NUC ADMISSIONS POLICY ON HUMAN CAPACITY BUILDING: EVIDENCE FROM EBONYI STATE UNIVERSITY, ABAKALIKI, NIGERIA.

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ABSTRACT

The study was carried out, to determine the implications of National Universities Commission (NUC) quota policy on human capacity building using Ebonyi State University (EBSU), Abakaliki experience. The study adopted ex-post facto research design. The objective of the study was to determine the extent total number of registered students per session in Ebonyi State University significantly contributes to human capacity building in Ebonyi State. The methodological approach adopted in the data analysis is the ordinary least squares (OLS) using E-view 9. Three null hypotheses of the study were analyzed using the coefficient of correlation (r) estimated from the coefficient of determination (r^2) from ordinary least square. The result of the hypotheses reveals high positive result and negative on first hypothesis with (r^2 -1.72, 0.02 and 0.007). Evidence from the result indicated that NUC quota admission policy impacted negatively on the Ebonyi State University's ability to contribute to human capacity building in the state. Findings of the study showed that NUC admission quota, registered students and academic staff strength jointly have significant impact on the human capacity building of Ebonyi State substituted by the total number of graduating students per session from Ebonyi State University, Abakaliki. Consequently, the study concluded that the total number of registered students per session in EBSU has significantly contributed to human capacity building in Ebonyi State as expected. The implication is that, there is need to increase the admission quota of EBSU, since the university's staff strength increases significantly or reduces drastically then the human capacity building of the university would also rise or fall more than proportionately as evidenced. The study therefore, recommended that National Universities Commission, NUC quota admission policy should be revisited and increase Ebonyi State University, Abakaliki quota to ensure adequate human capacity building in the State.

Keywords: NUC, Quota, Admission Policy, Human Capacity Building

Introduction

Universities world over are known as institutions for capacity building. Often times, the quality of manpower of a given nation or state reflects largely on the efficacy of their universities in terms of human capacity. At the core of human capacity building is training exercise which is believed to improve performance and overall productivity of any given institution. Education and training programmes are often based on the policy instrument mapped out as guidelines. Public policies such as NUC University admission policy can be regarded as general rules, regulations, guidelines, practices or actions which determine who gets what, when and how of the available admission quota. The policy is embedded in admission quota, academic staff strength and total number of registered students annually. Western world is known for great economic exploits and technological innovation that were made possible because of qualitative human capacity. In developed and developing nations including Nigeria, qualitative human capacity building is still very essential to keep up with the changes. Thus, human capacity building is a factor in the determination of how much a nation can accelerate in achieving developmental objectives (Asaju, Thomas, Silas and Anyio, 2013). Hence, Ebonyi State, Nigeria was faced with gross shortage of qualified and accomplished manpower at its creation in 1996. Ebonyi State was classified by the National Universities Commission (NUC), as an educational less advantaged state. To address the related deficits, the Ebonyi State University started in the year 2000 and, its objective thus, was to produce the human capacity for the rapid development of the State. The foremost sources of funding for the University are the monthly grants in form of subventions from Ebonyi State government and the internally generated revenue through fees, charges.

Nigeria has a record of one hundred and fifty two (152) Universities both public and private (NUC, 2017) excluding polytechnics and Colleges of education. University admission policy most often are formulated and monitored by federal government regulatory bodies like National Universities Commission (NUC) and Joint Admissions and Matriculation Board (JAMB). These bodies stand to manage the task of admission into the citadels of higher learning. It is believed that the student's admission constitute basically the roadmap in attainment of the objectives of the citadels of learning. Mostly, in this respect, Nigerian Universities are associated with the problem of politics in admission (Bayode, Olubukola and Abiodun 2014). The establishment of the universities in Nigeria mostly seems to be motivated by political pressure and has affected the

admission process in the area of democratization and centralization in order to ensure that education serves as a tool for human capacity building in the country (Shina, 2014).

