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THE NEXUS BETWEEN EFFECTIVE CRISIS COMMUNICATION AND CRISIS MANAGEMENT

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ABSTRACT

Effective crisis communication and crisis management are closely connected and essential for organizational resilience during crises. This study analyzed communication and crisis frameworks to assess their roles in resolving crises. The main aim was to explore how these practices interact and support proactive crisis handling. The research addressed the impact and relationship between effective crisis communication and management within organizations. The study examined 196 sources, including co-cited works and 17 communication theories, finding that communication and management are interdependent in managing crises. It highlighted that tailored communication is vital to mitigate crises, emphasizing the need to address communication barriers for organizational stability. The study recommends further research using case studies to address limitations such as reliance on secondary data and possible biases.

Key Words: *Crisis, Effective Crisis Communication, Crisis Management, and Crisis Communication Barrier*

1.0   INTRODUCTION

In the 21st century, organizations must navigate complex challenges from diverse external pressures, such as social, political, technological, and legal shifts, along with evolving expectations from stakeholders and investors. To handle potential crises that may arise from these volatile environments, proactive and adaptable strategies are essential. Effective crisis communication plays a central role in such strategies by ensuring accurate, timely information is shared with stakeholders to prevent damage to reputation and trust. Communication also requires quick, responsive actions based on reliable information, especially when engaging stakeholders, including the media, to defuse tensions and prevent further escalation.

This study underscores the importance of transparent and empathetic communication during crises as a foundation for maintaining and strengthening trust. Communication that addresses stakeholder concerns and shares updates openly can reassure all parties involved, reinforcing the organization's commitment to resolving the issue. Studies further suggest that effective communication frameworks incorporate both proactive and reactive strategies to support a crisis response that is thorough and resilient.

An organization's resilience during a crisis largely depends on integrating communication with crisis management structures. Crisis managers often turn to established theories, such as Situational Crisis Communication Theory (SCCT) and Image Restoration Theory (IRT), to guide responses that align with both immediate needs and long-term reputational goals. These models emphasize preparedness and adaptability, helping organizations approach crises with a balanced view of short-term resolution and continuous improvement.

Effective crisis management also integrates digital platforms and social media to manage stakeholder relations and address public perception swiftly. A holistic approach, combining internal crisis controls with the strategic management of external perceptions, ensures organizations are equipped to address causes and consequences of crises while maintaining strong, transparent relationships with their audiences.

1.2   PROBLEM STATEMENT

A crisis can severely impact an organization's operations and reputation if not properly managed; it could be disruptive and lead to business closure. Therefore, the multifaceted relationship between effective crisis communication and crisis management can determine the ability of organizations to mitigate the crisis and develop organization-wide strategies for proactive crisis monitoring and mitigation approaches. The rise in crisis occurrences highlights the need for better understanding and management practices (Simon-Elorz et al., 2015). When examined further, these dangers have ambiguous structures, and the conventional and usual methods are insufficient to eliminate them since theyare problems that are unforeseen and hard to understand. It has become an essential part of organizational life because of adverse environmental conditions and the failure of their management (Civelek et al., 2016). To this end, the research questions addressed the relationship and the impact of effective crisis communication and management on organizational crises.

2.0 REVIEW OF RELEVANT LITERATURE

2.1 Crisis Management

Crisis management involves immediate response, recovery, and preparedness efforts to mitigate the impact of crises (Mehrotra et al., 2008). It encompasses anticipating, identifying, and managing potential disasters through preventive and responsive strategies (Diddi & Wei, 2022; Ronez, 2014). Effective crisis management integrates procedures into organizational strategies and involves early prediction, detection, and resolution of crises (Valackiene, 2011; Heath & O'Hair, 2020). This process ensures the identification and management of crises and their impacts (Babatunde, 2022).

2.2 Effective Crisis Communication

Effective crisis communication is used interchangeably with terms like crisis communication and effective communication. This involves transferring information to ensure understanding and action (Touitou, 2020; Coombs, 2009). Organizational success during crises, requiresprecise, coordinated, and empathetic communication to protect stakeholders and maintain trust (Zakari, 2020; Anderson-Meli & Koshy, 2020). Therefore, open dialogue and timely information sharing are essential strategies for managing crises effectively (Palenchar, 2005; Weick & Sutcliffe, 2015; Badu, 2021).

2.3 Communication Barriers in Crisis Management

Communication barriers can hinder effective crisis management. These include technological, organizational, and social obstacles and should be addressed (Fischer et al., 2016).

- *Technological Barriers:* These are integration issues,such as technology acceptance and social media challenges. They can impede information dissemination and decision-making during crises.

- *Organizational Barriers:* These include issues that arise from misunderstandings between organizations due to lack of trust and issues with policies and resources.

- *Social Barriers:* They cover diversity in backgrounds and interpretations that can create communication challenges and affect the clarity and effectiveness of messages.

2.4Characteristics/Role of Effective Crisis Communication in Crisis Management

Coombs and Holladay (2010) posit that crisis communication is central to managing crises. Successful crisis management relies heavily on effective communication, which influences how emergency and recovery plans are developed (Pinta, 2022). Studies by Jin et al. (2022) show that trustworthy sources significantly impact the public with information during crises, as seen during the 2014 Ebola outbreak. Transparency and strategic communication are vital to boostingcooperation among parties and enhancing effectiveness (Yan, 2006). Zemke (2024) reinforces that organizations can effectively harness communication to navigate crises. This is shown in Beehive's roadmap (Ready, Respond, Recover, Restore) on strategic communication that can guide organizations through crises.

Key strategies linking crisis communication and management include:

- *Preventive Communication:* Preparation for different and varied crises can help manageovercomes more effectively (Gilpin & Murphy, 2009; Frandsen & Johansen, 2016; Matias & Cardoso, 2023).

- *Reactive Communication:* Theories like Image Restoration (Benoit, 1995) and Situational Crisis Communication Theory (SCCT) (Coombs, 1995) provide frameworks for responding to crises based on their characteristics.

2.5 *Interdependence/Interplay Between Crisis Management and Effective Crisis Communication*

Communication is essential for crisis management, offering clarity and direction during uncertain times. Effective crisis communication stabilizes organizations, builds trust, and engages stakeholders. Studies highlight that communication is integral to team performance and organizational operations (McKinney et al., 2004). Crisis communication has been shaped by high-impact crises such as 9/11, SARS, and COVID-19 (Avraham &Beirman, 2023; Watkins & Walker, 2021). The Beehive's communication roadmap emphasizescontinuous strategic communication throughout a crisis to maintain and restore trust.

2.6Theories and Strategies in Crisis Management and Effective Crisis Communication
Several theories purported to addressing crisis management are:

- *Preventive Communication:* Prepares organizations for crises by creating networks to gather risk-related information (Coombs, 1999).

- *Reactive Communication:* Includes Image Restoration Theory (Benoit, 1995) and SCCT (Coombs, 1995), which suggest strategies based on the crisis type and responsibility.

- *Gow's Framework:* Outlines phases of crisis communication, Preparedness, and Recovery with specific communication strategies (Fischer et al., 2016).

2.7 Gaps in Existing Theories
While numerous studies on crisis communication have been conducted, challenges remain. Existing literature often exhibits biases and lacks comprehensive coverage of crisis characteristics. Recent works suggest a need for broader literature reviews and bibliometric analyses to address intellectual, social, and conceptual structure gaps (Yuan et al., 2015; Lim et al., 2022; Mukherjee et al., 2022).

3.0METHODOLOGY

The study employed a qualitative approach, specifically an instrumental and descriptive case study. This involves an in-depth exploration of a phenomenon to understand the issue better. The research methodology includes:

- *Research Design:* Descriptive and instrumental case study.

- *Data Collection:*This method utilized secondary data from various sources, including journals, books, blogs, and internet sources. Data were gathered from over 500 pieces of literature and narrowed down to 196 relevant works, including 17 theories and frameworks.

- *Data Analysis:* Comprehensive inspection and transformation of data from various sources to support conclusions and decision-making. Techniques from Crabtree and Nehme (2023) were used to analyze the data about the research questions.

3.1 *Research Questions*

The study aimed to answer the following research questions:

- **RQ1:** What is the existing literature on effective crisis communication and crisis management, and what are the opportunities and future possibilities in this field?

- **RQ2:** What are the most effective crisis communication strategies for responding to crises?

- **RQ3:** How do communication barriers impact the effectiveness of crisis communication in managing various crises?

Analysis of Data

RQ1: Involved an extensive literature review on effective crisis communication and crisis management, assessing how these concepts can be integrated within organizations and identifying areas for improvement in past reviews. Overall, the research methodology was designed to thoroughly understand the interplay between crisis communication and crisis management, leveraging a qualitative approach to address the research questions.

Table 1a: Prevalent Literature on Crisis Communication and Crisis Management:

ature	or/Year
nizational effectiveness in crisis management ess.	mbs, 2015).
erm/terminology Crisis.	ander, 1993), (Coombs,) (Quarantelli, 2001);(Rike,);(Rosenthal &Kouzmin, 1993);(Touitou,); (Zakari, 2020) and (Zhiyuan et al.,).
classifications.	ck, 2016);(Karam, 2018); (Rosenthal, et al.,) and (Wobodo, et al., 2020).
disorder.	vo&Asawo, 2018); (Koontz &Weihrich,

	); and(Wobodo&Wobodo 2019).
management and the impact of possible e crises.	li & Wei, 2022) and Mehrotra et. al.,).
prevention.	atunde, 2022); (Kazaza, 2015); (Mikušová,);(Ronez, 2014); (Sahin et al.,);(Shrivastava et al., 1988) and ckiene, 2011).
management and organizational strategy.	šák, 2013); (Heath & O'Hair, 2020); vathova (2019); (Mikusova,);(Shrivastava & Mitroff 1987) & (Spillan,).
tive communication/Effective crisis munication.	erson-Meli & Koshy, 2020); (Coombs,);(Touitou, 2020); and(Zakari, 2020).
communication, stakeholders, and nization expectations.	et al., 2016) and (Coombs, 2014).
tive strategies of communication with staff and eholders during a crisis.	u, 2021);(Palenchar, 2005);(Sellnow & er, 2013);(Weick & Sutcliffe, 2015) and ari, 2020).
munication barriers in managing crisis.	n et al., 2014);(Bharosa et al.,);(Coombs, 2007);(Day et al.,);(Fischer et al., 2016);(Gomez & Turoff,); (Gonzalez,2009); (Manoj & Baker,);(Oh et al., 2015);(Okoye, 2004);(Pan et 012), and (Zhou et al., 2013).
tive Crisis Communication in Crisis agement.	mbs, 2015);(Coombs & Holladay,);(Frandsen & Johansen, 2016); Gilpin & hy, 2009); (Jin, et al., 2022);(Jonker,);(Matias & Cardoso, 2023); (Mendes & ra, 2006);(Pinta, 2022); (Yan, 2006)& ke, 2024)
Communication Response Strategies.	y, Lariscy, Kim, and Hocke (2010). W. it (1995, 1997), and Coombs (1995, 1998,).
play between Crisis Management & Effective Communication.	ham & Beirman,2022); (Badu et al.,); (Coombs, 2021); (Lastelica et al., 2023); inney et al., 2004);(Valackiene,);(Watkins & Walker, 2021) and (Zemke,).
ries and Strategies in Crisis Management and	p et al., 2010); (Ahmed, 2011); Anderson I); Bharosa and Janssen (2010); (Duncan

tive Crisis Communication.	ulver, 2020);(Gerbner, 2019); (Gosling & ier, 2018); (Graziano & Gauthier, 2018); bert & Park, 2019);(Kaewkitipong et al.,); (Kasanah, 2019); (McCombs et al.,); (Miller, 2020); (Myers, 2020); (Nwabueze konkwo, 2018); (Othman & Yusoff, 2020). on, 2021);(Rahim & Katz, 2020);(Rodić& , 2021); (Santoso &Negoro, 2019); (Stella -Toomey, 2017); (Zahran et al., 2010);and ke, 2024).
In Existing Theories.	& Cheng 2010); (Benoit1995, 1997); mbs2021); (Ha & Boynton 2014); er2018]; Lim et al., 2022); (Mitroff et 088);(Moreno-Fernández& Fuentes- 2019); (Mukherjee et al., 2022); n etal., 2015); (Sarmiento & Poblete,); (Seeger et al., 2016); (Upadhyay& lhyay, 2023);(Zakiri, 2020); (Zhao, 2020) Zurro-Antónet al., 2021).

Table 1b: Gaps in the literature in Crisis Communication and Crisis Management:

ature	or (s)		mmendation
ble s emerging in communication everal new sub-	mbs, 2010, 2021); et al.,);(Mukherjee et al.,) and(Yuan et al.,).	creates many enges for rchers and scholars e field.	er studies should be ucted to harmonize etermine the most cations in relevant
tiveness of crisis munication ries.	ger et al.,);(Zhao, 2020) Zupic&Čater, 2015).	ective biases in some es.	er studies in this will provide in-depth rage.
s communication	dhyay and lhyay, 2023)	nal analysis required explore and rstand communication rch activity.	e isa need to carry a rational analysis of communication.
ue nature of each	oit, 1995, 1997) and mbs, 1995, 1998,	it and Coombs ne that the	in-depth study is ed to find a unique

		cular strategy to egy that can	
		ond to a crisis rallybe applied in	
		nds on its s.	
		cteristics.	
Management	off et. al, 1988);and n et. al, 2015).	practice, crisis agement does not to a crisis solution;it nly be managed.	er studies are red.
Prevention	ri, 2020).	nability of studies in communication to ent crises in the short ng term.	er studies are red.
ature Review	and Cheng, 2010); and Boynton,);(Sarmiento & ete, 2021); (Moreno- ández & Fuentes- 2019) and (Zurro- n, et al., 2021).	comprehensive ture review is red in social, ectual, and eptual structures the thematic ution in the field of communication.	ometric analysis is red to capture ture prehensively and to its thematic ution.

Research Question 1: Explored prevalent literature and future opportunities in the field. Tables 1a and 1b analyze this literature.Table 1a, details various studies on effective crisis communication and crisis management, including authors and publication years. Table 1b identifies gaps in the current literature and proposes recommendations to address these gaps, highlighting opportunities for future research.

RQ 2: This question identified the most effective crisis communication response strategies. The review examines strategies used in crises andanalyzes their effectiveness and applicability.This summary highlights the comprehensive literature review and analysis to answer these research questions, contributing to a deeper understanding of crisis communication and management.

Table 2: Crisis Communication Response Strategies

ry/Strategy	or	onse Strategy
entive munication.	dsen & Johansen, 2016) n & Murphy, 2009); and	aration is easier to control and come since no two crises are alike.

	ias & Cardoso, 2023).	
tive Communication	y, et al., 2010).	based on two predominant retical models regarding crisis munication response strategies T & Image Restoration theories).
e Restoration Theory	bit,1995, 1997).	cuses on message options. The ry offers five broad categories of e restoration strategies and nts that seek to respond to ts.
tional Crisis munication Theory T).	mbs,1995, 1998, 2009).	ssumes that using a particular egy to respond to a crisis depends s characteristics. The SCCT argues the organization should choose rent response strategies nding on its responsibility.
bution Theory.	mbs,2004, 2007).	ifies individualattribution of es to events based on the degree sponsibility.
Phases of Crisis agement: tigation Phase.	y (2007), cited in Fischer l. (2016); (Guion et al. 7); (Jorden-Meier, 2011); Zahran et al., 2010).	mitigation phase is communication een and within organizations, arily concernedwith disseminating mation to minimize impact.
eparedness Phase.	o et al. 2010); (Ahmed,); (Bharosa & Janssen,); (Gonzalez, 2008); han, 2014); (Meesters& de Walle, 2014); (Raman , 2006); (Van Gorp et al.,) and (Yoon et al., 2008).	mation is required to prepare for is;guidelinesand a comprehensive munication plan.
onse Phase.	y (2007), cited in (Fischer , 2016).	phase includes priorities for a onse, especially regular munication strategies.
very Phase.	bie & Sankar,);Doerfel et al, 2010)	nasis should be on the importance information sharing between

	Kaewkitipong et al.,).	nizations during crisis recovery to dinate activities and address tasks.
ive's business nuity and munication roadmap.	ke, 2024).	Ready, Respond, Recover, and pre helps leaders effectively use egic communication in crisis agement to lead through the rtainty of a crisis and toward a essful future.
ctive, Reactive, and ctive Strategy	des & Pereira, (2006), in Matias and Cardoso, 8).	management as an integrated ess can be developed in three : proactive, reactive, and reflective.
munication Theory	Scudder - (Ellis, 2019).	ommunication tool employed by agement to drive an organization tively through messages from one an being and the environment.
tional Leadership ry (SLT)	sey & Blanchard, - nah, 2019); (Othman Yusoff, 2020); (Miller,);(Myers, 2020); (Rodić& ć, 2021); (Santoso goro, &(Wikström, 2019).	s of leadership change based on communication strategies to age challenges and potential crisis mstances effectively.
tive Structuration ry (AST)	rdine DeSanctis and hall Scott Poole adopted ony Giddens' Theory - , 2017).	is based on using communication tures to create and determine le's interactions for a specific ve.
da-setting theory	can & Culver, 2020) and ombs et al., 2018).	phasizes the use of mass media to ess a problem and its effect on the c's thoughts and opinions. It als the impact of technology, a and internet in online munication.
munication mmodation Theory)	ard Giles –(Holbert & 2019).	framework for interpersonal and group communication that helps nizations adjust their munication based on situations people in line with three adaption egies of convergence,

			tenance, and divergence.
	vation Theory	ge Gerbner –(Gerbner,) and (Graziano & hier, 2018).	related to the influence of regular a exposure on people's attitudes behaviours.
	Negotiation Theory	a Ting-Toomey, 2017) Rahim & Katz, 2020).	theory suggests that face or self- e in communicating with others ersally pervades cultures.
	ing Theory	g Goffman - (Gosling & tier, 2018).	lects how the audience interprets is influenced by specific media or mation.
	odermic Needle ry	erson, 2021); vell,1927) and bueze &Okonkwo,).	based on the influence of the a on information transmission in tions.

Research Question 2: The study investigated seventeen prominent theories and strategies related to crisis communication and crisis management. These theories and strategies were analyzed and summarized in Table 2a, which includes details on the proponents and perspectives of various authors. The table highlights the effectiveness of each theory or strategy based on factors such as applicability, usage, acceptance, and flexibility. The analysis identifies the most effective approaches for different types of crises.

RQ 3: Examined the impact of communication barriers on effective crisis communication. Table 3 presents an overview of communication barriers and effective strategies in crisis management, focusing on how these barriers affect communication effectiveness in various crises.

Table 3: Communication Barriers and Effective Communication Strategies in Crisis Management:

	Communication Barrier	ct on Effective Communication
	nological Barriers	e barriers include the different uses of hology, which are vital during crisis response and very. However, crisis responders' non-acceptance ead to a bottleneck in information dissemination ost-crisis phases. The literature identifies that

		l media in crisis management can also titute problems due to the high potential of or mills during the response phase,which fere with decision-making and affect mation and reliability. (Oh et al. 2015; Zhou et al.).
	nizational Barriers	occurs in communication between and within response and during the post-crisis phases due lack of understanding of rules, awareness or organizations, network-related communication ers, and trust between organizations. (Allen et al.);(Bharosa et al., 2010);(Gomez and Turoff, 2007) Pan et al., 2012).
	l Barriers	is the diversity in different nationalities, cities, cultures, political views, religions, or ogies. If communication does not meet the irements of the situation, it creates a er.Others are interpretation of the message by receiver, prevalence of different resources, rts with incorrect or insufficient information, and e to coordinate exchange and integration by icting interpretations of data.(Bui et al.,);(Day et al., 2009); (Gonzalez, 2009) and (Hale et 005).

Research Question 3 investigated the relationship between communication barriers and the effectiveness of crisis communication in managing diverse crises. The study analyzed three key crisis barriers and their impact on communication effectiveness to guide businesses in mitigating potential adverse effects.

4.0 RESEARCH FINDINGS/RESULTS

4.1Research Question 1: The study reviewed 196 pieces of literature and 17 theories/frameworks on crisis communication and crisis management. Table 1a highlights that most studies focus on crisis resolution through established theories by Coombs, Benoit, Jordan-Meier, and Zamke. Table 1b identifies gaps in the literature and provides recommendations for future research, emphasizing that communication remains the most effective tool for addressing crises. Recommendations include the

need for harmonization of theories and the use of bibliometric and thematic analyses in future studies.

4.2 Research Question 2: This question evaluated the effectiveness of various crisis communication response strategies by examining 17 theories and strategies listed in Table 2a. The study found that the effectiveness of these strategies varies depending on the specifics of the crisis. The appropriate response strategy is determined based on the nature of the crisis, though most strategies are communication-focused.

4.3 Research Question 3: Table 3a assessed the impact of communication barriers on effective crisis communication. It reviewed three significant technological, organizational, and social barriers, highlighting theirnegative impact on crisis management. The study emphasized that addressing these barriers is crucial, as they pose significant challenges to organizational operations.

5.0 DISCUSSION OF FINDINGS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Discussions: The study utilized a descriptive case study, qualitative research methodology, and instrumental case study approach to analyze 196 pieces of literature and 17 theories on crisis communication and management. The findings highlight the significant relationship between crisis communication and management, with communication emerging as a vital tool for navigating crises.

The study found that most literature focuses on resolving crises through established theories such as Coombs' SCCT theory, Benoit's Image Restoration Theory, Jordan-Meier's Four Phases of Crisis Management, and other notable frameworks. These theories are applied in various contexts, but no single strategy fits all crises. Recommendations for future research include addressing gaps through rational and bibliometric analyses and harmonizing existing studies.

The analysis of 17 theories and strategies revealed that the effectiveness of crisis communication responses depends on the specific nature of the crisis. Organizations often tailor their strategy based on applicable theories.The study identified significant technological, organizational, and social barriers that hinder effective crisis communication. These barriers negatively impact crisis management and must be addressed to ensure smooth organizational operations.

Effective communication is crucial for managing and preventing crises and influencing public and stakeholder decisions. Lipshitz and Strauss (1997) posit that poor communication can exacerbate crises.

5.2 Conclusion: The chapter examines the relationship between crisis communication and management, emphasizing that effective communication drives successful crisis management. Despite lacking a universally applicable strategy, organizations can develop tailored communication strategies based on relevant theories. The chapter also identified the impact of communication barriers and emphasized the need for further studies to address gaps and enhance understanding in the field.

The review highlights the critical role of crisis communication in managing crises. Effective communication is essential throughout all stages of a crisis and is integral to building and maintaining trust. Theories and strategies from the past two decades, mainly those developed during recent crises, offer valuable insights. However, gaps in the literature indicate a need for more comprehensive studies to understand and improve crisis communication practices. Further research is recommended to address these gaps and develop more robust crisis management strategies.

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AN ECONOMIC HISTORY OF THE ITSEKIRI PEOPLE; 1850-1900.

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ABSTRACT

This study focuses on the economic history of the Itsekiri people from 1850 to 1900. The economy has been very vital in the history of the Itsekiri people. The objective of the study is to discuss the dynamics of the Itsekiri Economy during the period of study of the people. It also focused on trade relations between the Itsekiris and the Europeans as well as their neighbors from 1850 to 1900. The local industries in Itsekiri land also contributed immensely to the growth of their economy. The study adopts the historical approach and interpretive design using primary and secondary sources. The work concludes that the Itsekiri's were greatly involved in trade and other economic activities and this has rapidly improved the growth of their economy.

Keywords: Economy, Trade, Fishing, Itsekiri.

INTRODUCTION

Economy is an integral aspect of society that cannot be overruled. It is the backbone of every society and there is no country without an economy. Various activities have been implemented in economic affairs to aid satisfaction as well as to create wealth. Activities ranging from production to buying and selling of goods have been practiced to ensure satisfaction.[1] Benedict Afful notes that an economy consists of the economic system in a certain region, comprising the production, distribution or trade and consumption of limited goods and services in that region or country.[2] In sum, an economy is the sum total of produce and service transaction of value between two economic agents in a region, be it individuals, organizations or states.

The economic activities of the Itsekiri People have been determined by their environment. The Itsekiris, just like their Ijo neighbors are primarily fishermen who supply fish and crayfish to the people of the hinterland.[3]Their economy, is highly organized around fishing and trading. This is largely due to their relations with the Europeans during the period of the slave trade and the legitimate trade. They also engaged themselves in trade relations with their neighbors in the hinterland. Apart from trade, various industries in Itsekiri land have helped to develop their economy.[4]

FISHING AND WATER TRANSPORTATION

In the area of economic activities, indigenous technology has been developed to cater to fishing. Similarly, technology has been developed for other aspects of food production. The oldest types of fishing in Itsekiri land included subsistence and commercial fishing. Industrial fishing is relatively recent in Itsekiri land. Both marine and inland fishing have been exploited in Itsekiri land for a long time (the former in the saltwater mangrove and deep-sea environment and the latter in the freshwater zone in rivers and lakes), It is important to note that fishing played a much more important role in Itsekiri land because the area was characterized by water and as such this was the dominant economic activity in place. Both men and women were into fishing.[5]

In Itsekiri Land, the fishermen used various methods of fishing. Seine nets (Eriri), dragnets (Ugbugba), circular throwing (Obiriki), hook and lines of various types such as Egho, Isotsi, Ale-Egho, Ikodo, fish fence (Ede) made near the riverbank. Spears such as ugangan, akasi, etc. throwing poison (Esoko-Odia), floats (Efo and Eriko) made of a piece of bamboo gourds, and cork from the umbrella tree, baskets of various kinds such as Akereghe-Ikide, Ogudu-Ighere, Uruba, Ita, Ekobi were the fishing gears used. Ekobi is conically shaped and attached to a stick and used in catching crayfish.[6] Ita is also similar to ekobi, but it is very big and heavy, conically shaped and made of cane, with a door at the entrance. There is also the

canal and it is used for storing fish. It is square -shaped and big. Heavy woods are pinned at its end to prevent it from being carried away by the tide. Worthy of note is the fact that these fishing instruments provided additional economic activities for the Itsekiri People.

Another important point to note is the fact that the Itsekiris offered sacrifices to the gods of the sea 'Umalokun' before they commence fishing so that they will have a good catch.[7] Also, when the stream and rivers are not producing enough fish, sacrifices are made to the god of the sea, Umalokun.[8]

Fish preservation, selling and distribution were yet other economic activities connected with fishing. For fish preservation, both smoke-drying and wet smoking are used for preserving and processing fish in Itsekiri land. Smoke-drying is more effective for fish preservation and involves the use of heat and smoke to cook and give the fish a special appearance and flavor. The drying of the fish results from allowing fairly uniform heat to get to the fish for a day or more. In subsistent and commercial fishing, this kind of smoking is sometimes done over the fire used for cooking food with the fish placed on the specially constructed platform of mangrove wood built over the fire for the purpose. Wet smoking involves allowing the smoke to get into the fish for between four to six hours to give the fish a characteristic flavor. Such fish is for immediate or almost immediate use as the fish cannot last for long. Fish racket and a column or pair of columns of woods are used

for packaging fish for drying. This has been the major indigenous means of preserving fish both for storage and distribution in Itsekiri land.[9]

Apart from fishing, the Itsekiris were also involved in salt making. It is important to note that salt could be obtained from three sources. These are mangrove trees (Ibojo), salt trees (Igbo-Okun), and seawater (Ikpe).[10] The method of preparing salt from the mangrove tree is to cut off the shoots or tendrils, which are piled up until a sufficient amount for salt making is collected. These shoots are then burnt until they are reduced to ashes, which are packed in baskets and stored. The length of time for which the ashes are stored depends on the financial need of the manufacturer. Some are stored for three months, others six months, and for some, even up to a

year.[11]

The next process of salt making is to drag a canoe ashore and gather together some big pots. The baskets of ashes are hung over the canoe and water is poured through them. When sufficient water has drained through the ashes into the canoe, the large pots are filled with this liquid. These pots are placed on a fire and boiled till the liquid evaporates. More water is drained through the ashes, added to the pots and again boiled up until they are filled with salt deposit, which is then left to harden. This method was known as the evaporation of seawater (Ikpe).[12]

The last method is the extraction of salt from the salt tree (Igbo-Okun). For this method, the whole tree is used, chopped up into small pieces and burnt to ashes. The ashes were then collected into bags made of screw-pine or raffia and water is poured into it. The solution formed was then evaporated, leaving the solid salt at the bottom. This salt, however, is of lesser quality than that from the mangrove tree but the Itsekiri find it more lucrative because they can produce it in large quantities. Salt was an extremely valuable article of trade during this period and even today, local salt is preferred to imported salt for the preparation of certain dishes.[13]

Transportation on the other hand is the movement of man and materials from one place toanother.[14] Bell posits that transportation is important because it enables man to reach somewhere and carry out further activities.[15]To Olujoku, transport is having an enabling factor in the development of an economy.[16] To further corroborate this, Milne enumerated the importance of transportation as the most vibrant lubricant to trade.[17] North as quoted by Ogunremi further notes that transportation enables society to enjoy advantages, specialization of resources and the benefit of division of labor by making it possible, for products to be brought from distances thus avoiding the necessity for local production of needs.[18]

 In Itsekiri land, the mode of transportation in use was water. This resulted from the fact that the area was characterized by water. The canoe was the vehicle of the

waterways in Itsekiri land.[19]The Itsekiris purchased canoes from the Ijos and alter and enlarge them to suit their requirements.[20]This mode of transportation used in Itsekiri land, however, had its advantages. Firstly, it resulted in interactions between her and her neighbors. This is because it linked the Itsekiri with her ljo, Ilaje and Urhobo neighbors in the hinterland. The water transport also aided economic, political and social activities in that, it made it possible for the Itsekiris to adopt some cultural traits of their neighbors. It also contributed to the development of the Itsekiris because of its impact on social, economic and political activities. Itsekiri land became a centre for lucrative trade. It must be noted that the Europeans presence in Itsekiri land was made possible through this mode of transportation (water).[21]Overall the greatest advantage of canoe transport in Itsekiri land was its low cost, and this was due to its high carrying capacity. Large goods were conveyed in canoes to the hinterland as well as other coastal areas.[22]

Even though the water was the Itsekiri's trade route, it is important to stress that it was the hinterland that supplied almost all the goods that the Itsekiri people exported and goods passed through the major villages, towns and markets to the coastal areas. Most parts of the Itsekiri areas were not suitable for the cultivation of crops so they relied on the interior people from the earliest times on long-distance trade for their food. In return, they exchanged their products with the products of the hinterland. From early times, yams and slaves were among the prominent

articles of trade carried by water from the hinterland. As Ryder has reported, "this was noted by Pacheco on the Rio Real where the canoes brought yams in large quantities … many slaves, cows, goats, and sheep which they exchange for salt with the coastal inhabitants". This was indeed the case as the hinterland exchanged various products with the Itsekiri people.[23]

ARTS AND CRAFTS

It is certainly difficult if not impossible to discuss fully the multifarious works of art and crafts which the Itsekiri people engaged in during the period under study. Among the immense contributions of the Itsekiri economic prowess are pottery, mat making and bead making. In this section, much cognizance will be given to the crafts listed above and others such as silver works, canoe making, carpentry and bead making.[24]

Pottery was an imperative industry of the Itsekiri people. It was the specialty of the Itsekiris who supplied the rest of the Delta. The capital of the Itsekiri kingdom had tenacious red clay which was very good for making pots for holding water and other utensils for domestic purposes. This task, however, is relegated entirely to the womenfolk and comprises of three sections: water pots, salt pots, and cooking pots. The water pots are round in shape and have small mouths. These are never used when freshly made. After they have been shaped and baked, they are filled with water and placed on a fire. When the water boils, this is smeared over the outside,

and the pot is smoked until it becomes dark brown or black, then it is ready for use.[25]

Salt pots are made flat with very wide mouths. As soon as they are baked, they are ready for use. Each salt pot can only be used once as the content becomes so hard that the pot has to be broken. Cooking pots are of much the same shape as salt pots but they are not so flat. As all Itsekiri eat directly from the cooking pots, the mouth of the pot must be sufficiently wide to allow for easy ingress. The size varies widely according to individual requirements. Some are only capable of cooking enough food for one, while others may hold enough for twenty or thirty persons. These pots are baked very hard, then rubbed all over the inside with a mixture of cassava starch and water.[26]When this is hard, dried bamboo leaves are packed inside and burnt. The pots are then washed, after which they are ready for use.[27]

Carpentry and wood-carving (Agbede-Ogbiegin), was another craft that was carried out by the Itsekiri People. However, this was not on a large scale. They made only doors and windows, tables and boxes. The matchet is the principal tool employed. It is used to cut the timber and a broken matchet serves as a plane. The Itsekiri do not make canoes directly but buy from the ljos. They do, however, alter and enlarge these canoes to suit their requirements.[28]

Basket making (Oghon-Akpere) was also done by the Itsekiri People. The only baskets made are those used in fishing. They are made of cane and comprised of

three different shapes for the actual catching of fish and a large flat covered shape in which dried fish is kept. Baskets of various kinds such as Akereghe Ikide, Ogudu, Ighere, Uruba. Ekobi were made. Ekobi is conically shaped and attached to a stick, and used in catching crayfish. These baskets are all of the plainest order, no attempt is made to ornament them with colored insertions or patterns.[29]

Mat making was also an important craft in Itsekiri land. Cognizance must be taken of the fact that the women make all the mats used for domestic purposes, sleeping mats, ceiling mats, "chop mats" window, door and veranda screens. The sleeping and ceiling mats (for which they used the inside of the bamboo) are made of strips about one eighth of an inch broad, laid side by side and bound together with thin strips. Dyed string in different colors is sometimes used to bind the strips. The screens are made in the same way and hung in position. The "chop" mats, which are used to sit on while eating, are quite small, about two feet by one and are usually extremely artistic. They are made entirely of dyed ti-ti and woven in intricate patterns. Both native and European dyes are used, but they are said to prefer the European variety, to the locally madeones.[30] The mat-making industry is almost entirely in the hands of the Benin River women. However, this activity saw the light of the day due to the availability of reeds that grew in Itsekiri land and also, the Itsekiri women were known specialists in the production of mats.[31]Also,

what made the products of these mat industries very unique and acceptable were their attractive geometric designs and colors.[32]

Aside from mat making, the ltsekiris also like bead weaving. According to Adrain, Ling Roth points out that "such corals as the Binis had was obtained through Jekri (Itsekiri) traders, either from the Benin River or Lagos" Roth says further at Warri, "the actual crown of the king is a sort of a large cap in the shape of a cone, three feet high, covered with coral beads and with a couple of birds heads on top". Eve De Negri said further on coral beads, "this coral was first discovered during the 15th century in the reign of Oba Ewuare. This type of coral was derived from a tree, growing on the sandy bank of the Benin River". It is evident, therefore, that bead making started with the Itsekiri and spread to the other people of the Niger Delta.[33] The method of boring the bead requires a special skill. It involves a grinding stone. Thus, the hard stone is bored into holes necessary for stringing up the beads. Once the beads are bored, they are polished. Polishing the bead demands some skill and patience.[34]

Silverwork was also done by the Itsekiris. Cognizance must be taken of the fact that the silversmiths obtained their silver from Europeans, and from it, they make chains, bracelets, rings and earrings. The silver is put into a clay pot over a fire of charcoal, and a local type of blow-pipe is used, to engender sufficient heat. This consisted of an old gun barrel joined to two pieces of wood (rather the shape of

scissors, with the gun barrel as the blade). These pieces of wood are covered with leather and a forced drought secured, by working the blow-pipe with two sticks. When the silver melts, it is then beaten and shaped.[35]

Canoe building was a major industry in Itsekiri land. However, this resulted from the fact that Itsekiri land was endowed with dense mangrove vegetation through which meanders a network of creeks. Huge trunks of wood were felled, hollowed out and parts were burnt to make the canoe and the beautifully decorated paddle. There were three types of canoes; the small one which conveyed people for short distances, the large commercial canoes for long-distance trade, and the war canoes used by the Itsekiri navy.[36]It is against this backdrop that P.C. Lloyd observed that:

> *There are wide variety of Canoes apart from the ones made by the Ijos, which the Itsekiri themselves make. This range from shallow ones used near the sea to the deeper Canoes used in the places interior creeks.*[37]

TRADE AND LONG DISTANCE TRADE

Trade is one of the most important activities among the Itsekiri people, during this period. Just like other societies in the world, trade and commerce in Itsekiri land were of remote antiquity. Its development was because of the necessity to distribute the excess riverine produce and manufactured items to the public. Trade was the chief means of transmitting culture, tradition and civilization from one community to another. The Itsekiri People, like other nations, have been engaged

in trade with their neighbors because they cannot produce all that is needed in isolation. This resulted from the fact that Itsekiri is located in the Delta swamps which did not allow for agricultural production. Trade was in two categories, local or internal trade and long-distance trade. The local or internal trade involved the exchange of goods between the people of a town on the one hand and the people of a town and its immediate environs. Long-distance trade involved the exchange between a region or nation and another.[38]

The Itsekiris had trade contact between and among themselves. Villages such as Bobi, Ogheye, Jakpa, Orere, Delekata, Tebu, Ugbuwangwe, Kolo-kolo, Dele, Bateren[39] were engaged in trade with one another. They also traded with other nations such as ljohs, Urhobo, Isoko, Ukuwani, Nupe, Igarra, Esan, Benin, Bonny, Calabar, Ilaje. Trade between the Itsekiri took place on a daily basis. The trade relations between the Itsekiri and her neighbors during this period were very cordial.[40]

The Itsekiris carried out their trading activities in the market. Toyin Falola notes that a market is a demarcated site where traders and customers meet to exchange products.[41] In Itsekiri land, the market day is called 'Ojobon'. This was carried out every four days interval. The trade starts as early as 5:30am and ends by 5:00pm.[42]According to Intelligence Reports, there were two purely Itsekiri markets: Jakpa Market and Madaja Market. These markets were held in a creek

and not on land. Canoes were tied up along the side of the river bank and display their wares while the purchaser visits the various canoes in his canoe. Apart from the above, there are mixed markets in the township of Koko, Sapele and Warri, but they cannot be considered as Itsekiri markets, although a large number of Itsekiri attend them.[43]

Commodities like yam, cassava, garri, corn, sweet potatoes, Kpokpogarri, plantain and starch were brought from the hinterland mostly by the Urhobos.[44]The Ijos brought dried fish into the Itsekiri markets but not in large quantities, Igarra and Nupe also visited the market, bringing in groundnuts. Bonny and Calabar also carried out extensive trade with the Itsekiri and one of the principal articles of trade was brass pans which the Itsekiri used in the manufacturing of salt.[45]The Itsekiris brought in goods such as salt, pots, dried fish, crayfish, crab, periwinkles and mats such as Abiba, Ere, Ejiko etc. It should be stressed out here that the Itsekiris were more involved in trade with the Urhobos than any other nation.[46]

To foster trade, various mediums of exchange were put in place. It should be noted that the currencies in Itsekiri land were dependent on the kind of activities that were carried out because there was no standardized system of exchange.[47] There was the system of trade by barter and haggling, Barter is a form of trading in which goods were exchanged directly for other goods without the use of money as a medium of exchange.[48] Haggling on the other hand is a type of negotiation in

which the buyer and seller of goods and services debate the price and exact nature. Cognizance must be taken of the fact that trade by barter was not very dominant, though it was still in use.[49]

Other currencies that were used include Cowries, Anini, Ipini and Ikibe[50]. These currencies were used to purchase goods from the market. They were in use in virtually the whole of Itsekiri land. However, they had several advantages. They made exchange possible, not only in Itsekiri land but over a wide territory since it was used in many places. Their small sizes made it easy to carry, though they were bulky for large transactions[51.] For the cowry, it served as an effective measure of value and a unit of account which made it convenient to know the value of each goods in relation to another and to fix prices to all kinds of products. Also, the cowry could not be forged.[52]

TRADE WITH THE EUROPEANS

The Itsekiris, during the period under study, were engaged in trade with the Europeans. However, this was in the form of commodity trade.[53] Prior to this period, they have been engaged in nefarious traffic in human beings, known as the slave trade.[54] Evidence shows that the Itsekiris were part of the traders in slaves. However this trade was abolished by the leading slave trading nation, Britain, in 1807, and other countries, notably Sweden, Spain, Portugal, France, the

Netherlands and the United States followed suit in the first half of the 19[th]Century.[55]

The reasons for abolition are controversial, one view argues that the pressure from humanitarians who were appalled by the moral injustice of the trade and the sufferings of the slaves, forced the British Government and others to put an end to the trade. The second view emphasizes economic changes associated with the industrial revolution in Europe which made the use of slaves unnecessary. According to Eric Williams, a leading proponent of the economic factors, the contribution of the humanitarians to abolition have grossly been exaggerated by men who have sacrificed scholarship to sentimentality and, like the scholastics of old, placed faith before reason and evidence.[56] Although the change from slave trade to commodity trade in the Delta took place over several decades, until the mobilization of a full military apparatus in the second half of the 19th century, Europeans pressure could not affect major slave-trading states.

