
MARKETING EDUCATION FOR ECONOMIC SURVIVAL: THE CASE OF UNIVERSITY OF UYO

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ABSTRACT: *This paper views marketing education in two perspectives-as a practice whereby school-leavers exchange their knowledge and skills for money and secondly, as a practice whereby the entire educational institution like, the University of Uyo, exchanges/should exchange her stock of knowledge and skills to make more money. The paper concentrates more on the second perspective and highlights four strategies which the University of Uyo uses to source for more money. These include product diversification, discriminatory charging of students', the use of multiple distribution channels and outright use of marketing promotion strategies, like advertising and appeal for support from the public. Education marketing is found to contribute greatly towards the internally-generated revenue (IGR) of the University of Uyo. Suggestions for greater strides in marketing by the university include setting up a distinct marketing management unit, experimenting on having cottage industries, especially for products that are of high demand by the employees like fuel; more involvement of the Alumni in fund generation, extending university services to artisans and finally, auditing the marketing outcomes and activities. The paper concludes that involvement in marketing is one sure way of stopping over-dependence on the government/proprietor for funds by higher educational institutions in Nigeria.*

KEYWORDS: marketing, education, economic, survival, marketing models, product models.

INTRODUCTION

Marketing is the exchange of goods and services by members of society. It used to be done originally by barter (exchange of one good for another type) but nowadays, it is through the use of money as a medium of exchange. In effect, marketing involves the exchange of goods and services for money or using money to acquire the needed goods and services. Exchange could be made through the use of physical cash, or through bank drafts and bank transfers or through electronic means. As our society develops, more sophisticated systems for the exchange of goods and services for money (marketing) develop. We are now witnessing marketing through the internet (e-marketing), which makes it possible for someone in Nigeria to market with customers all over the world, including marketing with clients in China, Japan and Ukraine. Academic study of marketing makes extensive use of the social sciences like psychology, sociology and anthropology. Mathematics, Economics and Neuroscience are also constituents of marketing as a discipline which is now widely recognised as a science. As a

course of study marketing utilises a number of principles and strategies such as marketing research, which helps to reduce the areas of uncertainty surrounding business decisions.

The marketing environment operates at three levels; the micro (internal) environment - forces within the company that affects its ability to serve its customers; the meso environment - the industry in which a company operates and the industries' markets; and the macro (national) environment - the larger societal forces that affect the micro environment (Jobber, 2001). An individual who undergoes training in marketing is ready to get into the society and practice the skills of marketing. For instance, products of educational institutions market education for economic survival.

Established 23 years ago in 1991, the University of Uyo is a relatively young educational institution in Nigeria when compared to universities which were established at the wake of the Nigerian Independence in 1960. These include the University of Nigeria, Nsukka; the University of Ibadan and the University of Lagos, which were established 30 years earlier (1960-1962). These are often referred to as the first generation universities in Nigeria (Etuk, 2006).

In terms of staff strength, the university has on its per roll 1405 academic staff made up of 306 females and 1099 males; 1,143 senior non-teaching staff, consisting of 537 females and 606 males; and 250 junior non-teaching staff, comprising 600 females and 3798 staff.

But, what does it mean for an entire educational organisation like the University of Uyo to market education? In the understanding of this paper, marketing education by the University of Uyo means what the university of Uyo should do/ has done in order to exchange her wealth of knowledge for money; what she should do in order to inculcate her varieties of skills for money and what monies she should get for her services of moulding attitudes and changing people's beliefs and values for useful living in the society, all in exchange for money for her sustenance and survival in this modern age. It also means what the University of Uyo should do in order to guide against loses. This is necessary because marketing involves monetary gains as well as loses through demand and supply.