When JAMB came on board, university admission problems became obvious. For instance, there is discrimination among the incoming candidates from some parts of the country whereby candidates with higher scores are not considered for admission by the Unified Tertiary Matriculation Examination (UTME). Similarly, categories of candidates that fall under disadvantaged states that have lower scores have the better chance to be admitted than certain categories of candidates with higher scores from the educationally advantaged states. The National Universities Commission admission quota represents the figure of candidates to be considered for admission into the higher institution in one academic session (Shina, 2014). The quota system comprises important elements such as academic merit which is determined by the candidates' university matriculation examination scores and is allotted 45% (Shina, 2014). JAMB most often is guided by the provisions of the admission policy in the admission process each year. University education demands are increasing with the growth of the population. Universities ratio should also be increased with the increase in the demands, (Ibijola, 2014).

An over-populated university means that the students are more than the limits of facilities available in the university (Ibijola, 2014). In the year 2009, 90,000 candidates passed the university admission test but only 6000 got admission because of the NUC admission quota practice (Aluede, Idogho, & Imonikhe, 2012). More worrisome, is that any University that admitted more than the quota given will be sanctioned by the NUC or the students are demobilized from National Youth Service Corps Programme (NYSC). In Ebonyi State University, the admission quota is as follows:- Merit/Locality 75%, which include General Merit 35%, Catchment/Locality 30%, Direct Entry 10%, Government/University Interest 10%, Staff Interest 10%, Concessional 5% (EBSU Admission Division, 2015). There are also O'level minimum requirements for different fields of study in EBSU, as well as other Universities in the country. For Arts and Humanities, Social Sciences, and Management Sciences the basic O' level requirement is five credits including English and Mathematics, one Nigerian major language and two other subjects relevant to the area of study. On the other hand, for science disciplines, the candidate must possess five credits including English Language and Mathematics, Physics, Chemistry and Biology and other subjects depending on the candidate's area of study (EBSU Admission Division, 2015; Shina, 2014).

Presently, students' registration and with the decreasing number of quality of academic staff in the Nigerian universities have given rise to great worry among stakeholders concerned. Similarly, huge capitals, particularly funds spent for the university and the attendant high excellence of graduates trained by the university is below the required when compared with global standard (Aluede, Idogho, & Imonikhe, 2012). The situation as observed may be attributable to the practice in registration of students which placed consideration on educationally disadvantaged states with 20%, the catchment areas with 25% and 10% to the discretion of the individual Vice-chancellor (Shina, 2014; NUC, 1999). To a reasonable extent the number of registered students per session in the EBSU ought to have a reasonable effect on the total figure of graduates produced by the university. This implies that growth in the figure of registered students per session will lead to growth in the figure of graduates produced by the university over time on average.

It is believed that the total number of teaching staff available to the University annually for the period covered by the study has the tendency of increasing the human capacity building in the University. The need to boost students' registrations and advance university high quality is determined by the increase or decrease of qualified academic staff needed. It is reported that the number of academic staff as at 1997 and 1999 dropped by 12%, while student's registration increased at 13% (NUC, 2002b). The report was corroborated by Federal Ministry of Education (2009). The situation as observed has affected significantly Ebonyi State University, Abakaliki following the increase in the school fees and shortage of teaching staff attributable to search for greener pasture. This as it may, has affected increase in human capacity needed for the state.

Following from the above, NUC has made it a point of duty to determine and assure the quality of Nigerian Universities and has limited the figure of students a lecturer can suitably attain based on academic programmes obtainable in the system. Evidently, students teacher ratio presently are: (30:1); Science - student (20:1); Medicine - Student (10:1); Agriculture - student (15:1) and Engineering - student (15:1) (Abdulkareem, Fasasi and Akinnubi, 2011). Based on the result obtained from the study, it follows that the academic staff strength of the university has a positive effect on human capacity building in the state. It also implies that, if the university's staff strength increases significantly or reduces drastically then the human capacity building of the university would also rise or fall more than proportionate as the case may be.

The above ratio was an attempt by the government regulatory body (NUC) to align the Nigerian Universities to meet with the demands of educational global ranking. It may be necessary to infer that it is one of the issues disturbing human capacity building and has attracted continuous interest of stakeholders in education in relation to excellence in research and needed measure, especially at the University.

However, despite the large number of these educational institutions, coupled with the increased intake and turnout of graduates annually, the country is obviously faced by inadequacy in terms of skilled manpower based on admissions policy constraints (Aluede, Idogho, & Imonikhe, 2012). Similarly, the situation in the Ebonyi State University, Abakaliki seems not to be different based on environmental configuration.