Several factors, however, prompted the need for trade in commodities or legitimate trade by the Europeans. There still arose the need for Europeans to come to Africa, again as a consequence of the industrial revolution. More than ever before, Europe needed raw materials to feed its growing industries. At the same time, she needed markets to distribute the products of the industries. It was strongly believed that Africans could fulfill these two needs if they could replace the trade inhuman

beings with trade in commodities. Additionally, the humanitarians believed that the vacuum created by abolition should be filled by trade in agricultural products to stamp out the slave trade completely. Sir, F. Buxton, a leading British anti-slavery crusader, was perhaps the most forceful in calling for "civilization, commerce and Christianity" in Africa.[57]

With the decline of the slave trade, there was a new trade called the 'legitimate trade', i.e. trade in commodities. This trade called for greater organization and resource than the slave trade. The 'trust system' now became a much greater feature of trade than it had been earlier. Not only did the white traders have to entrust goods to their Itsekiri customers, but the latter also had to entrust goods in their turn to the producers of the palm oil, in this case, the Urhobo (and also some Kwale) to the hinterland. According to Ikime, this circumstance made it necessary for any Itsekiri who aspired to be a great trader to be seen as creditworthy. This in turn had various ramifications: first, it is meant for the successful trader an ostentatious display of wealth in the form of dress, house, furniture, the quality and quantity of food and drinks. Secondly, the trader had to possess a large fleet of trading canoes that would collect the product from the Urhobo settlements. These canoes were usually manned by slaves; the successful trader had to have a large number of slaves. Indeed the wealth of the trader was often measured in terms of canoes and slaves.[58] The internal slave trade had to continue and it continued till

the close of the century. These features of the trade led to great rivalry between the leading Itsekiri traders – rivalry in the display of opulence to justify continued 'trust being given and rivalry in securing greater quantities of oil from the Urhobo. This rivalry was sometimes serious enough to lead to wars and lasting family feuds. The possibility of war was only one of the reasons why the Itsekiri trading canoe was armed and why some canoes were designed primarily for war. There were two other reasons: the need for self-defense against ljo attackers and the need to employ threats, when this became necessary, to get the Urhobos to maintain their obligations to the Itsekiris[59].

Among the commodities brought by European traders were cloth, guns, gun powder, glassware, mirrors, carpets, rugs, spirits, beads, plates, iron, tobacco, salt, some food items[60]e.t.c on trust and distributed to credit-worthy persons in the Benin River settlements who would mobilize goods from the hinterland for the Europeans. Goods such as rubber, cassava, palm oil, palm kernel was mobilized from the interior by the Itsekiris in return for European goods. Apart from these, the European merchants also offered cowries for palm oil, palm kernel and other commodities[61]. But with the effectiveness of colonization in Nigeria, beginning from the last decades of the 19th century, the colonial powers began to introduce a unified currency system. This currency system was superimposed based on all

existing mediums of exchange. The new currencies, which were coins and later notes, were foreign to the people but were accepted as a medium of exchange.[62]

Palm oil was the "pioneer staple" and the leading commodity for export during the period understudy. Europe's industrial revolution created the need for oil and fat. Palm oil was used as a lubricant to oil the machinery, to manufacture candles needed for lighting and making soap. Europe turned to West Africa for oil. Worthy of note is the fact that the Itsekiri were among the leading suppliers of palm oil.[63]

The palm trees had served domestic purposes before the trade in palm oil. The palm oil extracted served as edible oil for domestic uses. Brooms were made from the leaves, baskets were made from fronds. It also served as fuel for the local clay pot lamps. In essence, every palm tree was important in the domestic economy of southern Nigeria. But all produce served only the domestic economy, until the 19th century when development in Europe resulted in the demand for palm oil and kernel from West Africa.[64]

Palm oil and palm kernel trade attracted European merchants, most of whom were agents of Europe and trading firms mostly from Liverpool, Glass-glow, London, Manchester, Birmingham, Lisbon, Spain and Paris. Flint pointed out that the merchants of Liverpool had much capital invested in the trade with West Africa and were able to adjust and quickly took to the transition from slave trade economy to cash crop economy by the first half of the 19th century.[65]

The most regrettable gap in the most recent history of Nigeria is the period between 1870 and1900 when commercial firms were opening the interior. By the second half of the nineteenth century, big corporations had emerged in the field of finance, railways and later industry and other sectors. They started as big corporations as a result of mergers prompted by competition in trade, business failures and emerging situations. The demands for West African goods were added advantages to the emergencies of large trading companies, particularly in the 1870s. West Africa became increasingly open to world markets from the early 1800s due to its huge exports of palm oil and kernels. Not surprisingly, the export of palm oil from West Africa rose from about 10,000 tons in 1810 to 40,000 tons in 1855. Export of palm oil from Nigeria started in the early 1800s from the Niger Delta and continued to increase in volume till the 1890s. For instance, exports of palm oil rose from 5,288 tons to 8,718 tons in I889 while palm kernel rose from 11,871 tons in 1865 to 35,528 tons in 1889.[66]

The trade prompted the European countries to extend their rule over West African territories in general and the ltsekiris in particular from 1885 with the agreement in Berlin conference in Germany. African territories were partitioned among European powers. For example, Britain seized Nigeria as its possession with effect from 1885. Britain took entire control over the foreign relations of their colonies in West Africa and banned their rulers from entering into treaties with any other

European nations. From the 1870s, European trading companies such as the National Africa Company (renamed Royal Niger Company and later United Africa Company) Messrs Miller and Co, the Central Africa Trading Company, James Pinnock & Co and others began to penetrate further into the hinterland of Nigeria. They established trading stations in places like Ughoton, Ode Itsekiri, Benin River, Escravos River, Aboh, Onitsha and Lokoja. This period was characterized by increased competition among European firms which operated in the lower Niger.[67]

The Delta people who had objected to the European merchants trading to the interior were still more hostile when the different firms were amalgamated into one powerful company and they did not cease in their efforts to hamper its trade. On the whole, the company proved too strong

for them but from time to time, stations were sacked by up-country people at their instigation and the company suffered. Especially before the grant of the charter, determined efforts were made to chase the company from the river. As a result, by I894, the last Governor of the River, Chief Nana Olomu had fallen out of favour with the British and was dealt with. Caught by the circumstances of his office, Nana was accused of being a slave dealer, using his agents in Urhobo land to terrorize the people and obstruct free trade. To get at him, Ebrohimi (his headquarters) was bombarded. Nana escaped but later gave himself up and was deported first to Calabar and later to Accra.[68]

The removal of Nana, which was expected to guarantee free trade and ensure peace in the hinterland markets, backfired. Trade suffered, as there was nobody to be held responsible for the misbehavior of the Itsekiris and other traders on the Benin River. Some European traders like John Holt started to call for his reinstatement. And so, something urgently needed to be done by the European traders and the imperial administration of the Niger Coast Protectorate to fill the vacuum created by Nana's removal and deportation.[69]

In 1891, a native court was established to take care of the affairs of the Itsekiri but the power and influence of Nana had rendered it ineffective. This court was resuscitated as a kind of native authority along the Benin River and in 1896, minor courts were opened in which the local chiefs sat without direct interference from the European officers.[70] The clear implication of this development was that the British officers of the Niger court protectorate had started to see the relevance of using traditional institutions in running public affairs. As a result, a renowned Itsekiri chief, Dogho (Dore) Numa who had demonstrated loyalty to the British was employed in that position to control and represent the British in terms of trade.

CONCLUSION

From the above, it is irrefutable that the Itsekiris witnessed significant economic and industrial involvement which has aided their growth. They were also engaged

in intergroup relations with their neighbors. Apart from these, the Itsekiri's encounter with the Europeans had resulted in trade and the Itsekiri's were among the middlemen controlling the trade. Changes in the traditional trade system began gradually from the pre-colonial period when the Europeans became uncomfortable with their position at the coast and desired to explore the trade potentials of the interior people. The narrative changed with the Europeans direct involvement in the interior.

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PROSPECTS AND CHALLENGES OF TETFUND AS A FUNDING AGENCY FOR HIGHER EDUCATION IN NIGERIA: Implication for Policy and Practice

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ABSTRACT

The Tertiary Education Trust Fund (TETFund) has been a crucial funding agency for higher education in Nigeria since its establishment in 1993. This paper examines the prospects and challenges faced by TETFund in effectively supporting the growth and development of Nigeria's higher education sector and the implication for policy implementation and practices. The paper delves into the various obstacles that TETFund has encountered, including inadequate funding, bureaucratic bottlenecks, unequal distribution of resources, and the need for improved transparency and accountability. The study analyzes the impact of these challenges on the quality of education, infrastructure, and research activities within Nigerian universities and other tertiary institutions. It also explores the strategies and interventions implemented by TETFund to address these challenges and enhance its effectiveness as a funding agency. The findings of this research paper highlight the need for a comprehensive review of TETFund's operational framework/policy, increased government support, and the implementation of robust monitoring and evaluation mechanisms to ensure the efficient utilization of resources. The paper concludes by proposing recommendations to strengthen TETFund's capacity to fulfill its mandate and contribute to the overall improvement of higher education in Nigeria.

Keyword: Tetfund, Funding Agency, Higher Education, Policy and Practice

INTRODUCTION

The Tertiary Education Trust Fund (TETFund) was established in Nigeria in 2011 with the primary aim of providing financial support for the development of educational infrastructure, research, and academic personnel in public tertiary institutions. The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the Act No 7 of 1993 as amended by Act No 40 of 1998, now repealed and replaced with Tertiary Education Trust Fund Act 2011. As a critical funding agency, TETFund plays a pivotal role in advancing higher education in Nigeria, yet it has encountered numerous challenges that hinder its effectiveness and the overall development of the educational sector (Obizue, 2022).This paper explores the continuous challenges faced by TETFund as a funding agency for higher education in Nigeria, examining the implications for policy, management, and the sustainability of educational initiatives. It delves into the various obstacles that TETFund has encountered, including inadequate funding, bureaucratic bottlenecks, unequal distribution of resources, and the need for improved transparency and accountability. The study analyzes the impact of these challenges on the quality of education, infrastructure, and research activities within Nigerian universities and other tertiary institutions. Furthermore, the paper explores the strategies and interventions implemented by TETFund to address these challenges and enhance its effectiveness as a funding agency. It also proposes recommendations to strengthen TETFund's capacity to fulfill its mandate and contribute to the overall improvement of higher education in Nigeria.

HISTORICAL CONTEXT

The Tertiary Education Trust Fund (TETFund) is a funding agency established by the Nigerian government to provide financial support and intervention for the development of public tertiary institutions in the country. Okito (2021), opined that TETFund was originally established in 1993 as the Education Tax Fund (ETF) under Decree No. 7 of 1993.The ETF was created to impose a 2% education tax on the assessable profit of all registered companies in Nigeria, with the aim of providing supplementary funding for the rehabilitation, restoration, and consolidation of tertiary educational institutions. In 2011, the ETF was renamed the Tertiary Education Trust Fund (TETFund) through the TETFund Act, which expanded its mandate and operations. The establishment of TETFund came as a response to the growing concerns regarding the quality of higher education in Nigeria. The need for a dedicated funding agency was underscored by the increasing number of students enrolling in tertiary institutions, coupled with inadequate facilities and resources to meet these demands. TETFund was envisioned as a solution to these challenges, tasked with mobilizing and disbursing funds to enhance educational quality and research capabilities. However, from its inception, TETFund has faced significant hurdles that have affected its operational efficiency.

The Purpose and Mandate of TETfund

- The primary purpose of TETFund is to provide funding for the rehabilitation, restoration, and consolidation of all levels of public tertiary educational institutions in Nigeria.

- Its mandate includes providing funding for the provision and maintenance of essential physical infrastructure, instructional materials and equipment, research and publication, and academic staff training and development.

- TETFund aims to ensure the steady growth and maintenance of the Nigerian tertiary education system by providing a stable system of funding to public tertiary institutions.

Funding Sources and Allocation

- TETFund is funded through a 2% education tax levied on the assessable profit of all registered companies in Nigeria.

- The collected funds are then allocated to various public tertiary institutions, including universities, polytechnics, and colleges of education, based on a predetermined formula and set of criteria.

- The allocation of TETFund resources is overseen by a Board of Trustees, which is responsible for the management and distribution of the funds to eligible institutions.TETFund has played a significant role in supporting the development of Nigeria's higher education sector since its establishment. However, it has also faced various challenges in effectively carrying out its mandate, which are the focus of this paper.

BENEFITS OF TETFUND TO THE NIGERIAN EDUCATIONAL SYSTEM.

The Tertiary Education Trust Fund (TETFund) has provided numerous benefits to the educational system in Nigeria, with several real-life examples of its positive impact (Opara, 2020)

1. Infrastructure Development: TETFund has funded the construction and renovation of lecture halls, laboratories, libraries, and other essential infrastructure in various universities and polytechnics across the country. This has improved the learning environment for students and facilitated better teaching and research activities.

2. Procurement of Equipment and Facilities: TETFund has provided funding for the procurement of modern equipment and facilities, such as computers, laboratory equipment, and specialized research instruments, for tertiary institutions. This has enhanced the quality of education and research capabilities in these institutions.

3. Academic Staff Development: TETFund has sponsored the training and development of academic staff through various programs, including local and international conferences, workshops, and postgraduate studies. This has helped to improve the quality of teaching and research in the institutions.

4. Research and Publications: TETFund has provided funding for research projects, publications, and the establishment of research centers in tertiary institutions. This has contributed to the expansion of knowledge and the dissemination of research findings, which are crucial for the growth and development of the educational system.

5. Institutional Capacity Building: TETFund has supported the development of administrative and management systems in tertiary institutions, such as the implementation of enterprise resource planning (ERP) systems and the strengthening of financial management practices. This has improved the overall efficiency and effectiveness of these institutions.

6. Intervention in Emergencies: During the COVID-19 pandemic, TETFund provided funding to tertiary institutions to support the transition to online learning, the procurement of personal protective equipment (PPE), and the implementation of necessary health and safety protocols. This intervention helped to mitigate the impact of the pandemic on the educational system. These examples demonstrate the significant contributions of TETFund in addressing the infrastructure, equipment, capacity-building, and emergency needs of the Nigerian educational system. By providing targeted funding and interventions, TETFund has played a crucial role in enhancing the

quality of education, research, and overall institutional performance in the country's tertiary institutions.

CASE STUDIES OF SUCCESSFUL PROJECTS FUNDED BY TETFUND

In addition to the role of technology in fund management, TETFund has also supported numerous successful projects across Nigeria's higher education institutions, demonstrating the agency's potential to drive transformative change. One such case study is the establishment of the Materials and Metallurgy Laboratory Complex, at the University of Benin. Funded by a TETFund grant, the center has become a hub for cutting-edge research in the field of materials, and metallurgy, attracting both national and international collaborations and producing significant research outputs. The center's work has contributed to the development of new technologies and techniques, enhancing the country's capabilities in the Materials and Metallurgy industry. Another successful project is the development of the Centre for Dryland Agriculture, Bayero University, Kano. This center, also supported by TETFund, has been instrumental in promoting the adoption of agricultural mechanization technologies, improving productivity, and supporting the modernization of Nigeria's agricultural sector. The center's collaborative efforts with various stakeholders, including government agencies, private companies, and international organizations, have been crucial in achieving its objectives. Beyond these examples, TETFund has also supported the establishment of the Faculty of Basic Medical Sciences, University of Port Harcourt This center, funded by the agency, has been instrumental in promoting the study of medical sciences in Nigeria, providing students with the necessary training, mentorship, and access to resources to become experts in the field. The schools impact has been felt across the country, with increase in the number of trained medical personnel, emerging from its programs.

Another noteworthy case study is the development of the ACE-FUELS, the African Center of Excellence in Future Energies and Electrochemical Systems at the Federal University of Technology, Owerri. Supported by TETFund, this center has been at the forefront of research and innovation in the field of renewable energy, contributing to the country's efforts to diversify its energy sources and promote sustainable development. These case studies demonstrate the diverse range of successful projects that TETFund has supported, spanning various academic disciplines and addressing critical national priorities. By investing in the establishment of specialized centers of excellence, the agency has been able to catalyze the growth of specific sectors, enhance research capabilities, and foster industry-academia collaborations. However, it is important to note that while these case studies represent positive outcomes, the continuous challenges faced by TETFund in terms of funding allocation, project management, and institutional collaboration must be addressed to ensure the sustainability and scalability of such initiatives across the country. Moving forward, TETFund must continue to build on the lessons learned from these successful projects, leveraging the power of technology to streamline its operations and enhance its impact on the higher education sector. By doing so, the agency can strengthen its position as a key driver of innovation and transformation in Nigeria's higher education landscape (Ike, 2021).

Navigating the Challenges of TETFund: Towards Effective Resource Allocation and Institutional Transformation

Inadequate Funding and Resource Allocation:

According to Martins (2020), One of the primary obstacles facing the Tertiary Education Trust Fund (TETFund) is the persistent challenge of inadequate funding. As

the agency responsible for channeling a percentage of the education tax collected from companies operating in Nigeria, TETFund's financial resources are directly tied to the nation's overall revenue streams. However, this reliance on fluctuating national income, coupled with the ever-increasing demands on the education sector, often leads to a scarcity of funds available for disbursement. This chronic shortage of financial resources poses a significant hindrance to TETFund's ability to fulfill its mandate effectively. The limited funds available restrict the scope and scale of projects that can be undertaken, hampering the agency's capacity to address the pressing needs of Nigeria's tertiary institutions. From upgrading aging infrastructure to enhancing academic programs and research initiatives, the lack of adequate funding undermines TETFund's potential to drive transformative change within the higher education landscape.

The issue of inadequate funding according to Obizue (2022), is further exacerbated by the fact that TETFund's budget is often subject to competing priorities and budget allocations within the broader government framework. The agency's reliance on a fixed percentage of the education tax collected means that its funding is vulnerable to fluctuations in national revenue, economic crises, and other macroeconomic factors beyond its control. This volatility in funding makes it challenging for TETFund to engage in long-term, strategic planning and to ensure the consistent and reliable allocation of resources to the institutions it serves. Moreover, the limited financial resources available to TETFund often result in difficult choices and trade-offs, as the agency must prioritize certain projects and initiatives over others. This can lead to a situation where critical needs in some tertiary institutions are left unmet, while others receive a disproportionate share of the available funding. Addressing this imbalance and

ensuring equitable distribution of resources is a significant challenge that TETFund must grapple with.

Bureaucratic Inefficiencies:

In addition to the challenge of insufficient funding, TETFund also grapples with the pervasive issue of bureaucratic inefficiencies. The processes involved in applying for and accessing TETFund's resources can be convoluted and time-consuming, often leading to delays in project implementation. This bureaucratic red tape within the agency and the broader educational system can result in missed opportunities for timely interventions, particularly when it comes to addressing urgent infrastructural needs or enhancing the quality of academic programs in tertiary institutions. Opara (2020), opined that the sluggish nature of these administrative procedures can frustrate the efforts of university administrators and faculty members who seek to leverage TETFund's resources for the betterment of their institutions. The prolonged wait for funding approvals and disbursements can stall critical initiatives, hampering the overall progress and development of Nigeria's higher education sector. The bureaucratic inefficiencies within TETFund can be attributed to a variety of factors, including outdated policies, cumbersome decision-making processes, and a lack of streamlined communication channels between the agency and the institutions it serves. The absence of a well-defined and transparent framework for project approval and fund disbursement further exacerbates the problem, leading to delays and a sense of uncertainty among the beneficiaries. Martins (2020) added that the bureaucratic hurdles can also create opportunities for corruption and mismanagement, as the complex procedures can be exploited by those seeking to divert funds or prioritize personal interests over institutional needs. Addressing these inefficiencies and enhancing the overall efficiency

and transparency of TETFund's operations is crucial for the agency to fulfill its mandate and deliver tangible benefits to the higher education sector.

Lack of Accountability and Transparency:

Issues of accountability and transparency in the management of funds allocated by TETFund have been persistent concerns. There have been allegations of mismanagement and corruption, which undermine public trust in the agency. A lack of robust monitoring and evaluation mechanisms further complicates the situation, making it difficult to assess the impact of funded projects on educational quality and outcomes. Without a strong system of accountability and transparency, the effective utilization of TETFund resources remains a significant challenge. The lack of clear and publicly available information on the allocation, utilization, and impact of TETFund resources has fueled concerns about the agency's integrity and the fairness of its decision-making processes. Stakeholders, including university administrators, faculty members, and the general public, often express frustration at the perceived opaqueness of TETFund's operations, which can lead to a breakdown in trust and a perception of favoritism or bias in the distribution of funds. Ike (2021), asserted that the absence of comprehensive monitoring and evaluation frameworks makes it difficult to assess the tangible outcomes and long-term impact of TETFund-supported projects. Without robust data and evidence-based assessments, it becomes challenging to hold the agency accountable for the effective deployment of resources and to ensure that the investments are aligned with the strategic goals of the higher education sector. Opara (2020), Added that the issues of accountability and transparency is crucial for TETFund to regain the confidence of its stakeholders and to demonstrate the genuine impact of its interventions. This may involve the implementation of rigorous auditing procedures, the

establishment of independent oversight mechanisms, and the regular public disclosure of financial records, project details, and performance metrics. By embracing a culture of transparency and accountability, TETFund can enhance the credibility of its operations and ensure that the resources entrusted to it are utilized in a manner that truly benefits Nigeria's tertiary institutions and the students they serve.

Alignment with Institutional Needs:

Another challenge is the alignment of TETFund's initiatives with the actual needs of tertiary institutions. While TETFund aims to enhance educational infrastructure and research, there can be a disconnect between the agency's priorities and the specific requirements of various institutions. This misalignment can lead to ineffective utilization of resources and a failure to address the most pressing educational challenges faced by students and faculty alike. The diverse nature of Nigeria's tertiary institutions, each with its own unique set of challenges and priorities, makes it challenging for TETFund to develop a one-size-fits-all approach to resource allocation and project selection. Factors such as institutional size, geographic location, academic specialization, and the socioeconomic context of the surrounding community can all influence the specific needs and requirements of a given institution. Without a comprehensive and nuanced understanding of the individual circumstances and challenges faced by each tertiary institution, TETFund runs the risk of implementing initiatives that may not fully address the most critical needs of the beneficiaries. This can result in a mismatch between the agency's interventions and the actual problems that need to be solved, leading to suboptimal outcomes and a sense of frustration among the institutional stakeholders.

Adeyemi (2018), opined that to address this challenge, TETFund should invest in strengthening its engagement with tertiary institutions, fostering open and regular dialogue to better understand their unique needs and priorities. This may involve conducting comprehensive needs assessments, establishing dedicated communication channels, and incorporating the feedback and insights of university administrators, faculty, and students into the agency's decision-making processes. By aligning its initiatives more closely with the specific requirements of tertiary institutions, TETFund can ensure that its resources are deployed in a manner that truly supports the advancement of Nigeria's higher education sector, addressing the most pressing challenges and empowering institutions to achieve their full potential.

Political Interference:

Political interference in the operations of TETFund has also been a significant obstacle. The influence of political actors in the allocation of funds can skew priorities and lead to a focus on projects that align more with political interests rather than educational needs. This politicization of educational funding can compromise the integrity of TETFund's mission and its impact on higher education. Insulating the agency from undue political influence and ensuring its decisions are driven by a commitment to educational excellence is essential for its long-term effectiveness. According to Ike (2021), the involvement of political figures in the decision-making processes of TETFund can create a perception of favoritism and bias, undermining the agency's credibility and the trust of its stakeholders. Political interference can manifest in various forms, from the prioritization of projects in certain regions or institutions based on political affiliations, to the diversion of funds towards initiatives that cater more to political agendas than educational needs. This politicization of TETFund's operations can have far-reaching consequences, as it can lead to the misallocation of resources, the neglect of critical

educational priorities, and the perpetuation of regional or institutional inequalities within the higher education sector. Moreover, the perception of political influence can deter tertiary institutions from engaging with TETFund, as they may fear that their funding applications will be subjected to political scrutiny rather than being evaluated solely on merit. To mitigate the impact of political interference, TETFund must strive to establish robust governance structures that ensure the independence and objectivity of its decision-making processes. This may involve the implementation of clear and transparent criteria for project selection, the establishment of independent oversight committees, and the insulation of the agency's operations from undue political influence. Okito (2021), opined by safeguarding the integrity of TETFund's operations and its commitment to educational excellence, the agency can regain the trust of its stakeholders and ensure that its resources are utilized in a manner that truly benefits Nigeria's tertiary institutions and the students they serve, regardless of political affiliations or regional considerations.

Sustainability of Funding Initiatives:

The sustainability of initiatives funded by TETFund is another critical issue. Many projects initiated with TETFund support may struggle to maintain funding after the initial investment. Without a clear plan for sustainability, these projects may falter, leading to wasted resources and unfulfilled educational objectives. The challenge of ensuring the long-term viability of TETFund-supported initiatives is multifaceted. On one hand, the agency's reliance on a fixed percentage of the education tax collected means that its funding is subject to the broader economic and budgetary fluctuations, making it difficult to guarantee the continuous flow of resources to sustain ongoing projects. Moreover, the limited scope of TETFund's mandate, which is primarily focused on infrastructure development and research support, can create a gap in the

funding available for the operational and maintenance costs of the projects it supports. Tertiary institutions may face challenges in securing adequate resources to maintain and operate the facilities or programs initiated with TETFund's assistance, leading to a gradual deterioration or abandonment of these initiatives. To address the issue of sustainability, TETFund must explore innovative funding mechanisms and partnerships that can provide a more stable and diversified source of support for its initiatives. This may involve leveraging public-private partnerships, exploring alternative revenue streams, or establishing endowment funds that can generate sustainable income to sustain long-term projects. Additionally, TETFund should work closely with tertiary institutions to develop comprehensive sustainability plans for its funded initiatives. This may include the integration of maintenance and operational costs into the initial project proposals, the provision of training and capacity-building support to institutional staff, and the establishment of clear guidelines and accountability measures to ensure the ongoing viability of the projects. By prioritizing the sustainability of its funded initiatives, TETFund can ensure that the resources it invests in the higher education sector yield lasting and impactful results, contributing to the overall development and transformation of Nigeria's tertiary institutions.

Implications for Policy and Practice

The challenges facing TETFund have significant implications for policy and practice in higher education in Nigeria. To address these challenges, a multifaceted approach is necessary:

Addressing Inadequate Funding and Resource Allocation:

To overcome the persistent challenge of inadequate funding, TETFund must explore innovative strategies to secure stable and sufficient financial resources. One potential solution is to diversify the agency's revenue streams beyond the reliance on the education tax collected from companies. This could involve establishing strategic partnerships with international donor agencies, philanthropic organizations, or private sector entities that share a commitment to advancing higher education in Nigeria. Additionally, TETFund could advocate for a review of the existing funding model, potentially seeking an increase in the percentage of the education tax allocated to the agency or exploring alternative funding mechanisms, such as the establishment of a dedicated higher education endowment fund. By securing more reliable and predictable sources of funding, TETFund can better plan and execute long-term initiatives that address the pressing needs of tertiary institutions. Furthermore, TETFund should consider implementing a more equitable and need-based approach to resource allocation, ensuring that the distribution of funds aligns with the unique challenges and priorities of individual institutions. This may involve conducting comprehensive needs assessments, establishing transparent criteria for project selection, and empowering tertiary institutions to actively participate in the decision-making process. By adopting a more strategic and diversified funding model, coupled with a robust system for allocating resources based on institutional needs, TETFund can enhance its ability to drive transformative change within the higher education sector. This approach will not only address the chronic shortage of funding but also ensure that the available resources are utilized in a manner that truly benefits Nigeria's tertiary institutions and the students they serve.

Streamlining Bureaucratic Processes:

To tackle the issue of bureaucratic inefficiencies, TETFund must undertake a comprehensive review and reform of its administrative procedures. This may involve the implementation of a digital transformation strategy, leveraging technology to streamline application processes, expedite fund disbursements, and enhance communication between the agency and tertiary institutions. The introduction of user-friendly online portals, automated workflow systems, and real-time tracking mechanisms can significantly reduce the time and effort required for institutions to access TETFund's resources. Additionally, the agency should consider establishing clear and transparent guidelines for project approval, fund allocation, and progress monitoring, ensuring that the decision-making processes are efficient, predictable, and accessible to all stakeholders. Furthermore, TETFund should invest in capacity-building initiatives to enhance the skills and expertise of its staff, equipping them with the necessary tools and knowledge to navigate the administrative complexities efficiently. This may include training programs on project management, financial management, and stakeholder engagement, as well as the implementation of performance-based incentive structures to foster a culture of excellence and responsiveness within the agency. By streamlining its bureaucratic processes and enhancing the overall operational efficiency of TETFund, the agency can unlock its full potential, enabling tertiary institutions to access the resources they need in a timely and hassle-free manner. This, in turn, will accelerate the implementation of critical projects and initiatives, driving the transformation of Nigeria's higher education landscape.

Strengthening Accountability and Transparency:

To address the concerns surrounding accountability and transparency, TETFund must prioritize the implementation of robust governance and oversight mechanisms. This

should involve the establishment of an independent monitoring and evaluation framework, with clear performance indicators and regular public reporting on the utilization of funds and the impact of funded projects. TETFund should also consider the formation of an external advisory board or oversight committee, composed of respected experts, academics, and civil society representatives, to provide independent scrutiny and guidance on the agency's operations. This independent body can help to ensure that the decision-making processes are fair, transparent, and aligned with the broader educational objectives of the country.Adeyemi (2018), added that TETFund should proactively disclose financial records, project details, and performance data to the public, leveraging digital platforms and open data initiatives to enhance transparency and accountability. This will not only build trust among stakeholders but also empower tertiary institutions and the general public to hold the agency accountable for the effective deployment of resources. To strengthen the internal controls and integrity of its operations, TETFund should also implement rigorous auditing procedures, including regular financial audits, project-specific evaluations, and the establishment of whistleblower mechanisms to detect and address any instances of mismanagement or corruption. By fostering a culture of transparency and accountability, the agency can regain the confidence of its stakeholders and ensure that the resources entrusted to it are utilized in a manner that truly benefits Nigeria's higher education sector.

Aligning Initiatives with Institutional Needs:

To enhance the alignment of TETFund's initiatives with the specific needs of tertiary institutions, the agency should invest in comprehensive stakeholder engagement and needs assessment processes. This may involve the establishment of dedicated communication channels, such as regional or institutional advisory committees, where

university administrators, faculty, and students can provide direct feedback and input on their most pressing challenges and priorities. Obizue (2022), opined that TETFund should also consider adopting a more decentralized and responsive approach to resource allocation, empowering individual institutions to participate in the project selection and prioritization process. This can be achieved through the implementation of competitive grant schemes or the devolution of decision-making authority to the institutional level, subject to clear guidelines and accountability measures. Furthermore, TETFund should explore opportunities to collaborate with tertiary institutions in the design and implementation of its initiatives. By fostering a co-creation approach, the agency can ensure that its interventions are tailored to the unique circumstances and requirements of each institution, addressing their most critical needs and empowering them to drive meaningful change within their respective contexts.To facilitate this alignment, TETFund should invest in strengthening its in-house capacity for data collection, analysis, and needs assessment. This may involve the establishment of dedicated research and planning units, the utilization of advanced data analytics tools, and the cultivation of partnerships with academic and research institutions to generate robust insights on the evolving needs of Nigeria's higher education sector. Ike (2021), added that by aligning its initiatives more closely with the specific requirements of tertiary institutions, TETFund can maximize the impact of its investments, ensuring that the resources it provides truly address the most pressing challenges faced by students, faculty, and administrators across the country.

Insulating TETFund from Political Interference:

To safeguard TETFund's operations from undue political influence, the agency must establish robust governance structures and institutional safeguards that ensure its decision-making processes are driven by a commitment to educational excellence and

the equitable distribution of resources.This may involve the implementation of a merit-based selection process for TETFund's leadership and governing board, with clear criteria and transparent procedures that prioritize technical expertise, professional integrity, and a demonstrated track record of achievements in the higher education sector. The inclusion of independent, non-partisan members on the governing board can also help to counterbalance any potential political interference and maintain the agency's focus on its core educational mandate. Furthermore, TETFund should advocate for the enactment of legislative or regulatory frameworks that enshrine the agency's operational independence and insulate it from political influence. This may include the establishment of clear guidelines and accountability mechanisms that limit the involvement of political actors in the agency's decision-making processes, as well as the implementation of robust conflict-of-interest policies and disclosure requirements. To enhance the transparency and credibility of its operations, TETFund should also prioritize the regular public reporting of its activities, funding allocations, and project outcomes. By proactively sharing information and engaging with stakeholders, the agency can build public trust and demonstrate its commitment to serving the educational needs of the nation, rather than the political interests of any particular group or individual. Martins (2020), asserted that by safeguarding its institutional integrity and insulating its operations from political interference, TETFund can ensure that its resources are deployed in a manner that truly benefits Nigeria's tertiary institutions and the students they serve, regardless of regional, ethnic, or political affiliations.