To enable us understand what the University of Uyo should do/has done in the attempt to market education, this paper henceforth, addresses the theory of organisational types as propounded by Parsons (1960); it attempts to position the University of Uyo in her appropriate organisational category; it argues for why the university and indeed, all organisations in the same category should breach protocol and go into marketing. The marketing strategies that the University of Uyo should adopt/has adopted are also discussed. Suggestions are made for future action, and then the conclusion.

Parsons' (1960) Typology of Organisations, and the Need to Deviate from the Norm.

Parsons (1960) identified four types of organisations by which is meant four consciously co-ordinated social units, composed of people that function in a relatively continuous basis to achieve a common goal or sets of goals (Robbins, 2001). The four types identified by Parsons (1960) comprise the adaptive organisations, which are those organisations that can successfully adapt to their environment and create wealth as exemplified in business organisations. The next set comprises of the goal achievement organisations, which are those organisations that define

and implement societal goals, like the government ministries. The third category of organisations as identified by Parsons (1960) is the integration organisations, which refer to those organisations that establish cohesion and solidarity among societal members. These include the legal firms, the law courts and other social control agencies like the trade unions, the political parties and friendship associations.

The last but not the least of the four types of organisations theorized by Parsons (1960) are the latency organisations which refer to those organisations that help to maintain the cultural patterns of the society. Museums, churches and educational organisations belong in this last group. In effect, educational organisations are set up for the purpose of transmitting the knowledge, skills and values of the society. The University of Uyo belongs in this last category. One may ask, "if an educational organisation is set up for the purpose of transmitting knowledge, inculcating skills and modifying attitudes, values and beliefs of members of the society, why is it then necessary for the educational institutions to go into marketing? To answer such a question readers of this paper would be referred to some opinions expressed by Lamptey (1994) that all organisations, whether they are adaptive, goal-achieving, integrative or latency in their orientations should know that they are into marketing once they are involved in exchange relationships with members of the society. The University of Uyo like any other higher educational institution in Nigeria, is involved in exchange relationships with students, parents, suppliers or labour and materials and with employers of labour; the university is involved in exchange relationships with donors and donor agencies, with members of staff, with the Alumni, with affiliated institutions, with linkage partners, with fellow educational institutions with and with government. This means that the University of Uyo is involved in marketing. What this means in effect is that, although traditionally, educational institutions are thought to be non-profit making; they are meant to transmit knowledge and skills and to maintain values from one generation to another, they are also expected to be open to changes and innovations which have been known to work to sustain profit-making organisations. Institutions of learning are advised to borrow some contemporary marketing concepts, strategies and tools, which are used in the profit-making sector in order to help them survive under the present circumstances, in addition to and playing their roles of knowledge, values and skills transmission.

Borrowing from the profit-making sector of the society it is particularly recommended for higher educational institutions in Africa which are supposedly subjected to the "African Political Economy" model of education funding and as such they are influenced by the weak economic, political and the weak social systems of the superstructure (the larger African society) (Odebiyi & Aina, 1999, p.6) Therefore, the units in the substructures/subsystems e.g funding of educational institutions are characteristically, equally weak. This includes a weak system of funding higher education in Nigeria.

As if to affirm the assertions made by Odebiyi and Aina (1999) the National Universities' Commission ([NUC], 2007) encouraged Universities in Nigeria to source for funds internally rather than be entirely dependent on the proprietor- the government. Universities in Nigeria are asked to source for funds from philanthropists, the Alumni, from linkages with industries and from the community. Internally-Generated Revenue (IGR) is very much emphasized for Federal Universities in Nigeria, of which the University of Uyo is one. Adequate funding would most likely result in quality outputs/products. Insufficient funding of universities is frequently

the source of conflicts between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria. ASUU insists that government should devote 26 percent of her annual budgets to education as stipulated by the UNESCO, in Etuk (2006). A report by the Central Bank of Nigeria (2002, July) indicated that the Federal Government of Nigeria's annual allocations for education are generally below the expected, with percentage under-funding being as high as 93 percent in 1993.