It also shows that shortfalls in staff student ratio contribute to the denial of admission of students in the University, going by the obtainable records at hand that 84.7% to 94.8% of qualified students who apply to be admitted into Nigerian universities were denied admission on yearly basis (Okebukola, 2008). Admission experienced high acceleration last decade and has exceeded government guidelines presently (Shina, 2014). Admission in the federal universities indicates growth at 12% yearly during the 1990s while the circumstance seems not to have significantly altered (NUC, 2002b in Williams, Theresa and Eric (2004). The situation is occasioned by increase in the number of the university and in term of courses, departments, schools and faculties (Okebukola, 2004).

Available data from National Bureau of Statistics indicates that Ebonyi State human capacity index since the year 1996 has continued to experience decrease annually. Ebonyi State has Human Capacity Index rating of 0.418 against national average of 0.513 and South East average of 0.485. The state had the lowest life expectancy at birth, the lowest GDP per capita adjusted for the purchasing power parity (PPP), lowest level of adult literacy, as well as the highest number of poor people. However, the state has the least level of inequality measured by the Gini-coefficient probably because almost 78% of the population are farmers and are within the same low income level. The state has also done well in gross primary and secondary school enrolment rate, being the highest (114) in the South East (National Bureau of Statistics, 2015).

Admission policy provides a strong framework that guides activities regarding the intake and human capacity training in the Universities (Okebukola 2008). It will therefore not be out of

place to state that the quality of admission policy made by the universities will determine the efficient manner with which the task of human capacity building can be carried out. It will equally reflect in the quality of graduates and products from the University. In view of the above, the thrust of the study anchored on implications of national universities commission admission policy on human capacity building in Nigeria: Using experience from Ebonyi State University.

1.2. Statement of the Problem

One of the objectives of a university is to produce capable, skilled and globally competent workforce for the labour market for both public and private organizations; which is greatly a compass to achieve sustainable national growth and development (Obadara and Alaka, 2013). Unfortunately, academic staff strength available has continued to decrease annually (Ajayi and Adeniji, 2009). It appears that Federal Government efforts at making University education accessible for all and sundry, seems to be abortive. In Nigeria, student admission policy is usually formulated by governmental bodies such as National Universities Commission (NUC) and Joint Admissions and Matriculation Board (JAMB) to address the problem of admission to University education. The assumption depict that the number of intakes may contribute greatly to the overall attainment of the goals of University education in terms of quality of human capacity building for any nation.

NUC admission quota is associated with catchment areas, denial of admission to prospective candidates, academic apartheid, preferential and differential policy and uniform and centralized admission process (Shina, 2014). This admission process requires total compliance from participating Universities in Nigeria and significantly has resultant shortfalls in admission of candidates and has continued to be recurring emergent issues in the system (Shina, 2014). It is on record that admission into federal institutions must be based on 45% merit, 35% for the catchment areas, and 20% for the educationally less developed states. In Nigeria, 23 states of the Federation are categorized as Educational Less Developed (ELD) on the basis of disparities in University admissions. Catchment areas measure is supposed to take care of the candidates who could not meet the merit cut-off points but whose states of origin are contiguous to the university (Ojerinde, 2011).

The uniform admission policy is a major impediment to qualitative university education in Nigeria (Shina, 2014). Thus, another problem of admission policy is the preferential and

differential policy that designates certain parts of the country as disadvantaged areas (Ojerinde, 2011). This policy may create unhealthy competition and negatively affect human capacity building in Ebonyi State University, Abakaliki. University that increased their admission quota may cause its graduates not to participate in National Youth Service Corps Programme (NYSC). The NUC admission policy like quota, significantly denies admission for candidates because of the limited chances and space given to the university per session (Emanikwu, 2012). Similarly, the quantum of human capacity may be affected significantly in terms of intakes and graduates.

Similarly, admission policy that undermines merit, quality may be substituted with mediocrity in an attempt to balance access to university education (Adeyemi 2001). Empirical evidence has it that admission based on quotas rather than merit is one of the external factors responsible for the poor quality of University programmes in Nigerian universities (Adeyemi, 2001). Though it appear that there is inequity and unfairness to the entire academic community where merit seems to be the order of the day. A nation that refused to invest in human capacity building is bound to retrogress and this to a reasonable extent amplified State Government position in the decrease in subvention to the University. Thus, UNDP human development report found out that despite being the world's sixth largest exporter of petroleum, Nigeria ranks extremely low in terms of human development making it impossible to attain the benefits of human capacity building globally (UNDP, 2005).