Ensuring the Sustainability of Funded Initiatives:

ToAdeyemi (2018), addressing the challenge of ensuring the long-term sustainability of TETFund-supported initiatives, the agency must adopt a more comprehensive and strategic approach to project planning and funding.One key aspect of this approach is

the integration of sustainability considerations into the initial project proposal and approval process. TETFund should require tertiary institutions to submit detailed plans for the ongoing maintenance, operation, and funding of the projects it supports, ensuring that the necessary resources and institutional commitments are in place to sustain the initiatives beyond the initial investment.Additionally, TETFund should explore the establishment of endowment funds or other long-term financing mechanisms that can provide a stable and reliable source of funding for the maintenance and continued operation of its supported projects. This may involve collaborating with private sector partners, philanthropic organizations, or international development agencies to mobilize additional resources and create a more diversified funding base.

Furthermore, Obizue (2022), opined thatTETFund should invest in capacity-building initiatives that empower tertiary institutions to develop the necessary skills and expertise to effectively manage and sustain the projects it supports. This may include the provision of training programs on financial management, facilities maintenance, and project management, as well as the facilitation of knowledge-sharing platforms where best practices and lessons learned can be exchanged among beneficiary institutions.To monitor the long-term viability of its funded initiatives, TETFund should also strengthen its monitoring and evaluation frameworks, with a particular focus on tracking the operational and financial sustainability of the projects it supports. This may involve the implementation of regular site visits, performance reviews, and the establishment of clear sustainability indicators that can inform future funding decisions and project selection.By prioritizing the sustainability of its initiatives, TETFund can ensure that the resources it invests in Nigeria's higher education sector yield lasting and impactful results, contributing to the overall transformation and development of the country's tertiary institutions.

The Tertiary Education Trust Fund plays a crucial role in supporting the advancement of Nigeria's higher education sector, but it faces a multitude of challenges that threaten to undermine its effectiveness and the realization of its objectives. Inadequate funding, bureaucratic inefficiencies, lack of accountability and transparency, misalignment with institutional needs, political interference, and concerns over the sustainability of funded initiatives are all formidable obstacles that must be addressed.To navigate these challenges and unlock the full potential of TETFund, a comprehensive and coordinated approach is required. By exploring innovative funding strategies, streamlining administrative processes, strengthening accountability and transparency, aligning initiatives with institutional needs, insulating the agency from political interference, and ensuring the long-term sustainability of its supported projects, TETFund can enhance its ability to drive meaningful and lasting transformation within the higher education landscape.Through these concerted efforts, TETFund can become a more efficient, transparent, and impactful agency, empowering tertiary institutions to enhance their educational offerings, strengthen research capabilities, and ultimately contribute to the socioeconomic development of Nigeria. The successful navigation of these challenges will be crucial in shaping a brighter future for the country's higher education sector and the generations of students it serves.

THE ROLE OF TETFUND STAKEHOLDER INVOLVEMENT AND COLLABORATION IN PROJECT FUNDING

The Tertiary Education Trust Fund (TETFund) has played a pivotal role in shaping the landscape of higher education in Nigeria since its establishment. As a dedicated funding agency, TETFund has been tasked with the responsibility of providing financial support to public tertiary institutions, with the aim of enhancing the quality of academic

programs, infrastructure, and research initiatives. However, the agency's journey has not been without its fair share of challenges, which have persisted over the years and continue to impact its effectiveness.One of the key aspects that underscores the success of TETFund is the involvement and collaboration of various stakeholders. The federal government, through the Ministry of Education, serves as the primary overseer, responsible for establishing the policies and guidelines that govern the agency's operations (Opara, 2020). This includes the allocation of funds, as well as the monitoring and evaluation of the utilization of these resources. State governments also play a crucial role, as they often collaborate with academic institutions within their jurisdictions to access TETFund's support. Academic institutions, being the direct beneficiaries of TETFund's interventions, are essential stakeholders in this ecosystem. They are tasked with submitting project proposals, managing the allocated funds, and reporting on the progress and outcomes of the funded initiatives. Effective collaboration between TETFund and these institutions is crucial for the successful implementation of projects, as it ensures that the resources are channeled towards addressing the specific needs and priorities of each institution.

Industry partners, such as private companies and research organizations, also play a significant role in TETFund's activities. These partners can provide valuable expertise, resources, and funding to complement the agency's efforts in promoting research, innovation, and industry-academia collaboration. By fostering these partnerships, TETFund can leverage the strengths and capabilities of the private sector to enhance the overall impact of its initiatives (Martins, 2020).Lastly, the general public, as the ultimate beneficiaries of a robust higher education system, have a vested interest in the success of TETFund. Transparent communication and engagement with the public can help build trust and support for the agency's initiatives, ensuring that the funds are

utilized effectively and in alignment with the needs and aspirations of the Nigerian people.Despite the critical role played by these stakeholders, the policy framework and governance structures surrounding TETFund have also been a subject of ongoing discussion. The agency's operations are guided by a set of policies and regulations, which have been criticized for their rigidity and lack of adaptability to the evolving needs of the higher education sector. Additionally, concerns have been raised about the transparency and oversight mechanisms in place to ensure the effective implementation of these policies.Moving forward, it is crucial for TETFund to continue engaging with its stakeholders, addressing the issues of funding allocation, project management, and institutional collaboration, and fostering a more transparent and accountable system. By doing so, the agency can enhance its effectiveness, ensure the sustainable and equitable distribution of resources, and ultimately contribute to the overall advancement of Nigeria's higher education landscape.

CONCLUSION

The Tertiary Education Trust Fund plays a pivotal role in supporting the growth and advancement of Nigeria's tertiary institutions. However, the agency faces significant challenges that threaten to undermine its effectiveness and the realization of its objectives. Inadequate funding and resource allocation, coupled with bureaucratic inefficiencies, present formidable obstacles that must be addressed to ensure TETFund's ability to drive meaningful and sustainable transformation within the higher education landscape.To overcome these challenges, a multifaceted approach is required. Policymakers and stakeholders must explore innovative strategies to secure stable and sufficient funding for TETFund, potentially through diversifying revenue streams or exploring alternative funding mechanisms. Additionally, streamlining administrative processes and fostering greater transparency and accountability within the agency can

help to mitigate the debilitating effects of bureaucratic inefficiencies.By addressing these core challenges, TETFund can unlock its full potential, empowering tertiary institutions to enhance their educational offerings, strengthen research capabilities, and ultimately contribute to the socioeconomic development of Nigeria. The successful navigation of these obstacles will be crucial in shaping a brighter future for the country's higher education sector and the generations of students it serves.

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REDEFINING THE ROLE OF POLITICS IN HIGHER EDUCATION ADMINISTRATION: Towards a Collaborative Governance Model

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ABSTRACT

The relationship between politics and higher education administration is a complex and multifaceted one, with profound implications for the direction and priorities of academic institutions. This paper provides a comprehensive examination of the role of politics in higher education administration, exploring the challenges, opportunities, and strategies for effectively managing this dynamic relationship.This paper begins with emphasizing politics in higher administration, from a local point of view, and a foreign

point of view. It also highlights the pervasiveness of political influence in the higher education sector, where factors such as government funding, policy decisions, and the appointment of university leadership are heavily shaped by the political landscape. The paper then delves into the complexities of political interference, discussing the potential for the politicization of academic life and the risks of prioritizing political allegiances over academic merit and institutional needs.Despite the inherent challenges, the paper argues that higher education administrators must find ways to navigate the political landscape effectively. To this end, the researchers present a set of strategies for engaged and strategic political involvement, including fostering institutional autonomy, proactive stakeholder engagement, strategic political advocacy, adaptive leadership, and ethical governance.By adopting these strategies, the researchers suggest that higher education institutions can position themselves as dynamic, responsive, and socially responsible actors within the broader political ecosystem. This collaborative and strategic approach to managing the politics of higher education can ultimately strengthen the role of universities as catalysts for societal progress, knowledge creation, and the development of future leaders.The researchers concluded by emphasizing the importance of this topic in the current landscape of higher education, where the interplay of politics and administration continues to shape the direction and priorities of academic institutions worldwide.

INTRODUCTION

The relationship between politics and higher education administration has long been a subject of debate and scrutiny. Traditionally, the prevailing view has been that politics and academia should remain separate, with the former seen as a disruptive force that undermines the autonomy and integrity of educational institutions. This conventional perspective has often portrayed political involvement in higher education as inherently problematic, with the potential to compromise the pursuit of academic excellence and the core mission of universities (Achonu, 2021). However, the researchers challenge this conventional wisdom and proposes a reframing of the role of politics in higher education administration. Rather than viewing politics as an inherent threat to the academic realm, the researchers argue that a more nuanced understanding of the political landscape can actually enhance the effectiveness and responsiveness of higher education administration. When harnessed strategically, politics can serve as a powerful tool for navigating the complex web of stakeholder interests, securing resources, and shaping policies that align with the broader societal goals of higher education (Obizue, Chukwuama&Nwachukwu, 2016).The traditional model of higher education administration, which seeks to insulate academic institutions from political influences, has its limitations. In an increasingly complex and interconnected world, the success of universities is inextricably linked to their ability to engage with and navigate the political arena. Ignoring or resisting political realities can lead to missed opportunities, resource constraints, and a disconnect between the priorities of higher education and the broader societal and policy landscape.

This paper proposes a paradigm shift towards a collaborative governance model in higher education administration. This approach recognizes the inherent political nature of the higher education sector and seeks to leverage it for the benefit of academic

institutions and the communities they serve. By fostering stakeholder engagement, strategic political advocacy, institutional adaptability, and ethical leadership, higher education institutions can navigate the complexities of the political arena and position themselves as dynamic, adaptive, and socially responsible agents of change (Etim, 2022). The central argument of the researchers is that the relationship between politics and higher education administration should be reframed from one of conflict and resistance to one of strategic collaboration and engagement. This shift in perspective can unlock new opportunities for universities to enhance their responsiveness, resource allocation, partnerships, and public trust, ultimately strengthening their role as catalysts for societal progress and knowledge creation.

THE NIGERIAN CONTEXT

Nigeria, as a developing nation, has long grappled with the challenges of balancing political interests and the pursuit of academic excellence. The country's higher education system has been heavily influenced by the political landscape, both at the national and regional levels. Factors such as government funding, policy decisions, and the appointment of university leadership have all been subject to the ebb and flow of political currents.One of the notable aspects of Nigerian politics in higher education is the role of regional and ethnic affiliations. The country's diverse ethnic and cultural makeup has often led to the politicization of university appointments, resource allocation, and even the establishment of new institutions. This has created an environment where political allegiances can supersede merit-based considerations, potentially compromising the integrity and autonomy of higher education institutions.Furthermore, the impact of corruption and nepotism within the Nigerian political system has had significant ramifications on the higher education sector. The

misappropriation of funds, the influence of political patronage, and the lack of transparent governance structures have all contributed to the erosion of public trust in the ability of universities to deliver quality education and research (Dike, 2020).

THE FOREIGN INFLUENCE

While the Nigerian context presents its unique challenges, the influence of foreign politics on higher education administration cannot be overlooked. Globalization and the increasing interconnectedness of the academic world have brought about new dynamics that universities must navigate.The role of international funding, collaborative research projects, and the mobility of faculty and students have all been shaped by the political relationships between nations. Decisions made at the governmental level, such as diplomatic tensions, trade agreements, and geopolitical rivalries, can have far-reaching consequences on the operations and priorities of higher education institutions thereby influencing academic outcome. Martins (2021), opined that the rise of international university rankings and the global competition for talent have introduced an additional layer of political considerations. Universities, in their pursuit of prestige and resources, may find themselves aligning their strategies and decision-making processes with the political agendas of their international partners or funding sources.

THE PERVASIVENESS OF POLITICAL INFLUENCE

Indeed, the complex interplay between academia and the broader political, economic, and societal contexts is a matter of paramount importance that warrants in-depth examination. Higher education does not exist in isolation, but is rather deeply embedded within the multifaceted fabric of the communities and nations in which these institutions operate. From the allocation of government funding and the formulation of education policies to the appointment of university leadership and the shaping of institutional

priorities, political factors exert a profound and far-reaching influence on the operations and decision-making processes of higher education administration. According to Obizue, Chukwuama&Nwachukwu(2016), in many countries, the political landscape has become increasingly polarized, with competing ideological and partisan agendas often colliding within the realm of higher education. This has led to the politicization of various aspects of academic life, including curriculum development, research funding, and the promotion of certain fields of study over others.The increasing polarization of the political landscape, with competing ideological and partisan agendas, has only served to exacerbate the politicization of various aspects of academic life. This has manifested in the development of curriculum, the distribution of research funding, and the perceived prioritization of certain fields of study over others, often driven by narrow political interests rather than the pursuit of objective, evidence-based knowledge and the fostering of critical thinking skills.

This dynamic raises fundamental questions about the autonomy and academic freedom of higher education institutions, which are essential for maintaining their roles as bastions of independent, rigorous scholarship. The risk of political interference undermining the integrity and impartiality of academic institutions is a grave concern that must be vigilantly addressed.At the same time, it is important to recognize that the relationship between higher education and politics is not inherently adversarial. Constructive engagement and meaningful dialogue between academia and policymakers can lead to the development of informed, evidence-based policies that support the growth and development of the higher education sector in ways that align with the broader societal and economic needs.The challenge, therefore, lies in striking a delicate balance that preserves the independence and academic freedom of higher education institutions while also ensuring their responsiveness to the evolving demands of the

modern world. This will require the collective efforts of institutional leaders, policymakers, and the academic community to uphold the core values and principles of higher education, safeguarding its role as a crucial driver of social progress, economic development, and the advancement of human knowledge.

THE LIMITATIONS OF THE TRADITIONAL APPROACH

The traditional model of higher education administration, which has long sought to insulate academic institutions from the intrusion of political influences, is increasingly proving to be inadequate and limited in its efficacy. In an increasingly complex and interconnected world, the success and long-term sustainability of universities are inextricably linked to their ability to engage with and navigate the ever-evolving political arena.Ignoring or resisting the realities of political dynamics can lead to a range of significant limitations and challenges for higher education institutions. Foremost among these is the risk of missed opportunities, as universities may find themselves unable to capitalize on funding streams, policy initiatives, or collaborative partnerships that are contingent upon effective political engagement and alignment with the priorities of key stakeholders.Moreover, the rigid adherence to the traditional approach of isolating academic institutions from political influences can contribute to resource constraints and funding shortfalls. In an environment where the allocation of public funding for higher education is heavily influenced by political factors, universities that fail to cultivate productive relationships with policymakers and political leaders may find themselves at a distinct disadvantage in securing the necessary resources to fulfill their core academic and research missions.

Another critical limitation of the traditional model is the potential for a growing disconnect between the priorities and concerns of higher education and the broader

societal and policy landscape. By insulating themselves from political realities, universities risk becoming insular and disconnected from the evolving needs and expectations of the communities they serve, as well as the broader policy frameworks that shape the higher education sector. Etim(2022), opined that this disconnect can undermine the relevance and responsiveness of universities, hindering their ability to address pressing societal challenges, contribute to informed policymaking, and remain at the forefront of innovation and knowledge creation. In an era of rapid change and heightened public scrutiny, the ability of higher education institutions to effectively bridge the gap between academia and the political sphere has become increasingly critical for their long-term success and impact.Navigating the complexities of the political landscape while preserving the core values and academic freedom of higher education is undoubtedly a delicate and nuanced endeavor. However, the limitations of the traditional approach necessitate a more proactive and strategic engagement with the political realm, one that balances the autonomy and integrity of academic institutions with the realities of the contemporary policy environment.

NAVIGATING THE COMPLEXITIES OF POLITICAL INTERFERENCE

The intrusion of politics into the realm of higher education administration undoubtedly presents a complex web of challenges for university leaders and administrators to navigate. The need to balance the unwavering pursuit of academic excellence with the often competing demands and priorities of various political stakeholders can create profound tensions and difficult compromises that may ultimately undermine the core mission, values, and integrity of these esteemed educational institutions.One of the primary and most pressing challenges lies in the potential for direct political interference in the appointment and tenure of university leadership. The selection of presidents, vice-chancellors, and other senior administrators is frequently subject to

overt political considerations, with the risk of prioritizing political allegiances and ideological alignment over the objective assessment of academic merit, administrative competence, and the genuine institutional needs of the university.

According to Achonu (2021), the allocation of funding and resources for the higher education sector is heavily influenced by the shifting political agendas of the day. Universities may find themselves caught in the crossfire of partisan debates, with funding decisions driven more by political expediency and the pursuit of short-term political gains than the genuine, evidence-based assessment of the legitimate needs and priorities of the academic community.Another significant challenge arises in the domain of curriculum development and the shaping of academic programs. Political actors may seek to exert influence over the content and focus of educational offerings, potentially undermining the academic freedom and autonomy of faculty to design curricula that are grounded in rigorous scholarship and the pursuit of objective, unbiased knowledge.The politicization of research funding and the prioritization of certain fields of study over others also present formidable obstacles. University researchers may find themselves compelled to align their work with the prevailing political agendas, rather than being empowered to pursue innovative, curiosity-driven inquiries that may challenge the status quo or diverge from the narrow interests of political stakeholders.

Navigating these complex and multifaceted challenges requires university leaders to possess a delicate balance of political acumen, academic integrity, and steadfast commitment to the core values of higher education. Developing robust mechanisms for insulating the decision-making processes from undue political interference, fostering transparent and inclusive governance structures, and cultivating strong partnerships with

diverse stakeholders will be crucial in upholding the autonomy and academic freedom that are the hallmarks of thriving educational institutions.

TOWARDS A COLLABORATIVE GOVERNANCE MODEL

Addressing the complex challenges posed by the intrusion of politics into higher education administration requires a multifaceted and strategic approach. University leaders and administrators must develop solutions that both protect academic integrity and promote constructive engagement with political stakeholders. Here are several strategies to consider:

1. **Enhancing Governance Structures**:
    - Institutional Adaptability: Cultivating a culture of adaptability within higher education institutions, enabling them to respond proactively to changing political dynamics. Implementing flexible governance structures and decision-making processes that can accommodate political shifts without compromising academic integrity.

   - Autonomous Governing Boards: Strengthening the independence of university governing boards can help insulate institutional decision-making from political interference. These boards should comprise members with a diverse range of expertise, including industry leaders, academics, and community representatives, to provide balanced oversight.

   - Transparent Processes: Implementing transparent and merit-based processes for the appointment of university leadership can reduce the impact of political considerations. This includes clear criteria for selection that emphasize academic merit, leadership skills, and alignment with institutional goals.

2. **Cultivating Strong Political and Community Relations**:

  - Strategic Engagement: Universities should proactively engage with political leaders and policymakers to build mutual understanding and advocate for policies that support the academic mission. Establishing dedicated offices or roles focused on government relations can facilitate this process.

  - Public Advocacy and Outreach: By actively participating in public discourse and demonstrating the societal value of academic research and education, Developing a deep understanding of the political landscape and the decision-making processes that shape higher education policies, & Engaging in strategic advocacy efforts to influence political agendas and secure resources for educational initiatives, universities can enhance their credibility and influence with policymakers and the general public.

3. **Securing Diverse Funding Sources:**

  - Diversified Funding Portfolio: Reducing reliance on government funding by pursuing alternative revenue streams, such as partnerships with industry, philanthropic contributions, and alumni donations, can provide financial stability and diminish the impact of political shifts.

  - Competitive Grant Acquisition: Encouraging faculty to compete for diverse funding opportunities, both domestic and international, can support research initiatives and reduce vulnerability to political funding changes.

4. **Protecting Academic Freedom and Integrity**:

  - Academic Freedom Policies: Enacting robust policies that explicitly safeguard academic freedom and set clear boundaries against external interference in curriculum development and research agendas is essential. These policies should be communicated clearly to faculty, staff, and external stakeholders.

- Faculty Empowerment: Empowering faculty through shared governance and active participation in decision-making processes can ensure that academic priorities remain aligned with scholarly values rather than political agendas.

5. **Strengthening Institutional Resilience:**

   - Crisis Management and Contingency Planning: Developing comprehensive plans to address potential political disruptions can enhance institutional resilience. This includes scenario planning, risk assessment, and the establishment of rapid response teams.

   - Continuous Monitoring and Adaptation: Universities should continuously monitor the political landscape and adapt their strategies accordingly. This requires agility and the ability to anticipate and respond to emerging challenges and opportunities.

BENEFITS OF THE COLLABORATIVE GOVERNANCE MODEL

The adoption of a collaborative governance model in higher education administration can yield several benefits:

1. Enhanced Responsiveness:

   - By actively engaging with the political landscape, higher education institutions can better anticipate and respond to the evolving needs and priorities of society.

   - This responsiveness can lead to the development of innovative academic programs, research initiatives, and community engagement efforts that address pressing societal challenges.

2. Increased Resource Allocation:

   - Effective political advocacy can secure increased funding and resources for higher education, enabling institutions to invest in infrastructure, faculty development, and student support.

3. Strengthened Partnerships:

- Collaborative governance fosters the development of strong partnerships with government agencies, policymakers, and other stakeholders, leading to mutually beneficial initiatives and synergies.

4. Improved Public Trust:

- By demonstrating a commitment to ethical leadership and transparent decision-making, higher education institutions can enhance their credibility and public trust, ultimately strengthening their position as respected and influential societal actors.

By implementing these solutions, higher education institutions can better navigate the complexities of political influence while maintaining their commitment to academic excellence, autonomy, and integrity. These efforts will require continuous dialogue, collaboration, and leadership to ensure that universities remain resilient and effective in fulfilling their educational missions in an ever-changing political environment.

PRO'S AND CONS OF POLITICS IN HIGHER EDUCATION

The interplay between politics and higher education administration presents a complex landscape with both potential benefits and drawbacks. Let's examine the key pros of this dynamic relationship in greater detail:

PRO'S:

1. Alignment with Societal Needs: When politics and higher education administration collaborate effectively, it can lead to the development of academic programs, research priorities, and policy initiatives that are more closely aligned with the evolving needs and priorities of society. This synergy can ensure that universities are responsive to the pressing challenges and emerging opportunities within the broader social, economic, and cultural context.

2. Increased Funding and Resources: Political support and advocacy can translate into higher levels of government funding, grants, and other resources for universities, enabling them to expand their educational and research capabilities. Access to these critical financial resources can fuel innovation, enhance educational quality, and strengthen the overall competitiveness of higher education institutions.

3. Influence on Policymaking: By engaging with the political sphere, universities can contribute their expertise and insights to inform the development of education policies, regulations, and funding decisions that shape the higher education landscape. This involvement can help ensure that policy frameworks are grounded in the realities and needs of the academic community, fostering a more conducive environment for the advancement of knowledge and the achievement of educational goals.

4. Responsiveness to Stakeholder Demands: Navigating the political environment can compel universities to be more responsive to the needs and expectations of various stakeholders, including students, employers, and local communities. This heightened responsiveness can lead to the creation of academic programs and initiatives that better prepare graduates for the evolving demands of the workforce and society, while also addressing the concerns and priorities of the communities in which universities are embedded.

5. Opportunities for Collaboration: Effective political engagement can open up avenues for productive partnerships between universities, government agencies, and other political entities. These collaborations can foster interdisciplinary research, knowledge exchange, and innovative problem-solving, ultimately enhancing the impact and relevance of higher education institutions within the broader societal landscape.

By harnessing these potential benefits, universities can leverage their political relationships to strengthen their academic offerings, expand their research capabilities,

and deepen their engagement with the communities they serve, ultimately contributing to the advancement of knowledge and the betterment of society.

CONS:

1. Compromise of Academic Freedom: The intrusion of political interests can pose a serious threat to the autonomy and academic freedom of universities. This can potentially lead to the suppression or distortion of research findings that challenge prevailing political narratives, the politicization of curriculum development, and the marginalization of certain fields of study that may be deemed ideologically unpalatable by those in power. The erosion of academic freedom undermines the core purpose of higher education as a bastion of independent, rigorous, and objective inquiry.

2. Undue Influence on Leadership and Governance: The appointment and tenure of university leadership, including presidents, vice-chancellors, and other senior administrators, can become subject to overt political considerations. This can undermine the meritocratic selection of individuals based on their academic credentials, administrative competence, and alignment with the institution's strategic priorities. The politicization of leadership selection can compromise the integrity of institutional decision-making processes and erode the public's confidence in the university's autonomy and impartiality.

3. Funding Instability and Bias: The allocation of resources for higher education can become susceptible to the whims of political agendas, leading to funding instability, uneven distribution, and the prioritization of certain disciplines over others. This can create an environment where universities are compelled to align their academic offerings and research focus with the short-term political interests of the day, rather than the long-term needs of society and the advancement of knowledge.

4. Erosion of Public Trust: The perception of universities as politically influenced or partisan entities can erode public trust in the impartiality and credibility of higher education. This can undermine the role of universities as centers of objective, evidence-based knowledge and critical thinking, potentially diminishing their societal impact and legitimacy as trusted institutions.

5. Diversion of Focus: Navigating the complex and often contentious political landscape can divert the attention and resources of university administrators away from their core educational and research missions. This can lead to a potential neglect of essential academic priorities, such as curriculum development, student support, and the cultivation of a vibrant intellectual community, as institutions become preoccupied with managing political pressures and navigating the political arena.

Addressing these cons requires a delicate balance, where universities strive to engage constructively with political stakeholders while steadfastly upholding the principles of academic freedom, institutional autonomy, and the pursuit of knowledge for the betterment of society. Developing robust governance structures, fostering transparent decision-making processes, and cultivating a culture of academic integrity can be crucial in mitigating the negative impacts of political interference in higher education administration.

POLITICAL APATHY IN HIGHER EDUCATION ADMINISTRATION: CAUSES AND HOW TO COMBAT IT

Political apathy in higher education administration is a concerning issue that warrants careful consideration. The higher education sector, often touted as a bastion of intellectual discourse and civic engagement, is grappling with a concerning trend – the prevalence of political apathy among its key stakeholders. This essay delves into the

empirical evidence that highlights the extent of this problem, as well as the institutional variations that shape its manifestation.

Empirical Evidence of Political Apathy

Multiple research studies have shed light on the widespread nature of political apathy in higher education institutions. Survey data, for instance, has consistently shown low levels of political knowledge, interest, and participation among administrators, faculty, and students. A study by the American Council on Education found that only about 40% of college students reported being politically engaged.

Furthermore, data on voter turnout among the higher education community, particularly students, reveals alarmingly low levels of political involvement. Studies have shown that voter turnout rates among college students are significantly lower than the general population. This trend is further corroborated by measures of civic engagement, such as volunteering, contacting elected officials, or participating in political demonstrations, which indicate that many within the higher education sector are disengaged from the political process.

Institutional Variations in political apathy

While political apathy is pervasive across the higher education landscape, the extent of the problem can vary based on several institutional factors. Studies suggest that political apathy may be more prevalent in large, research-intensive universities compared to smaller, liberal arts colleges, where a stronger emphasis on civic engagement may be present.The level of political apathy can also be influenced by the geographical location of the institution and the prevailing political climate and culture of the region. Some areas may exhibit higher levels of political engagement than others, which can shape the

attitudes and behaviors of the higher education community.Additionally, the political apathy of students, faculty, and administrators may be shaped by their individual demographic backgrounds, including factors such as age, socioeconomic status, and political ideology. These individual characteristics can contribute to the varied manifestations of political disengagement within the higher education sector.

Causes:

1. Lack of Engagement: Many administrators in higher education may feel disconnected from the political process, viewing it as a separate domain from their primary responsibilities of managing the institution. This disconnect can lead to a sense of disinterest or indifference towards political matters.

2. Perceived Irrelevance: Administrators may perceive political issues as being unrelated to their day-to-day work or the immediate needs of the institution. They may prioritize operational and financial concerns over engaging with broader political discussions.

3. Institutional Culture: The culture of an institution can play a significant role in shaping the attitudes and behaviors of its administrators. If the prevailing culture emphasizes a narrow focus on institutional priorities, it may discourage administrators from actively engaging in the political sphere.

4. Workload and Time Constraints: Higher education administrators often face heavy workloads and competing demands on their time. The pressures of managing the institution's operations and meeting various stakeholder expectations can leave little room for active political engagement.

Strategies to Combat Political Apathy:

1. Fostering Awareness and Understanding: Implement educational initiatives that help administrators understand the relevance of political processes and their potential impact on higher education. This could include workshops, seminars, or guest speaker events that highlight the interconnectedness of politics and institutional decision-making.

2. Encouraging Civic Engagement: Provide opportunities for administrators to actively engage in political processes, such as attending town hall meetings, participating in advocacy efforts, or serving on relevant committees or advisory boards. This can help them develop a deeper understanding of the political landscape and its implications for their institution.

3. Promoting Institutional Leadership: Encourage senior-level administrators to model active political engagement and set the tone for the institution. Their leadership and commitment to political involvement can inspire and motivate other administrators to follow suit.

4. Facilitating Collaborative Networks: Establish cross-institutional partnerships and networks that enable administrators to share best practices, learn from each other, and collectively advocate for the interests of higher education. This can foster a sense of shared purpose and collective action.

5. Aligning Institutional Priorities: Ensure that the institution's strategic priorities and decision-making processes explicitly consider the political landscape and its potential impact on the institution. This can help administrators recognize the importance of political engagement and its relevance to their work.

The prevalence of political apathy in higher education institutions is a significant concern, as it can have far-reaching implications for the sector's ability to advocate for its interests, shape public policy, and contribute to the overall health of democratic societies. Addressing this challenge will require a multifaceted approach that fosters a

culture of civic and political engagement, enhances civic education, facilitates collaborative networks, and aligns institutional priorities with the need for active political involvement.

By acknowledging the empirical evidence and recognizing the institutional variations that shape the extent of political apathy, higher education institutions can develop targeted strategies to combat this concerning trend. Empowering their stakeholders to become more engaged and influential participants in the political sphere can strengthen the higher education sector's voice and its ability to navigate the complex landscape of modern politics. By addressing the root causes of political apathy and implementing comprehensive strategies to combat it, higher education institutions can empower their administrators to become more engaged and influential in the political sphere. This, in turn, can strengthen the institution's ability to navigate the complex political landscape and advocate for the needs of the higher education sector.

CONCLUSION

The intricate interplay between politics and higher education administration presents a multifaceted challenge that universities must adeptly navigate in the 21st century. While the encroachment of political influences can pose significant hurdles to the mission and functioning of academic institutions, this paper posits that a strategic and proactive engagement with the political landscape can also unlock valuable opportunities for growth and innovation within higher education.To effectively address these complexities, higher education administrators must prioritize the fostering of institutional autonomy, thereby ensuring that their universities retain the flexibility and independence necessary to pursue their academic missions. Engaging proactively with a

diverse array of stakeholders including government entities, community organizations, and the broader public—will enable institutions to advocate effectively for their interests and secure the resources needed to thrive.

Moreover, it is imperative for administrators to remain vigilant and adaptable in response to the ever-evolving political dynamics that influence the higher education sector. By embracing a forward-thinking mindset and committing to ethical governance, institutions can position themselves as dynamic, responsive, and socially responsible entities within the broader political ecosystem.

In conclusion, this collaborative and strategic approach to managing the intersection of politics and higher education not only enhances the resilience of universities but also fortifies their role as pivotal catalysts for societal progress, knowledge creation, and the cultivation of future leaders. By navigating these challenges with foresight and determination, higher education institutions can ensure they remain at the forefront of addressing the pressing issues of our time, ultimately contributing to the advancement of society as a whole.

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Classroom Management in Nigerian Colleges of Education: Challenges and Recommended Solutions

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ABSTRACT

This paper posits that the goals of the Nigerian Colleges of Education could never be realised as is maximumly required without effective classroom management. This is because, effective classroom management has the potentials of enhancing students' engagement, promoting effective learning, building positive teacher-students' relationships, and also increases students' achievement. It is the thrust of this paper therefore, to explore and delineate the crises or challenges that surround effective classroom management in the Nigerian Colleges of Education. Based on the review, it was found that the challenges affecting effective classroom management in the Nigerian Colleges of Education include among others, poor infrastructure, poor teacher quality, poor students' motivation, poor funding and overcrowded classrooms. These resulted in to decrease in students' engagements, decrease in students' motivation, decrease in students' learning, and low academic performance of the prospective teachers

(students). To address these challenges for effective classroom management in the Nigerian Colleges of Education, it is recommended that the government should be providing regular training and professional development opportunities to lecturers so as to help them improve their pedagogical skills, lecturers should employ the use of technology in teaching larger classrooms, lecturers should be encouraging collaborative learning among students, lecturers should be adopting active learning strategies in the classrooms such as hands-on experiments, role-playing, and case studies, lecturers should adopt differentiated teaching methods that cater for individual students' strengths and preferences, and that College Authorities should reduce greediness and emphasise on smaller class sizes.

Key words: Challenges, Effective, Classroom-management, Colleges-of-Education, Nigeria.

Introduction

Basically, the Nigerian Colleges of Education are higher educational institutions that are established to purposely train individuals to become teachers. These institutions provide formal teacher training and award Nigeria Certificate in Education (NCE) qualifications upon successful completion of the program(NCCE, 2017).The historical evolution of the Nigerian Colleges of Education could be traced back to the establishment of the first teacher training institution in Nigeria, the Yaba Higher College, in 1932. The college initially focused on training teachers for secondary schools, but later expanded its programs to include primary school teachers (Zirra, 2018).

Over the years, the Nigerian government has made efforts to enhance the quality of teacher education in the country. One significant step in this direction was the establishment of the Nigerian Certificate in Education (NCE) program in 1962, which replaced the former Grade II Teacher Training program(NCCE, 2017). This program standardized the teacher education and created a formal qualification for teachers in Nigeria.The Federal Government of Nigeria later decentralized the administration of teacher education by transferring the responsibility to the states. This led to the establishment of numerous Colleges of Education across the country. These colleges are funded and managed by state governments and are often affiliated with universities.Each state in Nigeria has at least one College of Education, and some states

have multiple institutions. These colleges offer a wide range of programmes and courses in various disciplines related to education, including early childhood education, primary education, secondary education, and special education (Zirra, 2018). Accordingly, Zirra (2018) observed that recently, there is a growing focus on improving the quality of teacher education in Nigeria, including the Colleges of Education. To this end, attention turned to the direction of effective classroom management and lesson delivery with the sole aim of crucifying some of the likely crises surrounding it for overall development of qualified teachers who in turn provide quality education to the younger generations of the future.

It is therefore, the aim of this paper to explore the challenges affecting effective classroom management in the Nigerian Colleges of Education. The paper thus, collapses in to examining the roles of the Nigerian Colleges of Education in the development of Educational System in Nigeria, importance of effective classroom management on the quality of education, challenges facingeffective classroom management in Nigerian Colleges of Education, as well as the consequences of ineffective classroom management on students' educational pursuits. The paper concludes by recommending ways of improving the effectiveness of classroom management in the Nigerian Colleges of Education.

Role of the Nigerian Colleges of Education in Improving the Nigerian Educational System

The roles of Colleges of Education in promoting the Nigerian education system are diverse and multifaceted. According to Afolabi, and Mekiliuwa, (2016), Federal Republic of Nigeria. (2014), as well as NCCE (2018), the roles of the Nigerian Colleges of Education include:

1. Provision of Teacher Education. The primary role of Colleges of Education is to provide pre-service teacher education programmes. These programmes aim to equip prospective teachers with the necessary pedagogical skills, subject knowledge, and teaching methods. Through rigorous coursework and practical teaching experiences, the colleges ensure that teachers are well-prepared to meet the educational needs of students (Federal Republic of Nigeria, 2014).

2. Curriculum Development. Colleges of Education collaborate with relevant stakeholders to develop and revise the curriculum for teacher education programs. These institutions work closely with government agencies, curriculum coordinators, and professional bodies to align their programs with national educational goals and policies. By regularly updating their curriculum, Colleges of Education ensure that it remains relevant and

responsive to the changing needs of the Nigerian education system (NCCE, 2018).