What Marketing Strategies Should The University of Uyo Adopt?

Individuals and groups within the University of Uyo are constantly involved in marketing education for economic survival, through their involvement in a number of activities which enhance their economic survival. Many undertake part-time teaching at their spare times in order to attract and enhance their incomes. Senior personnel in higher institutions of learning also take time out for a stipulated period of time to go on sabbatical leave, all aimed at enhancing their economic survival. Others apply their knowledge gained from their academic disciplines to sell out their expertise; like running Information and Communications Technology (ICT) centres or other centres for marketing such products as clothings and foods to attract extra income for themselves.

Moreover, the University of Uyo over the years has produced a number of graduates who after their National Youth Service are absorbed into various public establishments to render various services. For instance, the products of Faculty of Agriculture of the University serve in various positions as agricultural officers in the Ministries and financial establishments. Others serve as extension officers to help ensure agricultural development and youth development in agricultural-based entrepreneur activities. The Faculty of education in the University of Uyo on the other hand, has also released a number of qualified teachers now serving in both public and private schools and are involved in the marketing of education for economic survival. Some even initiate their own private schools. In the area of medical and pharmaceutical services, the University of Uyo has joined in the release of qualified doctors and pharmacists for services in the society. Products of the Humanities Faculty (Arts) adorn the campus with their intellectual properties. Drama clubs in the same institution and the Theatre Arts Departments produce and present dramas for the viewing public to attract income for their economic survival.

The Lamptey's (1994, p.6) recommended they use a splendid theoretical model titled 'Marketing Mix Conceptual Framework (MMCF)'. The MMCF is characterized by four Ps for easy recall. Each P represents product, price, place and promotion, respectively. Each represents a marketing strategy as we shall later see and the four strategies are recommended for use by higher educational institutions in Africa to help them boost their funding and raise their financial statuses. In short, higher educational institutions in Africa are advised to market through multiple channels. Four of such channels are discussed hereafter as being products diversification, price discrimination, the use of multiple distribution channels and product promotion. The extent of use of these mentioned marketing channels by the University of Uyo are discussed.

Marketing Through Products Diversification

The first P in the MMCF represents marketing through the products channels. This implies that higher educational institutions in Africa (Nigeria inclusive) should not be limited to one or a few products. Management of higher educational institutions should plan and decide on the

varieties of products and services they should produce which in turn, would fetch them incomes in addition to what the state could supply them.

They should conduct market research and discover what their typical clients prefer: courses of study that are most selling; the kinds of benefits that students expect in pursuing a particular course of study; what future employers expect; and generally, what purposes the society expect higher educational institutions to serve. Based on Lamptey (1994) product and service planning decisions are based on market research. If higher educational institutions in Africa (University of Uyo inclusive) must survive, they must adapt to the needs of the society at any given point in time.

Definite steps to take through strategizing on products as recommended by Lamptey (1994, in Etuk 2011, p.389) include;

- reviewing the curriculum to accommodate candidates with different backgrounds and qualifications;
- assessing teaching materials and textbooks;
- instituting market research in collaboration with employers of labour and professional bodies;
- appraising the rate of employment of past graduates on their jobs; and
- providing consultancy services.

The University of Uyo can boast of 85 undergraduate degree programmes, nine undergraduate diploma programmes and six post-graduate diploma programmes and a host of postgraduate degree programmes. These are spread into 12 Faculties and in the School of Continuing Education. The Faculties are Agriculture, Arts/Humanities, Basic Medical Sciences, Clinical Sciences, Business Administration, Education, Engineering, Environmental Studies, Law, Pharmacy, Pure Sciences, Social Sciences plus the School of Continuing Education. Apart from the Faculties of Medicine and Pharmacy which are mono-disciplines, the other faculties run multiple programmes. The least number of programmes run by the faculties in the University of Uyo are five programmes, which characterize the Faculties of Business Administration and the Faculty of Social Sciences. Most others run at least, eight to ten programmes each. The Faculty of Education tops them all by running 28 undergraduate degree programmes and 18 full time postgraduate programmes spread into seven departments and the Institute of Education which runs the Post Graduate Diploma in Education (PGDE). The School of Continuing Education is her close second, by mounting nine undergraduate diploma programmes, six post-graduate diploma programmes and a host of part-time first degree programmes.

