewed. Ibadan is followed by Lagos and Benin in that order.

What it takes to improve the quality of doctoral programmes appears clear from the preceding discussions.

Linkages

Like universities in other parts of the world, Nigerian universities have always had links with others both locally and internationally. In Nigeria, all the universities have links with one another and all universities have links with University of Ibadan, the premier university in the country and the source of most of the personnel of other universities. The University of Ibadan was established as a College of the University of London, and for some time, awarded University of London degrees.

Table 17: Ranking of Nigerian PhD programmes

PhD Graduates	Views of individuals from					
	NISER		NCEMA		CBN	NPC
	a	b	c	d	e	f
Univ. of Ibadan	1	1	1	1	1	1
Univ. of Benin	2	2	2	6	-	6
Univ. of Nigeria, Nsukka	6	2		4	-	4
Univ. of Jos	4	3		7	-	7
Univ. of Lagos	3	3	3	2	2	2
Obafemi Awolowo University, Ile-Ife	5	2		3	-	3
Ahmadu Bello University, Zaria	7	2		4	-	5

Key:

1 = Best/first - 7 = Poorest/Least

a, b = Heads of Division

c = Director-General

d = Head of Training

e = Director

f = Director

NISER = Nigerian Institute of Social and Economic Research

NCEMA = National Centre for Economic Management and Administration

CBN = Central Bank of Nigeria

NPC = National Planning Commission

This arrangement created a very strong link between the university and the University of London. The link was even extended to other British universities. Later, the University of Ibadan established links with other universities including the University of Pennsylvania.

The University of Nigeria Nsukka (UNN) was closely linked with Michigan State University, USA; That link made it possible for UNN to start off with the American system of education. Other universities - OAU, UNILAG, ABU, UNIBEN, etc. have links with various universities around the world. Furthermore, the efforts of AERC are geared towards the promotion of linkages between African universities vis-a-vis other universities around the world. There are also linkage programmes between Nigerian universities and other European and non-European universities. The language problem

has, to some extent, affected the closeness of Nigerian universities to European universities apart from the British ones.

However, UI has a linkage programme with Netherlands Institute for Management RVB - Maastrich. The linkage programme, which was fully financed by the European Commission (Soyode, 1994), has brought a lot of advantages to the UI Department of Economics.

Private sector linkages

In recent times, links have been established between the universities and the organized private sector. Some companies have provided computers, research grants and books, while other companies have supported departments in other ways. In the last seven years many professional chairs were endowed (Soyode, 1994), starting with the First City Merchant Bank's endowed chair at UI. NAL Merchant Bank followed by endowing three chairs, one each at UI, UNN and ABU. UBA endowed a chair at UNILAG, while Afribank gave one to UI. Other organizations - Awolowo Foundation and Harvard Alumni - have also endowed chairs at UI. The endowment of chairs in the Department of Economics of various universities has greatly promoted economics education and facilitated the training of PhDs in economics. (See Appendix A for the abbreviations used in this section.)

The PhD collaborative model and analysis of views

The collaborative concept, structure and modality, as presented were indicated in Section 1 of this report were discussed with knowledgeable individuals in various institutions on the model. Their views are presented below.

The collaborative idea

Out of the 26 respondents in the various centres nationwide, only two expressed reservations about the idea of a collaborative arrangement at the PhD level. There is thus a near-unanimity of views on the desirability of such a programme. The rationale for individuals' support for a collaborative PhD varied widely, ranging from perceptions of the inadequacy in the relative and absolute quality of the PhD being awarded by an institution to the need to assist relatively weak neighbours. A sample of views:

- The collaborative programme is workable and even required for the present situation. (UNN)
- Has the best chance of working here. (UI)
- UI is a strong centre, a grandparent stock; will assist many others. (National Planning

Commission, Lagos)

- The collaborative programme can work here, with some elements of adaptation to suit the environment. (ABU).