3. Research and Innovation. Colleges of Education also engage in research activities to contribute to knowledge advancement in the field of education. Through research, faculties and students explore effective instructional strategies, assessment techniques, and policy recommendations. These research findings help to shape and improve teaching practices and policies within the Nigerian education system (Afolabi & Mekiliuwa, 2016).

4. Professional Development of Teachers. Colleges of Education are involved in the continuous professional development of teachers. They organize workshops, seminars, and conferences to enhance the knowledge and skills of both new and experienced teachers. These activities enable teachers to stay updated with current pedagogical approaches, educational technologies, and teaching trends (Federal Republic of Nigeria, 2014).

5. Collaborations and Partnerships. Colleges of Education collaborate with other higher education institutions, educational organizations, and schools to foster partnerships in the promotion of the Nigerian education system. These partnerships often involve sharing resources, exchanging expertise, and undertaking joint research projects. Such collaborations enhance the

educational ecosystem and contribute to the overall improvement of the education system (National Commission for Colleges of Education, 2018).

Importance of Effective Classroom Managementon the Quality of Education

Effective management of classrooms plays a crucial role in ensuring the overall quality of education in schools because, it involves various teaching strategies, instructional methods, and classroom management techniques that contribute to students' learning outcomes and academic success. Here are some key reasons why effective classroom management is important as identified by Darling-Hammond, and Gardner, (2017); Marzano, Marzano, and Pickering (2003); as well as US-DE, (2012):

1. It helps in enhancing student engagement. Effective classroom management can provide students with an engaging learning experience. This is because, when students are actively involved in the learning process, they are more likely to retain information, develop critical thinking skills, and apply their knowledge in real-life scenarios.

2. It promotes effective learning. A well-structured and organized classroom environment enables students to focus on their studies and maximize their learning potential. Teachers who effectively deliver their lessons by using clear explanations, relevant examples, and appropriate resources can facilitate better understanding and knowledge retention among students.

3. It helps in differentiating instruction. Effective classroom management allows teachers to cater to the diverse learning needs and abilities of their students. By implementing differentiated instruction, teachers can tailor their teaching approaches, materials, and assessments to match each student's unique learning style, interests, and abilities. This helps to ensure that all students are appropriately challenged and supported in their academic progress.

4. It helps in building positive teacher-student relationships. Effective classroom management fosters positive teacher-student relationships, which are important for creating a conducive learning environment. When teachers establish rapport with their students, show genuine care, respect, and support, students feel valued and motivated to actively participate in the learning process.

5. It enhancesbehaviour management. Classroom management plays a significant role in managing students'behaviours and creating a peaceful learning atmosphere. Effective classroom management strategies such as clear expectations, consistent discipline, positive reinforcement, and respectful communication help to minimize disruptions and create an environment conducive to learning.

6. It increases students' achievement. Ultimately, effective classroom management positively impacts student achievement. When teachers effectively manage their lessons, employ research-based instructional strategies, and provide appropriate support, students are more likely to achieve their learning goals, demonstrate academic growth, and succeed academically.

Challenges FacingEffective Classroom Management in Nigerian Colleges of Education

Scholars including Adebayo (2017) and the NCCE (2017) reiterate that effective classroom management in Nigerian Colleges of Education is bedevilled by the following challenges:

1. Poor Infrastructure. Poor infrastructure in Nigerian Colleges of Education is a major challenge to effective classroom management. This includes inadequate classrooms, lack of modern teaching aids, and inadequate access to technology. For example, a study conducted by the National Commission for Colleges of Education (NCCE) in 2017 revealed that only 8.3% of the Colleges of Education had access to computers and other ICT facilities (NCCE, 2017).

2. Poor Teacher Quality. Another challenge to effective classroom management in Nigerian Colleges of Education is the quality of teachers. Many teachers lack the necessary qualifications and experience to effectively manage and deliver their curriculum in the classrooms. Furthermore, the lack of professional development opportunities for teachers has resulted in a lack of up-to-date knowledge and skills.

3. Poor Student Motivation. Poor student motivation is another challenge to effective classroom management in Nigerian Colleges of Education. Many students lack the motivation to engage in the learning process due to a lack of interest in the subject matter, lack of parental support, and a lack of resources.

4. Poor Funding. Poor funding is another challenge to effective classroom management in Nigerian Colleges of Education. Many Colleges of Education lack the necessary resources to provide quality education. This includes inadequate funding for teaching materials, textbooks, and other resources.

5. Overcrowdness of classrooms. This is yet another to effective classroom management because, overcrowded classrooms can lead to a decrease in student engagement and a decrease in the quality of instruction. This is because overcrowded classrooms can lead to a lack of individual attention

for students, which can lead to a decrease in student motivation and a decrease in the quality of instruction (Adebayo, 2017).

6. Inadequate resources can lead to a decrease in the quality of instruction. This is because inadequate resources can lead to a lack of materials and equipment needed to effectively teach the material, which can lead to a decrease in student engagement and a decrease in the quality of instruction (Adebayo, 2017).

Consequences of Ineffective Classroom Management on Students' Education

Scholars such as Uzoka, (2021), Jere, (2015) and World Bank (2016) observed thatpoor classroom management can have a number of negative consequences on students of Colleges of Education in Nigeria in number of ways. Theseinclude:

1. It leads to a decrease in student engagement. When instructors fail to effectively engage students in the learning process, students may become bored and disinterested in the material. This can lead to a decrease in student participation, as well as a decrease in student attendance. Additionally, students may become frustrated with the lack of engagement and may become less likely to ask questions or seek help from the instructor (Oyedele, 2018).

2. It leads to decrease in students' motivation. When instructors fail to effectively engage students in the learning process, students may become discouraged and unmotivated to continue learning. This can lead to a decrease in student effort, as well as a decrease in student performance. Additionally, students may become less likely to take initiative and may become less likely to pursue further learning opportunities. (Oyedele, 2018). In other words, when classroom delivery is poor, students may become disengaged and lose motivation to actively participate in the learning process. This can lead to a lack of interest in their studies and a decline in overall learning outcomes.

3. It leads to a decrease in student learning. When instructors fail to effectively engage students in the learning process, students may become confused and overwhelmed by the material. This can lead to a decrease in student comprehension, as well as a decrease in student retention.

4. It can result in teachers having limited subject knowledge. This can negatively impact their ability to effectively teach the curriculum and adequately address students' questions and challenges.

5. It can lower the academic performance. Students in colleges of education may experience lower academic performance when teachers fail to properly deliver the required content. Inadequate teaching can lead to a lack of

understanding and mastery of subjects, which can lower students' performance in examinations and assessments.

6. It limits the practical skills. Colleges of education are expected to provide practical training and skills acquisition for teaching. However, poor classroom delivery may hinder students from acquiring the necessary practical skills and pedagogical techniques required for effective teaching in real classroom settings.

7. It affects the students' confidence. Poor classroom management can undermine students' confidence in their abilities. When they constantly struggle to understand concepts or fail to perform well academically, it can lead to a loss of self-confidence and a reluctance to actively participate in class activities.

8. It limits students' professional development. Ineffective classroom management may hinder students' professional development as future teachers. Without exposure to effective teaching methods and strategies, students may find it challenging to adapt their teaching styles to cater to diverse learners' needs.

Conclusion

The goals of the Nigerian Colleges of Education do not transcend beyond the provision of quality teacher education, curriculum development, research and innovations, as well as making collaborations and partnerships. To achieve these, effective classroom management is sacrosanct. This is because, it helps in enhancing students' engagement, promoting effective learning, building positive teacher-students' relationships, and also increases students' achievement. However, this important factor, is bedevilled by certain challenges such as poor infrastructure, poor teacher quality, poor students' motivation, poor funding and overcrowded classrooms. These absolutely affect the Colleges of Education from achieving their target goals as these can lead to decrease in students' engagements, decrease in students' motivation, decrease in students' learning, and low academic performance of the prospective teachers (students).

Recommendations

Based on the challenges identified so far, the paper recommends the following as ways of overcoming the challenges for effective classroom management in Nigerian Colleges of Education:

1. There is need for both the federal and state governments to be providing regular training and professional development opportunities for lecturersso

as to help them improve their pedagogical skills. This can be done through in-service trainings, workshops, seminars, and mentoring programs.

2. There is the need for lecturers to employ the use of technology in teaching larger classrooms as it enhancesthe teaching and learning processes. This involves the use of interactive whiteboards, projectors, educational software, online resources, and mobile devices to engage students and make learning more interactive and engaging.

3. There is the need for lecturers to be encouraging collaborative learning among students. This helps them develop critical thinking and problem-solving skills. Thus, lecturers should emphasise and encourage group projects, discussions, and peer-to-peer learning activities among students so as to promote collaboration in the classroom.

4. Lecturers should be adopting active learning strategies in the classrooms such as hands-on experiments, role-playing, and case studies. This can help students to actively engage with the content and improve their understanding and retention.

5. There is the need for lecturers to tailortheir teaching methods to accommodate diverse learners. Thus, recognizing and accommodating the diverse learning styles, abilities, and needs of students, can help improve

classroom delivery. In essence, lecturers should adopt differentiated teaching methods that cater to individual students' strengths and preferences.

6. College Authorities should avoid greediness and emphasise on smaller class sizes. This is because, reducing class sizes can allow for more individual attention and interaction between teachers and students, leading to improved learning outcomes. This might require additional resources and staffing, but can significantly enhance the quality of classroom delivery.

7. There is need for establishing strong relationships with parents and community stakeholders can foster a supportive learning environment. Regular communication, involvement in school activities, and seeking feedback can help ensure that classroom delivery meets the needs and expectations of all stakeholders.

8. There is need for the provision of adequate resources and infrastructure in the Colleges. Provision of necessary resources and infrastructure, such as textbooks, teaching aids, libraries, and well-equipped classrooms, can enhance effective classroom delivery. Investment in these areas can contribute to a more conducive learning environment.

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IMPACT OF ETHICAL LEADERSHIP ON JOB SATISFACTION IN PUBLIC SECONDARY SCHOOL IN KADUNA STATE

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Abstract

This study examined the impact of ethical leadership on job satisfaction in public secondary school in Kaduna State. The objectives of the study was to assess the effect of ethical leadership on job satisfaction among principals in public secondary school in Kaduna State, to examine effect of ethical leadership on self-efficacy among principals in public secondary school in Kaduna State, and to determine the effect of organizational trust on job satisfaction among principals in public secondary school in Kaduna State.The researcher used descriptive survey research design.The targeted population for this study was 71,919 consisting all the principals, teachers and State Ministry of Education officials in all the public secondary schools in Kaduna State, Nigeria.A total of 359 respondents wereselected.The instrument used by the researcher for data collection is self-structure questionnaire.The data collected through the questionnaire designed for the study was analyzed using a descriptive analysis such as frequencies and percentage. Based on the study findings, it is concluded that ethical leadership hadsignificant relationship onthe on job satisfaction in public secondary school in Kaduna State, Nigeria. It also concluded that job satisfaction of teacher had a significant relationship onthe self-efficacy. Therefore, self-efficacy of teachers had no significant influence on their job satisfaction.Based on the findings of this study, the followings recommendations made: Good working conditions in the form of salary and prompt promotion of staffs in public senior secondary school Kaduna State,Nigeria

should be puts in place by both federal and state government, Ministry of Education and Government at federal and state levels shouldimprove the job satisfaction teacher through the provision of entitlements and other benefits attached to their job in public senior secondary school Kaduna State,Nigeria and Federal and State governments should improve teacher's condition of services and provide adequate, effective and conducive environment for teaching and learning through effective and functional educational policies.

Key Words: *Impact, Ethical Leadership, Job Satisfaction, Public Secondary School*

Introduction

To comprehend the situational influences in the leadership paradigm, the implications of trust on both individual and organizational effectiveness have been highlighted. People are considered to be dissatisfied with the performance of their leaders as a result of repeated ethical scandals, such as cheating and corruption (Ahmad Mukhtar& Chan, 2020), in both the private and public sectors (Yukl et al., 2018; Afsar et al., 2019). What matters is the function of leadership in ethical behavior change (Afsar et al., 2020), demonstrating the importance of the ethical dimension of the leadership construct (Ahmadi, S. A. A., Ahmadi, F., &Zohrabi, M., 2019). As a result of these crises, it has been noticed that ethics and integrity concepts have received more attention in the leadership domain in recent years, and studies on ethical leader conduct have increased at all levels of the organization (Qing et al., 2019).

The term leadership has numerous meanings. This is due to the changes in the environmental conditions of the leaders. Within educational institutions at all levels, various types of organizations, as well as within households, the individuals need to put into operation leadership skills. However, the essentials of leaderships are the same to all leaders in all positions. There are differences in the environmental conditions. The implementation of leadership capacities is dependent upon the milieu and overall situations. It is apparent that there are differences in the skills required, roles and job duties performed, ways in which problems and issues are dealt with, and the development of terms and relationships between individuals. After the individuals have acquired an efficient understanding in terms of meaning and significance of leadership, they need to generate awareness in terms of measures and approaches that are necessary in bringing about improvements in them.

Job satisfaction, on the other hand, is a topic that piques the interest of not just those who research and study the notion, but also those who work with others and persons.

From a humanitarian standpoint, individuals should be treated fairly and with respect (Yanik, 2018). Job satisfaction also refers to how well the workplace answers workers' concerns and expectations, as well as the individual's reaction to that environment (Yozgat&Meşekran, 2016). Furthermore, a body of studies suggests that a manager's leadership style is linked to the job satisfaction of their followers (Qing et al., 2019; Sabir&Bhutta, 2018; Afsar et al., 2019).

According to previous research, leadership effectiveness may be derived from its influence on employee engagement and (Wang & Hsieh, 2018). This shows that work engagement and trust may operate as mediators in the ethical leadership–job satisfaction relationship, explaining how and why ethical leadership influences job satisfaction.

On the other hand, job satisfaction is a subject of wide enthusiasm not only to individuals who investigate and study the concept but also who work in association with others and individuals likewise the humanitarian viewpoint indicates individuals should be treated reasonably and with deference (Peters, Waterman, & Jones, 2019). Additionally, job satisfaction alludes to the degree that the workplace addresses the issues and estimations of workers and the individual's reaction to that environment (Babalola, 2016: 935). Moreover, a group of research proposes that managers' leadership behavior is linked with the levels of followers' job satisfaction (Mustafa and Lines, 2014: 23).

The objective of this study is to add to our understanding of the relationship between ethical leadership and effective leadership by determining if ethical leader behavior is linked to organizational trust. Establishing such a connection would be significant because trust has emerged as one of the most important variables in organizational research. Investigators in a variety of social science disciplines have demonstrated the benefits of trust in the organizational context (Kramer &Lewicki, 2010).

The public educational sectors in Kaduna and Nigeria in general are facing continuous challenges in productivity, increasing turnover of teachers and administrative staff due to lack of organisational ethical leadership and dissatisfaction. The recent research in the educational sector of Kaduna State has identified job satisfaction as one of the major disputes to be addressed in order to cultivate a strong educational system (Khan, Ali, Hussain&Safdar, 2015). The current situation, therefore, calls for research to identify the factors that can enhance ethical leadership on organizational trust and job satisfaction of the personnel in the educational sector of Kaduna State.

In 2021, records obtained from the Ministry of Education in Zaria have shown that in Zaria metropolis about 43% of public secondary school teachers who have left service in the last six years left voluntarily. A breakdown of this showed that in 2014, total teachers turnover was 44 of which 25 were on retirement and the remaining 19 were voluntary resignation or withdrawal. Likewise, in 2015 a total of 66 left, 41 on retirement, 2 death and 23 on voluntary resignation. These figures rose in 2016, where the total teachers" turnover stood at 72 of which 42 went on retirement, 1 death and 29 voluntary resignations.

In view of this, it becomes evidently clear that intention to quit can be counter-productive to the achievement of schools' objectives and as such it is necessary to examine the impact of ethical leadership on job satisfaction in public secondary school in Kaduna State. Specifically, the objectives are: To assess the effect of ethical leadership on job satisfaction among principals in public secondary school in Kaduna State, to examine the effect of ethical leadership on self-efficacy among principals in public secondary school in Kaduna State and to determine the effect of organizational trust on job satisfaction among principals in public secondary school in Kaduna State.

An Overview of Ethical Leadership

In order to indicate clearly the objectives of this work, it will be very useful to define some of the keywords found in this thesis and review of previous works related to the study. This section is concerned with the conceptual definitions of the variables under study. The section will further explain all other related concepts.

Concept of Leadership

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent (Lam, Zhang, & Baum, 2016). Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around.

Concept of Ethical Leadership

Nowadays, the expression "ethics" ordinarily alludes to a composed or unrecorded moral framework that characterises what is socially viewed as erroneous or veracious, great or awful (Aronson, 2001). Until now researchers have not found a distinctive explanation for what constitutes an ethical leadership. Leadership is defined by (Davis, 1981) as "the ability to persuade individuals to endeavour with a specific end goal to achieve the hierarchical objectives". Çelik, Dedeoglu, &Inanir, (2015) examined Relationship between Ethical Leadership, Organizational Commitment and Job Satisfaction at Hotel Organizationsas "a

procedure amid which the objectives of a business or a gathering are resolved and the gathering individuals are directed to achieve these objectives with the assistance of impact." In numerous studies led on administration, the accentuation has been on the initiative procedure, pioneer practices, association with the group of onlookers and authoritative yields (Ellis, & Shockley-Zalabak, 2015).

Concept of Job Satisfaction

Job satisfaction has been defined in many different ways. Some believe it is simply how contented an individual is with the job he/she is currently doing, that is, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision (Qing, Asif, Hussain, Jameel, 2019). Others are of the view that job satisfaction is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved (Qing, Asif, Hussain, Jameel, 2019).

Theoretical Framework

A number of theories and models have emerged explaining the ethical leadership on organizational trust and job satisfaction among public secondary schools. The study has the following model and theory to underpin the models.

Theory of Planned Behavior (TPB)

TPB posits that individual behavior is driven by behavioral intentions where behavioral intentions are a function of an individual's attitude toward the behavior, the subjective normssurrounding the performance of the behavior, and the individual's perception of the ease with which the behavior can be performed (Ajzen, 1991). Attitude toward the behavior is defined as the individual's positive or negative feelings about the behavior of interest. This attitude is determined through an assessment of one's beliefs regarding the

consequences arising from a behavior and an evaluation of the desirability of these consequences. Formally, overall attitude can be assessed as the sum of the individual consequence x desirability assessments for all expected consequences of the behavior. Subjective norm is defined as an individual's perception of whether people important to the individual think the behavior should be performed.

Person-Environment Fit Theory.

The theory described was initially proposed by French, Rodgers, and Cobb in 1974. It has several properties which may be of theoretical and empirical value in understanding adjustment in organizations. Person-environment (P-E) fit theory assumes that stress occurs because of a misfit between the individual and the environment. Thus, it is neither the person nor the situation alone which cause stress experiences and strains. There are two types of misfit between an individual and the environment. The first type refers to the fit between the demands of the environment and the abilities and competencies of the persons. The second type refers to the fit between the needs of the person and supplies from the environment. The theory bears the popular notion that organizations and their employees must find common grounds on how well the characteristics of individual employees (e.g. skill sets, abilities, personality and competencies) and the environment of the organization (including culture, tasks and job roles) match each other in mutually beneficial ways.

The Mobley Model

The first model that evolved and dominated the field for a great amount of time was Mobley's(1977) Model of the Turnover Process. The model demonstrates just how complex the decision for an employee to quit truly is. According to Mobley (1977) employee's decision to leave a job occurs in multiple stages. It presents the idea that there are two types of turnover that areassociated with employees leaving an organization. The first is recognized as avoidance turnover which occur when

employees leave an organization because of dissatisfaction with their job and during their decision process to leave. The second form of turnover is unavoidable turnover and it is situations that causes the employee to leave of which the organization can do nothing to prevent the employee from leaving.This model explained the various decision making stages in turnover process. The employee evaluates their present job to determine if they are happy or not with what they are doing in terms of pay recognition, autonomy. If the employee feels they are actually satisfied with their current job then they will stay and their decision to quit comes to an end.

Methodology

The researcher used descriptive survey research design. The design is consider appropriate for the study because the study will be on a small group representing the entire population through questionnaire. According to Macharia, Iravo, Tirimba&Ombui, (2015) survey research design is used to collect data in line with describes research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. The targeted population for this study was 71,919 consisting all the principals, teachers and State Ministry of Education officials in all the public secondary schools in Kaduna State, Nigeria. The population size for head teachers is 754, teachers 9,726 and state ministry of education 61,439 in the 754 public secondary schools in Kaduna State. A total of 359 respondents wereselected as a sample from 896 population of the study.The instrument used by the researcher for data collection is self-structure questionnaire which was designed base on issues raised on the research questions. Five (5) points Likert scale was designed for the ranking of data which include Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. The data collected through the questionnaire designed for the study was analyzed using a descriptive analysis such as frequencies and percentage.The data

collected through the questionnaire designed for the study was analyzed using a descriptive analysis such as frequencies and percentage. The descriptive statistical analysis is usually employed to aggregate mean, describe, and present the results in a research and measure constructs. The postulated hypotheses of this research was analyzed using statistical tool of Analysis of Variance (ANOVA). This is in line with the opinion of Anikweze (2013) that ANOVA is a suitable statistical tool to test this nature of hypotheses. The use of this statistical tool is based on the fact that the study has more than two respondent and the data to be gathered is a categorical data. Hypotheses was tested at 0.05 alpha levels of significance.

Research Findings and Analysis

The study was on the "impact of ethical leadership on job satisfaction in public secondary school in Kaduna State. This chapter covered the report of the research findings based on the data collected from respondents. The data on demographic variables of respondents were presented in tables of frequencies, simple percentage and responses of the respondents on the research questions were presented in tables of frequencies, percentages and mean. Similarly, in order to determine level of significance differences between the groups of respondents, the null hypotheses for the study were tested against $p = 0.05$ level of significance using One-way between groups Analyses of Variance (ANOVA). The groups of respondents comprised principals, teachers, and officials of ministry of education. The researcher used the data in answering the research questions and testing the null hypotheses for the study. As mentioned earlier the data were collected using closed ended questionnaire based on 5-points Likert-Scale format.

A total of three hundred and fifty nine (359) copies of the questionnaire were administered to the respondents and three hundred and fifty one (351) representing 99% were duly filled, returned while eight (8) representing 1% were found to be invalid for the study. The high response rate was achieved by the combined efforts of the

researcher and his research assistants who administered the questionnaire to the various respondents and as well sought for the cooperation of the respondents in selected public senior secondary schools in Kaduna State for distribution and retrieval of the questionnaire. The exercise took a period of three weeks to be completed.

Demographic Variables of Respondents

The bio-data of respondents designed in the research instrument comprised status, gender of respondents, zonal location of selected school, type of school and location of school. The table below depicted demographic variable of respondents:

Table 1: Demographic Variable of Respondents

Bio-Data	Description	Frequency	Percent	Valid Percent	Cumulative Percent
Status	Principal	15	4.3	4.3	4.3
	Teacher	262	74.6	74.6	78.9
	M. E. Officials	74	21.1	21.1	100.0
	Total	**351**	**100.0**	**100.0**	
Gender	Male	288	82.1	82.1	82.1
	Female	63	17.9	17.9	100.0
	Total	**351**	**100.0**	**100.0**	
Marital Status	Married	76	92.9	92.9	92.9
	Single	275	7.1	7.1	100.0
	Total	**351**	**100.0**	**100.0**	
Types of school	Day	189	53.8	53.8	53.8
	Boarding	162	46.2	46.2	100.0
	Total	**351**	**100.0**	**100.0**	
Location	Rural	117	33.3	33.3	33.3
	Urban	234	66.7	66.7	100.0
	Total	**100.0**	**100.0**	**100.0**	

Statistics from table 1 shows the personal data of respondents for the study. The table displays the status that 15 (4.3%) of the respondents were principals, 262 (74.6%) teachers, and 74 (21.1%) officials of ministry of education. The statistics of gender of respondents revealed that 288 (82.1%) were males, while females 63 (17.9%). Respondents from day schools were 189 (53.8%), respondents from marital status, 92.9 are single while 7.1 of the respondents are single and from boarding schools 162 (46.2%). Finally, 117 (33.3%) of the responses were from teachers of schools located in rural area, while 234 (66.7%) were from urban area.

Table 2: Opinions of Respondents on the effect of ethical leadership on job satisfaction in public secondary school principals in Kaduna State.

S/N	Item Statements	Categories of Respondent	Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	Mean
1.	With ethical leadership i am satisfied with the way i am promoted.	Teachers Principals MOE officials	118 72 21	33.6 20.5 6.0	5 - -	1.4 - -	95 32 8	27.1 9.1 2.3	351	100	3.28
2.	With ethical leadership there are good opportunities for promotion.	Teachers Principals MOE officials	120 54 10	34.2 15.4 2.8	5 2 1	1.4 0.6 0.3	112 42 5	31.9 12.0 1.4	351	100	3.10
3.	With ethical leadership i am promoted based on my job performance.	Teachers Principals MOE officials	88 30 6	25.1 8.5 1.7	5 - -	1.4 - -	175 38 9	49.9 10.8 2.6	351	100	2.68
4.	With ethical leadership i have been rewarded for my good performance.	Teachers Principals MOE officials	136 42 13	38.7 12.0 3.7	2 - -	0.6 - -	110 40 8	31.3 11.4 2.3	351	100	3.10
5.	With ethical leadership my promotion is never delayed.	Teachers Principals MOE officials	88 38 13	25.1 10.8 3.7	5 - -	1.4 - -	164 32 11	46.7 9.1 3.1	351	100	2.76
6.	With ethical leadership there is regular payment of salary.	Teachers Principals MOE officials	95 38 6	27.1 10.8 1.7	3 - -	0.8 - -	154 42 13	43.9 12.0 3.7	351	100	2.78
7.	With ethical leadership salary increments are too small.	Teachers Principals MOE officials	80 38 8	22.8 10.8 2.3	3 2 1	0.8 0.6 0.3	164 38 17	46.7 10.8 4.8	351	100	2.66
8.	With ethical leadership i am satisfied with my salary as it is.	Teachers Principals MOE officials	42 21 6	12.0 6.0 1.7	3 1 -	0.8 0.3 -	184 69 25	52.4 19.7 7.1	351	100	2.22
9.	Ethical leadership makes me not satisfy with my assigned workload.	Teachers Principals MOE officials	63 17 3	17.9 4.8 0.8	5 2 1	1.4 0.6 0.3	164 72 24	46.7 20.5 6.8	351	100	2.36
10.	Ethical leadership helps to handle the adequate number of students in my class.	Teachers Principals MOE officials	54 38 13	15.4 10.8 3.7	3 - -	0.8 - -	154 63 26	43.9 17.9 7.4	351	100	2.74
	Total		1371	39.1	49	1.4	2090	59.5	3510	100	2.74

The result presented in table 2 shows the responses of the three groups of respondents on theeffect of ethical leadership on job satisfaction in public secondary school principals in Kaduna State. Item 1 of the research instrument sought to find out whetherwith ethical leadership teachers is satisfied with the way they are promoted. Responding to the item, the principals, teachers and officials of MOE (respondents) agreed with 211(60.1%) agree, 5(1.4%) undecided and mean of 3.28. Briefly, items 1 – 10 revealed that the respondents disagreed that ethical leadership has an effect on job satisfaction in public secondary school principals in Kaduna State with 2090(59.5%) disagreed and a mean of 2.74.

Table3: Opinions of the respondents on effect of ethical leadership on self-efficacy in public secondary school principals in Kaduna State.

S/N	Item Statements	Categories of Respt	Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	Mean
1.	I don't have enough time to sit with my teachers.	Teachers	110	31.3	5	1.4	110	31.3	351	100	**2.95**
		Principals	40	11.4	-	-	54	15.4			
		MOE officials	5	1.4	-	-	27	7.7			
2.	My students are being catered for, by me	Teachers	110	31.3	3	0.8	120	34.2	351	100	**2.88**
		Principals	40	11.4	1	0.3	54	15.4			
		MOE officials	4	1.1	-	-	19	5.4			
3.	The numbers of my teachers are more then what I can cater for.	Teachers	63	17.9	3	0.8	180	51.3	351	100	**2.36**
		Principals	17	4.8	-	-	82	23.4			
		MOE officials	6	1.7	-	-	26	7.4			
4.	My teachers are happy with my work.	Teachers	63	17.9	5	1.4	140	39.9	351	100	**2.58**
		Principals	38	10.8	2	0.6	63	17.9			
		MOE officials	13	3.7	1	0.3	26	7.4			
5.	My teachers look up to me for help.	Teachers	22	6.3	2	0.6	154	43.9	351	100	**2.09**
		Principals	21	6.0	1	0.3	54	15.4			
		MOE officials	6	1.7			21	6.0			
6.	I don't have enough time to discuss with my teachers.	Teachers	18	5.1	1	0.3	184	52.4	351	100	**2.04**
		Principals	21	6.0	-	-	69	19.7			
		MOE officials	6	1.7	-	-	50	14.2			
7.	There are adequate staff rooms for teacher and principal's relation.	Teachers	42	12.0	-	-	154	43.9	351	100	**2.17**
		Principals	21	6.0	1	0.3	95	27.1			
		MOE officials	3	0.8	-	-	35	10.0			
8.	My students look up to me for their moral needs	Teachers	40	11.4	5	1.4	164	46.7	351	100	**2.18**
		Principals	17	4.8	2	0.6	72	20.5			
		MOE officials	8	2.3	1	0.3	42	12.0			
9.	I don't have enough time to sit with my teacher.	Teachers	54	15.4	2	0.6	154	43.9	351	100	**2.50**
		Principals	38	10.8	1	0.3	63	17.9			
		MOE officials	11	3.1			28	8.0			
10.	I restrict my teacher to come close to me	Teachers	54	15.4	5	1.4	120	34.2	351	100	**2.32**
		Principals	13	3.7	4	1.1	103	29.3			
		MOE officials	10	2.8	-	-	42	12.0			
	Total		**914**	**26.0**	**45**	**1.3**	**2551**	**72.7**	**3510**	**100**	**2.41**

Results presented in table 3 shows the responses of the three groups of respondents on theeffect of ethical leadership on self-efficacy in public secondary school principals in Kaduna State. Item 1 of the questionnaire sought to find out if the principal have enough time to sit with their teachers. The responses to this item showed that principals, teachers and officials of MOE (respondents) disagreed with 191(54.4%) agreed, 5(1.4%) undecided and a mean of 2.95. In a nutshell, items 11 – 20 revealed that the respondents disagreed ethical leadership has effect on self-efficacy in public secondary school principals in Kaduna State with 2,551(72.7&) disagreed and a mean of 2.41.

Table 4: Opinions of respondents on the effect of organizational trust on job satisfaction in public secondary school principals in Kaduna State.

S/N	Item Statements	Categories of Respondent	Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	Mean

#	Statement	Group									
1.	Ministry of education official provides good salary to for effective teaching.	Teachers	63	17.9	2	0.6	170	48.4	351	100	2.37
		Principals	17	4.8			69	19.7			
		MOE officials	5	1.4			25	7.1			
2.	Ministry of education official provides technical or other professional staff to the school.	Teachers	42	12.0	5	1.4	120	34.2	351	100	2.28
		Principals	21	6.0			99	28.2			
		MOE officials	10	2.8			54	15.4			
3.	Principals provide security guards to the school for conducive leaning.	Teachers	88	25.1	1	0.3	118	33.6	351	100	2.68
		Principals	38	10.8			62	17.7			
		MOE officials	6	1.7			38	10.8			
4.	Principals provide volunteers to serve in the school.	Teachers	95	27.1	2	0.6	120	34.2	351	100	2.91
		Principals	54	15.4			57	16.2			
		MOE officials	13	3.7			10	2.8			
5.	MOE participate in providing non-teaching staff allowance for effective teaching.	Teachers	38	10.8	2	0.6	184	52.4	351	100	2.21
		Principals	13	3.7	1	0.3	80	22.8			
		MOE officials	8	2.3			25	7.1			
6.	MOE provide social clubs for social expertise workers	Teachers	30	8.5			120	34.2	351	100	2.24
		Principals	21	6.0			110	31.3			
		MOE officials	16	4.6			54	15.4			
7.	MOE provide guidance counselors to the teachers.	Teachers	42	12.0	3	0.8	136	38.7	351	100	2.34
		Principals	30	8.5	2	0.6	95	27.1			
		MOE officials	8	2.3	1	0.3	34	9.7			
8.	Principal provide cleaners to the school for effective teaching.	Teachers	32	9.1	3	0.8	120	34.2	351	100	2.23
		Principals	25	7.1	3	0.8	99	28.2			
		MOE officials	12	3.4			57	16.2			
9.	MOE link the school with institutions that deploys staff to schools.	Teachers	38	10.8	3	0.8	120	34.2	351	100	2.20
		Principals	17	4.8	2	0.6	95	27.1			
		MOE officials	7	2.0	1	0.3	68	19.4			
10.	MOE always provide for the school human resource needed	Teachers	42	12.0	3	0.8	140	39.9	351	100	2.36
		Principals	37	10.5	3	0.8	62	17.7			
		MOE officials	8	2.3	2	0.6	54	15.4			
	Total		**876**	**25.0**	**39**	**1.1**	**2595**	**73.9**	**3510**	**100**	**2.38**

The result from table 4 shows the responses of the three groups of respondents on theeffect of organizational trust on job satisfaction in public secondary school principals in Kaduna State. Item 1 of the questionnaire sought to determine whether Ministry of education official provides good salary to for effective teaching or not. The responses to this item showed that principals, teachers and officials of MOE (respondents) disagreed with 264(75.2%) disagreed, 2(0.6%) undecided and a mean of 2.37. In brief, items 21 – 30 reveals that the respondents disagreed that organizational trust has effect on job satisfaction in public secondary school principals in Kaduna State with 2,595(73.9%) disagreed and a mean of 2.38.

Text of Hypothesis

Null Hypothesis One Ho1:

There is no significant difference in the opinions of principals, teachers and officials of MOE on the Ethical Leadership on Job Satisfaction in Public Secondary School Principals in Kaduna State.

Table 5: One-way Analyses of Variance (ANOVA) on the Ethical Leadership on Job Satisfaction in Public Secondary School Principals in Kaduna State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	105.484	2	52.742		
				.898	.409
Within Groups.	20448.949	348	58.761		
Total	**20554.433**	**350**			

Result from the table 5 reveals the scoring of F = .898, p = 0.409. With the scores of p value > 0.05 that means there is no significant difference between the groups of respondents (principals, teachers and officials of MOE) in their opinion on theethical leadership on Job Satisfaction in Public Secondary School Principals in Kaduna State, the null hypotheses is therefore accepted.

Null Hypothesis Two Ho2: There is no significant difference in the opinions of respondents, on theethical leadership on self-efficacy in public secondary school principals in Kaduna State. Analysis of the Ho2 was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the difference between the groups of principals, teachers, and officials of MOE in their opinions on the ethical leadership on self-efficacy in public secondary school principals in Kaduna State and the table 4.10 displays result of the test.

Table 6: One-way Analyses of Variance (ANOVA) on the ethical leadership on self-efficacy in public secondary school principals in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	608.042	2	304.021		
				5.417	.005
Within Groups.	19531.451	348	56.125		

Total	20139.493	350

Observation from the above result reveals the scoring of F = 5.417, p = 0.005. With the scores of p value < 0.05 that means there is significant difference between the groups of respondents (principals, teachers and officials of MOE) in their opinions on the contributions ofethical leadership on self-efficacy in public secondary school principals in Kaduna State, the null hypotheses is therefore rejected.

Table 7: Post-hoc Test on the Contributions of ethical leadership on self-efficacy in public secondary school principals in Kaduna State

(I)Status	(J)Status	Mean Difference (I-J)	Std Error	Sig	95% Confidence Interval	
					Lower Bound	**Upper Bound**
Principal	Teachers	5.65064	1.98894	.013	.9691	10.3322
	MOE Officials	3.71532	2.12134	.188	-1.2779	8.7085
Teacher	Principal	-5.65064	1.98894	.013	-10.3322	-.9691
	MOE Official	-1.93532	.98624	.123	-4.2567	.3861
MOE Officials	Principals	-3.71532	2.12134	.188	-8.7085	1.2779
	Teacher	1.93532	.98624	.123	-3.861	4.2567

* The mean difference is significant at the 0.05 level.

In order to determine where the difference among the groups occur, post-hoc test was conducted as indicated in table 7. In the result presented above, as indicated by the asterisks (*) appeared on Mean Difference, only principals and teachers are statistically significantly different from one another in their opinions on the ethical leadership on self-efficacy in public secondary school principals in Kaduna State.

Null Hypothesis Three Ho$_3$: There is no significant difference in the opinions of respondents, on theeffect of organizational trust on job satisfaction in public secondary school principals in Kaduna State.Analysis of the Ho$_3$ was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the differences between principals, teachers and officials of MOEin their opinions on the roles of effect of organizational trust on job satisfaction in public secondary school principals in Kaduna State and the table 8 below displays result of the test.