The NUC admission policy has given rise to frustration of many candidates who would have been admitted, seeing those who scored less than them being admitted (Shina, 2014; Adeyemi 2001). It is indeed unfair to the prospective students in some parts of the country, with higher scores in the UTME not to be given admission into the University, while others in the so called educational less developed or educational disadvantaged areas with lower scores have the opportunity of being admitted (Shina, 2014; Adeyemi 2001).

OBJECTIVES OF THE STUDY

The broad objective of the study is to examine the implications of NUC admissions policy on human capacity building in Ebonyi State using the EBSU experience. The specific objectives therefore include to:

(i) Ascertain whether the NUC admission policy based on quota enhances human capacity building in Ebonyi State judging from the experience of the EBSU.

(ii) Determine whether the total number of registered students per session in the EBSU significantly contributes to human capacity building in Ebonyi State; and

(iii) Ascertain the impact the academic staff strength available to the EBSU per session on human capacity building in Ebonyi State?

METHODOLOGY

3.1 Research Design

The present study adopted Ex-post facto research design. Ex-post facto research design is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated. All data were obtained from secondary sources and were analyzed using descriptive statistical and regression methods.

3.2 Model Specification

The study hypotheses had been stated with a view to examining the implications of National Universities Commission (NUC) admission policy on the human capacity building of Ebonyi State, Nigeria. To this end the variables are used in proxy. The model of the study is therefore specified as follows:

$$Grad = f(AdmQ, RegS, AcadS) \quad 3.1$$

Where

Grad = Total number of graduated students from Ebonyi State University (EBSU) per session (proxy to represent human capacity building in Ebonyi State)

AdmQ = NUC Admission quota per session as stipulated by NUC (proxy NUC admission policy)

RegS = Total number of registered students per session (control variable)

AcadS = Total number of academic staff (control variable)

In a linear function, it is represented as follows:

$$Grad_t = b_0 + b_1AdmQ_t + b_2RegS_t + b_3AcadS_t + U_t \quad 3.2$$

b_0 = Constant term

b_1 = Regression co-efficient of Admission quota (AdmQ)

b_2 = Regression coefficient of Registered students (RegS)

b_3 = Regression coefficient of Academic staff (AcadS)

U_t = Error term

The estimation was based on the log form of the model. This means that the logs of each series were used for the estimation. The results thus obtained for the coefficients of Equation 3.3 are interpreted as elasticities or percentages. The log-linearized form of Equation 3.2 is:

$$LGrad_t = b_0 + b_1LAdmQ_t + b_2LRegS_t + b_3LAcadS_t + U_t \quad 3.3$$

Where L = Log to base ten of the series. The rest of the variables are as in Equation 3.2.

3.3 Estimation Procedure

Descriptive and correlation statistics were first used to analyze the data of the study. Thereafter the unit root test was administered to check the stationarity nature of the series. The model was then estimated using ordinary least squares (OLS) method after which the estimates were evaluated for stability. In estimating the model the researcher relied on the developments in the co-integration theory, otherwise referred to as the error correction mechanism (ECM). This was developed to overcome the problems of spurious regression often associated with the non-stationary time series and to generate valuable long-run relationships simultaneously (Engle and Granger, 1987). It arose from the need to integrate short-run dynamics with long-run disequilibrium.

1. Unit Root Test

To avoid the unruly of imitation or nonsense regression, it is important that the time sequence properties of the data set employed in the estimation is established. Additionally to reasonable extent test for the presence of unit root in the series using the most generally accepted method: the Augmented Dickey Fuller (ADF) method. The tests are conducted with and without a deterministic trend (t) for each of the series. The general form of the ADF test is estimated by the following regression.

$$\Delta y_t = \alpha_0 + \alpha_1 y_{t-1} + \sum \alpha \Delta y_i + \varepsilon_t \quad 3.4$$

$$\Delta y_t = \alpha_0 + \alpha_1 y_{t-1} + \sum \alpha_1 \Delta y_i + \delta_t + \varepsilon_t \quad 3.5$$

Where:

Y is a time series,

t is a linear time trend,

Δ is the first difference operator, such that $\Delta y_{t-1} = y_t - y_{t-1}$,

α_0 is constant,

n is the optimum number of lags in the dependent variable and

ε_t is the random error term.