The support for the collaborative idea emerged from an assessment that placed the PhD programmes in a weak position vis-a-vis PhDs awarded by foreign institutions, the alma maters of many of the interviewees:

- There is no basis for comparison. I did my PhD at Columbia University New York, which had then about 100 professors in the Department of Economics also has the largest library in the United states, apart from the Library of Congress. You cannot compare the product of such a rich institution with this one. (UNN)
- The programme here is in no way comparable to the one I did. To me, they are two different things. I was here five years ago and I can safely say that the programme has deteriorated considerably. (ABU)
- I would rate the programme as poor. The quality has gone down. (ABU)
- The quality of our programme is good, but not comparable to Queen's or Penn's, you and I know(UI)

As attractive as the idea of a PhD collaborative is to deal with some of the problems identified, there are dissenting voices:

- This whole idea of a collaborative is a diversion, a diversion away from the idea of a centre of excellence that has continental support, and support at the highest level of government. I will oppose it. (UI)
- My personal worry with the whole idea rests squarely on the exclusion of NUC (National Universities Commission) from the whole plan.....more worrisome when it is realized that no government agency is involved....a big question mark should go with the whole intent of the programme. (Bayero University, Kano).

The reservations also emerged from another angle. Even those who see the PhD collaborative in very positive terms expressed concern about its feasibility and take-off, given their perception of the present MA collaborative. A significant percentage of those who know or are involved in the planning of the MA collaborative is skeptical. A head of department of economics underlines the point:

- The collaborative idea is good but there is need to experiment with the planned collaborative MSc programme. This is the only way by which one can see the problems involved, the prospects, and determine the adequacies or otherwise of the

programme. From this, the higher collaborative idea can start.... (UNN)

An HOD was cautiously inquisitive; she asked:

- What is delaying the take-off of the MSc collaborative? When is the programme actively commencing? I understand that a similar programme took off already in Nairobi. Ours is taking almost three years. Why? I long to see the programme take off as quickly as possible. (ABU)

A dean was more judgmental:

- Nothing has come out of the Nairobi initiative, at least not in UNN (University of Nigeria Nsukka). Since that one has not taken off, I will not like to discuss any other. I strongly believe that the proposed one must be an extension of the collaborative MSc programme.

A former HOD insisted:

- The acceptability and success of the PhD collaborative will depend on what happens to the master's collaborative. If that is frustrated, this too will be. If hopes are dashed on the master's collaborative, the acceptability of the PhD one is in danger. (UI)

When it is appreciated that the working model for the doctoral collaborative comprises an adaptation and extension of the collaborative MA programme, the importance of the link between the MA and PhD collaboratives cannot be over-stressed.

The programme

Courses

Virtually all those interviewed could see no difficulty whatsoever in modifying existing doctoral programmes to satisfy the doctoral collaborative model. A UI deputy vice-chancellor believes that many of the courses exist. "Even when they do not exist, we can easily update them and modify the regulations".

An HOD emphasizes the need for adaptation:

- We produce PhD by research. It will require the adaptation of the course work to fit into the model. It can be done. Indeed, we have designed 500 series courses for MSc for the initiative; it will just require the introduction of 600 series for the PhD. (UNN)

Duration

The majority of respondents accept a four-year PhD programme, post-BSc. They all support the idea of one year being spent by the student in a foreign university. They are evenly divided on whether the second and third year should be the year abroad.

Those who support the third year offer various arguments.

- Half of the duration of the programme should be spent locally. The commitment to the local university should be irreversible before going out.
- We should insist on knowing what the student wants to work on. That is likely to be more reasonable after the second year.
- The more they have learned at home, the better their chances of gaining from the foreign year abroad.

Equally plausible reasons are provided for spending the second year abroad.

Which foreign university?

There is a variety of preferences. Some would want the students to go to a foreign university in USA, others believe South Africa or Asia would provide proximate and relevant experiences for the students.

A deputy vice-chancellor was categorical on his preference:

- If we want to learn, there is no substitute for the USA.
Some other professors support or reject:
- They should be allowed to go to the USA to avail themselves of the opportunity of learning facilities that are up-to-date; also modern technology. Europe, too, is all right.
- Let students go to any foreign university located in any part of the globe. No part of the world has the monopoly on knowledge.
- Encourage students to go to Canada or the USA.
- Students should go to universities in Asia or South Africa. The focus should be on development.
- I will prefer Europe and the USA. However, efforts should be made to diversify the search for knowledge in this respect.