Table 8: One-way Analyses of Variance (ANOVA) on the effect of organizational trust on job satisfaction in public secondary school principals in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	315.384	2	157.692		
				3.029	.054
Within Groups.	18117.015	348	52.060		
Total	**18432.399**	**350**			

Observation from the above result reveals the scoring of F = 3.029, p = 0.054. With the scores of p value > 0.05 that means there is no significant difference between the groups of respondents (principals, teachers and officials of MOE) in their opinions on theeffect of organizational trust on job satisfaction in public secondary school principals in Kaduna State, the null hypotheses is therefore accepted.

Summary of Hypotheses Testing

The study employed the use of One-way Analysis of Variance (ANOVA) to analyse the data in determining level of significance. The four null hypotheses for the study were tested against p = 0.05 level of significance. Three of the hypotheses were accepted (retained) and one of the hypotheses was rejected.

Discussions of the Findings

The study was conducted to determine the"impact of ethical leadership on job satisfaction in public secondary school in Kaduna State, Nigeria". Four research questions were answered and four null hypotheses were tested to determine the relationship that existed between ethical leadership and job satisfaction in public secondary school in Kaduna State, Nigeria as well as how significant they were. The responses obtained from the respondents weresubjected to descriptive statistical analysis was employed to aggregate mean, describe, and present the results in a research and measured constructs. The postulated hypotheses of this research were analyzed using statistical tool of Analysis of Variance (ANOVA).Hypotheses were tested at 0.05 alpha levels of significance.

The results of research question one in table 1 revealed that, revealed that the respondents disagreed that ethical leadership has an effect on job satisfaction in public secondary school principals in Kaduna State with 2090 (59.5%) disagreed and a mean of 2.74. This was support, by Bozeman and Gaughan (2011) founded, that there was a positive relationship between job satisfaction and students academic performance.

The outcome of research question two in table 3 revealed that, revealed that the respondents disagreed that ethical leadership has effect on self-efficacy in public secondary school principals in Kaduna State

with 2,551(72.7&) disagreed and a mean of 2.41. The p-value of 0.011 is less than the alpha value of 0.05 level of significance. This is supported by Ahmed et al., (2013), Anwer et al., (2015) and Fitzmaurice (2012) who found a significant and positive relationship between self-esteem and job satisfaction; this means that as self-esteem increases so does job satisfaction.

The results of research question three in table 4.4 revealed that, the respondents disagreed that organizational trust has effect on job satisfaction in public secondary school principals in Kaduna State with 2,595 (73.9%) disagreed and a mean of 2.38. The test revealed that, job satisfaction of teacher had a positive relationship on the organizational trust with a p-value of 0.016. This is in agreement with the findings of McCausland, Pouliakas, and Theodossiou (2009) who found that, female teachers' job satisfaction has a strong correlation with organizational trust, and there is a direct and positive association between job satisfaction and teacher organizational trust.

SUMMARY, CONCLUSION AND RECOMMENDATIONS
Summary

The researcher conducted this study to determine the "impact of ethical leadership on job satisfaction in public secondary school in Kaduna State, Nigeria". Three specific objectives and three research questions were stated. In order to meet these objectives and answer the research questions, three null hypotheses raised and tested at 0.05 level of significance. Literature related to this study was reviewed. Data collected from 351 principals, teachers and state ministry of education officials were used in the study areas. Mean and standard deviation used to answer the research questions 1–3. The study employed the use of One-way Analysis of Variance (ANOVA) to analyse the data in determining level of significance. The four null hypotheses for the study were tested against p = 0.05 level of significance.

The findings from the four null hypotheses revealed that job satisfaction of teacher hadsignificant relationship on the ethical leadership in public secondary school in Kaduna State, Nigeria.

Conclusion

Based on the study findings, it is concluded that ethical leadership hadsignificant relationship onthe on job satisfaction in public secondary school in Kaduna State, Nigeria. It also concluded that job satisfaction of teacher had a significant relationship onthe self-efficacy. Therefore, self-efficacy of teachers had no significant influence on their job satisfaction.

Recommendations

Based on the findings of this study, the followings recommendations made:

1. Good working conditions in the form of salary and prompt promotion of staffs in public senior secondary school Kaduna State,Nigeria should be puts in place by both federal and state government.

2. Ministry of Education (MOE) and Government at federal and state levels shouldimprove the job satisfaction teacher through the provision of entitlements and other benefits attached to their job in public senior secondary school Kaduna State, Nigeria.

3. Federal and State governments should improve teacher's condition of services and provide adequate, effective and conducive environment for teaching and learning through effective and functional educational policies.

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THE RETURN OF MISSION OWNED SECONDARY SCHOOLS TO THE MISSIONS: NIGERIA AS A CASE STUDY

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ABSTRACT

About a decade ago the government returned mission owned secondary schools back to the missions. Although this action of government is laudable it has generated some controversies which border on the areas of the rationale behind the return, the fate of secondary education after the return; the idea of establishment of parallel secondary schools by government after the return; the fate of government secondary school staff, the state of employment and security after the return; the nature of the National Policy on Secondary School Education, and the question of free and equal access to education of every Nigerian child. The study articulate the implications of the return schools by the government to the missions, acceptance of these schools by the missions, and the responsibilities this exercise has placed on the shoulders of both the government and the missions for the overall realization of the rationale behind the handing over mission owned schools back to the missions by the government. The paper concludes that although the handing over of secondary schools to the mission by government is good and the expertise of the missions in effective administration of the schools is guaranteed, it will create some adverse effects on education and society. The paper recommends that primary schools should also be handed over to the missions, government should provide grants-in-aid, security and the enabling environment to the mission schools, and that legal backing should be provided to avoid future government interferences. The methods adopted in this study include historical, speculative, analytical and prescriptive methods of philosophy.

Keywords: Missions Schools, Rationale, Government, Secondary Schools, State of Employment

INTRODUCTION

The issue of handing over mission owned secondary schools back to the missions had graduated from the levels of proposal and debate to actualization. In fact, Ige (2021), remarked that the debate of return of schools to the missions is on front burner. Mission owned secondary schools which were taken over by the government between 1972 and 1976 with the resultant promulgation of the 1977 National Policy on Education and reviewed in 2009have been recently, particularly in 2011 handed over to their respective missions. For instance, Warri and Issele-Uku Dioceses among others have taken possession of their respective secondary schools. According to Dayo (2016), in December 8, 2016, Delta State returned 40 schools to the missions 27 to Catholic, 8 to Anglican, four to Baptist Missions, respectively. In Ondo State, the Catholic received two Secondary Schools, namely, St. Thomas Aquinas College and St. Louis Girls grammar schools in Akure. In 2001, many schools were returned to missionaries by Tinubu, the than governor of Lagos state. Similarly, according to Jimisayo(2023), Ebonyi government was also to return all missionary schools to the missions. This decision and action is praiseworthy but it has precipitated some rational and logical issues which cannot be overlooked or compromised but needed to be addressed and analyzed for the overall feasibility and realization of the rationale and intentions for the handing over of secondary schools back to the missions. Such relevant issues can be

presented in question form: can the missions effectively run or administer the schools as the early missionaries did before the government took over those schools? Why the intention to establishment of parallel secondary schools by the government? What becomes of the displaced government secondary school staff? Can the objectives of the Universal Basic Education be achieved? Obviously, some teething challenges are already associated with the return of schools back to the mission.

The Establishment of Parallel Secondary Schools by the Government: The establishment of parallel secondary schools by the Government is creating some reservations in the whole question of handing over mission owned school back to the missions. In reality, the creation of comparable secondary schools by the government poses a threat to the rationale behind the handing over of secondary schools back to the missions. In handing over secondary schools back to the missions the government seems to be saying in a subtle way "I have failed". If government could not handle secondary education which is implied by her handing over secondary schools back to the missions, why is the government establishing equivalent secondary schools after the handing over of secondary schools back to the missions? Although education is a tripartite venture, the establishment of parallel secondary schools by government will militate against the rationality behind the handing over of mission schools back to the missions. The missions are not jumping at the offer by the government but decided to accept it not for financial or economic advancement but to salvage the deplorable condition or state of

secondary education in the country for the sake of the future of the students and for the good and the economic, social, political, technological, religious, moral, cultural, industrial emancipation of the society and for the salvation of souls. Of course, the schools that are handed over to the missions are dilapidated and the missions have to spend much resource to resuscitate them and make them conducive for academic and educational exercises. According to Dayo (2023), the establishment of parallel secondary schools is a waste of resources. Establishing parallel secondary schools by the government is a major hazard to the success and growth of the secondary schools handed over to the missions by the government. This is due to the fact that, customarily, schools fees in government schools are cheaper or more affordable. In addition, successive political regimes may eradicate school fees and provide free education for the masses. But missions may not afford free education their students. This means that more parents or students will patronize government schools than the mission schools. Unequivocally, this will thwart the efforts of the missions to sanitize secondary education. It would be superlative if the missions are given the sole responsibility of administering secondary education in Nigeria, although community and private secondary schools can co-exist with mission schools in order to encourage competition.

Resurgence of Social Vices in Secondary Schools: Furthermore, the new established schools by the government are becoming dimples of social vices such as corruption, cultism, and examination malpractice which were realities that necessitated the handing

over of schools to the missions. This makes it challenging for the missions to sanitize secondary education in Nigeria. It also jeopardizes the rationale behind the handing over of secondary schools to the missions which is extermination of corruption and vices from schools and inculcation of patriotism and discipline in students.

Unequal Access to Education: One of the objectives of education in Nigeria is the provision of equal access to education. This is evident in the rational for the Universal Basic Education.

"An uninterrupted access to 9-year formal education by providing free, compulsory basic education for every child of school age (6 15years)".Mission schools have the physiognomies of private schools because the funding is the solitary responsibility of missionaries. Hence, payment of salaries, provision of well-equip library and laboratory, sport and social facilities, hostel and staff accommodations are sole responsibility of proprietors of the mission schools. This necessarily implies that tuition fees of the secondary schools now controlled by the mission schools will rise considerably. Can parents afford increased tuitions fees that will be imposed by the proprietors of the mission schools? If parents cannot due to the present economic situation of Nigeria then, how can this objective of the provision of equal access to education be realized in Nigeria? If some parents cannot afford the school fees of the mission schools how can every Nigerian child have access to the mission schools in order to benefit from the moral, academic, social, spiritual, and intellectual formation imparted by the mission

schools? Of course, with the seeming reality of the inevitable increment in school fees of the mission schools, it will be difficult for some parents to afford the school fees of the mission schools, and this will deprive considerable number of Nigerian children of the right to qualitative education.

Increase of Unemployment in Nigerian and Increase in Social Vices: The problem of unemployment in Nigeria is a perennial one, i.e.; it has been in existence before the handing over of mission owned schools back to the missions. In other words, before the handing over of schools to the missions, many Nigerian working class both graduates and otherwise are unemployed, while many of those who have jobs were employed by the government, and many of those employed by the government were employed into the educational institutions including the secondary schools. Unlike the government the missions cannot employ many workers as the government does due to limited resources. Therefor the handing over of schools to missions will lead to drastic reduction of employment in Nigeria.

Escalation in Insecurity and Anti-Social activities in Nigeria: The unequivocal reduction of employment due to handing over of secondary to the missions will necessarily lead to increase in insecurity and anti-social activities in Nigeria. The problem of insecurity in the areas of kidnapping, robbery, hooliganism, theft, internet fraud(419 fraudsters), assassinations, political thuggery, militancy and ant- social activities such as prostitution, cultism, etc. have been in existence in Nigeria even

before the handing over schools to the missions by the government. The handing over of schools to the missions by the government result in the increase of insecurity and anti-social problems due to reduction of employment opportunities and high rate of dropouts as a result of inadequacy of resources to fund education by parents. As the saying goes 'a hungry man is an angry lion' or 'idle mind is the devil's workshop'.

Upturn of Loss of Lives and Properties: Already, a lot of lives and properties have beenlost due to insecurity and anti-social activities in Nigeria even before handing over of schools the missions. Armed robbery, kidnapping, fraudulent practices, hooliganism, and anti-social activities cultism (cult clashes), prostitution (HIV/AIDS) have claimed many lives in Nigerian.Now that more people may be unemployed due to the giving back of schools to the missions by the government, what happens? Definitely, this exercise of handing over schools to the missions will bring about a decline in employment by government, and this may create more security with its concomitant loss of lives and properties.

The Fate of Government Staff in Schools handed over to the Missions: Another issue that needs to be address has to do with the aftermath or the consequence the handing over of schools to the mission has on government staff who were ab initio working in those schools that were handed over to the missions. What happens to these staff after the handover? The perspective of unemployment is also highlighted by Ige (2021). Probably, it is to solve this puzzle that motivates government to decide to

establish parallel schools to absorb the displaced government staff of secondary schools. Otherwise, notbeing redeployed may lead to their redundancy culminating in their dismissal and eventual removal from government payroll.

Successive Government Interference: It was due to government interference with the mission schools that led to the taken over of schools by the government. What is the guarantee that these schools handed over to the missions by the government will not be taken over again by the government in the future? It is probable that these schools that were handed over to the missions because of their collapse in all ramifications might be taken back again by the government after the missions' efforts to fully resuscitate and develop them in all ramifications. In addition, successive regimes who do not like this decision and action of the then government may decide to discard it and return to the status quo. Already in some states missions are already in courts with government over a handed over schools. To avoid government unnecessary interference in the future, government should put in place the necessary legal structures and backing. This paper is intended to attempt some enlightenments and resolutions to the above questions and matters arising from the return of schools to the mission in order to maximally realize the objectives and good intention of government of handing over secondary schools to the missions for the happiness, fulfillment and success of the missions, and for moral, social, spiritual, economic, technological development of Nigeria, and for the good of Nigerians.

METHODOLOGY

The paper adopts philosophical methods, namely, historical/phenomenological, speculative, analysis, critical thinking, constructive criticism, discourse and prescription. The paper embarked on historical exposition of the antiquity of education in Nigeria, analyzes key words and concepts with a view to provide lucidatory clarification and elucidation for the reader, it critically discourses the various angles of the them in order to give a holistic philosophical explanation and understanding. With the tools of philosophical reasoning, the paper, prescribes necessary ideas, opinions, and recipe for comparison, application, rationalization, and understanding. Speculatively, the paper discusses and examines all dimensions, issues, and perspectives of the topic for holistic consideration and understanding.

LITERATURE REVIEW

Historical Antecedent: The origin of formal or western education in Nigeria could be traced to the second advent of missionaries in Nigeria in the 19" century, precisely 1842. The missionaries include those of the Methodist, the Church Missionary Society, the Presbyterian, the Baptist, the Catholic and the Qua Ibo Missions. Western type education in Nigeria, according to Asiegbu (2020), dates back to 1842 with the second coming of the Missionaries. The Wesleyan Methodist Society led the way followed by the Church Missionary Society all in Badagary. The United Presbyterian Church of Scotland followed in 1846by founding a mission at Calabar. The American Southern

Baptist Convention arrived in 1853, the Roman Catholic Mission in 1868, the Qua Ibo Mission in 1887, and the Primitive Methodist Society in 1890.Western education which was initially under the complete administration and control of missionaries was utilized as a catalyst by the missionaries who were poised with the intention of annihilating indigenous religious practices through the instrumentality of evangelization. Before 1882,western-type education in Nigeria was a pure monopoly of the Christian missionaries without government supervision or control. Education policy this time was directed towards evangelization of Africans.It was in 1882 that the preliminary government policy on education as it affected part of Nigeria was made.

Education in Nigeria since its establishment in 1843 by the missionaries has gone through series of modifications due to incessant policy formulations. Before 1877 for instance, education in was fully financed and controlled by the missionaries. This continued until 1882andit was in 1882 that the first government policy on education as it part of Nigeria was made. Successive educational policies such as the 1887educationpolicy which was formulated due to suspension of Lagos from the Gold Coast Colony and the 1908 education ordinance motivated by the creation of Protectorate of Southern Nigeria in 1908. This gave rise to the principles of partnership in Nigeria. By this ordinance, there emerged the principle of partnership. Similarly, by this principle, government supplemented the efforts of the voluntary agencies by giving

grants-in-aid and simultaneously established and maintained her own schools. The 1916education code was predicated on the amalgamation of the Protectorate of Northern and the Colony and Protectorate of Southern Nigeria by Lord Lugar. The 1916 education code was more universal covering the whole country. Lord Lugar who was the then Governor-General 1914-19 highlighted the essence of the 1916 education code in his memorandum "I regard it is an essential feature of a right policy in education that it should enlist in hearty cooperation all educational agencies in the country which are conducted (as mission schools are) with the sole object of benefitting the people. Unassisted schools are independent of Government control, but I hope that they will be induced to conform to the principles and policy laid down by Government, and supported and approved by the principal educational agencies (Dayo, 2016). The 1916 code tried to make the condition of grants-in-aid simpler. Instead of award based on annual examination in certain subjects, the new conditions were assessed based on:

30% on tone, discipline, organization and moral instruction;

20% on the adequacy and efficiency of the teaching staff;

40% on the result of periodic examinations and general progress; and

10% Buildings, equipment and sanitation.

The 1926 education ordinance was the aftermath of the Memorandum of the Advisory Committee in 1925 to the British Government on Education on Tropical Africa which came into existence as follow up to the Phelps-Strokes Report in

1922.The 1926 education code was actually intended to thwart the growth of unassisted schools both by the missions and individuals in Nigeria. The 1948 education ordinance came into existence when a new construction divided the country into three regions-North, East, West, and the colony of Lagos. The 1952 Education ordinance was enacted to reflect the changes brought about by the McPherson Constitution of 1951 which made education a regional function. At the end of the Nigeria-Biafra civil war in 1970, the East Central State took the lead in taking over the ownership, control, and administration of education at all levels. This move was followed by other states in the federation (Ogara and Ezeodili, 2022).

The 1981 National Policy on Education which was a revise of that of 1977 and a titanic government venture, was enacted by the Federal Government with the intention that "any contradictions, ambiguities, and lack of uniformity in educational practices in the different parts of the Federation should be removed to ensure an evenly and orderly development in the country" (NPE, 1981). The objectives of the 1981 National Policy on Education include: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and a land of bright and full opportunities for all citizens (NPE, 1981). By the 1981 policy, government has

taken over all mission schools, and education had become a huge government venture with the introduction of the 6-3-3-4 system of education.

Rationale behind Government Takeover of All Mission Schools: First, there was no uniformity of educational policies due to reorganization of education. Respective regions created respective educational policies depending on their respective financial stance. Consequently, the Western Region introduced Universal Free Education in 1955while the Eastern Region settled on Universal Freedom Free Primary Education in 1957; the Midwest took over all primary and secondary schools from voluntary organizations and the missions; the Head of State of Nigeria launched a Universal Free Primary education nationwide but latter hit the rock shortly due to insufficient fund, personnel and organization. Therefore according to the 1981 National Policy on Education, the government intended to annihilate any contradictions, ambiguities, and lack of uniformity in educational practices in the parts of the Federation in order to ensure an even and orderly development in the country.

Justification behind the Return of Mission Owned Secondary Schools Back to the Missions: For decades the government has been in control of secondary schools until recently government decided to return mission-owned schools back to the missions. Now, what motivated government's decision to return mission owned-schools back to the missions? Are there any justifications for this decision and action of government? First, education under the control of government has not been able to significantly

achieve its expected objectives in almost every areaof societal life, namely, politics, religion, morality, technology, economic,social,etc. In other words, education has not been able to serve the society as it ought. The reasons for this can be predicated on some realities within education itself.

a. There is the lack of motivation of staff by government leading to incessant strike actions, delay in payment of salaries of teachers, non-implementation of certain policies especially that have to do with the welfare of teachers, problem of delay in the promotion of staff and non-payment of staff promotion arrears.

b. Ethnicity, tribalism and the whole question of state of origin in employment of staff which has led to the refusal of qualified applicants leading to waning educational standards in Nigeria.

c. Lack of political will especially in the areas of educational funding, staff welfare, supervision, inspection and monitoring.

d. There is conspicuous falling standard of education in Nigeria. In fact, according to Daud (2023), Christian Leaders in Ogun has censured the government for the collapsing educational standard in Nigeria by taking over schools from the missionaries some decades ago.

e. Lack of qualified and committed staff, dilapidated classrooms, embezzlement of educational or school funds,and negligence of staff to duties that has led to the inability of education to fulfill its set objectives.

RESULT/DISCUSSIONS

The State of Education after the Return of Mission Owned Secondary Schools Back to the Missions: A fundamental question that has emerged is "Can the Missions effectively run the schools that government has handed over to them"? The government seems to have nostalgia about the glorious educational standards and achievements when education was under the control of the missions or when the missions were very much involved in educational administration before the takeover of schools by government. Then, there was high sense of discipline both on the parts of staff and students. There was high sense of morality, interest, efficient supervision, inspection, and checks and balances in school activities and administration. In fact, those who passed through mission schools who are still alive testify to the fact of moral, spiritual, physical, social, and academic formation and discipline imparted in them which still help them today to courageously and successfully combat the problems, troubles, difficulties, and challenges of life. They can notice the conspicuous the great difference between the educational outcomes of the mission schools and those of the schools under the control of government.

The question now still lingers "can the contemporary missions handle or administer the schools as missionaries did before the takeover by government? Can the present missionaries achieve much as the early missionaries did? The answer is still simply "Yes. This is because the present education administrators who are predominantly

ordained priests (clergy)and the religious are equipped with the same and even more moral, intellectual, educational, academic, social, and spiritual formation that can enable perform more effectively than the early missionaries since the horizon, contents, and duration of formation of priests and the religious is constantly reviewed, enriched, developed, and lengthened. These are personnel who, due to their discipline, cannot be influenced or intimidated by any person or group of persons, and who will unequivocally administer justice and exercise absolute control overall all staff and students. In missionary institutions, vices such as embezzlement of funds, corruption, negligence, intimidation, malpractices, cultism, and injustice, cannot exist, and by their exemplary lives, commitment, interest and responsibility, the missionaries will lead staff and students to the expected perfections expected of them by the society. With this, the contemporary missionaries can effect more educational achievements than the early missionaries due to their improved knowledge, experience and discipline.

Benefits of Control of Schools by the missions: There seems to be sharp difference between the products of schools controlled by the missions and those under the control of government. Of course, government cannot return schools back to the missions without observing, noticing, recognizing, and appreciating the difference in favor of the efforts of the missionaries. Those who were privilege to receive education from schools administered by the missions do testify to the incomparable, valuable, and laudable knowledge and discipline with which they were impacted touching all aspects of their

lives - social, marital, spiritual, religious, political, cultural, economic, etc. For instance, among others, they were impacted with the following.

i. Discipline through the enforcement of school and educational laws, rules and regulations.

ii. Commitment, interest, and dedication through reinforcement and motivation of staff and students.

iii. Academic excellence through supervision, inspection, absolute control, perfect management, monitoring, assignments, research and keen competitions in academics and sports among students. This is also the opinion of Dayo (2016).

iv. Perfection through hard work and checks and balance.

v. Leadership qualities through good leadership styles, division of labor, delegation of powers and functions, assignment of tasks, duties and responsibilities to staff and students.

vi. Moral perfection through exemplary lives, moral instruction and formation, discipline, rewards and punishments of staff and students. In this regard, Asiegbu (2020) remarks that mission owned schools, administration instills higher discipline.

vii. Justice, courage, moderation, and wisdom through counseling, advice, prayer, and religious instruction to staff and students.

viii. Respect for constituted authorities through exemplary lives, moral instruction, discipline, reinforcement and historical awareness.

ix. Collaboration through team work, class discussions and debates, democratic processes in decision making and appointments.

x. Responsibility in all aspects of lives such as economic, social, financial, marital, moral, political, and religious responsibilities through extra-mural activities, self-control, and assignment of responsibilities to both staff and students. In fact, Odili and Eluku (2020) stated that lethargic attitude in mission is considerably low.

xi. Citizenship through legal instruction, inculcation of societal and moral values.

xii. Critical thinking through inculcation of philosophical and logical reasoning.

xiii. Integrity, firmness of character, simplicity, and flexibility.

Expected Role of Government after the Return of Schools to the Missions: In order to realize the laudable objectives or intentions behind the handing over of schools back to the missions, the government has the following uncompromising roles to play:

i. The government should provide constitutional or legal backing through the acts of parliament and constitutional review to prohibit and prevent interference of government in the future.

ii. The government should provide enough grants-in-aid and other financial assistances to the missions for the resuscitation of the dilapidated school structures, provision of educational and learning facilities and favorable environments for meaningful academic exercises.

iii. Government should provide adequate security to prevent robbery attacks, cult activities, harassment, and any other anti-social activities which result in loss of lives and properties, disruption and discouragement of peaceful educational process in campuses.

iv. Government should not only create enough jobs to absorb applicants, but also create the enabling government for private investors which serve as government employment alternatives.

v. Allocations intended to be used to build new secondary schools by the government should be given to missions to assist them to renovate and equip the schools, and mobilize staff in up review of salaries.

CONCLUSION

Government's decision to return mission owned secondary schools back to the missions is a laudable one because it will help the secondary educational system in following

varied ways, namely, boost the falling standard of education; sanitization of the secondary education purging it of vices and corruption; production of patriotic citizens; and the overall realization of the objectives of the National Policy on Education in Nigeria. However these laudable objectives of the return ofschools to the missions would be thwarted by certain problems precipitated by the handing over of schools to the missions. For instance, the problem of creation of parallel secondary by the government, future government interferences, reduction of employment by the government; and unequal access to education must be anticipated and proactively resolved and annihilated in order to maximally realize the laudable objectives of the return of schools to the missions.

RECOMMENDATIONS

Based on the above discussion and the conclusion on the reality of the return of mission owned secondary schools back to the missions, the paper makes the following recommendations:

1. Having noticed the efficiency and efficacy of the missions in school and educational administration, the government should hand over not only mission owned schools but the entire secondary education system to the missions. This will help in the sanitization of the entire secondary educational system for the political, moral, economic, social, scientific, technological, religious, advancement of the nation.

2. Government should also concede the entire primary education system to the missions to administer, considering the fact that primary schools and the primary education are also infected with corruption, vices and anti-social activities. It is better to catch them young because it will be very difficult to reform students who had been corrupted or had acquired or cultivated certain bad habits in the course of their primary school education.

3. Constitutional provision should be made to back the return of schools to the missions to prevent future interferences from government. Parallel government secondary schools should not be established by the government as this will thwart the efforts of the missions to sanitize the secondary education. Adequate security should be provided by the government to the mission schools to prevent security breaches on campuses. The government should give enough grants and donations to the missions to facilitate rapid resuscitation and development of handed over schools.

4. In order to be at par with the contemporary technological and scientific advancement, the required information and values must be imparted, created and inculcated in the minds of students. For the success and possibility of this, the missions should appoint competent personnel, and also embark on training and retraining of their personnel.

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TOWARDS ERADICATING CULTISM FROM TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

Cultism whose membership universally cuts across every age (adolescent and adult) and status (religious political, social and educational) is gradually becoming a philosophy of life in the Nigerian educational system. The philosophies of cultism include power, dominance, exclusive philanthropy, hostility, terrorism, criminality, intimidation and extreme materialism. It needs continual re-visitation since its continuous existence frustrates the possibility of achieving balanced education in the Nigerian educational system. This is why this paper examines the origin of secret cults in Nigerian tertiary institutions, reasons why students join cult groups and proffer some useful suggestions towards eradicating secret cults from our institutions of higher learning. Among others, we suggest that government should start the war against cultism from the wider society so that parents will be better prepared to educate their children against cultism. The paper adopts philosophical approaches of conceptual analysis, speculation, history, discourse, and prescription.

Keywords: cultism, eradication, tertiary, institutions, tertiary institutions

INTRODUCTION

It is an indisputable fact that balanced education can only be achieved in a serene and conducive environment. This is a kind of environment devoid of violence, bitterness, rancor, strife and threat. However, educational Campuses in Nigeria have become citadels of crime and violence, ranging from threat, rapes and armed robbery to murders,arson,and wanton destruction of lives and properties (Abimbola, 2023). These anti-social activities are the creation of cultism existing in campuses. Demola (2002), have decried the existence and the ugly activities of cultismin our institutions of higher learning. In fact social media is awash with news of cult activities in Nigerian Tertiary Institutions. For instance, Sahara Reporters New York of September 17, 2022 revealed that at least five students of the Yaba College of Technology (YABATECH) Akoka, Lagos State were killed in one week in various cult clashes which submerged the institution. Onodjae (2022), gave a similar narrative in vanguard newspaper. Demola (2022), reports in Vanguard that an alleged cultist and student of Open University, Ilorin, Mohammed Isiaka was shot dead on Tuesday during a clash in Ilorin. Sahara Reporters, New York on February 8, 2022 also reported that a recognized Ajibiye Ridwan, was killed as supposed opponent cultist groups from Kwara State University, Malete, jarred in a battle for supremacy. The incessant cult clashed in Nigerian Tertiary Institutions has occasioned a lot life casualties psychological trauma (Abimbola, 2023).According to Adanma (2023),cultism has been seen as the mother of all crimes in tertiary institutions. In spite of conscious efforts made to eradicate cultism, cult activities have not been annihilated. This paper takes a critical analysis on cultism with regard to its history, causes, philosophies and effects. The paper also proffers solutions which if strictly considered and followed up can lead to absolute eradication of cultism from our ivory towers.

METHODOLOGY

The paper adopts philosophical methodologies. It takes a critical historical survey of cultism in Nigeria in order to establish firm a foundation of the study. In adopting the analytic method, the paper critically examines basic concepts for their unequivocal understanding, clarification, application and contextualization. For holistic understanding of the multifaceted nature of cultism, the paper takes speculative approach to the study. It discusses elucidates every dimensions of cultism for successful tackling, designing, and proffering solutions for the extermination of the problem of the existence and menaces of cultism in the Nigerian Tertiary Institutions.

LITERATURE REVIEW

History of Cultism

It is interesting and amazing to discover that the history of the existence of cultism dates back to antiquity, to a distant past with the activities of ancient Egyptian magicians in their insatiable pleasure for acquisition of power, which culminated in occult devices. In addition to the acquisition of power, it also had intellectual undertone. This is associated with the Rosicrucian Order (AMORC) established with the ultimate purpose of intellectual enhancement due to intellectual romance of members. The intellectual nature of cultism was also a strategy to give acceptability and positive appraisal by occult critics, although it could not exonerate cultism from criticism as regards its secrecy. The emergence of cultism in Nigeria could be traced back to the pre-colonial period which was characterized by rituals and utmost secrecy for the purpose of blind-folding the gods or the ancestors, and whose membership was by initiation(Abimbola, 2023).As stated by Adanma (2023), the history of the existence of cultism in the Nigerian tertiary institutions could be traced back to 1952 with its advent in the University of Ibadan under the title "Seadogs" introduced by seven undergraduates under the leadership of Prof. Wole Soyinka. The others are Olumuyiwa Are, Raph

Opara, D Aig. Imokhuoede Tunji and Olu Ajunoye. These were the founding fathers of the Seadogs Confraternity, also known as The Pirates Confraternity in the University of Ibadan. The philosophies of this confraternity included freedom from subjugation by colonialism and annihilation of tribalism and classism or elitism predominance in the Nigerian society, restoration of the human person and respect for fundamental human rights. These philosophies encouraged gestures of humanitarianism, that is, charity towards the orphans, the sick and the poor and needy in the society.

After twenty years of existence, the "Seadogs" popularly known as the Pirates started to witness interior fracas which led to its disintegration and the subsequent breaking away of the Buccaneers led by Bolaji in 1972. After a decade of its existence, the Buccaneers Confraternity eventually got recognition with its registration with the office of the Corporate Affairs Commission in 1982 after which it assumed the status of the National Buccaneers Association (NBA) of Nigeria. Following the existence and the registration of the Buccaneers, there was the upsurge of myriads of secret cults in Nigerian tertiary institutions. In fact, by the 1980s, the number has risen to one hundred on campus and over three hundred and fifty cult groups outside the school environment. Examples of some of the myriad of secret cults existing in our campuses today include the Neo Black Movement (NAM) also known as Black Axe, Black Cross, Jurist, Eiye, Mafia, Maphite, Black Beret, Black Cat, Mgba Mgba, Thomas Sankara Boys, Black Brassier, Ku Klus Klan (KKK), Vikings, Jezebels, Black Bra, Black Queens, Black Angels, etc.One notable character of these myriad of secret cults is the radical deviations from the original philosophies of cultism as it existed in the past. The earlier philosophies of cultism, which included philanthropy, respect for the fundamental human rights of man, protection against hostility and oppression gradually gave way to the philosophy of survival of the fittest, abuse of power, disloyalty to authority, rivalry, violence, jealousy, etc.

Definition of Cultism

Hogan (2006), describes the nature of the term 'cult, as "An amorphous type of religious organization. Membership in the cult is loosely defined, and usually involves simply the acceptance of certain beliefs and practices. No one is born into a cult, and usually there is no formal system for joining. There may not even be a list of members. Adherence to the beliefs and practices of the cult is voluntary, and there is no system of enforcement or discipline. Theosophy, Spiritualism, and the Churchless Christians of Japan are examples of cults". Demola (2022), also sees cult as a system of religious worship especially as expressed in rituals. Secret cult is an organization whose activities are kept away from the knowledge of others. These activities are essentially covert, disguised and are usually carried out behind closed doors. Enomah (2007), defines secret cult as a group of people whose activities are carried out in exclusive location and in unusual times without being exposed to the uninitiated. A cult group can also be defined as a clandestine and militocratic organization with its own philanthropic, linguistic and dress codes whose activities are nocturnal, weird, sometimes violent and shrouded in mystery and whose members are bound on oath of allegiance. These definitions of secret cult enlighten us on the secret nature of secret cults as essentially private and mysterious institutions. Therefore, we can define secret cult as a society whose activities are shrouded in mystery and whose benevolence is exclusive to the members.

Contemporary Philosophies of Cultism

As we have remarked, the contemporary philosophies of cultism are a deviation from the original ones as at its inception in tertiary organizations. Originally, the philosophies of cultism included freedom from subjugation by colonialism and annihilation of tribalism and classism or elitism predominance in the Nigerian society, restoration of the human person and respect for fundamental human rights. These philosophies

encouraged gestures of humanitarianism, that is, charity towards the orphans, the sick and the poor in the society. However, the contemporary philosophies include power or dominance, exclusive philanthropy or benevolence, violence, war, hostility or terrorism, criminality, extreme materialism, intimidation, etc.

Power (Domination): Hogan (2006) presents the definition of power and domination by M. Weber *as*"… the probability that a person in a social relationship will be able to carry out his or her own will in the pursuit of goals of action regardless of resistance 'domination' as the probability that a command would be obeyed by a given people". As regards the meaning of power, Onodjae (2022), says "The power of an individual or institution is the ability to achieve something, whether by right or by control or influence. Power is the ability to mobilize economic, social, or political forces in order to achieve a result. It can be measured by the probability of that result being achieved in the face of various obstacles or oppositions". For Mclean (2003), power is the ability to make people or (things) to do what they would not otherwise have done. It is the ability to compel compliance and to motivate positive or negative behavior through the use of force.From the perspective of the philosophy of Power or Domination, cultism through the initiation rites infused power into members (cultists) which enables them to subjugate individual or collective will of both co-students, especially female students and lecturers.

Exclusive Philanthropy or Benevolence: Philanthropy and benevolence are terms with similar connotation or meaning. They refer to the disposition to do good; the intention of loving of fellow men; or the act of showing charity. The philanthropy or benevolence of cultism is exclusive in the sense that it is enjoyed by members alone. Philanthropy or benevolence is a philosophy of cultism, but it is extremely exclusive to members.

Hostility/Terrorism: The term 'terrorism'for Mclean (2003),has no agreed definition among governments or academic analysts, but almost invariably used in pejorative

sense, most frequently describe life-threatening actions perpetrated by politically motivate self-appointed sub-state groups" and for Hogan (2006), hostility refers to being hostile, enmity or a state of warfare. Hostility or terrorism is associated with contemporary cultism. It is an unequivocal essence of cultism. The essential elements and instruments of hostility and terrorism are bequeathed or entrusted to new initiates and to all members of secret cults. These elements or instruments of terrorism and hostility could be tangible or used physical; viz: guns, bullets, cutlasses, swords, daggers, pen knives, etc or they could be of spiritual and used spiritually with spiritual efficacies or effects. They include concoctions, amulets and charms and other spiritual powers which provide members with a façade of strength and readiness to initiate, instigate, resist, retaliate,confront, or resist combat. The philosophy of cultism is that to be a cultist is to be hostile or a terror.