The null hypothesis is that $\alpha_1 = 0$. If the null hypothesis $\alpha_1 = 1$, then we conclude that the series under consideration $\Delta(y_t)$ has a unit root and is therefore non-stationary. If the ADF test fails to reject the test in levels but rejects the test in first differences, then the series contains one unit root and is of integrated order one I (1). If the test fails to reject the test in levels and first differences but rejects the test in second differences, then the series contains two unit roots and is integrated of order two I(2).

Method of Data Analysis

The model was estimated by ordinary least squares method using EVIEWS 9 computer software for data analysis. The result obtained was analyzed using statistical and econometrics techniques such as t-test, f-test, co-efficient of determination (r^2) and higher order test of autocorrelation where applicable. Furthermore, the co-efficient of correlation was computed from the estimated r^2 in order to give insight into the nature of the relation or the linear association between admission quota and registered student while the regression (OLS) analysis helps to see in numerical terms how much changes in the independent variable cause the dependent variable to change. The study hypotheses were analyzed using co-efficient of correlation and t-statistics from the result of the estimated model.

RESULT

4.1 Data Presentation

The data were analyzed using EViews 9 econometrics computer regression software. The first set of results obtained is the one relating to the descriptive and correlation statistics. Then the data were purified using unit root test to ensure that they are stationary after which the regression model was estimated. The estimated model was thereafter analysed statistically to ascertain their reliability.

(a) Result of the Descriptive Statistics

Table 4.1: **Descriptive Statistics**

	GRAD	ADMQ	ACADS	REGS
Mean	2817.769	3955.077	669.6923	3263.769
Median	2732.000	3700.000	623.0000	3282.000
Maximum	4826.000	5617.000	973.0000	4593.000
Minimum	1602.000	2500.000	403.0000	1619.000
Std. Dev.	1047.177	1088.311	184.0373	962.8372
Skewness	0.526577	0.266640	0.280934	-0.251420
Kurtosis	2.079563	1.700897	1.851721	1.962784
Jarque-Bera	1.059683	1.068197	0.885213	0.719693
Probability	0.588698	0.586198	0.642360	0.697783
Sum	36631.00	51416.00	8706.000	42429.00
Sum Sq. Dev.	13158950	14213043	406436.8	11124666
Observations	13	13	13	13

(Source: Author's computations based on data from Admissions Office, EBSU, 2016)

The result in Table 4.1 shows the descriptive statistics of the study data computed between 2004 and 2016 for the variables of the study. The first row shows the mean of the variables. For instance about 2818 persons were graduated annually from Ebonyi State University between 2004 and 2016. Similarly the NUC admission quota averaged 3955 whereas the number of academic staff averaged about 670 per annum. In the same vein, the number of registered students averaged about 3264 persons per annum within the study period. The table equally shows the maximum and minimum of the statistics. For examples between the review period, the highest number of

graduates produced was 4826 in 2016 while the least was 1602 in 2008. Similarly the highest and lowest admission quotas were 5617 and 2500 in 2014 and 2004 respectively. The highest and lowest numbers of academic staff were 973 and 403 in 2016 and 2004 respectively representing a huge growth. Lastly registered students peaked to 4593 in 2011 compared to 1619 in 2007. The skewness statistics shows that all the data are positively skewed except the data on total number of registered students. Furthermore all the series are normally distributed because the probabilities of the Jarque-Bera statistics are all above the 0.05 or 5% level for rejecting the null hypothesis of normal distribution. Finally the table shows that there are a total number of 13 observations in the study spanning from 2004 to 2016. This period was used because of paucity of data.