In numerical strength, Europe, USA and Canada are more frequently mentioned as foreign universities where students can spend the year abroad. There are, however, powerful ideological and philosophical reasons adduced to support the foreign year abroad in Asia, South Africa or any other country.

Examination

The general feeling is that the conventional mode of PhD assessment is acceptable. Course grading and assessment through a comprehensive PhD examination are most often mentioned as necessary in addition to the evaluation of PhD proposal and thesis defense. Two respondents desire something extra. This extract summarizes:

“I would like to see a PhD programme that is built on the philosophy of public defense as against the current practice of in-house and clandestine PhD defense arrangement. A PhD work must be subjected to a well-advertised public defense; even the proposal must not be presented secretly....”

Tuition fees

The views vary widely. Some believe that no subsidy of any kind should be allowed, while others believe students should not be made to pay any tuition.

A sample of views:

- The idea of subsidization of education has destructive tendencies; at the PhD level, government should not come to subsidize..... When students pay, they see such payment as investment...which sustains their interests and commitment. In terms of what to pay, I cannot say as we are into a deep crisis of instability.... Should be determined by the situation on the ground.
- The students should pay token fees only.
- Many students cannot afford to pay. It is necessary to look for funding support.
- I do not care the level of fees charged at the PhD level, but the burden should not be on the student. It is the society that needs them. It is a paradox ... the society should sponsor them.
- The student should be made to pay something, however small. I will suggest ₦2,000 per annum.
- The National Planning Commission should and will be able to bear full cost. We

need the PhD. We need to arrange for a system of producing PhDs for the planning work of the nation.

- Our university can pay whatever the tuition fees charged. We can sponsor and even pay the salaries of sponsored staff but we cannot afford to pay the foreign bills. I think the foreign year should be financed externally - all aspects of it.
- Tuition fees should depend on financing sources.
- The tuition fees should be guided by government policy on the financing of education.
- Level of fees is difficult to determine, but must not be free.
- Students to pay higher portion of the local costs, but the overseas components of their expenses must be *heavily* subsidized.
- The NUC regulations must be observed to enjoy some forms of subsidy. The countries should fund the programmes from external sources.
- It should be free, to encourage the bright ones to want to go for the programme.
- I should say that we should not expect too much from the students. I will prefer that the programme is made as free as possible to attract good materials/candidates.

Externalities

Almost all the respondents alluded to the benefits to be derived from the collaborative arrangement. Upgrading of facilities, enhancement in staff number and perquisites, more exciting academic environments and intellectual possibilities were regularly mentioned. The problems and inadequacies in the current environment of the individual institutions were appreciated and it seems as if the support for the collaborative idea was more of away to deal with some of the problems. As one former HOD put it: “The stronger an institution is, the weaker is its commitment to and interest in a collaborative arrangement. What is true of the institution is however, not necessarily true of the individual lecturers or professors who also independently evaluates what is in there for them. A judgement on a collaborative arrangement is a tricky tri-dimensional one involving the university, the individual and the larger society”.

IV: Observations and conclusions

Observations

Certain modifications to the initial collaborative model are called for. First is the content and duration of the course work; a more extensive and deeper knowledge of economic theory and methodology is indicated. Also, the duration of the course work will certainly approach two years if certain doctoral level courses are to be covered.

In the light of this, it may be necessary to consider the advisability of having students take some higher level doctoral courses during the foreign leg of their study. This may be inevitable if a four-year duration for the programme is to be realized.

It is necessary from the onset to confront the issue of PhD supervision. How will the university (or collaborative school) capacity to supervise be enhanced? Will it be through involvement of overseas staff associates? This may be a step in the right direction. It may also be necessary to involve a large number of experienced PhD holders outside the collaborating institutes in the training of PhDs in the collaborative school. This way, teaching and supervision can be enhanced in the collaborative programme, to the advantage of all.

What is indeed called for is a strong link, some collaboration between national institutions producing PhD and the PhD collaborative school. The two-way flow will improve the quality of national programmes as well as that of the collaborative programme.

The organization of the PhD collaborative programme should reflect the relatively large number of universities and potential PhD students in Nigeria. Will that size make a centre out of Nigeria? In other words, will Nigeria be a centre of the collaborative school or a collaborative school on her own, with centres in a few locations in Nigeria?