The University of Uyo is therefore very creative in having many products and services. In addition to revenues which come from mounting educational programmes to cater for various categories of students, which include the regular undergraduate and post-graduate students, part-time students, sandwich students, pre-degree and diploma students who graduate annually from her 12 Faculties and from the School of Continuing Education, the University of Uyo has the following products and services through which she derives revenue.

- The Consultancy Unit also brings in some revenue. Furthermore, the Consultancy Unit conducts a number of researches for various bodies and also carries out environmental impact assessment to cover various environmental services required by them from the University. Such

exercises attract some sums of money depending on the extent of services required of the university.

- The University of Uyo collects charges called '*Restoration Fees*'. Generally in Nigeria, undergraduate programmes in public universities are presently tuition free. However, universities are allowed to place sundry charges to cope with their everyday needs. The University of Uyo used to charge the first and second years of undergraduate a certain fee tagged '*Restoration Fees*'. Such fees help to boost the economic survival of the university. The rate of restoration fee paid by an individual student each academic year is jointly determined by the university and the parents. As from the 2012/2013 academic year agreement has been reached with parents for undergraduate students to pay restoration fees in the first four years of their programmes. Payment of restoration fees emanated at the University of Uyo in the 2000/2001 session when funding was extremely bad. Restoration payment is a flat rate for all students and helps the university meet some of her financial obligations to students in view of no tuition fee policy for undergraduate students in Federal Universities in Nigeria. Each session's restoration payment could be spread into semesters.

- The university thrives on donations from individuals and groups both internationally and nationally.

- The current administration of the University of Uyo is seriously talking about going into commercial agriculture and pure water packaging.

Marketing Through Discriminatory Fee Charges (Prices)

Strategizing through pricing is represented by the second P in Lamptey's (1994) model. In an educational organisation, pricing obtains in two opposite dimensions. Pricing may refer to income generated from services rendered or expenditures incurred. Income generation in an educational organisation may come through tuition fees, examination fees, registration fees and sundry charges. Income generation is a plus to the financial stream of an educational organisation. The other price dimension which is a minus to the financial stream is expenditures incurred by the educational organisation. Expenditure avenues include salaries to staff, monies used in purchasing teaching/learning materials and monies paid for services rendered to the educational organisation.

As observed by Lamptey (1994) and by Odebiyi and Aina (1999) the prices paid for services especially in public educational organisations in Africa are set at very unrealistic levels. In Nigeria some services like tuition are free of charge based on government policy. Before the free higher education era, higher education students in Nigeria used to enjoy bursaries and loans. All these are done in the attempt to meet the social demand for education. These pricing strategies are highly criticized (Lamptey, 1994; Odebiyi and Aina, 1999) for being unsuccessful both to the university and to the student' beneficiaries because such do not place stringent responsibilities either on the beneficiaries or on the educational institutions of which performance are never followed up.

To break even in pricing, higher educational institutions in Africa are advised to set realistic prices. Even when they do not want to make profits, they should use break-even analysis to double-check that their revenues could sustain both the fixed costs (the overhead costs which are incurred whether or not the organisation produces) and the variable costs (costs that vary with the units of production like feeding, and boarding costs). In other words, higher educational institutions should fix prices which help them maintain a balance between cash in-

flow and outflow. In addition, they should pursue other sources to cater for their capital development needs (Lampsey in Etuk, 2011, p.389).