(b) Result of Covariance Analysis

Table 4.2: Covariance statistics

Correlation t-Statistic Probability Observations	GRAD	ADMQ	ACADS	REGS
GRAD	1.000000			

	13			
ADMQ	0.614117	1.000000		
	2.580787	-----		
	0.0256	-----		
	13	13		
ACADS	0.752703	0.955856	1.000000	
	3.791894	10.78903	-----	
	0.0030	0.0000	-----	
	13	13	13	
REGS	0.460422	0.183335	0.204742	1.000000
	1.720228	0.618539	0.693750	-----
	0.1134	0.5488	0.5022	-----
	13	13	13	13

(Source: Author's computations based on data from Admissions Office, EBSU, 2016)

The result in Table 4.2 shows the result of the covariance analysis of the study data. It reports the correlation, t, and probability statistics of the data. The result in the table shows that the correlation coefficient between NUC admission quota and number of graduates from EBSU is 0.61 with a t-statistic of 2.58 and a probability (p-value) of about 0.03. This result shows a statistically significant strong positive correlation. Between academic staff and number of graduates produced a correlation statistics of 0.75 is observed with a t-statistic and a p-value of 3.79 and 0.003

respectively. This result implies a stronger positive correlation compared to that between admission quota and number of graduates produced per annum. Also between academic staff and admission quota the correlation statistics is roughly 0.96 with a t-statistic and a p-value of 10.79 and 0.00 respectively. The result implies a very strong positive correlation between the variables. Other correlation statistics reported in the table are as follows: 0.46 (between number of registered students and number of graduating students), 0.18 (between number of registered students and admission quota), and 0.20 (between number of registered students and total number of academic staff). But the problem with these last three results is that they are not statistically significant at the 5% level and therefore cannot be admitted.

Table 4.5: Summary of the a priori expectations of the model

Dependent Variable	Explanatory Variables	Expected Sign	Actual Sign	Remark
LGRAD	(β_1) LADMQ	+	-	Does not conform
	(β_2) LREGS	+	+	Conforms
	(β_3) LACADS	+	+	Conforms

Source: Author's computations based on the study data analysed using Eviews 9 (2016)

Table 4.5 shows at a glance the result of analysis based on natural or a priori expectations of the parameters of the model. It was expected that the estimated signs of all the parameters of the model be positive, but in the case of NUC admission quota (ADMQ) the result shows a negative sign which is contrary to natural expectations. The result means that NUC admission policy, as represented in the study by admission quota, has negative implication on human capacity building of Ebonyi State. The other results conform to their natural expectations. It was expected that the increases in total number of registered students and in number of academic staff of the University should enhance human capacity building in Ebonyi State, as reflected in rise in the total number of graduates produced by the University per year, and the estimated parameters turned up with the right signs – positive.

4.3 Evaluation of Research Hypotheses/Research Questions Answered

Hypothesis One

H_0: NUC quota admission policy enhances human capacity building in Ebonyi State.

H_1: NUC quota admission policy does not enhance human capacity building in Ebonyi State.

This hypothesis was tested using the result of the ordinary least square regression. In the estimated model, the dependent variable is human capacity building proxy by the total number of graduates produced in EBSU per academic session within the study period. The independent variables include NUC quota admission policy, total number of registered students and academic staff strength of the University. The first hypothesis under review focuses on the impact of the NUC quota admission policy which is the first independent variable of the study model. From the result presented in Table 4.4 recall that the estimated impact of log of NUC admission quota (LADMQ) on human capacity building is -1.72 with estimated t-statistic of -2.33 and a p-value 0.04. The result was interpreted to mean that NUC quota admission policy affects human capacity building of Ebonyi State negatively. Based on the result, the null hypothesis (H_0) under review cannot be accepted. Rather the alternative hypothesis is accepted and the conclusion is that NUC quota admission policy does not enhance human capacity building in Ebonyi State.

Recall the first research question posed in this study which said: Does NUC quota admission policy enhance human capacity building of Ebonyi State? From the result obtained which shows that the policy had a negative impact on human capacity building, the study has therefore obtained evidence to answer that NUC quota admission policy does not enhance human capacity building of Ebonyi State. This outcome has also satisfied the first objective of the research.

Hypothesis Two

H_0: The total number of registered students per session in EBSU does not significantly contribute to human capacity building in Ebonyi State.

H_1: The total number of registered students per session in EBSU significantly contributes to human capacity building in Ebonyi State.