The issue of organization will have to be addressed jointly with that of governance. What will be the relative roles of AERC and FEE in the management and control of doctoral collaborative programmes? These are outstanding issues requiring further study and deliberation.

Conclusion

From the Nigerian studies, the following conclusions emerged:

1. The demand for PhD graduates in economics is large and growing; the annual average demand in Nigeria was 56 over the last decade and is projected to grow to 72 yearly in the next half-decade.

2. There is a large and growing unmet demand. The excess demand, not met from either local or foreign sources, has ranged from 52 to 70 annually in the last five years. There is a clear frustration of national goals and objectives through the lack of economics PhD.
3. The institutional capacity to produce PhD by the Nigerian universities is severely constrained. No Nigerian university, except Ibadan, has been able to produce an average of one PhD graduate a year in the last ten years. Even Ibadan is able to produce an average of only 1.5 PhDs a year.
4. The circumstances of the individual universities have worsened, not improved; the physical infrastructures and the staff resources appear even more inadequate to produce even at the unacceptably low levels of the past.
5. Over the preceding ten years, the local supply of PhDs was 35, against a demand of 621. The strategy to meet the demand cannot be the conventional one.
6. The collaborative idea appears to be a thoughtful initiative. The survey's views were near-unanimous in its support.
7. A few issues need to be urgently addressed in the implementation of the PhD collaborative; perhaps the most urgent is the advancement of the Masters collaborative.
8. PhD financing still poses a challenge. The costs of PhD training clearly exceed the capacity of the individual student to bear. The need for governments, private sponsors and external donors to provide support is clearly underlined by this study.
9. There is a large pool of BSc (Econ) and MSc (Econ) graduates within the sampled organizations, only 5% and 7% of whom are undergoing further studies. New graduates are being added yearly. The need is for facilities to train some of them to the doctoral level.
10. Perhaps the most unsettling conclusion is that if nothing is urgently done, the Nigerian universities will soon lose their capability to produce not just the PhD, but those the PhDs also help to train. The low attrition rates notwithstanding, the few PhDs may drift to non-university employment to the detriment of university education and mission.

Next steps

1. A deliberate programme of action is urgently required to resolve the uncertainty surrounding the Nigerian MA collaborative and the status and credibility of FEE. Without first resolving that inadvertent logjam, it may be difficult to get meaningful support for, and participation in, the collaborative doctoral programme.

2. The structure and content of the doctoral programme must be addressed within the context of international standards and the needs of employers. Additions to the existing menu of courses need to be articulated collectively by lecturers and representatives of the employing organisations and institutions. A workshop is an appropriate forum to deal with this.
3. There are different programmes of PhD training in existence in Nigeria, reflecting differing emphases on the place of research. While one or two universities offer PhDs by research, many others offer courses in addition to thesis research. There is need for some harmonization, which would benefit from further study and deliberation.
4. Perhaps the most urgent step is to gather support for the collaborative model. A prior requirement is the understanding of the concepts, modalities and issues in the PhD collaborative. A workshop involving the various interests involved in the collaborative programme would be appropriate for this purpose and should be held.
5. The financing of the collaborative programme has not been addressed. What is clear is the necessity to get students, government and foreign agencies to contribute. The modality for doing this should be studied and executed.

Appendix A: PhD Study survey by institution

Policy and financial institutions

1. Central Bank of Nigeria, Lagos
2. First Bank of Nigeria, Lagos
3. National Planning Commission
4. National Institute for Policy and Strategic Studies (NIPSS), Kuru, Jos
5. National Centre for Economic Management and Administration, Ibadan
6. Nigeria Deposit Insurance Corporation (NDIC), Marina Lagos
7. Nigeria Stock Exchange, Lagos
8. Nigerian Institute for International Affairs, (NIIA), Lagos
9. Nigerian Institute of Social and Economic Research, (NISER), Ibadan
10. Securities and Exchange Commission, Lagos

Universities:

11. Ahmadu Bello University (ABU), Zaria
12. Bayero University, Kano (BUK)

13. Economics Department, University of Ibadan (UI), Ibadan
14. Nigerian Defense Academy
15. Obafemi Awolowo University (OAU), Ile-Ife
16. University of Abuja
17. University of Uyo, Akwa-Ibom
18. University of Maiduguri
19. University of Lagos (UNILAG)
20. University of Nigeria, Nsukka (UNN)
21. University of Jos
22. University of Benin (UNIBEN)