To enable higher educational institutions in Africa perform even better, they should fix variable prices for different disciplines and levels of study. This is because some disciplines are more expensive to maintain than others and so also the years of study. In regard to this the advice made by Lampsey (1994) is that consideration should be given to indigent students and for students who deserve scholarship. In Nigeria some state universities also discriminate based on the students' state of origin. Non-indigenes are charged higher fees. En-block payment of fees is highly discouraged for students in higher educational institutions in Africa. (Lampsey, 1994; Etuk, 2011).

The management of the University of Uyo seems very knowledgeable about discriminatory pricing. Students in different disciplines, programmes and levels are charged different rates of payments. Although figures are not available for most of the avenues of marketing education, the IGRs account for meeting various needs and services of the university. (cf. Tables 1- 3 in the Appendix)

Marketing Through The Use Of Multiple Distribution (Dissemination or Place) Channels

The third P in Lampsey's (1994) Marketing Mix Conceptual Framework represents place or distribution/dissemination channels. This is concerned with the multiplication of avenues through which research results and outputs from higher educational institutions could be made to reach wider markets of consumers. Based on Lampsey (1994) and on Juma (2007) higher educational institutions in Africa should be creative enough to capture candidates who are anxious for higher education but could not qualify to be admitted into the regular programmes by mounting other programmes like pre-degree, distant education, sandwich and remedial. Moreover, alternative accommodation arrangements should be made to augment accommodation in the regular halls of residence. The University of Uyo is very efficient in terms of multiple distribution channels as follows:

- The University of Uyo runs Remedial Programmes for candidates who could not be admitted into science based disciplines.
- The Foundation Programme is a two-year programme mounted to prune candidates who could not gain admission into the university. Various opportunities are open to the participants even before they complete the two years. They could retake the Joint Admission and Matriculation Board (J.A.M.B.) examination; they could take advanced General Certificate in Education (G.C.E.) and enter through the direct entry or they could be linked to universities abroad even before they complete their two years.
- The Sandwich Programme is to enable serving teachers to acquire university degrees.
- The Continuing Education Programme is for people who choose to work and study at the same time. They work in the morning/afternoon and study in the evening. The Continuing Education Programme of the university attracts a high population of students who pay both tuition and other charges. Students under the Sandwich Programme of the University are also under the school of continuing education and they also pay tuition fees and other charges.
- The Post-graduate Diploma in Education (P.G.D.E.) trains graduates for employment in teaching.
- Diploma programmes in French language, in Communication Arts, in History and International studies: and in Business, help beneficiaries to improve their potentials.
- The University affiliates Bible colleges and colleges of Education to award degrees.

A number of institutions affiliated to the University of Uyo for various programmes are charged stipulated fees depending on the number and level of their programmes and their students' population. Such charges are meant to cover academic services rendered to such institutions by the University of Uyo.

The Use of Multiple Market Promotion Channels as a Marketing Device

The fourth P in Lamptey's (1994) MMCF is market promotion. This encourages higher educational institutions to use marketing principles to promote their products and services using the traditional product promotion principles. These include "advertising the products and services, publicity, public relations by top management, personal selling of the products and services and sales promotion" (Lamptey, 1994, p.13; Etuk, 2011, p.390).

These promotion channels could be used to reach people far and wide on the available programmes, admission procedures, progress so far made and the kinds of activities undertaken by the university. They should reassure consumers of the quality of the existing programmes and services; marketing promotion principles should be used to increase stakeholder's responsibilities towards the institution. Asodike (2008) mentioned areas where members of the community could help to include money donation, personal selling (public relations) as marketing strategies which could be used by top management of universities and the faculty at no cost. Exhibitions, seminars and formal advertisement are fund sourcing channels at minimal costs. *Campus News Bulletins* should be surpassed by buying spaces in national and international publications to advertise programmes, products and services, as well as showcase capabilities and achievements. Higher educational institutions should attract out-of-state and foreign students into their institutions to make more money.