T-test was used to evaluate this research hypothesis because the study involves a small sample (n = 13). The result used is that of the second independent variable of the estimated regression model, that is, of registered students (LREGS) whose value from the result in Table 4.4

is 0.45 with estimated t-statistic and probability values 2.71 and 0.02 respectively. The result has been interpreted earlier to mean that a positive relationship exists between number of registered students in the University and the total number of graduates produced per session. Judging that the estimated p-value is less than 0.05 (i.e. 0.02 < 0.05) leads to the rejection of the null hypothesis (H_0) under review and the acceptance of the alternative hypothesis (H_1) at the 5% level of significance. This means that the total number of registered students per session in EBSU significantly contributes to human capacity building in Ebonyi State as expected.

With the result of the tested second research hypothesis, the second research question could be answered. The question was posed thus: What effect does the number of registered students per session have on human capacity building in Ebonyi State judging from EBSU's experience? The result has revealed that the number of registered students per session in EBSU has a positive effect on the total number of graduates produced by the university. This implies that an increase in the number of registered students per session will lead to an increase in the number of graduates produced by the university over time on average. This result also satisfies the second objective of the study.

Hypothesis Three

H_0: The academic staff strength available to EBSU per session does not have significant effect on human capacity building in Ebonyi State.

H_1: The academic staff strength available to EBSU per session has significant effect on human capacity building in Ebonyi State.

The third hypothesis is also evaluated using the T-test, this time, involving the result of the third independent variable of the estimated regression model – academic staff strength (LACADS). From Table 4.4 it is observed that the coefficient of this variable is 2.52 with t-statistic and p-value 3.43 and 0.007 respectively. Since the p-value is less than 0.01, it means that the result (positive effect of LACADS) is significant at 1% level. Therefore we do not fail to reject the null hypothesis and accept the alternative hypothesis. The conclusion is that the academic staff strength available to EBSU per session has significant effect on human capacity building in Ebonyi State as represented by the number of graduates produced per session.

The result thus obtained is useful for answering the third research question as well as satisfies the third objective of the present research. For example, the research question in focus was posed

thus: What effect does the academic staff strength of EBSU have on human capacity building in Ebonyi State? Based on the result obtained, it follows that the academic staff strength of the university has a positive effect on human capacity building in the state. It implies that if the university's staff strength increases significantly or reduces drastically then the human capacity building of the university would also rise or fall more than proportionately as the case may be. This finding satisfies the third objective of the study.

From the result presented in Table 4.4 recall that the estimated impact of log of NUC admission quota (LADMQ) on human capacity building is -1.72 with estimated t-statistic of -2.33 and a p-value of 0.04. The result was interpreted to mean that NUC quota admission policy affects human capacity building of Ebonyi State negatively. Based on the result, the null hypothesis (H_0) under review cannot be accepted. Rather the alternative hypothesis is accepted and the conclusion is that NUC quota admission policy does not enhance human capacity building in Ebonyi State. This result corroborates with earlier scholarly reports which show that there is significant positive influence of quota admission policy of NUC in Nigerian Universities and Ebonyi State University is inclusive (Francisca, 2016). From the result obtained which shows that the policy had a negative impact on human capacity building, the study has therefore obtained evidence to answer that NUC quota admission policy does not enhance human capacity building of Ebonyi State. This outcome has also satisfied the first objective of the research. The findings of Catherine & Fanny, (2010) corroborated the study that the National University Commission's admission policy of quota system, funding and carrying capacity constitutes major problem to access higher learning. The findings of Ibijola, (2014) revealed a moderate level of NUC performance of its accreditation role and a direct positive relationship with quality of inputs into Nigerian University system and human capacity building is significantly effected (Ibijola, 2014). Evidence from a similar research corroborated the findings of the study by (Mubashir, Musiliu & Rasheed, 2016).

The result used is that of the second independent variable of the estimated regression model, that is, of registered students (LREGS) whose value from the result in Table 4.4 is 0.45 with estimated t-statistic and probability values 2.71 and 0.02 respectively. The result has been interpreted earlier to mean that a positive relationship exists between number of registered students in the University and the total number of graduates produced per session. Judging that the estimated p-value is less than 0.05 (i.e. $0.02 < 0.05$) leads to the rejection of the null hypothesis

(H_0) under review and the acceptance of the alternative hypothesis (H_1) at the 5% level of significance. Osarenren-Osaghae, Omeredie, Omoike & Aigboje, (2014); Evidence from the findings has it that the total number of registered students per session in EBSU significantly contributes to human capacity building in Ebonyi State as expected. The result of this finding is not different from Elizabeth, (2015).