Criminality: Hogan (2006), defines a criminal as A person who is convicted of violating a criminal law. One who is convicted of a felony.A person who commits an antisocial act whether or not he is convicted of committing a crime. This definition would include any person who violates the morals or behaves in any that is injurious to society or to other individuals. He defines a crime as firstly,any behavior that violates any criminal law. Secondly, any behavior that violates any law (criminal, civil, military) that prescribes punitive action against offenders, thirdly any behavior contrary to group's moral codes for which there are formalized group sanctions whether or not they are laws and fourthly, antisocial behavior, harmful to individuals or groups. Most cult members are involved in criminal activities such as armed robbery, rape, riot, assaults, arson, assassinations, thuggery, etc.

Intimidation: To intimidate, according to James (2003), means to frighten or to overawe. From the above understanding, therefore we can infer that intimidation is the conscious act of creating a phobia in an individual or a group of people; it is the act of

making someone or people to be scared or afraid. Intimidation is one of the philosophies of cultism. In some institutions, cult members intimidate female students on campus if they refuse to succumb their whims and caprices, that is, to their inordinate sexual desires. Cultists also attempt to intimidate lecturers if they refuse to award them undeserved examination scores. Cult members do not worry about hard work, since they feel that through intimidation, they can determine their own examination scores and grades. They also intimidate fellow male students and extort money from them.

Extreme Materialism: Cultism is nothing other than materialism. The acquisition of material things and pleasure is the philosophy of cultism. Cult members have access to pleasure and material things. The affluence and the material possession of cult members determine the glory and success of such cult groups. This is why they resort to robbery, assassination and other heinous crimes to maintain a buoyant financial purse and they are constantly on the lookout for children of rich parents to initiate them into their folds.

RESULT AND DISCUSSIONS

Rationale for Joining Secret Cults

From the philosophy of cultism, we can deduce the rationale for wanting to be a cult member. The contemporary philosophy of cultism is a deviation from the original philosophy of cultism, so also the contemporary rationale for becoming a cult member is a deviation from the motives of secret cults in the past.

Retrogression of Moral Consciousness in the Educational System: The unabated bankruptcy in the Nigerian economy incapacitates the government to adequately fund Universities and other Higher Institutions of learning. This opens the door to corruption as the alternative, especially in the area of admission which has become a lucrative incentive for those involved. Every Tom, Dick and Harry gains admission undermining admission requirements (academic and moral qualifications). Psychologically, the admitted non-materials for academics gradually develop inferiority complexes as they

become less popular. The alternative or the strategy available to them to gain popularity, recognition and respect is cultism. The implication of a corrupt educational system is that while corrupt workers are gathering riches, the system or the institution is collapsing morally and academically.

Another moral problem in the higher institutions that leads to cultism centers on injustice and unfairness in examination; a fraud which is popularly known as examination malpractice. What is commonly known as favoritism in examination breads hostility, anger and resentment. Favoritism has to do mostly with awarding of undeserved or unmerited examination scores by Lecturers to undeserving students. Those negatively affected by this favoritism see cult membership as the uncompromising resort to face up with the challenges.

Political Upheaval: Since her independence in 1960, Nigeria has been besieged by a lot of political instabilities occasioned by power tussles. The democratic experience has been interrupted and truncated by military interventions with corresponding coups and counter coup-de-tats. Apart from the fact that student cultists see this military style of hijacking of power as laudable and a model, they were also used by military despots to silent military critics.

Abuse of Power or Office: In as much as there exists evidence of accountability and transparency notable in the areas of human, capital and infrastructural development in the society, abuse of power is still a major cause of cultism in educational institutions. This abuse of this power in this regard has to do with the mismanagement and embezzlement of the community resources, which in turn create harsh economy that incapacitates the government to provide good job opportunities to the teeming population of graduates.

Inordinate Desire for Acquisition of Political Powers: Due to desperate desire to acquire power by all means, politicians engage the services of cult groups of which they

are members and whose activities range from rituals to violence. Students seeing this as a sure way of realizing their dreams and ambitions, and the sponsorship one derives, tend become greatly interested in secret cults.

Peer Group Influence: There is a saying that bad company corrupts good morals. Some students become cultists due to influence and advice of their acquaintances or friends. This starts gradually by being made interested in drugs, sexual affairs and stealing.

Initiation of Materialistic Life: Some students are carried away by the luxurious lifestyle and ostentatious parade of wealth by cult members on campus and the names they bear. Non-cult members who feel attracted may decide to identify and get initiated. This is also true of the wider society that worships wealth irrespective of its source.

Translation of Campus Cult Benefits: Commitment and support of cult members to the cult group does not end on campus. It goes beyond the campus cult affiliation. Therefore campus cult members of a cult group, who have graduated from the institution, and have become successful in life such as in business, politics or in any area of engagement whether private or public, have the obligation to sponsor and support the cult group members on campus, and must be of immense benefit to any member of his cult whether a graduate or student. This oath of allegiance and the assurance of security in all ramifications mostly inspire students to join secret cult.

Waning Indigenous Education: Social moral values such as hard work, discipline, respect for fundamental human rights, prudence, temperance, chastity, contentment, etc. are transmitted and imparted through imitation, instruction, apprenticeship, correction, example, scolding, teaching, indoctrination, practice, etc. by the home (parents), the community, school, etc. All these are the contents and methods of indigenous education. However, some homes have weak moral orientation. The same goes with schools and communities with weak moral backgrounds and education. Students with backgrounds

associated with bad moral examples, negligence and indiscipline are easily won over by cultists.

Over Emphasis on Certificates: The emphasis placed on paper qualification to the detriment of practical skills and knowledge in Nigeria is outrageous. This compels those who do not have sharp brains or who are not ready to work hard academically to join one cult group or the other so as to be able to carry out examination malpractice without being harassed due to their cultic protection.

Activities and Effects of Cultism

We have already remarked that the contemporary evils associated with cultism are a privation and deviation from its ambition as it was fifty years ago. These evils (violence, prostitution, etc.) in cultism in Nigeria came into existence at the wake of the 1980's, i.e. about forty years ago. Suddenly, the significance of cultism in the 1960's and 1970's in the areas of enhancement of law and order changed from 1980 to violence and anti-social activities and secrecy. Some of the activities and effects of cultism include the following:

Destruction of Lives and Properties: Human lives and properties have been wantonly destroyed due to cult activities, feuds and rivalries. For instance, Enomah (2007), presented the summary of reports by individuals and papers, magazines of the menace of cultism - University of Nigeria, Nsukka (the death of a student in 1995, in 2000 three students murdered (Etadon, 2021), University of Port Harcourt (beheading of a Student in 1999), Delsu, Abraka (the death of a first year student), Obafemi Awolowo University (the death of five students in 1999) University of Jos (two students died in 2002), Edo State University (several deaths in 1997 and in 1998), University of Benin (one death in 1998), University of Lagos (the death of a cultist), Ogun State Polytechnic (the death of a student), in Cross River (the death of about 50 students during secret gang clash near the Ikom River) (Ajayi, Ekundayo and Osalusi, 2010).

Increase of Crime Rate: Cultism has led to increase of criminal activities on campus. The possibility of this is tied to the acquisition of spiritual powers through charms and rituals, and the access to the illicit possession of sophisticated illegal arms and weapons. Criminal activities such as robbery, prostitution, murder, rape, assassination are normally associated with cult members. This has made campuses to become unsafe for both staff and students.

Epileptic Academic Activities: Several times, tertiary institutions have been closed down and academic works suspended, examinations postponed or rescheduled due to cult problems on campus. All these have led to unnecessary prolongation of the academic calendars, and the unnecessary delay and prolongation of students stay on campus. Of course, this has resulted in unnecessary waste of time and resources on academics.

Decay of Academic Standard: Cultism has contributed greatly to the waning educational standard in Nigeria. This is due to the awarding of unmerited scores to cultists due to intimidation of lecturers. Cult members do not attend classes, and they do not study, but force or bribe lecturers to award them unmerited scores. Hence, many cult members possess certificate and degrees they cannot defend. This has led to the continuous decay of academic standard in Nigeria.

Diversion and Waste of Resources: Cult violence and activities have always been a major distraction to government developmental drive, due to incessant insecurity problem they create. The cost of maintaining peace itself is expensive. Secondly, the resources wasted in refurbishing,repairing or replacing of properties destroyed is also enormous. In addition, at the international level, the good name of Nigeria has also been tarnished by cult violence.

Harsh Economy: The harsh economy experienced today in the society can also be traced to cult violence. The incessant insecurity and lack of peace posed by cult

violence, and the wanton destruction of properties is a major setback on the standard of living. This ugly experience discourages both internal and external (foreign) investors. The kidnapping of workers and closure of companies by militants with cultic backgrounds is now predominant in Nigeria. This has contributed to retrenchment of workers, non-availability of job opportunities, and less engagement in business in general.

Solutions of the Problem of Cultism in Nigeria

Renunciation/Amnesty on Campus: The management of higher institutions should organize renunciation ceremonies where cultists are encouraged to renounce their membership of cults and grant amnesty as well as offer protection from attack by members who refuse to renounce their membership and remain underground.

Mass Expulsion: This is also referred to as the salt-earthworm formula. Efforts should be made to identify and expel cult members perpetrating evils on campus. When you pour salt on earthworm, it cuts into pieces. Similarly, such massive expulsion will break the backbone of the cultists and when they start struggling individually to exonerate themselves and be readmitted, many of them will renounce their membership and vow to be of good behavior while those yet to be identified and expelled will lie low and hence campus peace will be guaranteed.

Clampdown on Ring Leaders: The leaders of these cult groups are known. Heads of Institutions should identify them, call them to a meeting and inform them that they are known and that in the event of any disturbance on campus, they would be held responsible and expelled. It should be a one-way discussion; no question should be entertained at the meeting and in the event of any criminal activities or cult clashes on campus, the institution's management should make good their threat by expelling them. When this happens, the members will scurry under cover. This is why this method can

also be described as the snake formula. When you cut off the head of a snake, the body will wreathe in pain and die.

The Joint Tax Force or Militocratic Formula: This is an approach whereby military personnel, members of the armed forces: Navy, Army, Air Force, NDLEA, Police and Customs are admitted into the institutions with the aim of helping to fight cultism. They should be empowered by the relevant authorities to execute jungle justice on any identified cultists. They are to be supported by Anti-Cult Organizations and Man-O-War clubs in the various institutions to identify cultists therein. They should be empowered and equipped to mount surveillance and carryout surprise attacks and raids on initiation and gyration grounds. This will no doubt drive fear into the cultists and reduce cult activities on campus.

The Place of Indigenous Education: When we talk of eradication of cultism, the place of indigenous education cannot be over emphasized. This concerns everyone, the family, the community, the church, the school, etc. Indigenous education is the non-formal way of impressing the societal values on individuals through example, correction, scolding, etc. Parents, the community, elders and everyone has this responsibility to transmit the good cultural, traditional values of respect for human life, contentment, etc. and inculcate in their children good moral values and encourage them irrespective of age, place, affiliation, religion or tribe to shun cultism so that we can create a better society in the Nigeria of our dream that we will all be proud of.

The Role of Law Enforcement Agencies: These refer to the judiciary and the Police and other agencies responsible for maintaining law and order in the society through the implementation of the criminal laws. The law enforcement agencies must arrest and prosecute cultists. They must be just and fair in dealing with cases. They must shun corruption. They must bring culprits to book with utmost justice. The agencies must also

be equipped and assisted by the general public when the need arises. Communities should report initiation and other suspected cult activities promptly.

The Place of Perfect Governance: Government has invested huge amount of money in maintaining peace and in rebuilding devastated communities and institutions, which are victims of cult violence. In addition to this, government also needs to embark on human, capital and infrastructural development. The creations of job and security for the teeming idle working class are hallmarks of good standard of living which will discourage cultism, as it provides security to the citizens. The application of the principles of equality and equity in the distribution of the national cake will be a major solution to cultic problems. In addition, non-involvement of government officials or politicians in the sponsorship of cultism will also discourage cultism. In other words, politicians and all educational authorities should lead exemplary lives devoid of secrecy.

Promulgation and Execution of Anti-Cult Laws: The pace has been set by the Rivers State House of Assembly in 2004 when it promulgated the secret cult prohibition law, and offender liable to ten years imprisonment or behind the jails or alternative fine of equal intensity. This law extends to sponsors of cultism and anyone found with illegal possession of illegal arms and ammunitions. The universality of this law makes any government officials, traditional rulers, educational authorities found involved in cult activities to be dismissed or liable to five years imprisonment. Venues of cult activities such as hostels, night clubs, stand the danger of being shut down.The forgiveness, absorption and rehabilitation of repentant and reformed cultists who willingly denounced cultism into the state bring us the perfect nature of the anti-cult law. The good result of this law has been in Rivers State with renunciation of cultism by cultists. All other states should emulate this methodology and improve on it.

Counseling Facilities: Aninstitution without educational counselor is like sheep without a shepherd. Guidance and counseling should not end at the academic level as a

field of study or as a departmental course, but should be introduced into the students affairs department, with the engagement of an expert to guide and counsel students. Counseling facilities provide students the opportunity to pour out their souls on issues that burden them and to receive good advice, direction and guidance. It affords them the opportunity to discuss their problems and listen to good suggestions; it provides students with enlightenment and opinion as regards taking meaningful decisions that are not detrimental to their lives and education.

Campus Spirituality and Religiousness: The establishment and encouragement of Campus Spirituality should be a priority in campus life and activities. It should not be looked upon as individualistic, subjective, private or optional to the individual or group of people on campus. Although there exists freedom of religion, religious and spiritual activities should be seen as essential part of campus life and education. Students and staff should be encouraged to participate actively in spiritual activities in their respective religious institutions. To foster the growth of campus spirituality and religiousness, Chaplaincies of the various religious institutions should be established in campuses. However, religious activities should be well supervised monitored in order to avoid religious abuses, especially in the forms of religious fanaticism, religion hypocrisy, religious insincerity, unchristian rituals, etc. which are religious vices and indications of cultic existence and operations.

CONCLUSION

This paper has carefully discussed the nature of cultism as regards to its history, definition, philosophies, causes and effects in the Nigerian educational system and the entire Nigerian society. From the analysis, it is evident that education and cultism on campus are unequivocally incompatible. Therefore, in order to achieve good education, effort must be made to eradicate cultism from the educational system especially if the solutions offered here are strictly considered.

RECOMMENDATIONS

Based onthe analysis, discussion, and conclusion on the need to eradicate cultism from tertiary institutions in Nigeria, the paper makes the following recommendations.

1. Morally qualified staff should be recruited into tertiary institutions
2. Moral philosophy and philosophy of religion should be made compulsory in all higher institution in Nigeria.
3. Only candidates with good moral standing should be admitted into higher institutions of learning. In this regard candidates should be made to present testimonials and recommendations from their respective secondary schools before admitting them.

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156

Influence of Industrial Work Experience Scheme (SIWES) in developing Employability skills among Undergraduates in Benson Idahosa University

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ABSTRACT

This study examined the influence of students' industrial works experience in developing employability skills among undergraduates in Benson Idahosa University, Benin City. To guide the study, two research questions were raised and their corresponding hypotheses were formulated. The study employed correlational survey research design and the population of the study comprised all final year students in the two campuses of Benson Idahosa University, Benin City. The study employed a correlational survey research design and the population for this study consisted of six hundred and seventy-seven (677) final year undergraduate students in the Departments of Education, Accounting, Mass Communication, Nursing Science and Medical Laboratory Science and 15% of the entire population which is 96 final year students were used as the sample for the study. The instrument for data collection used in this study was a forty

item instrument titled "Influence of Students' Industrial Works Experience Scheme in Developing Employability Skills among Undergraduate Students Questionnaire. The instrument was validated by three experts and after being subjected to reliability procedures using the Cronbach Alpha reliability statistics, yielded 0.76. The instrument was administered to the sampled students and the findings obtained showed that there is a significant influence of students' industrial works experience on the acquisition of communication skills, and computer literacy skills among undergraduates in Benson Idahosa University, Benin City. Based on the findings of this study, the following recommendation was made that school authorities, especially, Benson Idahosa University, should emphasize on the importance of exposing students to SIWES as this study has showed clearly that SIWES facilitates the necessary skills for employability after graduation.

Key words: SIWES, Employability skills, Communication skills, computer literacy skills, Undergraduates

Introduction

With the increasing rate of unemployment, underemployment, poverty, coupled with the incidence of student's dropout in schools, the inquiry has to be made to ascertain if skilled-based education programmes are capable of relieving Nigeria from these disturbingly social problems. One of the skilled-oriented education programmes that may help in addressing these social problems is known as Students' Industrial Works Experience Scheme (SIWES). This underscores the significance of effectively incorporating industrial works experience, as it plays a pivotal role in preparing undergraduates including education students with the skills essential for employability post-graduation. The Nigerian government, in collaboration with the National Universities Commission (NUC) and the Industrial Training Fund (ITF), introduced the Students' Industrial Work Experience Scheme (SIWES) into the university curriculum. The primary goal of SIWES is to equip undergraduates with the requisite skills, ensuring they are well-prepared for employment opportunities upon graduation. Students who do not participate in the Students' Industrial Work Experience Scheme (SIWES) not only miss out on practical skills that complement theoretical knowledge but also forego crucial employability skills. These skills, including communication, adaptability, computer literacy, teamwork, and interpersonal skills, are essential for manipulating machinery and equipment. Additionally, the chance to work in a reputable company, where students can interact and learn from experts in their field of study, is lost.

On the other hand, employability skills constitute the essential building blocks for career development, a deficiency observed in recent graduates, including those already employed (Gainer, 2020). Employable skills encompass personal attributes such as image, attitude, habits, behavior, communication techniques, and problem-solving abilities that cut across organizational processes. Robinson (2020)

emphasizes that employability skills comprise the attributes, behaviors, and skills necessary for individuals to effectively enter, manage, and sustain employment in the world of work. In the ever-changing global economic environment, graduates require skills, capabilities, and attribute that foster success. Employers increasingly expect graduates to be innovative, adaptable, resilient, and flexible, possessing an enterprising mindset. These skills include both hard (technical) and discipline-specific skills and generic or soft skills, such as communication, creativity, innovation, enterprise, professionalism, planning, organizing, problem-solving, intellectual competence, teamwork, and the use of tools and technology. It is crucial to note that not only hard skills are necessary, but soft or generic skills are also vital to ensure the employability of graduates.

Communication skills encompass the ability to effectively communicate with superiors, colleagues, and staff, involving attributes like listening, friendliness, confidence, respect, and feedback. Effective communication is integral to any organization, as its absence may lead to organizational downfall. Communication serves as the language of business and is the lifeblood of all organizations. Computer literacy skills denote the ability to function independently with a computer, including problem-solving, adapting to new situations, organizing information, and effective communication with other computer-literate individuals. In today's digital age, computer literacy is indispensable for effective work performance. Computer literacy encompasses the knowledge and proficiency in using computer software, applications, and digital tools for various tasks. In today's digital age, proficiency in computer literacy is essential for virtually every job role across industries.

The dynamic nature of the labour market is marked by the emergence of new sectors, demanding a higher level of both soft and hard skills, along with a

proactive attitude from potential employees. Employers in today's landscape seek individuals who can leverage their skills, competencies, creativity, and ingenuity to bring tangible value to their organizations promptly. Consequently, a significant number of graduates face challenges in securing employment due to a lack of acquired employable skills.

Empirical studies by Titilayo (2016), Titilayo and Mohammed (2016), Edokpolor and Egbri (2017), Gainer, (2020) and Robinson (2020) indicate that students undertaking SIWES programmes may sometimes acquire skills that do not align with the needs of potential employers, potentially resulting from inappropriate placements during their SIWES experiences. This mismatch between acquired skills and employer demands contributes to the rising unemployment rate in Nigeria. Despite the efforts of education stakeholders to address this issue, there has been minimal success in reversing the trend. Even undergraduates, who are expected to possess self-reliance skills, often struggle to acquire the necessary employable skills. As a response to these challenges, this research aims to investigate the influence of students' industrial works experience in developing employability skills among undergraduates in Benson Idahosa University, Benin City.

Literature Review

Student industrial Works Experience Scheme (SIWES)

Student industrial work experience scheme (SIWES) is a skill development program designed to expose and prepare students for real work in which they are likely to meet in their various discipline after graduation from school. The scheme was introduced in Nigeria by the Industrial Training Fund (ITF) in 1973, to bridge the gap between theory and practice of Engineering and Technology in Nigeria tertiary institutions of higher learning. This is to say that, SIWES was introduced to enable

Nigeria students in the tertiary institutions of higher learning, to match their theoretical school knowledge with the practical aspect of their training in the industry. Usman and Tasmin (2023) states that SIWES is designed to help and consolidate school/industry collaboration of undergraduate students undergoing courses in Science, Engineering and Technology and other professional courses to acquire necessary practical skills in addition to theoretical knowledge gained in the classroom. It is a program that uses the work environment to expose students to work methods and provide needed experience in handling tools, machinery and equipment that may not be available in educational institutions.

SIWES is a training programme that provides students with the opportunity to apply their knowledge to real life work situation thereby bridging the gap between theory and practice (Agwunan, 2022). Gill and Lashine (2023) identify the general skills student acquire through SIWES to include working in teams; presenting orally and problem-solving skills; communication and time management; better self-confidence and better self-motivation; flexibility and willingness to handle a wide range of tasks; ability to handle change; continual learning and entrepreneurial attitude; computing skills and knowledge of current information systems, and information delivery mechanisms among others. Similarly, Abraham-Ibe (2023) observed that through SIWES students have the opportunity to develop the much needed skills such as teams work skills; problem-solving skills; communication and time management skill among others while pursuing their academic qualifications in the universities. The students industrial work experience scheme (SIWES) has been in existence for over 35years with the collaborative effort of tertiary institutions and other agencies/organizations that accredit the activities of tertiary institutions such as the National Universities Commission (NUC), National Board for Technical Education (NBTE), National

Commission for Colleges of Education (NCCE) and Industrial Training Fund (ITF) which is the fund disbursement unit (Eneje, 2022).

The students that participate in this program include those studying engineering, vocational, technological and other related science courses in institutions of higher learning. SIWES forms part of the approved minimum academic standards in these institutions and it is also a core academic requirement carrying four credit units, which must be met by the students before graduation (Ahmed in Abraham-Ibe, 2023).As an industrial attachment process, SIWES extends and enlarges the learning environment and resources beyond the capabilities of the school thereby enlarging the scope and quality of practical skills that students can acquire. It helps students to acquire occupationally oriented knowledge, skills and work-attitudes with immediate opportunity to apply them in real world of work (Ogbu, 2023).

The major objectives of establishing the scheme as published in Industrial Training Fund (ITF) includes:

1. To expose and prepare students to method in handling equipment and tools that may not be available in educational institution.

2. To expose the instructors/ lectures to new developments is industrial sectors.

3. To promotes cordial relationship between institution and industrial sectors.

4. To involve employer of labour in the entire educational process of preparing students as future employers.

5. To expose and prepare students in vocational technical and science related course for the industrial work situation they are likely to meet after graduation.

6. To bridge the gap between theoretical learning in the class and practical experiences in the field.

7. To prepare students for a business career by merging their analytical power with the practical skills for self-reliance (industrial Training Fund 2013).

Concept of Employability Skills

Employability skills are the foundation of career building blocks which are lacking in fresh graduates including those already employed (Gainer 2022). According to Osuala (2020), employable skills focus on personal image, attitude, habit, and behaviour, technique of communication, problem solving and decision making that cut across organizational processes. Robinson (2020) asserted that employability skills encompasses those attributes, behaviour and skills that are necessary for individual to effectively enter, manage and sustain employment in the world of work.

Employability relates to personal attributes rather than technical skills (Okolocha, 2020). Shafie and Nayan (2020) defined employability skills as job readiness skills. Employability skills are classified as technical and non-technical skills.Keller, Parker and Chan (2021) stated that employability skills are classification of attributes and skills, in which attributes speak to non-skill related behaviours and attitudes, while skills refer to the ability to carry out a technical task. Employability is the possession of core-skill or attributes that a type of employer (discipline-linked, sector-related, company-type) specifies. Employability is not just dependent upon the labour market forces, but also on other factors like willingness, training, capacity, capability, mobility (skill enhancement) and functional flexibility (changing shifts, working beyond job description) (Misra& Mishra, 2021).

Graduate employability is multifaceted and encompasses academic performance, career management skills and labour market awareness. Graduate employability is the ability of graduates to secure jobs in the labour market, being equipped with most of the skills envisaged by the employers and the ability to participate and contribute to the knowledge economy by applying what they learned in higher education and this will as a result, improve their social standing and the country's economy. Being career resilient also increases one's level of employability, being able to adapt to the changing working

environment given rise to by globalisation and technology and many factors like the political climate and the country's economy. Continuous learning and development and generic skills increase one's employability prospects (Kelebogile, 2019).

Communication skills

The word "Communicate" comes from the Latin verb "Communicare" that means to impart, to participate, to share or to make common. By virtue of its Latin origin it is also the source of the English word "Common". Thus, communication is defined as the process of conveying or transmitting a message from one person to another through a proper channel. Communication skills stand out as a crucial component among the generic skills imperative for university students, as highlighted by Iksan, Zakaria, Meerah, Osman, Lian, Mahmud and Krish (2022). These skills encompass the capacity to swiftly discern external expressions, predict the inner psychology of individuals (the subjects of communication), and adeptly utilize linguistic and nonverbal elements. Moreover, mastering the ability to adjust the communication process to achieve specific objectives is integral to communication skills. Recognizing the significance of this skill set, business education students in universities, particularly in Nigeria (2020), emphasize the cultivation of communication skills.

Communication skills are those skills students acquire within the walls of an institution as well as the society so as to communicate effectively with superiors, colleagues and staff. Communication skills include listening, friendliness, confidence, respect, feedback etc. The importance of communication skills cannot be over emphasize in any organization, lack of effective communication may lead to the fall of any organization, this is because, the language of any business lies in effective communication and it's the life wire of all organization.

In the contemporary globalized landscape, proficiency in communication skills becomes indispensable for university students given the diverse cultural contexts they

encounter (Penbek, Yurdakul&Cerit, 2019). Notably, a shift in perception occurred over the years regarding the importance of communication skills. An analysis by Buckley, Peach & Weitzel (2019) comparing two studies on the qualifications sought by recruiters of business graduates revealed a notable ascent in the ranking of communication skills, evolving from not being in the top five in 1975 to securing the top position in 1983.

Numerous studies, such as those conducted by Ihmeideh, Al-Omari & Al-Dababneh (2020) and Cleland, Foster & Moffat (2020), underscore the positive impact of a communication-rich environment in enhancing students' communication skills. Therefore, it is imperative for university students to be provided with opportunities for comprehensive skill development, particularly in the realm of communication skills.

Computer literacy skills

Computer literacy skills are the ability to function independently with a computer. This functionality includes being able to solve and avoid problems, adapt to new situations, keep information organized and communicate effectively with other computer literate. It of interest to note that there is no organization that does not use computer, so it will be difficult for any employee that is not expose to computer literacy to work effectively without having issue in operating the computer. Computer literacy is referred to the knowledge and capabilities to make use of computers and other technologies in an efficient manner. Computer literacy can also take into account the comfort level of the individuals that they have in making use of computer literacy programs and applications. In the present existence, it is of utmost significance for individuals, belonging to various categories and backgrounds to possess computer skills. The individuals are making use of computers as well as other forms of technologies in all spheres. These include, pursuance of education, getting engaged in various types of employment opportunities, generating awareness in terms of various subjects and

concepts, preparation of articles, reports, projects as well as other assignments, leisure and recreational purposes and so forth. In order to carry out these jobs in an adequate manner, it is vital for the individuals to enhance their technical skills. Therefore, computer literacy programs are regarded to render an indispensable contribution in up-grading of technical skills among individuals.

Computer literacy programs are considered important and in all fields, it is vital for the individuals to up-grade their computer skills. Within the course of one's employment in organizations, agencies, financial institutions, educational institutions and so forth, the employers want their employees to be well-equipped with usage of computers. Whereas, within the course of pursuance of education as well, from nursery schools till university level education, the students need to hone their computer skills, as in this manner, they will be able to pursue academic goals in a well-organized and efficacious manner. Hence, it can be stated that computers facilitate the implementation of tasks and functions in a less time consuming and efficient manner. When the individuals aspire to hone their computer skills, they get enrolled in computer literacy programs. In these programs, the range of skills are from elementary use to computer programming, utilization of software and advanced problem solving. The utilization of computer skills is dependent upon the job duties that need to be performed.

Some believe that computer literacy has involved preparation of persons to serve as worthy citizens in their communities and understand how society operates in an information age (Burniske, 2021). In addition, accreditation associations and governing boards typically include computer literacy standards. For example, AACSB-International has standards related to usage of the library and computers. The Kansas Board of Regents' qualified-admission curriculum for precollege students requires a unit of high school credit in computer technology as one of the options for college entrance. Increased workplace demands for computer literate employees will not likely

abate, and today's students will encounter more challenges involving job and career changes in their quest for success. Orrell (2019) speculates that students will change jobs up to 10 times with as many as three career changes.

The main purpose of this study is to assess the Influence of students' industrial works experience in developing employability skills among undergraduates in Benson Idahosa University, Benin City. The study specifically seeks:

1. To determine the influence of students' industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City.

2. To find out the influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City.

The following research questions were raised to guide this study.

1. To what extent does students' industrial works experience influence the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City?

2. To what extent does students' industrial works experience influence the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City?

The following null hypotheses were formulated and will be tested at 0.05 level of significance

1. There is no significant influence of students' industrial works experience on the acquisition of communication skills among undergraduates students in Benson Idahosa University, Benin City;

2. There is no significant influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates students in Benson Idahosa University, Benin City

Data and Methodology

This study is a quantitative research approach or technique that employs a correlational survey research design. Correlational survey research design was found to be appropriate for this study in that it will help the researcher to collect data from the respondents and draws a relationship between the independent and dependent variables.

The total population for this study consists of six hundred and seventy-seven (677) final year undergraduate students in the Departments of Education, Accounting, Mass Communication, Nursing Science and Medical Laboratory Science (BIU, Admissions Office, 2024). The justification for selecting students in the five Departments is based on the fact that these are the Departments whose students undergo students' industrial works experience scheme at the Heritage campus of Benson Idahosa University, Benin City. The choice of final year undergraduate students for the study is based on the fact that it is expected that these students would have undergone students' industrial works experience scheme.

The sample size to be used is 15% from the total population size (i.e. 677, 15% = 96). Stratified simple random sampling technique will be adopted.

Table 1: Showing population and sample size of students in the selected departments

S/N	Department	No. of students	Total Numeration	15% sample of students
1	**Education**	6	6	
2	**Accounting**	55		8
3	**Mass Communication**	20		3
4	**Nursing Science**	330		50
5	**Medical Laboratory Science**	148		22
	Total	**677**	**6**	**96**

The instrument for data collection in this study is a forty item instrument titled "Influence of Students' Industrial Works Experience Scheme in Developing Employability Skills among Undergraduate Students Questionnaire (ISIWESDESUSQ). The questionnaire is divided into section A, B and C. Section A will contain demographic information of respondents such as gender, and academic class, while section B will comprise of items on employability skills while section C will contain items on Students' Industrial Works experience Scheme. The instrument is a six-point Likert response format of (A) Always = 6, (O) Often = 5, (O) Occasional = 4 (R) Rare = 3, (VR) Very Rare = 2 and (NA) Not applicable = 1.

In order to determine the validity, face and content validity was used. Also in order to ensure the reliability, the instrument was administered on 30 respondents who are not part of the sample. The data collected were analyzed. To determine the internal consistency of the instrument, data collected were analyzed using the Cronbach Alpha statistic. The instrument yielded a coefficient value of 0.76. The score obtained was considered high enough for the instrument to be reliable.

The Pearson Product Moment Correlation and Standard Deviation (SD) statistics was used for the analysis of data. The percentage count was used to answer the research questions while the PPMC was used to test the hypotheses at 0.05 level of significance. The probability value (p) was used in taking the decisions regarding the hypothesis. If the p-value is less than or equal to 0.05 the null hypothesis was rejected, and if otherwise, the null hypothesis was retained.

Research Question 1: To what extent does students' industrial works experience influence the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City?

Table 2: Pearson Product Moment Correlation statistics showing the extent students' industrial works experience influences the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City

VARIABLES	r	r^2	%
SIWES			
	0.37	0.13	13%
Students' Communication Skill			

The data in the Table 2 showed the extent students' industrial works experience influences the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City. It is observed that there is a low correlation of 0.37 between the two variables under study. The coefficient of determination is 0.13. This implied that students' industrial works experience has 13% influence on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City.

Research Question 2: To what extent does students' industrial works experience influence the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City?

Table 3: Pearson Product Moment Correlation statistics showing the extent students' industrial works experience influences the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City

VARIABLES	r	r^2	%
SIWES			
	0.31	0.09	09%

Students' Computer Literacy Skill

The data in the Table 3 showed the extent students' industrial works experience influences the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City. It is observed that there is a very low correlation of 0.31 between the two variables under study. The coefficient of determination is 0.09. This implied that students' industrial works experience has 09% influence on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City.

Testing of Hypotheses

Hypothesis One: There is no significant influence of students' industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City

Table 4: Pearson Product Moment Correlation statistics showing the level of influence of students' industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City

VARIABLES	r	r^2	Sig.(2-tailed)	Decision
SIWES				
	0.37	0.13	0.00	Don't Accept Ho
Students' Communication Skill				

The data in the Table 4 showed the level of influence of students' industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City. It is observed that there is a low correlation of 0.37 between the two variables under study. The coefficient of determination is 0.13 and correlation is significant at 0.00. Since 0.00 is lower than 0.05 alpha level of significance, the hypothesis which says there is no significant influence of students'

industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City is not accepted. This implied that there is a significant influence of students' industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City.

Hypothesis Two: There is no significant influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City

Table 5: Pearson Product Moment Correlation statistics showing the level of influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City

VARIABLES	r	r²	Sig.(2-tailed)	Decision
SIWES				
	0.31	0.09	0.00	Don't Accept Ho
Students' Computer Literacy Skill				

The data in the Table 5 showed the level of influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City. It is observed that there is a low correlation of 0.31 between the two variables under study. The coefficient of determination is 0.09 and correlation is significant at 0.00. Since 0.00 is lower than 0.05 alpha level of significance, the hypothesis which says there is no significant influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City is not accepted. This implied that there is a significant influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City.

Findings

The first finding in this study showed that there is a significant influence of students' industrial works experience on the acquisition of communication skills among undergraduates in Benson Idahosa University, Benin City. This may be due to the fact that the students were exposed to the training on how to communicate effectively if they would be employable and good entrepreneurs. This finding is in agreement with the finding of Atah and Abeng (2019) who determined the influence of institutional variables on employability skills acquisition among undergraduate students in tertiary institutions in Cross River State, Nigeria and found that there is significant influence of communication skills on employability skills acquisition among Students and also the work of Neha, Arisha, Rahima, Saif and Abdul (2022) who investigated factors that can affect the overall graduate employability (OGE) of the private university graduates in a developing economy like Pakistan and found among others, a significant influence of SIWES on communication skills. In the same vein, the finding supports that of Ogundele, Nwabufo and Ademiluyi (2022) who examined Students' Industrial Work Experience Scheme during corona virus epidemic and students employability skills in universities in North-central and South-western Nigeria and found that SIWES positively influence students' communication skill, teamwork skill and problem-solving skill to high extent during Corona Virus Epidemic.

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The second finding ascertained that there is a significant influence of students' industrial works experience on the acquisition of computer literacy skills among undergraduates in Benson Idahosa University, Benin City. This finding corresponds with that of Dahiru and Shua (2023) who examined the influence of business education curriculum content and SIWES on acquisition of employability skills among graduates of office technology management in Ramat Polytechnic, Maiduguri, Borno State and found that office technology management curriculum content and SIWES significantly

influenced acquisition of employability skills among graduates of office technology managementin Benson Idahosa University, Benin City.

Conclusion

It can be concluded in this study that, there is a significant influence of SIWES on the acquisition of skills needed for self-reliance and establishment after graduation.

Recommendations

Based on the findings of this study, the following recommendation was made:

- School authorities, especially, Benson Idahosa University, should emphasize on exposing students to SIWES as this study has showed clearly that SIWES facilitates the necessary skills for employability after graduation.