Polytechnics and colleges of education

23. Cross-River State College of Education, Akamkpa, Calabar
24. Federal College of Education, Abeokuta
25. Federal Polytechnic, Auchi
26. Ogun State Polytechnic, Abeokuta
27. Yaba College of Technology, Yaba, Lagos

Appendix B: PhD study list of those interviewed

1. Mr. O.A. Adeyemo
Director, National Planning Commission,
Lagos
Former Director/Chief Executive,
National Centre for Economic
Management and
Administration (NCEMA), Ibadan
2. Dr. (Mrs.) P.I. Aku
Head, Department of Economics
Ahmadu Bello University, Zaria
3. Prof. Apia Okorafor
Dean, Faculty of the Social Sciences
and Professor of Economics
University of Nigeria, Nsukka
4. Prof. N.I. Ikpeze
Former Head, Dept. of Economics
University of Nigeria, Nsukka
5. Prof. E.L. Inanga
Head, Dept. of Economics
University of Ibadan
6. Prof. Femi Kayode
former head, Dept. of Economics
University of Ibadan
7. Dr. I. A. Pedro
Dept. of Economics
Bayero University, Kano
8. Prof. Bade Onimode
former dean
Faculty of the Social Sciences
University of Ibadan
9. Dr. Eshiet
Dept. of Economics
Ahmadu Bello University, Zaria
10. Dr. Ewwerem Dike
Economics Dept
Ahmadu Bello University, Zaria
11. Dr. D. Galadanchi
Economics Dept.
Bayero University, Kano
12. Prof. Ibi Ajayi
Economics Dept.
University of Ibadan
13. Dr. Ademola Ariyo
Economics Dept.
University of Ibadan
14. Prof. O.O. Oduye
Deputy Vice-Chancellor (Academic)
University of Ibadan
15. Dr. I.A. Kiyawa
Economics Dept.
Bayero University, Kano
16. Prof. Aderinto
Head, Dept. of Economics
Nigeria Defense Academy (NDA)
Kaduna
17. Dr. Okorie
Head, Economics Dept.
University of Nigeria, Nsukka

18. Prof. J.S. Odama
Economics Dept.
Ahmadu Bello University, Zaria
19. Prof. Bola Tomori
Department of Economics
University of Lagos
20. Prof. O. Olaloku
Department of Economics
University of Lagos
21. Prof. E.O. Fajana
Department of Economics
University of Lagos
22. Prof. E.C. Ndekwu
Nigerian Institute for Social and
Economic Research (NISER)
Ibadan
23. Prof. Olu Ajakaiye
Nigerian Institute for Social and
Economic Research (NISER)
Ibadan
24. Prof. M.I. Obadan
Director-General
National Centre for Economic Manage-
ment and Administration (NCEMA)
Ibadan
25. Dr. Gene Ogiogio
National Centre for Economic Manage-
ment and Administration (NCEMA)
Ibadan
26. Dr. M.O. Ojo
Director of Research
Central Bank of Nigeria
Lagos
27. Dr. (Mrs) A.F. Odejide
Department of Economics
Obafemi Awolowo University, Ile-Ife

Appendix C: List of PhD graduates from the Department of Economics, University of Ibadan, 1985 and 1995

Name	Initial employer
Adebite	University of Lagos
Adenikinju	University of Ibadan
Akinkugbe	University of Ibadan
Anyanwu	University of Benin
Emenuga	University of Ibadan
Jerome	University of Ibadan
Nyong	Centre for Monetary Studies, Dakar, Senegal; later University of Uyo
Odubogun	University of Ibadan
Ogiogio	National Centre for Economic Management and Administration
Ogun	University of Ibadan
Ogunkola	University of Ibadan
Ogunmike	University of Ibadan
Poloamina	University of Ibadan
Raheem	University of Ibadan
Sobodu	University of Ibadan; later Commerce Bank, Lagos
Soludo	University of Nigeria, Nsukka
Tella	Ogun State University

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