It is established that the major mechanisms that challenge the implementation of government policies in the context of Nigerian universities is inconsistency in the policy formulation and implementation (Adeniyi, 2015). The result of the findings shows a significant relationship between the candidate's scores in the three examinations at 0.05% level of probability (Igwe & Adikwu 2012). This may contribute to human capacity building in Ebonyi State as expected. The result has revealed that the number of registered students per session in EBSU has a positive effect on the total number of graduates produced by the university. This implies that an increase in the number of registered students per session will lead to an increase in the number of graduates produced by the university over time on average. This result also satisfies the second objective of the study.

The result of the study corroborated the findings of (Obadara & Alaka, 2013) that there is significant relationship between accreditation and resource input into Nigerian Universities, quality output, quality of process, and no significant relationship between accreditation and quality of academic content. Similarly, the total number of registered students per session in EBSU significantly contributes to human capacity building in Ebonyi State as expected considering the variable of the study. Findings of previous studies like Arubayi & Peter (2009) reveals that there is variability in regional distribution of Universities, consequently occasioning disparity in regional access to University education in the country (Arubayi & Peter 2009). To a reasonable extent NUC admission policy quota denies significant percentage of Nigerian population admission annually.

The third hypothesis is also evaluated using the T-test, this time, involving the result of the third independent variable of the estimated regression model – academic staff strength (LACADS). From Table 4.4 it is observed that the coefficient of this variable is 2.52 with t-statistic and p-value 3.43 and 0.007 respectively. Since the p-value is less than 0.01, it means that the result (positive effect of LACADS) is significant at 1% level. It is observed that the academic staff strength

available to EBSU per session has significant effect on human capacity building in Ebonyi State as represented by the number of graduates produced per session. Corroborating the result of the findings Olatunji, Anthonia & Ndubisi (2014) established that there was a negative short run relationship between economic development and human capital investment in Nigeria. Supporting the result of the findings Agunyai (2015) indicate that human capacity building is a veritable instrument in any nation that wants to develop in line with socio-economic and technological advancement and quality of the output must be prioritized. The study revealed over-utilization of teachers, low wastage rate with a mean of 23% and high graduation rate with a mean of 85% (Abdulkareem, Fasasi, Akinnubi, 2011).

The result thus obtained is useful for answering the third research question as well as satisfies the third objective of the present research. Based on the result obtained, it follows that the academic staff strength of the university has a positive effect on human capacity building in the state and the above results corroborated the study of (Adamu, 2015). Result of the finding was supported by Adedoyin, Richard & Wasiu (2013) that there is shortage of academic staff among Nigerian Universities. It implies that if the university's staff strength increases significantly or reduces drastically then the human capacity building of the university would also rise or fall more than proportionately as the case may be. This finding satisfies the third objective of the study.

Similarly, the result of the study was so supported by Charles & Comfort, (2012) and that short-coming arising from the NUC admission policy quota has negative implication on the students/staff ratio to a great extent (Akinrotimi, Festus & Josephy, 2012). Therefore, interaction of funding and availability of academic staff has continued to constrain student' intake into Nigerian Universities and it implies that if the university's staff strength increases significantly or reduces drastically then the human capacity building of the university would also rise or fall more than proportionately as the case may be previous findings of other researchers like Satope, (2014); Japheth (2016) and Mubashir, Musiliu & Rasheed, (2016) supported the result of the present study.

CONCLUSION

The study concluded that NUC quota admission policy does not enhance human capacity building in the Ebonyi State University, Abakaliki and this implied that an increase in the number of registered students per session would lead to an increase in capacity produced by the university over time on average. Therefore, it is the conclusion of the study that there is a significant

relationship between academic staff strength available to EBSU per session and NUC quota admission policy in the Ebonyi State University.

RECOMMENDATIONS

Hence, consequent upon the findings and conclusion, the following recommendations arose.

i. The study recommends that NUC need to increase admission quota of the Ebonyi State University since the number of registered students per session will lead to an increase in capacity building in the state.

ii. Available academic staff strength for the Ebonyi State University needs to be adequately in right mix to boast human capacity building in the system.

iii. There is need to establish new faculties and departments in Ebonyi State University to boost human capacity.

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