The University of Uyo deserves special mention in using marketing promotion strategies to make and receive funds and materials from members of the national and the international communities. Some Nigerian Banks like the former Bank PHB (KeyStone Bank) and the Zenith Bank feature prominently in this regard. It is not absolutely wrong to assert that the Engineering Faculty of the University of Uyo thrives mainly from donation of equipment and materials from Nigerian Corporations like the Niger Delta Development Commission and the Petroleum Trust Fund. Cognate engineering companies abroad greatly help when they are appealed to; Akwa Ibom State students in diaspora sometimes ago, donated library books. The fund launch by the University of Uyo in 2007 under the administration of Professor Akaneren Essien helped to transform the fortune of the university, when members of both the immediate and the associated communities heartily donated money to the University of Uyo to survive. The University of Uyo is seen to be doing well in Marketing Communication. She won a top position in the patronage of the local television and radio stations. Her patronage of national and international media is however, not certain.

Areas Where the University of Uyo Needs to Re-Double her Efforts

To help the University of Uyo expand her marketing strategies, the following recommendations are preferred.

1. The University of Uyo should set up a fund-sourcing office, which is quite different from the consultancy unit. Such an office should be directed by senior personnel. Consultants should be sought through linkage with universities abroad; in particular from the U.S.A. The office should be called Development Office or Restoration Office.

2. Every academic and non-academic staff should be made active participants in sourcing for funds for the university. Those who attract funds for the benefit of the university and for Research and Development should be handsomely-rewarded through promotion or otherwise.
3. The University of Uyo should henceforth, charge final year students certain fees which could be used to offset the expenses incurred by the university during their convocation. This should apply whether they would come for the convocation or not. Soliciting Support from final year students is one of the sources for funding universities in the U.S.A. (Sherpherd, 2007).
4. The University of Uyo should invite the Alumni Association to take up active parts in financing projects in the university. The Alumni individually and collectively should be made to contribute towards the development of the University Building of Onyema Okechukwu Hall by an ex-student should be used as example for others to emulate.
5. The university should impress upon every faculty/department to formulate, design or invent a product or service for public use and for revenue generation to the university. The fee charged should be fairly shared between the researcher, the department and the university.
6. The university should impress upon researchers from the university to help the local farmers solve crop disease problems such as coconuts, pawpaw, oranges, cassava that are all infested by crop diseases. The Agricultural Science Faculty should be made to serve the public just like it is in Medicine. Consultancy services should be extended to Agriculture so that local farmers could benefit and the University derives some funds.
7. The university should go into direct marketing with. A product like petrol can have a ready market among staff.
8. The university should run programmes for artisans like auto-mechanics, electricians and computer operators to update their skills. Each programme could play a double role of updating the skills of the beneficiaries and in generating income for the university.
9. The university should utilise wider market promotion strategies. National and international radio and television channels and national newspapers should be used in addition to the local ones which the university presently excellently patronizes.
10. The University of Uyo should regularly audit activities aimed at marketing education to ensure strict adherence to marketing principles.

CONCLUSION

Higher educational institutions in developed countries like the United States of America (USA), Canada and Great Britain had long since successfully applied marketing principles in their operations. This practice is non-the-less new to their counterparts in Africa, which are often entirely dependent on their respective governments/proprietors for funding. The latter are now entreated to emulate their foreign counterparts in adopting marketing principles to derive more funds for their sustenance. Other universities in Africa should emulate the University of Uyo in marketing education.

If and whenever marketing principles are adopted by higher educational institutions in Nigeria, they would be particularly beneficial to Federal universities and the government. Being entirely dependent on the government for funding, has cause public universities so much man-hours lost to strikes, poor infrastructures, poor teaching and learning and poor final products because government budgets for education become overstretched as more and more public universities are established.

Although the management of the University of Uyo is not deficient in the use of marketing principles in generating revenue internally, she can do better. It is hoped that this paper will help the University of Uyo develop greater strides in education marketing.