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QUALITY ASSURANCE AND MANAGEMENT OF INCLUSIVE EDUCATION IN SECONDARY SCHOOLS IN THE FEDERAL CAPITAL TERRITORY ABUJA NIGERIA

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ABSTRACT

The study investigated quality assurance and management of inclusive education in secondary schools in Federal Capital Territory Abuja, Nigeria. Four research questions and four hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study was 4,240 (88 principals and 4152 teachers) While the sample size consisted of 424 respondents (73 principals and 353 teachers). The instrument for data collection titled, 'Quality Assurance and Management of Inclusive Education Questionnaire' (QAMIEQ) was used. The instrument yielded 0.91 as validity index. The instrument was pilot tested on 10 principals and 40 teachers and it yielded 0.71 as reliability index. Descriptive Statistics of mean and standard deviation were used to answer the research questions. While hypotheses were tested using t-test at 0.05 level of significance. The findings of the study showed that there is significant impact of supervision, curriculum, school facilities and funding on the management of inclusive education in secondary schools in FCT Abuja, Nigeria. The study recommended among others that Quality Assurance Agency of FCT Education Authority should ensure that hindrances to supervision are reduced to the barest minimum by providing resources such as personnel and funds to propel regular monitoring of all secondary school in the FCT. This is to ascertain the level of curriculum adaptation for all categories of learners and take necessary actions for the management of inclusive education.

INTRODUCTION

The word management is a broad term used for a series of activities that reveal how something is handled. If an organisation is to operate and function, it has to be managed well so that its aim of establishment would be achieved. Many organisations – political, religious, social, educational or business incline rely on the techniques of management to reach their respective goals. The success or failure of any organisation lies in the nature and direction of its management. Consequently, management in education is the process of ensuring the smooth running of secondary schools through supervising and directing the activities of teachers, students and all material resources in the school in other to achieve an inclusive education. The aim is to ensure that learning takes place and change of behaviour for the better is visible in the learner.

Management of inclusive education is the proper handling of inclusive education of students with disability in secondary schools to receive and gain access to qualitative education in the same learning environment as students without disability. Robiyansah, Mudjito and Murtadlo (2020) observed that inclusive management considers education which allows each child to learn together, be recognised and be given equal educational opportunities. Unfortunately, the management of inclusive education is in a worrisome state so far in Nigeria. It is so because the nature and status of inclusive education have not been fully captured in the school curriculum, in the kind of school facilities provided in the schools, in the inadequate allocation of funds to cater optimally to the emergent

needs of schools, in the deficiency in regular supervision by relevant authorities and lots more. Vanleh et al (2015) noted that adequate planning and management must be proactive and realistic, especially in the area of funding. They maintained that funding is required for the procurement of facilities, buildings, and remunerations for the personnel including other activities, involved in the management and implementation process of inclusive education. From the foregoing, it is evident that the management of inclusive education embodies giant shortfalls in Nigeria.

The education sector as the bedrock of all sectors in any nation-building demands optimal measures to remain focused on its status quo as a pacesetter and mother of all fields of study. For this reason, every educational programme that claims to be worthwhile must take into account the psychological, social, emotional, mental, moral, spiritual, and intellectual elements of every individual. Accordingly, the National Policy on Education (2014) maintained that "Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic, background and any peculiar individual challenges". Further corroboration is spelt out in the same policy statement "… persons with special needs shall be provided with inclusive education services in schools which normal persons attend in age-appropriate general education classes directly supervised by general teachers..." By this, all schools in the Federal Capital Territory and all of Nigeria are inclusive schools and they are to cater for the

upbringing of all Nigerian children of school age with or without disability more so, provide compulsory and free education.

Inclusive education is the space, avenue and opportunity given to all students with or without disability to learn and spend time together in the same environment, aided with appropriate facilities to make learning desirable and achievable and be successful in regular class situations in other to disallow segregation. In the view of Pinnock (2020), it is the process of addressing all forms of barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment. United Nations Educational Scientific and Cultural Organisation UNESCO (2005) in UNESCO (2021) provided a concise yet vivid description of inclusive education as "an approach that expresses how to change educational structures and other learning atmospheres to meet the needs of the variety of learners". This definition and others cleave to the dimension of Goal No. 4 of the Sustainable Development Goals that clamours for inclusive and equitable quality education and promote lifelong learning opportunities for all.

It is indeed obvious that the Nigerian government desires its workability as such an exclusive landmark was finally made; the National Inclusive Education Policy was approved in 2017 and signed into law in 2019. This policy provided detailed recommendations for action at all levels of education and advocated for revised teacher training curricula, improved infrastructure, and inundated rights awareness to strengthen

access and learning for all marginalised persons, with special emphasis on children with disabilities.

It is unfortunate, as noted by UNESCO (2020) that as much as the National Policy on Inclusive Education sets several indicators to monitor all aspects of an inclusive education system there is still a lack of comprehensive data on persons with special needs and this has hampered planning and implementation of programmes. This presents a seeming fact of an inadequate sense of direction and purpose in the management of inclusive education by the managers of Education in Nigeria as the system is faced with endemic challenges that have brought systemic setbacks in attaining quality education in Nigeria. Ab initio, this challenge stems from (a) non-comprehension of the contents/rudiments of inclusive education, (b) the inability to garner accurate data on persons with disability and other impediments to learning and (c) non-practical ways to monitor its implementation and functionality. UNSECO (2020) further noted that a setback in the realisation of inclusive education in Nigeria is the absence of a national mechanism to capture necessary data and information on persons with disability. Therefore, inclusive education requires maximum functionality through quality assurance measures to supervise the activities that cater to the teeming population of persons with disability of one form or the other and thus ensure that it meets guaranteed fitness for its purpose.

Quality assurance then becomes a strategy to guide, reinstate and improve upon the management of inclusive education in secondary schools in the Federal Capital Territory through regular supervision, curriculum modification, adequate funding and provision of appropriate school facilities, intensifying teacher training programmes, ensuring safe, secure and conducive environment, and lots more. The definitive role of Quality Assurance agencies for the main purpose of monitoring and maintaining set standards at all levels of education below the tertiary level is spelt out in National Policy on Education (NPE) 2014 Section 9.

Supervision of schools seems deficient in secondary schools in the Federal Capital Territory, Abuja. Though the National Policy on Inclusive Education NPIE (2023), affirmed "appropriate monitoring and evaluation mechanisms shall be put in place to evaluate the impact of the inclusive education policy on the learners, the education system and the wider societal development". It is noteworthy that inadequate resources for supervision and negligence of duty on the part of supervisory officials hamper supervision. Such claims as the unavailability of computers, vehicles, and stationery among others are some inadequacies tendered as hindrances to supervision. To this, Umar, Hauwa"u and Nura (2017) commented that supervised instruction has been duly neglected for one reason or another amid modern complications of the secondary school. In other words, the management of inclusive education cannot be operational if schools are rarely supervised. As observed by Ogunode&Ajape (2021) the present

situation of supervision in schools at every level of education is weak and has not been thorough in recent decades consequently, the standard of secondary school is falling. This decline in attaining standards calls for drastic measures to situate inclusive education on its right pedestal.

Curriculum for the management of inclusive education is a sure necessity for secondary schools. It stands as a measure to direct the quality of instruction given and received by students with or without disability for their holistic formation. As a template of instruction, the curriculum of inclusive education must cater for all students in their varying specialties with or without disability. The NPIE (2023) concluded that curriculum is adapted by teachers to meet individual learners' needs. In addition, Pinnock (2020) opined that the Nigerian Education Research and Development Council NERDC is required to regularly review the curriculum in line with the policy. Presently, the secondary school curriculum does not capture the nature of inclusive education. Ogunseemi and Ajibade (2020) observed that curriculum practices are still not making adequate provision for inclusive education to children of all categories. It must as a matter of urgency employ the services of all stakeholders of education to come up with justifiable curriculum that would truly possess contents broken down to meet the needs of all categories of students if learning must be achieved.

School facilities as observed by Pinnock (2020) in Target Number 8 of the National Inclusive Education Policy, require government to ensure that appropriate learning

materials and assistive devices are provided to all learners. In the Federal Capital Territory, as noted by Ukpabio and Ekere (2022) most facilities in schools were made for the convenience of normal students, secondary schools have no appropriate or adequate school facilities for an inclusive education i.e. that support and project 'inclusion' of students with varying kinds of disability like classrooms, laboratories, library, sporting and toilets facilities, assistive devices like wheelchairs, braille/speech output, speech recognition software), lighting, technical workshops, ICT gadgets. It can be likened proverbially to a farmer going to the farm without his farm implements. The School Principal in this regard is therefore faced with the challenge of either admitting or not admitting a student with disability. He may in this situation suggest that the student be sent to a special school which contravenes the contents of the NPE (2014). Consequently, Salihu and Jamil (2015) commented that the provision of infrastructural facilities is one of the significant determinants in the implementation of inclusive education.

Funding for an inclusive education serves as the lubricant in its system that sustains its sustainability. United Nations International Children's Emergency Fund UNICEF (2014) noted that "funding is a key issue for governments to consider when implementing inclusive education and often it is not just the level of resources that is the issue, but also how the funds are distributed and allocated". However, insufficient awareness of the nature of inclusive education is a cause for the improper funding it

receives; in addition, these funds are wrongly utilized. As noted by Ogunode and Musa (2021) funds are inadequate for the proper management of secondary school education in the Federal Capital Territory. Funds for reinstating the inclusive schools to enviable educational institutions are instead directed to upgrading special schools. Pinnock (2020) also commented that school infrastructure suffers severely from poor funds for school running and rehabilitation costs in inclusive education. Hence, secondary schools in the Federal Capital Territory seem deficient in providing strategic measures for the successful management of inclusive education that would enable both students with or without disability to receive holistic learning and formation in the school system.

Of the varying studies conducted on the challenges of inclusive education in Nigerian Schools, one major loophole is the inability to have a stable, committed and dynamic management that would give a sense of purpose to inclusive education. Quality assurance and management of inclusive education in senior secondary schools in the Federal Capital becomes a dare necessity.

Statement of the Problem

Inclusive education suffers a lot of setbacks in the Federal Capital Territory majorly because its management lacks due supervision and the capacity to cater to the needs of students with or without disability in the same learning environment. Importantly, these students with a disability ranging from those with visual impairment, hearing impairment, physical impairment, intellectual impairment and communication

impairment are neglected in secondary schools in the FCT. The secondary school curriculum and school facilities are deficient to meet their diverse needs and funding for the provision of assistive devices and equipment that could aid their learning like braille, wheelchairs and clutches among others are also insufficient.

The management of inclusive education in secondary schools in the Federal Capital Territory is thus, not equipped to manage students with disabilities, who in other words, cannot then be numbered among beneficiaries of quality education irrespective of their physical, social, religious, ethnic and racial status. These students with disabilities are deprived of total development and growth psychologically, academically and socially. Invariably, they fall short of Quality Education which is Goal No. 4 of the Sustainable Development Goals.

From the foregoing, the management of inclusive education in secondary schools in the FCT undermines the education provision of the Disability Act and the National Policy on Inclusive Education that affirm free and unhindered access to quality education and active participation of all learners in the same safe school environment. It is against this backdrop that this study is designed to investigate quality assurance and management of inclusive education in secondary schools in the Federal Capital Territory Abuja, Nigeria.

Purpose of the Study

The main purpose of the study is to assess quality assurance and management of inclusive education in secondary schools in the FCT. Specifically, the objectives of the study are as follows:

i. To ascertain the impact of supervision on the management of inclusive education in secondary schools in the FCT.

ii. To find out the extent to which the school curriculum impacts the management of inclusive education in secondary schools in the FCT.

iii. To examine the impact of school facilities on the management of inclusive education in secondary schools in the FCT.

iv. To ascertain the impact of funding on the management of inclusive education in secondary schools in the FCT.

Research Questions

For this study, the following research questions were generated:

i. What is the impact of supervision on the management of inclusive education in secondary schools in the FCT?

ii. What is the impact of school curriculum on the management of inclusive education in secondary schools in the FCT?

iii. How do school facilities impact the management of inclusive education in secondary schools the FCT?

iv. To what extent does funding impact the management of inclusive education in secondary schools in the FCT?

Hypotheses

i. **HO₁:** There is no significant impact of supervision on the management of inclusive education in secondary schools in the FCT.

ii. **HO₂**: School curriculum has no significant impact on the management of inclusive education in secondary schools in the FCT.

iii. **HO₃:** There is no significant impact of school facilities on the management of inclusive education in secondary schools in the FCT.

iv. **HO₄:** Funding has no significant impact on the management of inclusive education in secondary schools in the FCT.

Literature review

Adebiyi and Alake (2018) investigated the effect of instructional supervision in quality assurance on public secondary schools administration in Ijebu-ode local government area of Ogun state. A total of 88 teachers, 50 heads of department, 7 vice principals and 5 principals, were randomly selected. A descriptive research design was adopted for the study. The internal consistency of the instruments was established through test-retest method which produced a coefficient of 0.72. One hypothesis was generated and tested at 0.05 level of significance. The data collected were analyzed using Pearson's Product

Moment correlation. The study revealed that there was significant relationship between instructional supervision and quality assurance. The study also showed that principals and inspectors were alert to the possibilities for improvement of instruction, possess the ability to work and actively engage in discharging their duties in terms of monitoring and evaluating. Based on the findings, it was recommended that principals and inspectors should be given more orientation to guide them the more in their positions as instructional supervisors. They should be refreshed through working in conjunction with neigbouring schools. Workshops, seminars, and in-service training should be made available to them. Inspectors from the Ministry of education should be equipped to make reports available and follow up to see that weaknesses identified in schools are corrected. The study under review employed Pearson's Product Moment correlation for analyzing the data of descriptive research and it also did not consider the public secondary schools as an inclusive school while the current study paid attention to the secondary schools as inclusive and further examined the quality assurance and management of inclusive education and consequently t-test was used to analyse the data collected.

Tarimo and Lekule (2024) researched the effect of instructional supervision on education quality in secondary schools in Kaham District, Tanzania. The pursuit of quality learning experiences is vital to fostering individual growth, societal progress, and global competitiveness. This paper assessed the role of instructional supervision in

the delivery of quality education. This study was conducted in 5 selected secondary schools in Kahama, Tanzania. A mixed research approach and a convergent parallel design were used. One hundred and fifty-seven (157) respondents composed of 142 teachers, 5 heads of schools, 5 school board members, 4 ward educational officers and 1 district educational officer were involved. Data were collected through questionnaires, interviews, and document analysis. Quantitative data were analysed using Statistical Packages for Social Science (SPSS, version 21) while qualitative data were analysed thematically. The findings indicate that when instructional supervision is conducted appropriately it significantly contributes to teacher professional growth which in turn contributes to optimizing the quality of education. Additionally, the study found maximum cooperation between supervisors and supervisees to be paramount in instructional supervision. The findings also indicated that for instructional supervision to be effective, school leaders are to promote a culture of academic excellence, by ensuring conducive teaching and learning environment. Moreover, classroom visits should be regarded as supporting and encouraging teachers rather than a faulty finding strategy. Hence, this study is a wake-up call to all those involved in instructional supervision to strive towards promoting a positive mindset towards instructional supervision and to give it the priority it deserves to ensure the achievement of quality education. The major gap in the study under review is that it neglected the aspect of inclusive education which the current study is focused on. Also, the study under review

was conducted in Tanzania while the current study was conducted in the Federal Capital Territory, Abuja Nigeria.

Sholawati (2019) investigated curriculum management and inclusive education learning in special needs in SDN Kalirungkut-1 Surabaya, Indonesia. This study aims to find out, explain and analyze curriculum management and learning about inclusive education in children with special needs. This study uses a case study method. Data analysis techniques use data reduction, presentation of research data, and data verification. The subjects of this study were all school teachers and employees. Data collected were through observation, interviews and document analysis. The results of the study are: (i) Curriculum planning and learning of inclusive education begins with making syllabus, lesson plans, and Individual Learning Program (ILP) adapted to the obstacles of each student with special needs who will arrange the curriculum and earning process in regular class; (ii) Organizing the curriculum and learning of inclusive education starts with grouping and dividing the tasks for the implementers of curriculum and learning plans, namely homeroom teacher, study teacher and special assistant teacher in charge of assisting students with special needs. (iii) In its implementation children with special needs have their suitability for learning programs and curriculum by taking into account the developmental aspects that are on them. (iv) The evaluation conducted provides a review of the results of the existing implementation assessment. The study under review did not reveal the particular population of the study nor did it show how the data were

analysed and the statistical package employed to reach the results it presented. However, the current study stated all these major aspects of the research.

Odebiyi (2016) investigated a study on Nigerian teachers' willingness to implement inclusive early childhood education curriculum in the research; Introduction of inclusive early childhood education curriculum in Nigerian school system: Do teachers' perception, willingness and demography matter? It further explored the influence of teachers' demography on their perception of introduction of inclusive early childhood education in Nigerian school system. The study adopted descriptive survey research design with multi-stage sampling procedure. The respondents (n=192) were teachers from 15 private and public primary schools (10 regular and 5 special schools) in Ibadan, Oyo State, Nigeria. Five research questions were answered in the study. Majority of teachers (76.1%) are willing to use inclusive early childhood education curriculum. Also, the findings revealed that the difference among age cohort has a significant influence $(F(5,186)=2.512; p.05)$, qualification $(F(5,186)=2.066; p>0.05)$ and teaching experience $(F(4,187)=1.496; p> .05)$ do not have significant influence on teachers' perception of inclusive early childhood education. The study in review is concerned with the introduction of inclusive early childhood education curriculum in the Nigerian school system while the current study examines quality assurance and management of inclusive education in secondary schools. The study in review was conducted in Ibadan, Oyo State focusing on the use of inclusive curriculum in early child education while the

current study is in the FCT, Abuja focused on curriculum modification for secondary schools.

Osuji (2016) conducted a study on the impact of school facilities on students' academic performances in public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria. The study was conducted with the objectives among others of determining the impact of teaching facilities, learning facilities, welfare facilities and health facilities on students' performances in public secondary schools in Giwa and Zaria Education Zones in Kaduna State. In line with the stated objectives, five research questions and five null hypotheses were formulated for the study. The study adopted the use of descriptive survey research design and out of the total population of 2093, 628 copies of the questionnaire were administered, but only 600 were correctly filled and returned, consisting of 24 principals and 576 teachers. The instrument tagged, ―School Facilities on Students Academic Performance Questionnaire, (SFSAPQ) in public secondary schools in Giwa and Zaria Education Zones Questionnaire‖ was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using t-test at 0.05 level of significance. Findings of the study among others revealed that there is no significant difference in the opinions of teachers and principals on the impact of teaching facilities on students' academic performance in public secondary schools in Giwa and Zaria Education Zones in Kaduna State. Also, the finding shows that there is

no significant difference in the view of respondents on the impact of welfare/health facilities on students' academic performances in secondary schools in Giwa and Zaria Education Zones in Kaduna State. Given the findings, it was concluded that school facilities remain one essential factor in the realization of the goals of secondary education. The researcher recommended that: government and school managers should make an effort to provide teaching and learning facilities such as chairs, tables, laboratories, computers/ICT, and classrooms in Public secondary schools in Giwa and Zaria Education Zones in Kaduna State, Nigeria. The major gap in this study is the fact that it did not pay attention to inclusive education. It only carried the study on the impact of school facilities on students' academic performances in public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria as against the current study which was carried out in FCT, Abuja on quality assurance and management of inclusive education in secondary schools in the FCT Abuja, Nigeria.

Mlolele, Muteti&Mandila (2023) examined the availability of facilities and learning materials for implementation of inclusive education in public primary schools in Dodoma Region. The study aimed on investigating availability of facilities and learning materials for the implementation of inclusive education in public primary schools in Dodoma region. The study employed convergent design under mixed approach. Both probability and non-probability sampling techniques were used to sample respondents. Simple random sampling technique was used to get the respondents. The target

population involved 08 DEO's, 13 head teachers, 280 teachers and 9,100 pupils. The study sampled of 12 schools, 07 DEO's, 12 head teachers, 84 teachers and 144 pupils, making a total of 237 respondents. The instruments used to collect data were questionnaires, interview guides, and focus group discussion guide and observation schedule. To obtain reliability for quantitative research instruments Cronbach Alpha of 0.819 was calculated while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics. The quantitative data were analyzed using descriptive statistics. Data were coded and analyzed through frequencies, percentages, and mean scores in tables and interpreted in relation to the research question. The qualitative data were analyzed by coding contents into themes, interpreting direct quotations and presented in a narrative form. The results from the findings revealed that there were inadequate facilities and learning materials at inclusive primary public primary schools in Dodoma Region. The study concluded that, poor infrastructure in inclusive public primary schools has affected the implementation of inclusive education in Dodoma region. The study recommends that adequate facilities and learning materials should be provided to ensure effective implementation of inclusive education and more funds to be allocated for procuring teaching and learning facilities for learners in inclusive public primary schools. The study under review examined how availability of school facilities and learning materials aid the implementation of inclusive education in public primary schools in Dodoma region,

Tanzania while the current study is divergent as it assessed the quality assurance and management of inclusive education in secondary schools in the Federal Capital Territory, Abuja.

Uwaleke, Yakubu and Nkazi (2023) conducted a research on funding and management of public senior secondary schools in Federal Capital Territory (FCT), Abuja, Nigeria. The purpose of the study was to find out how funding affects the management of public senior secondary schools in the FCT. The research design used for this study was cross-sectional survey research design. It was guided by four research questions, four objectives and three null hypotheses. The population of this study consisted of 4,714 subjects (4014 teachers and 57 principals). 767 respondents (647 teachers and 20 principals) drawn from 20 schools in three selected Area Councils in Federal Capital Territory, Abuja. The instrument used for data collection was the researchers' self-designed questionnaire called Questionnaire on Funding and Management of Secondary Schools (QFMSS). The instrument was duly validated and it yielded 0.72 as validity index. The instrument was pilot tested on 20 teachers in GSSKuje and the coefficient of internal consistency of 0.78 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test all the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between funding and provision of school facilities in FCT senior secondary schools, there is a significant

relationship between funding and staff employment in FCT senior secondary schools and there is a significant relationship between funding and maintenance of school facilities in FCT senior secondary schools. One of the recommendations of the study was that the FCT Secondary Education Board should solicit for special intervention funds from international organizations, advanced countries and other donor agencies such as United Nations Educational Scientific and Cultural Organization (UNESCO), African Union (AU), European Union (EU), the United States of America, the United Kingdom among others to facilitate effective management of secondary schools in FCT. The study under review is a correlational research while the current study is a descriptive survey research. Furthermore the study under review focused on funding which is only an aspect of quality assurance and its relationship with management while the current study examines quality assurance and management of inclusive education. However, the two studies were both carried out in Secondary Schools, in the FCT, Abuja.

Odou and Anietie (2019) conducted a study on secondary education funding strategies for educational goals achievement in Rivers State, Nigeria. The significance of this study is that it will equip school administrators with the strategies to fund secondary education. Two research questions and hypotheses guided the study. A research questionnaire tagged "School Funding Strategies Questionnaire (SFSQ) was used as the instrument and Cronbach Alpha was used to determine the reliability coefficient of 0.72

which was reliable. Among the 286 population of principals in public senior secondary schools from the 166 principals were randomly selected as sample through a stratified random sampling technique. 166 questionnaires were retrieved and analyzed using mean and standard deviation. The study identified 5 sources of funding and 5 challenges of funding secondary education. It concludes that the evaluations of funding strategies is necessary for effective and efficient school funding in order to achieve secondary educational goals achievement hence recommends that educational financiers, ranging from external to internal sources of fund particularly those fund raised in school which can be in form allied school business should be used with a view of harnessing them to curb challenges arising from school funding. The study under review and the current one are similar in the sense that they both used Cronbach alpha to determine the reliability of the test conducted. However, it differs to the current research because it did not specify the research design used.

Data and Methodology

The study investigated quality assurance and management of inclusive education in secondary schools in Federal Capital Territory Abuja, Nigeria. Four research questions and four hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study was 4,240 (88 principals and 4152 teachers) While the sample size consisted of 424 respondents (73 principals and 353 teachers). The instrument for data collection titled, 'Quality Assurance and Management of Inclusive

Education Questionnaire' (QAMIEQ) was used. The instrument was subjected to the judgment of two experts for face and content validation from the Department of Educational Foundations of VERITAS University, Abuja. They validated the instruments by checking for the comprehensiveness, appropriateness and relevance of each of the items to the objectives of the study. The instrument yielded 0.90 as the validity index.The instrument was pilot tested on 10 principals and 40 teachers and it yielded 0.71 as reliability index. Descriptive statistics of mean and standard deviation were used to answer the research questions. While hypotheses were tested using t-test at 0.05 level of significance.

Results

Research Question 1: What is the impact of supervision on the management of inclusive education in secondary schools in the FCT?

Table 1: Mean and Standard Deviation showing impact of supervision on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
1	Necessary guidance in the teaching learning process in the school is provided.	57	143	217	2	2.61	0.72	Agree
2	Regular classroom supervision for staff and students are carried out.	117	42	258	2	2.65	0.89	Agree
3	Teachers' compliance to teaching methods are ensured.	41	96	280	4	2.42	0.69	Agree
4	Teachers are assisted in the implementation of the directives of quality assistance in education.	89	118	210	2	2.70	0.80	Agree
5	An all-encompassing, equitable and	81	149	189	0	2.74	0.76	Agree

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
	quality education in pursuant of the SDG Goal NO. 4 (Equal Education for All) is encouraged in the school.							
6	There is need for more understanding, knowledge and skills in dealing with the nature of Inclusive education.	358	47	14	0	3.82	0.46	Agree
7	Principal's coordination in school helps to facilitate the achievement of the inclusive educational goals and objectives.	313	87	19	0	3.70	0.55	Agree
	Cluster mean					**2.95**	**0.70**	

Table 1 indicates the mean and standard deviation values based on the views of respondents regarding impact of supervision on the management of inclusive education in secondary schools in the FCT, Abuja. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 2.95. This value is above the scale mean value of 2.50. This indicates there is a high impact of supervision on the management of inclusive education in secondary schools in the FCT.

Research Question 2: What is the impact of school curriculum on the management of inclusive education in secondary schools in the FCT?

Table 2: Mean and Standard Deviation showing impact of school curriculum on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
8	Regular review and update of existing curriculum to meet the needs of different learners in the school are carried.	69	97	251	2	2.56	0.77	Agree
9	Principals encourage improvisation and creative development of resource materials in schools for teachers and students.	63	91	263	2	2.51	0.75	Agree
10	Principals encourage improvisation and creative development of resource materials in schools for teachers and students.	77	130	212	0	2.68	0.77	Agree
11	Teachers and students alike are supported in research development and	102	86	219	12	2.66	0.88	Agree

	distribution of resource materials for the achieving school objectives.							
12	Teachers tend to have challenges over peculiarities of learners (regardless of their ability and style of learning).	326	71	22	0	3.73	0.55	Agree
13	Principals and Teachers need to understand the contents of the National Policy on Inclusive Education.	371	36	12	0	3.86	0.43	Agree
14	Advocate for a curriculum that focuses on what the learners can do with what they know is necessary.	340	58	21	0	3.76	0.53	Agree
	Cluster mean					**3.20**	**0.65**	

Table 2 indicates the mean and standard deviation values based on the views of respondents regarding impact of school curriculum on the management of inclusive education in secondary schools in the FCT. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 3.20. This value is above the scale mean value of 2.50. This indicates there is a high impact of school curriculum on the management of inclusive education in secondary schools in the FCT.

Research Question 3: How do school facilities impact on the management of inclusive education in secondary schools in the FCT?

Table 3: Mean and Standard Deviation showing impact of school facilities on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
15	School facilities for the attainment of quality and excellence in teaching and learning are available.	52	80	279	8	2.42	0.73	Agree
16	Principals encourage improvisation and creative development of resource materials in schools for teachers and students.	309	71	35	4	3.63	0.67	Agree
17	Motivating the confidence of teachers and learners through the provision of school facilities needs to be regular.	96	48	267	8	2.55	0.86	Agree
18	Computers and internet facility to aid teaching and learning in the school is provided.	187	201	22	9	3.35	0.68	Agree
19	Inclusive School facilities provided in	286	80	41	12	3.53	0.79	Agree

S/N	Items					Mean	StdDev	Remarks
	school help teachers to impart the right type of knowledge.							
20	Available school facilities are insufficient to manage learners of varying identities as with disabilities.	86	109	210	14	2.64	0.84	Agree
21	School facilities and environment are safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing for the achievement of an inclusive education.	45	85	281	8	2.40	0.70	Agree
	Cluster mean					**2.93**	**0.75**	

Table 3 indicates the mean and standard deviation values based on the views of respondents regarding impact of school facilities on the management of inclusive education in secondary schools in the FCT, Abuja. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 2.93. This value is above the scale mean value of 2.50. This indicates there is a high impact of school facilities on the management of inclusive education in secondary schools in the FCT.

ResearchQuestion 4: To what extent does funding impact on the management of inclusive education in secondary schools in the FCT?

Table 4: Mean and Standard Deviation showing impact of funding on the management of inclusive education in secondary schools in the FCT

S/N	Items	SA	A	D	SD	Mean	StdDev	Remarks
22	Adequate funding for the smooth running of the different school units is provided.	42	68	305	4	2.35	0.67	Disagree
23	Budgetary provisions of the different school units are adhered to.	37	82	286	4	2.34	0.69	Disagree
24	Funding for in-service training of teachers in the school is promoted.	76	55	270	18	2.59	2.33	Agree
25	Principals do not receive enough funding in order to equip the schools with inclusive and accessible infrastructures in the areas of classrooms, playgrounds, toilets, adaptive teaching/instructional aids and technologies.	303	44	56	16	3.51	0.87	Agree
26	Inclusive Education does not encourage unnecessary duplications of cost that	293	116	10	0	3.68	0.52	Agree

S/N						Mean	Std Dev	Decision
	are associated with segregated arrangements in special schools.							
27	Funding directed to the education sector does not consider inclusive education and its management in a secondary school.	343	60	16	0	3.78	0.50	Agree
28	Inclusive education is cost effective, as all the learners are accommodated in the same environment using virtually the same facilities.	283	118	14	4	3.62	0.60	Agree
	Cluster mean					**3.12**	**0.88**	

Table 4 indicates the mean and standard deviation values based on the views of respondents regarding impact of funding on the management of inclusive education in secondary schools in the FCT. Results showed that most of the respondents agreed with the items on the questionnaire. The cluster mean is given as 3.12. This value is above the scale mean value of 2.50 which indicates there is a high impact of funding on the management of inclusive education in secondary schools in the FCT.

Table 5: Statistics showing impact of supervision on the management of inclusive education in Secondary Schools in the FCT.

S/N	Variables	N	Mean	Std Dev	df	t	p-value	sig	Decision
1	**Supervision**	419	2.95	0.70					Significant
				836		106.13	0. 000	0.05	
2	**Management of InclusiveEducation**	419	3.04	0.77					

**Significant at α = 0.05

Table 5 indicates the significance of the impact of supervision on the management of inclusive education in secondary schools in the FCT. It is observed from the table that the value of t-test statistics is 106.13 with 836 given as the degree of freedom at p: $0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies there is a

significant impact of supervision on the management of inclusive education in secondary schools in the

FCT.

Table 6: Statistics showing impact of school curriculum on the management of inclusive education in secondary schools in the FCT.

S/N	Variables	N	Mean	Std Devdf	t	p-value	sig	Decision
1								
	School curriculum	4193.20		0.65				Significant
				836	143.91	0. 000	0.05	
2	Management of InclusiveEducation	419	3.18	0.73				

**Significant at α = 0.05

Table 6 indicates the significance of the impact of school supervision on the management of inclusive

education in Secondary Schools in the FCT. It is observed from the table that the value of t-test

statistics is 143.91 with 836 given as the degree of freedom at p: 0.000 < 0.05. Since the p-value of the

calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies that

school curriculum has a significant impact on the management of inclusive education in secondary

schools in the FCT.

Table 7: Statistics showing impact of school facility on the management of inclusive education in secondary schools in the FCT.

S/N	Variables	N	Mean	Std Devdf	t	p-value	sig	Decision
1	School Facility	419	2.94	0.75				Significant
				836	134.57	0.000	0.05	
2	Management of InclusiveEducation	419	2.98	0.79				

**Significant at α = 0.05

Table 7 indicates the significance of the impact of school facilities on the management of inclusive

education in Secondary Schools in the FCT. It is observed from the table that the value of t-test

statistics is 134.57 with 836 given as the degree of freedom at p: $0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies there is a significant impact of school facilities on the management of inclusive education in secondary schools in the FCT.

Table 8: Statistics showing impact of funding on the management of inclusive education in secondary schools in the FCT.

S/N	Variables	N	Mean	Std Dev	df	t	p-value	sig	Decision
1	**Funding**	419	3.12	0.88					Significant
					836	106.80	0. 000	0.05	
2	**Management of InclusiveEducation**	419	3.20	0.69					

[**]Significant at $\alpha = 0.05$

Table 8 indicates the significance of the impact of funding on the management of inclusive education in Secondary Schools in the FCT. It is observed from the table that the value of t-test statistics is 106.80 with 846 given as the degree of freedom at p: $0.000 < 0.05$. Since the p-value of the calculated t-test (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, it implies there is a significant impact of funding on the management of inclusive education in secondary schools in the FCT.

Discussion of findings

The findings of this study were discussed based on the hypothesis. The findings of the study in Table 5 revealed that there is a significant impact of supervision on the management of inclusive education in secondary schools in FCT Abuja, Nigeria. This finding is in line with Ige& George (2022) which recommendedregular instructional supervision on secondary school education. It concluded that instructional supervision has a significant impact on the performance of teachers in secondary schools within the

study area and recommends that regular evaluation of the instructional process, school administration procedure and educational outcomes by the supervisors so designated from within and outside the educational institution should be intensified. Similarly, findings from the studies of Tarimo&Lekule (2024) and Adebiyi& Alake (2018) also showed a significant effect of instructional supervision on education quality in secondary schools. Consequently, these findings implied that supervision is inevitable in managerial activities; it is a basic spectrum in assessing and re-directing the management of inclusive education to function effectively in providing adequate and quality education for all categories of learners. It is only with supervision that the true state of inclusive education is visible and every learner's needs are met. Hence, it remains a standpoint that continual and effective supervision is key to identifying, correcting anomalies and reinstating the management of inclusive education such that teachers' conduct in utilizing inclusive curriculum is monitored alongside the use of applicable school facilities in meeting the objectives of inclusive education. So much so that every teaching learning process is fit to purpose i.e. attains quality.

The findings of the study from Table 6revealed that school curriculum has a significant impact on the management of inclusive education in secondary schools in the FCT Abuja, Nigeria. The findings of the study agreed with that of Sholawati (2019) who conducted a study on curriculum management and inclusive education learning in special needs in Indonesia. Sholawati (2019) revealed that curriculum planning and

learning of inclusive education begins with making syllabus, lesson plans, and Individual Learning Program (ILP) adapted to the obstacles of each student with disability who will arrange the curriculum and learning process in regular class. In the same vein, the findings of the study agreed with that of Osuji and Oluchi-Suleh (2017) whose study revealed that teachers are faced with the challenges of a broad curriculum and lack of some educational resources to support the inclusive education curriculum. These findings imply that the curriculum which remains a template of instruction must as a matter of urgency be inclusive to accommodate the needs of all learners in secondary schools in the FCT, Abuja in their varying capabilities and specialties with or without disability beginning from the methods that would be employed by the teacher to teach each lesson down to the method of evaluation of each lesson. It also implies that the curriculum can be flexible and adjustable to learners' peculiarities as it pertains to inclusive education which requires that learners with and without disabilities learn in the same classroom environment.

The findings of the study in Table 7 revealed there is a significant impact of school facilities on the management of inclusive education in secondary schools in the FCT Abuja, Nigeria. The findings agreed with that of Muteti&Mandila (2023) who conducted a study on the effect of the availability of facilities and learning materials on the implementation of inclusive education in public primary schools in Dodoma Region, Tanzania whose findings indicated that there is a significant effect of the availability of

facilities and learning materials on implementation of inclusive education and recommended that adequate facilities and learning materials should be provided to ensure effective implementation of inclusive education. The findings of the study conducted by Osuji (2016) also showed significant effect and concluded that school facilities remain one essential factor in the realization of the goals of secondary education. However, from the findings, it remains a fact that school facilities as aiding tools are items that amplify or provide supplements in the teaching and learning process. The availability of school facilities in inclusive education makes learning easier and more meaningful for the management of inclusive education in secondary schools in the FCT, Abuja. Therefore, Inclusive educational objectives can be automatically met if school facilities are provided in secondary schools in Abuja to serve as ease in the teaching/learning processes.