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Table 1: Variation in Sundry Charges for Students of Different Disciplines/Faculties at the University of Uyo (2013/2014 Session)

FACULTY/PROGRAMME	LEVEL 1 Semester 1 (₦)	Semester 2 (₦)	Total
Arts (UTME)			
Communication Art/Theatre Art/Music			
Other programmes In Arts Faculty	37, 750	23, 000	60,
Arts (DIRECT)	750		
Communication Art/Theatre Art/Music	38, 750	24, 000	62,
Other programmes in Arts Faculty	750		
Education (UTME)			
Sciences/Technical	36, 250	21, 250	57,
Other programmes in Education Faculty	500		
Education (DIRECT)	36, 250	21, 500	57,
Sciences/Technical	750		
Other programmes in Education Faculty	32, 250	20, 250	55,
(AGRIC./BMSC/Science) UTME	500		
(AGRIC./BMSC/Science) DIRECT	37, 250	22, 500	59,
	750		
(Business Adm./Law/Social Science) UTME			
(Business Adm./Law/Social Science)	36, 250	21, 250	57,
DIRECT	500		
	36, 250	21, 500	57,
(Clinical Science/Pharmacy) UTME	750		
(Clinical Science/Pharmacy) DIRECT	37, 250	22, 500	59,
	750		
(Engineering/Environmental Studies) UTME	37, 250	22, 500	59,
(Engineering/Environmental Studies)	750		
DIRECT	35, 250	20,250	55,
	500		
	36, 250	21, 250	57,
	500		
	37, 500	22, 750	60,
	250		
	38, 500	23, 750	62,
	250		
	37, 250	22, 500	59,
	750		
	38, 250	23, 500	61,
	750		

Source: Bursary Department, University of Uyo (2014, October).

NB: One dollar (\$1.00) = One hundred and fifty naira (₦150.00)

One British pound (£1.00) = Two hundred and fifty Naira (₦250.00)

NB: The 12 Faculties in the University fall into six categories of fee charges. Some programmes within the same faculty are charged higher based on their running costs. There is no tuition charges based on standing government policy.

Table 2: 2012/2013 Summary of Sundry Charges Payable by 400, 500, 600 Level Students

FACULTY/PROGRAMME	LEVEL 400, 500, 600		
	Semester 1 (₦)	Semester 2 (₦)	Total (₦)
ARTS FACULTY			
Communication Art/Theatre Art/Music	13,600	12,000	25,600
Other departments in Arts, BUSINESS ADM., LAW and SOCIAL SCIENCE	11,100	9,500	20,600
SCIENCES/TECHNICAL/AGRIC/EDUCATION/BMSC Faculties.	12,100	10,500	22,600
Other departments in Education	11,150	9,500	20,600
CLINICAL SCIENCES/PHARMACY	13,350	11,750	25,100
ENGINEERING/ENVIRONMENTAL STUDIES	13,100	11,500	24,600

Source: Bursary Department, University of Uyo (2014, October).

NB: One dollar (\$1.00) = One hundred and fifty naira (₦150.00)

One British pound (£1.00) = Two hundred and fifty Naira (₦250.00)

NB: The Charges on level one students are obviously higher than in later years

Table 3: Range of Income Generated from Different Disciplines and Programmes from 2006/2007 - 2010/2011 Session

	2006/2007 Income (000) ₦	2007/2008 Income (000) ₦	2008/2009 Income (000) ₦	2009/2010 Income (000) ₦	2010/2011 Income (000) ₦
Continuing Education Programmes	122,530	128,600	137,468	160,776	230,500
Sandwich Programmes	13,780	14,350	15,588	15,588	16,720
Regular Under-graduate Programmes	463,680	482,730	521,827	581,184	159,600
Post-graduate programmes	98,250	103,800	114,774	152,729	

Source: Bursary Department of University of Uyo, (2014, October).