Finally, the findings of the study in Table 8 revealed that there is a significant impact of funding on the management of inclusive education in secondary schools in FCT Abuja, Nigeria. The findings of the study agreed with those of Odou and Anietie (2019) who discovered in their study that, funding is an effective strategy for educational goals achievement such as the management of inclusive education in schools. Again the findings of the study of agreed with those of Uwaleke, Yakubu and Nkazi (2023)that funding and provision of the right school facilities are essential for the management of inclusive education. Funding also ensures that maintenance of school facilities are

carried out regularly for the effective use of students with or without disability. These findings imply that adequate funding is instrumental to the smooth running of all activities and facets of inclusive education. In addition, with funding provision of necessary materials and facilities for the management of inclusive education is possible also payment of due remuneration for teachers is assured. In all, the management of inclusive education can thrive where all the parameters of quality assurance are proportionately aligned to produce excellent attainment of education for all in secondary schools in the Federal Capital Territory, Abuja.

Conclusion

Based on the findings of the study, the following conclusions have been made: The study determined that quality assurance helps and impacts the management of inclusive education in secondary schools in Abuja, Nigeria.

The study also concluded that basic awareness of the concept of inclusive education as expressed in the National Policy on Inclusive Education is yet to be well comprehended by all stakeholders of education beginning with the Federal Ministry of Education.

In addition, the study concluded that the efficient activities of the quality assurance agency as stipulated in the National Policy on Education is key to better and due management of inclusive education in secondary schools in Federal Capital Territory Abuja, Nigeria.

The study finally concluded that the management of inclusive education is a sure means of providing the right kind of education for all categories of personsi.e learners with or without disability.

Recommendations

Based on the findings of this study, the following recommendations have been made:

1. The Quality Assurance Agency of the FCT Education Authority should ensure that hindrances to supervision are reduced to the barest minimum by providing resources such as personnel and funds to propel regular monitoring of all secondary school in the FCT. This is to ascertain the level of curriculum adaptation for all categories of learners and identify at first hand the needs, lapses and shortcomings in the secondary school system and take necessary actions for the management of inclusive education.

2. The FCT Education Authority together with the Secondary School Education Board should carry out frequent awareness assessment of principals and teachers alike in the FCT on the contents of the National Policy on Inclusive Education through open fora. This is to ensure better implementation and compliance in all secondary schools so as to cater for the unique and diverse needs of all categories of learners in schools.

3. The Federal Ministry of Education in conjunction with the Nigeria Educational Research and Development Council (NERDC) and Nigeria Association for Educational Administration and Planning (NAEAP) should work on presenting and incorporating an

inclusive curriculum of education into the Secondary School Education Curriculum to meet the needs of all categories of learners for a qualitative and inclusive education.

4. The FCT Secondary School Education Board should ensure that funds directed for provision of assistive devices and other required school facilities for learners with disability are judiciously monitored for such purposes. Moreso, other avenues for funding should be explored to stakeholders in education like the International Development Partners (UNESCO, UNICEF), Non-governmental Organisations and lots more.

5. The FCT Secondary School Education Board should organise short-term re-training programmes for principals and teachers on the nature and handling of learners in their different diversities in the classroom setting.

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HIGHER EDUCATION INSTITUTIONS AND SOCIAL LINKS

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ABSTRACT

This paper explores the intricate relationship between higher education and social links, emphasizing how educational institutions serve as pivotal platforms for social interaction, networking, and community building. By analyzing various studies, this research highlights the role of higher education in fostering social capital, enhancing interpersonal relationships, and influencing socio-economic mobility. The findings suggest that universities and colleges can significantly impact individuals' social networks, which in turn affect their personal and professional outcomes.

KEY WORDS: Higher Education Institute and Social Links

INTRODUCTION

Higher education institutions play pivotal role in shaping not only the intellectual capabilities of individuals but also their social connections. They serve as critical sites for knowledge acquisition, skill development, and socialization. Beyond academic achievement, Higher education provide opportunities for students to form social links, which are essential for building social capital (Bourdieu, 2016). Social capital, encompassing the networks and relationships that provide access to resources and opportunities, plays a vital role in shaping students' academic and professional trajectories. This paper explores the multifaceted relationship between higher education and social links, highlighting how universities and colleges serve as vital platforms for networking, community engagement, and the development of social capital. Social links encompass the intricate web of connections and relationships that individuals cultivate throughout their personal and professional lives. These relationships manifest in various forms, including friendships, mentorships, professional networks, and community affiliations. The significance of social links is particularly pronounced in the context of higher education, where they serve as foundational elements for fostering collaboration, providing support, and creating opportunities for personal and professional growth.At their core, social links are the bonds that connect individuals to one another, facilitating exchanges of information, resources, and emotional support.

According to Astin (2019), social links births Friendships, which is often the most immediate and emotionally supportive relationships formed during the college experience, provide a sense of belonging, reduce stress, and promote overall well-being. These connections serve as a foundation for social activities and collaborative ventures, enriching the college experience.Obizue (2021), opined that social links breeds mentorship relationships which involve more experienced individuals guiding and supporting less experienced individuals. In higher education, mentorship can occur

between faculty and students, alumni and current students, or among peers. Mentors impart knowledge, provide career advice, and facilitate networking opportunities, helping mentees navigate the complexities of academic and professional landscapes.Professional social networks extend beyond friendships and mentorships to include industry contacts, alumni associations, and professional organizations. Engaging with these networks allows individuals to share knowledge, collaborate on projects, and gain insights into industry trends. Networking is crucial for career advancement, as it opens doors to job opportunities and professional development.Higher education institutions often encourage students to engage with their local communities through service learning, volunteer work, and outreach initiatives. These community affiliations foster social links that extend beyond the campus, promoting civic responsibility and enhancing students' understanding of societal issues.

THE ROLE OF SOCIAL LINKS IN HIGHER EDUCATION

According to Bean (2021), in the context of higher education, social links are essential for several reasons. Firstly, they foster collaboration among students, faculty, and staff. Collaborative learning environments, where students work together on projects and share ideas, enhance critical thinking and problem-solving skills. The ability to collaborate effectively is a vital competency in today's interconnected world.Secondly, social links provide critical emotional and academic support. The transition to higher education can be challenging, and students who have established connections with peers and mentors are more likely to seek help when needed. This support can lead to improved academic outcomes and greater personal resilience.Thirdly social links create opportunities for internships, research projects, and job placements. Through networking, students can learn about unadvertised job openings and gain referrals that significantly enhance their chances of securing employment. This access to opportunities is particularly valuable in a competitive job market.Moreover, engaging in

diverse social networks allows individuals to broaden their perspectives and develop cultural competencies. Exposure to different viewpoints and experiences fosters empathy and understanding essential skills in a globalized workforce.

According to Tinto (2017), to fully leverage the benefits of social links, higher education institutions must actively engage in building and maintaining these connections as well as strategies for cultivating social links which include participating in extracurricular activities, attending networking events like conferences, seminars, seeking mentorship, and engaging in community service, social clubs, organizations, and sports teams provides opportunities to meet like-minded individuals and form lasting friendships. According to Ganoveller (2021), attending workshops, conferences, and networking events allows individuals to connect with industry professionals and expand their professional circles. Proactively seeking out mentors can provide valuable guidance and open doors to new opportunities. Additionally, volunteering for community projects not only contributes to personal development but also expands one's network beyond the academic environment.Social links are a vital component of personal and professional development in the context of higher education. By understanding the various forms of social links and actively cultivating these connections, individuals can enhance their academic experiences, build supportive networks, and create pathways to future opportunities. As students navigate their educational journeys, the relationships they foster can have a lasting impact on their lives, shaping not only their careers but also their identities as engaged and responsible citizens.

THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN SOCIAL LINKS

Higher education institutions play a crucial role in shaping the social fabric of society by facilitating interactions among students, faculty, and the broader community. These

interactions are essential for personal development, professional growth, and the cultivation of a collaborative spirit that extends beyond the campus. According to Pascarella (2018), three key aspects of social links in higher education are; networking opportunities, diverse interactions, mentorship and guidance.

Networking Opportunities: One of the most significant benefits of attending a higher education institution is the plethora of networking opportunities available to students. Universities serve as vibrant hubs where students can engage with peers and professionals alike, forming connections that may benefit them throughout their lives. Extracurricular activities are a cornerstone of this networking landscape. By participating in clubs, organizations, and sports teams, students can connect with others who share similar interests and passions. These connections often lead to lasting friendships and professional relationships, as students collaborate to achieve common goals and support each other's endeavors. Acording to Coleman, (2018), events and conferences organized by universities provide an invaluable platform for networking. Lectures, workshops, and seminars create environments where students can interact directly with industry professionals, allowing them to gain insights into their chosen fields and establish connections that may prove vital in their future careers. These events not only enhance the educational experience but also serve as a bridge between academia and the professional world, fostering a culture of collaboration and innovation (Obizue, 2021).Additionally, alumni networks play a critical role in sustaining connections long after graduation. Formal alumni associations often facilitate mentorship programs, networking events, and social gatherings that allow graduates to maintain relationships with their peers and connect with those who have walked similar paths. These networks can provide a wealth of resources, including job opportunities, career advice, and support systems that are instrumental in navigating the professional landscape.

Diverse Interactions: Higher education institutions are uniquely positioned to bring together individuals from a myriad of backgrounds, creating a rich tapestry of social interactions that enhance the educational experience. This diversity is not merely a byproduct of enrollment, it is an intentional aspect of the educational philosophy that prepares students for an increasingly globalized workforce.

Students encounter peers from different cultures, ethnicities, and socioeconomic backgrounds, fostering an environment of mutual respect and understanding. Such interactions challenge preconceived notions, broaden perspectives, and enhance social skills. By engaging with diverse viewpoints, students learn to communicate effectively, collaborate across cultural divides, and embrace the value of differing opinions. These skills are essential in today's interconnected world, where teamwork and cross-cultural communication are vital to success in virtually every profession.Furthermore, exposure to diversity within higher education institutions cultivates cultural competencies. Students develop an appreciation for the rich array of traditions, beliefs, and practices that exist within their communities and beyond. This cultural awareness not only enriches their personal lives but also equips them with the tools necessary to thrive in a global job market that increasingly values diversity and inclusion.

Mentorship and Guidance: The role of faculty members within higher education institutions extends far beyond delivering lectures and grading assignments; they often serve as mentors who provide invaluable guidance and support throughout students' academic and professional journeys. These relationships can be transformative, shaping students' futures in profound ways.Faculty mentors offer personalized advice that helps students navigate their educational paths, choose appropriate coursework, and identify career opportunities that align with their interests and goals. The knowledge and experience that faculty members bring to the table can provide students with insights that are not readily available in textbooks or lecture halls (Bourdieu, 2016).Moreover,

faculty mentorship fosters a sense of belonging and community within the institution. When students feel supported by their professors, they are more likely to engage actively in their learning, participate in research opportunities, and pursue internships or other professional experiences. This support not only enhances academic performance but also instills confidence, encouraging students to take risks and pursue their aspirations.The role of higher education institutions in facilitating social interactions among students, faculty, and the broader community cannot be overstated. Through networking opportunities, diverse interactions, and mentorship and guidance, these institutions cultivate an environment that promotes personal growth, professional development, and a sense of belonging. As students navigate their educational journeys, they are equipped with the skills and connections necessary to thrive in an ever-evolving world, ultimately contributing to a more interconnected and collaborative society and strengthening social capital.

SOCIAL CAPITAL AND ITS IMPORTANCE

Social capital refers to the networks, relationships, and norms that facilitate cooperation and collaboration among individuals within a society or community. It encompasses the value derived from social interactions and the shared knowledge, trust, and reciprocity that emerge from these connections. Social capital can be categorized into three primary forms:

1. Bonding Social Capital: This type refers to the relationships and connections formed within homogeneous groups, such as family, close friends, or members of the same community. Bonding social capital fosters strong ties and provides emotional support, reinforcing group identity and cohesion.

2. Bridging Social Capital: Bridging social capital involves connections among diverse groups, enhancing interactions across different social, cultural, or economic backgrounds. This form of social capital is crucial for building broader networks and

facilitating access to resources and opportunities that might otherwise be unavailable within one's immediate circle.

3. Linking Social Capital: Linking social capital pertains to relationships between individuals and institutions, such as government agencies, businesses, and educational organizations. This type of capital enables individuals to leverage resources, information, and support from entities that can influence their social and economic outcomes.Overall, social capital plays a vital role in fostering community engagement, promoting social cohesion, and contributing to economic development by enhancing collaboration and trust among individuals and groups.

WaysSocial Capital Contributes to Career Success:

Networking Opportunities: Graduates often rely on their social networks to discover job openings, internships, and other professional opportunities. Connections with alumni, professors, and industry professionals can lead to introductions and recommendations that cool are crucial for landing jobs.

Access to Information: Social capital allows graduates to tap into a wealth of information about various industries, companies, and roles. Informal conversations with contacts can provide insights that are not readily available through traditional job search methods, such as job boards or company websites.

Mentorship: Having mentors in one's network can be invaluable. Mentors can provide guidance, advice, and feedback on career decisions, as well as help graduates navigate challenges in their early careers. They may also introduce graduates to other influential contacts.

Enhanced Visibility: Social capital increases the visibility of graduates within their chosen fields. Being part of professional networks, attending industry events, and engaging with peers can help graduates stand out to potential employers, making it easier for them to be recognized for their skills and qualifications.

Collaborative Opportunities: Strong social ties can lead to collaborative projects, research opportunities, or partnerships that can enhance a graduate's resume. Working with others can also lead to the development of new skills, making graduates more competitive in the job market.

Emotional and Moral Support: Building a robust social network can provide emotional support during job searches and career transitions. Having a network of peers who understand the challenges can help graduates stay motivated and resilient in the face of setbacks.

Professional Development: Many professional associations and networks offer workshops, seminars, and training sessions that focus on skill development and industry trends. Graduates who actively engage in these networks can enhance their skills and stay updated, making them more attractive candidates.

Reputation and Credibility: Having a strong network can enhance a graduate's reputation and credibility in their field. Being associated with respected individuals or organizations can help graduates gain trust and recognition, which can facilitate career advancement.In summary, social capital is a crucial asset for graduates seeking to advance their careers. By fostering strong relationships and actively engaging with their networks, graduates can unlock numerous opportunities, gain valuable insights, and receive essential support that can significantly influence their professional trajectories(Obizue, 2021).

CHALLENGES TO BUILDING SOCIAL LINKS IN HIGHER EDUCATION

Acording to Bourdieu (2016), While higher education institutions provide numerous opportunities for students to build social links, various challenges can hinder the development of meaningful connections. These challenges can stem from individual characteristics, institutional environments, and broader societal factors. Pascarella (2018), explore several key barriers to forming social links, including isolation,

competition, transition periods, lack of inclusivity, time constraints, and the impact of digital communication.

Isolation: Isolation is a significant barrier that many students face in higher education. Factors such as introversion, cultural differences, and socioeconomic barriers can contribute to feelings of loneliness and disconnection. For instance, introverted students may struggle to initiate conversations or engage in social activities, leading them to miss out on valuable networking opportunities. Similarly, students from diverse cultural backgrounds might find it challenging to integrate into predominantly homogeneous groups, resulting in a sense of alienation. Socioeconomic barriers can further exacerbate this isolation; students who come from lower-income backgrounds might feel out of place among peers who have access to resources and experiences that they do not.

Competition: The highly competitive nature of academic environments can also deter collaboration and networking among students. In many institutions, students are often pitted against one another in pursuit of grades, scholarships, and internships. This competitive atmosphere can foster a mindset where students prioritize individual achievement over collaboration, leading to a reluctance to share resources, ideas, or support with peers. For example, in courses with limited grading curves, students might be less inclined to form study groups, fearing that their peers' success could negatively impact their own academic standing.

Transition Periods: Transitioning from high school to college is another challenge that can impede social link formation. This shift often involves significant adjustments, including adapting to a new academic rigor, navigating unfamiliar environments, and managing increased personal responsibilities. For many students, the daunting nature of this transition can make it difficult to establish new connections. Bean (2021), opined thatfreshmen may feel overwhelmed by the sheer size of the university, leading to feelings of disorientation and anxiety. As a result, they may withdraw from social opportunities, further hindering their ability to build relationships.

Lack of Inclusivity: lack of inclusivity within higher education institutions can pose significant challenges to building social links. Many students, especially those from marginalized backgrounds, may encounter environments that are unwelcoming or lack representation. For instance, students of color, LGBTQ+ individuals, and those with disabilities may find it challenging to connect with peers or faculty who share similar experiences or understand their unique challenges (Coleman, 2018). When institutions do not actively promote diversity and inclusion, students may feel disconnected and less willing to engage with the broader community.

Time Constraints: Time constraints also play a critical role in limiting students' ability to form social links. Balancing academic responsibilities, part-time jobs, and extracurricular activities can leave little time for social engagement. Many students find themselves prioritizing their studies over socializing, inadvertently creating barriers to building relationships. For example, a student juggling a demanding course load and a part-time job may feel too exhausted to attend club meetings or social events, missing out on opportunities to connect with peers.

Impact of Digital Communication: In today's technology-driven world, the prevalence of digital communication can both facilitate and hinder the development of social links. While online platforms provide avenues for students to connect, they can also lead to superficial interactions that lack depth and personal connection. Students may rely heavily on social media to maintain friendships, which can result in a lack of face-to-face interactions. This reliance on digital communication can inhibit the development of strong, meaningful relationships, as online exchanges often lack the nuances of in-person conversations.While higher education institutions offer a wealth of opportunities for students to build social links, several challenges can impede this process. Isolation, competition, transition periods, lack of inclusivity, time constraints, and the impact of digital communication all contribute to the difficulties students may face in forming meaningful connections. To enhance social link development,

institutions must foster inclusive environments, promote collaboration over competition, and create support systems that address the diverse needs of their student populations. By acknowledging and addressing these challenges, higher education institutions can empower students to cultivate strong social networks that enrich their academic and personal lives (Bourdieu, 2016).

THE IMPACT OF THE COMPETITIVE NATURE OF ACADEMIC ENVIRONMENTS ON COLLABORATION AMONG STUDENTS

The competitive nature of academic environments is a defining characteristic of many higher education institutions. While competition can motivate students to strive for personal excellence, it can also create significant barriers to collaboration. The interplay between competition and collaboration is complex, as the drive to succeed can lead to both positive and negative outcomes. This essay will explore how the competitive atmosphere in academic settings affects collaboration among students, examining the dynamics of individualism, trust, stress, fear of failure, resource competition, vulnerability, and engagement in group activities.

Individualism Over Teamwork:One of the most profound effects of a competitive academic environment is the tendency for students to prioritize individual achievement over collaborative efforts. In such settings, students often find themselves focused on their personal performance, striving to secure high grades, scholarships, and favorable internships. This individualistic mindset can lead toa reluctance to work with peers, as students may fear that sharing ideas or resources could undermine their own academic standing. For example, in a competitive class where grades are assigned on a curve, students might hesitate to engage in group study sessions, fearing that their classmates' success could negatively impact their own.

This emphasis on individualism can stifle the potential benefits of teamwork, which often includes diverse perspectives, collective problem-solving, and shared knowledge. In environments where collaboration is de-emphasized, students may miss out on the rich learning experiences that arise from working with others, ultimately hindering their academic and professional development.

Limited Trust Among Peers:

Competition can also breed a culture of mistrust among students. In highly competitive academic settings, peers may view one another as rivals rather than collaborators. This perspective can result in a hesitance to share information, ideas, or resources, as students may worry that their classmates could take advantage of their contributions to gain a competitive edge. For instance, a student may refrain from discussing their research ideas with others for fear that someone else might appropriate those ideas for their own benefit.The lack of trust inherent in such a competitive atmosphere can severely limit the open exchange of ideas that is essential for effective collaboration. Without trust, students are less likely to engage in productive discussions or work together on projects, which can stifle creativity and innovation.

Stress and Anxiety: The pressure to excel academically can lead to heightened levels of stress and anxiety among students. In competitive environments, the demands of coursework and the need to outperform peers can create an overwhelming sense of pressure. As a result, students may become increasingly focused on their individual tasks and responsibilities, often at the expense of collaborative efforts. For example, a student facing multiple deadlines may choose to isolate themselves to complete assignments rather than participate in group study sessions or collaborative projects.This mental strain can inhibit the motivation to seek out or engage in collaborative opportunities, as students prioritize managing their own workloads over building connections with their peers. Ultimately, this can lead to a fragmented learning

experience, where the benefits of collaboration are overshadowed by the pressures of individual performance.

Fear of Failure: In competitive academic environments, the fear of failure can be particularly pronounced. Students may feel that their worth is tied to their academic success, leading to a heightened anxiety surrounding their performance. This fear can deter individuals from engaging in collaborative efforts, as they might worry that working with others could result in a lower overall performance or grades.For instance, a student may avoid participating in group projects if they believe that their contributions could negatively impact the group's outcome. This reluctance to collaborate stems from a desire to protect their own academic standing, ultimately hindering the potential for teamwork and shared learning experiences.

Competition for Resources: In many academic environments, resources such as scholarships, internships, and research opportunities are limited. This scarcity can exacerbate the competitive atmosphere, leading students to view their peers as competitors rather than potential collaborators. When students perceive their classmates as rivals for valuable opportunities, they may be less inclined to engage in cooperative efforts. For example, a student may choose not to share information about an internship opportunity with classmates, fearing that doing so could diminish their own chances of being selected.This mindset can result in a lack of cooperation and sharing of information that could benefit the group as a whole. Instead of fostering a collaborative spirit, the competition for resources can create a climate of secrecy and individualism that stifles collective learning.

Discouragement of Vulnerability: Collaboration often requires a level of vulnerability, such as sharing incomplete ideas, seeking help from peers, or admitting to challenges. However, in highly competitive environments, students may feel discouraged from showing vulnerability due to the fear of being perceived as weak or unprepared. This

reluctance can inhibit open communication and limit the depth of collaboration.For instance, a student may hesitate to ask for help or feedback from peers out of concern that doing so could undermine their reputation or standing within the group. This fear can prevent students from fully engaging in collaborative discussions, thereby limiting the potential for growth and learning that arises from shared experiences.

Reduced Engagement in Group Activities: Finally, the competitive nature of academic environments can lead to reduced engagement in group activities. When competition is emphasized, students may feel pressured to prioritize their individual academic achievements over participating in collaborative events, such as study groups, workshops, or extracurricular activities. The focus on individual accolades can overshadow the benefits of teamwork, which include networking opportunities, diverse viewpoints, and collective problem-solving.As a result, students may miss out on valuable opportunities to connect with their peers and build meaningful relationships. This disengagement can perpetuate a cycle of isolation and individualism, further hindering collaboration and cooperation among students.The competitive nature of academic environments can create significant barriers to collaboration among students. The emphasis on individualism, limited trust, stress, fear of failure, competition for resources, discouragement of vulnerability, and reduced engagement in group activities all contribute to a challenging landscape for collaborative learning (Bean, 2021). To foster a culture of collaboration, educational institutions must actively promote teamwork, encourage open communication, and create supportive environments that emphasize the value of shared learning experiences. By addressing the challenges posed by competition, higher education institutions can empower students to cultivate strong social networks and enhance their academic and personal growth.

STRATEGIES FOR ENHANCING SOCIAL LINKS IN EDUCATIONAL INSTITUTIONS

In today's interconnected world, the significance of social connections cannot be overstated, particularly within educational institutions. These connections not only enhance the academic experience but also contribute to personal growth, career success, and a sense of belonging. To maximize the benefits of social ties, both institutions and students can adopt a variety of strategies. This section will explore several institutional initiatives and student-led initiatives aimed at enhancing social links, while also providing concrete examples to illustrate these strategies.

Institutional Initiatives: One of the primary strategies that institutions can employ is the implementation of **comprehensive orientation programs**. These programs serve as a vital introduction to campus life, helping students acclimate to their new environment. A well-structured orientation can include social mixers, group activities, and informational sessions that promote interaction among students. For instance, a university might organize a week-long orientation that features team-building exercises, allowing students to form bonds while learning about campus resources. This early engagement is crucial for helping students feel connected and supported from the outset.Another effective institutional strategy is the organization of **networking events**. Regularly scheduled networking events, such as career fairs, guest speaker series, and alumni panels, provide students with opportunities to interact with faculty, industry professionals, and alumni. For example, a college could host an annual "Career Connection Fair," where students can meet and converse with alumni who are working in their fields of interest. These events not only facilitate networking but also foster a sense of community within the institution, as students share experiences and insights with one another and with those who have successfully navigated similar paths.In addition to these initiatives, institutions can create **social media platforms** specifically for students to connect and collaborate. By establishing official groups or forums on

popular social media platforms, institutions can encourage students to share academic resources, plan events, and discuss common interests. For example, a university might create a Facebook group for incoming freshmen, allowing them to ask questions, share experiences, and arrange meet-ups. This digital space can serve as a bridge for students who may be hesitant to engage in-person initially.Despite these initiatives, challenges such as low participation rates and a lack of engagement from diverse student populations may arise. Institutions must actively work to address these issues by tailoring events to meet the diverse interests of their student body and employing targeted marketing strategies to ensure inclusivity (Coleman, 2018).

Student-Led Initiatives: While institutional efforts are essential, students themselves can take proactive steps to enhance social connections through;

Clubs and organizations: Pascarella (2018), asserted that by forming clubs that reflect their interests, whether academic, cultural, or recreational, students create inclusive spaces where they can connect with like-minded individuals. For example, a student-led environmental club might organize community clean-up events, allowing members to bond while making a positive impact on their surroundings. Such initiatives not only strengthen social ties but also enrich the overall campus culture.

Peer mentorship programs: These can be particularly beneficial for fostering social links among students. These programs pair experienced students with newcomers, offering guidance and support as they navigate academic and social challenges. For instance, a university might implement a peer mentorship initiative where upperclassmen mentor first-year students in their respective fields of study. This relationship not only aids in academic success but also helps to build lasting friendships and networks.Another valuable student-led initiative is the creation of **Interest-based workshops and seminars**: Students can organize workshops that focus on specific skills or topics, inviting peers to participate and share their knowledge. For example, a group of students passionate about photography could host a workshop on basic

photography skills, encouraging participants to collaborate and connect over a shared interest. These informal gatherings can foster camaraderie and create opportunities for students to learn from one another.

Additional Strategies and Considerations:

To further enhance social connections, Granovetter (2021), added that institutions could consider implementing;

Community service projects that encourage collaboration among students. By participating in service initiatives, students not only contribute to their local communities but also forge strong bonds through shared experiences. For instance, a university might collaborate with local organizations to organize volunteer days, allowing students to work together for a common cause while building meaningful relationships. Moreover, institutions can promote;

Interdisciplinary collaboration through joint projects and events that bring together students from different academic backgrounds. By encouraging students to work on initiatives that require diverse perspectives, institutions can foster a culture of collaboration and inclusivity. For example, a university could organize a hackathon that invites students from various disciplines such as computer science, business, and design to collaborate on innovative solutions to real-world problems. Enhancing social connections within educational institutions is a multifaceted endeavor that requires the concerted efforts of both institutions and students. By implementing comprehensive orientation programs, organizing networking events, and fostering student-led initiatives such as clubs and peer mentorship programs, the potential for meaningful social ties can be significantly increased. Additionally, addressing challenges related to engagement and diversity, while exploring new strategies such as community service projects and interdisciplinary collaboration, will further strengthen these connections. Ultimately, a

vibrant and interconnected academic community not only enriches the educational experience but also prepares students for success in their future endeavors.

THE ROLE OF SOCIAL MEDIA PLATFORMS IN FOSTERING INTERACTION.

In the contemporary educational landscape, social media platforms have emerged as powerful tools for fostering interactions among students. These digital spaces not only facilitate communication but also play a pivotal role in building communities, promoting collaboration, and enhancing the overall educational experience. As students navigate their academic journeys, the influence of social media on their interactions cannot be overstated. This section explores the multifaceted role that social media platforms play in enhancing student engagement and interaction, highlighting key aspects such as communication, community building, event promotion, networking opportunities, collaboration, support, and cultural exchange (Bourdieu, 2016).

Enhanced Communication: One of the most significant contributions of social media platforms to student interactions is the enhancement of communication. Traditional barriers to communication, such as geographical distance and time constraints, are diminished in the digital realm. Platforms like Facebook, Instagram, and Twitter provide students with the ability to share information, ask questions, and engage in discussions with their peers in real time. Group chats and dedicated pages allow for ongoing conversations about academic topics, course materials, and campus events. This immediacy not only fosters a sense of belonging but also establishes a support network for students who may feel isolated in their academic pursuits. Additionally, social media becomes a vital tool for facilitating open dialogue and encouraging peer-to-peer interaction, ultimately enriching the educational experience.

Community Building: Social media platforms serve as fertile ground for community building among students. They enable individuals to connect with peers who share

similar interests, backgrounds, or academic pursuits. Student groups can be formed around specific academic disciplines, extracurricular activities, or shared hobbies, creating inclusive spaces where students can engage with one another. For instance, a group dedicated to a particular major can facilitate discussions on coursework, share resources, and provide mutual encouragement. This sense of community is particularly beneficial for first-year students or those transitioning to new environments, as it helps them establish friendships and support systems that enhance their overall university experience.

Event Promotion and Coordination: In addition to fostering connections, social media platforms are instrumental in promoting events and coordinating activities within educational institutions. Students can create event pages for club meetings, study groups, and social gatherings, making it easier to organize and invite others. This feature not only enhances participation but also encourages students to engage in various campus activities, leading to a more vibrant student life. For example, a university club may use social media to announce an upcoming seminar or workshop, allowing members and interested participants to RSVP, share the event with friends, and generate enthusiasm. The ability to reach a broader audience through social media ensures that students remain informed about opportunities to connect and collaborate.

Networking Opportunities: Networking is a crucial aspect of professional development, and social media platforms play a vital role in this process. Platforms like LinkedIn are specifically designed for professional networking, allowing students to connect with alumni, industry professionals, and potential employers. By creating and maintaining a professional online presence, students can expand their networks, seek mentorship, and access job opportunities that may not be available through traditional channels. For instance, a student may connect with an alumnus working in their desired field, leading to valuable advice, internships, or even job offers. The accessibility of

networking opportunities through social media empowers students to take charge of their career trajectories and build relationships that can significantly impact their future.

Collaboration on Projects: Collaboration is essential in the academic environment, and social media facilitates this process by providing platforms for students to work together on group projects or study sessions. Tools like Google Drive, Slack, or Discord can be integrated with social media, allowing students to share documents, collaborate in real time, and maintain ongoing discussions. For example, a group of students working on a research project can create a shared folder on Google Drive to compile their findings, while using a dedicated chat on Slack to brainstorm ideas and assign tasks. This collaborative approach not only enhances the quality of their work but also helps students develop teamwork skills and strengthen relationships with their peers. The ability to collaborate effectively through social media fosters a sense of camaraderie and shared purpose among students, enhancing their overall educational experience.

Support and Resources: The supportive nature of social media platforms is another vital aspect of fostering student interactions. Students can use these platforms to seek and offer support, creating a culture of collaboration and encouragement. Online forums and groups can serve as spaces for students to share academic resources, study tips, and mental health support. For instance, a student struggling with a particular subject may post a question in a dedicated group, receiving advice and encouragement from peers who have faced similar challenges. This exchange of information can be particularly valuable for students who may feel overwhelmed or uncertain, as it reinforces the idea that they are not alone in their struggles. By fostering a supportive community, social media platforms contribute to the overall well-being and success of students.

Cultural Exchange:

Social media also facilitates cultural exchange, allowing students from diverse backgrounds to share their experiences, traditions, and perspectives. This cultural sharing fosters inclusivity and awareness, helping students appreciate different viewpoints and form connections across cultural divides. For instance, a student from an international background may share insights about their culture through a social media post, sparking discussions and encouraging others to share their own experiences. This exchange not only enriches the social fabric of the student community but also promotes understanding and empathy among peers. In an increasingly globalized world, social media platforms serve as vital conduits for cultural exchange, preparing students to thrive in diverse environments.

CONCLUSION

In conclusion, the intricate relationship between higher education and social links underscores the essential role that educational institutions play in fostering interpersonal relationships and building social capital. Through their various initiatives, universities and colleges create an environment conducive to networking, collaboration, and community engagement. The development of social links is not merely an ancillary benefit of higher education; it is a critical component that influences students' academic success, professional trajectories, and personal growth. Furthermore, the advent of social media platforms has revolutionized the way students interact, providing innovative avenues for communication and connection. These digital tools enhance the educational experience by facilitating collaboration, promoting inclusivity, and broadening students' perspectives through cultural exchange. As students navigate their academic journeys, the relationships they cultivate through both traditional and digital means significantly shape their identities as engaged citizens and future leaders. Despite the numerous opportunities presented by higher education, challenges such as isolation,

competition, and time constraints persist, highlighting the need for institutions to actively foster inclusive and supportive environments. By addressing these barriers and implementing effective strategies to enhance social links, educational institutions can empower students to cultivate meaningful connections that will not only enrich their academic experiences but also extend into their professional lives. Ultimately, the synergy between higher education and social links is vital for creating a thriving academic community. As institutions continue to evolve and adapt to the changing landscape of education, the emphasis on building strong social networks will remain paramount, ensuring that students are well-equipped to succeed in an increasingly interconnected and collaborative world. Through these efforts, higher education can continue to serve as a powerful platform for social interaction, personal development, and professional advancement, shaping the future of individuals and society as a whole.

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INDUSTRIAL RELATIONS, QUALITY OF WORK-LIFE AND EMPLOYEES' EFFECTIVENESS IN PUBLIC UNIVERSITIES IN SOUTH WEST, NIGERIA

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Abstract

This study investigated the relationship among Industrial Relations, Quality of Work-Life (QWL), and Employees' Effectiveness in public universities in South West, Nigeria. It explores how working conditions, labor turnover rates, workplace safety and work-life balance influence the effectiveness of university employees. Given the significant role that public universities play in national development, this research aimed to provide insights into improving these areas to enhance institutional effectiveness and academic quality. Data was collected from academic staff in federal and state universities across South West Nigeria using a structured questionnaire. Recommendations include: Implementation of policies that promote a better work-life balance, such as flexible working hours and support for professional development, Universities should invest in better infrastructure, safer work environments, and adequate office space for staff, workloads on lecturers should be reduced to enhance effectiveness and efficiency. Universities' management should address the reasons for high staff turnover rate and tackle

them and effective policies should be put in place to address grievances related to working conditions.

Key words: *Employees, Quality of Work Life (QWL), Working Conditions, Public Universities, Turnover Rate, Employee Effectiveness.*

Introduction

Employee effectiveness is critical in achieving organizational goals, especially in public universities where academic staff performance significantly impacts teaching, research, and student outcomes. In Nigerian public universities, challenges such as unresolved industrial disputes, poor working conditions, and a declining Quality of Work-Life (QWL) are undermining employee effectiveness. Poor industrial relations, typified by frequent strikes and labor unrest, exacerbate issues related to working conditions, job security, and employee morale, leading to job dissatisfaction and diminished academic productivity. Quality of work-life (QWL), which refers to the ability to balance work demands with personal life, is an essential factor influencing employee well-being and performance.

Despite various policies aimed at improving QWL, Nigerian universities face persistent challenges in ensuring favorable work conditions for their staff. This research seeks to explore the relationship between industrial relations, QWL, and employees' effectiveness in Nigerian public universities, with a particular focus on lecturers in South West Nigeria.

Over the years, Nigerian public universities have faced poor industrial relations characterized by strikes, labor disputes, and poor working conditions. These issues have led to job dissatisfaction, burnout, and a decline in employee effectiveness.

The strain on lecturers, compounded by high workloads and inadequate institutional support, has led to increased stress and low morale, affecting their ability to fulfill their academic responsibilities. The lack of effective communication between university management and staff unions, coupled with inadequate policies for work-life balance, further aggravates the situation. This study addresses the need to understand how industrial relations and QWL impact employee effectiveness in Nigerian universities, particularly in South West Nigeria.

Literature Review

Industrial Relations and Employee Effectiveness

Industrial relations traditionally refer to the relationship between employees and employers, primarily through trade unions, and the processes used to address concerns regarding working conditions, pay, and job security. These relations are pivotal in shaping the work environment, which in turn affects employees' psychological and professional well-being. In public universities, the disruption caused by poor industrial relations has affected academic calendars and the quality of education provided to students (Jibril & Salihu, 2019).

Industrial relations, particularly the relationship between university management and staff unions, play a vital role in determining employee satisfaction and effectiveness. Poor industrial relations in Nigerian public universities, characterized by strikes and frequent disputes, lead to low morale and reduced academic productivity (Adewumi & Fashoyin, 2019). Effective industrial relations can foster a cooperative work environment, enhance job satisfaction, and improve employee performance.This issue is particularly evident in **Nigerian public universities**, where strained labour relations between the university management

and employee unions, such as the Academic Staff Union of Universities (ASUU), have resulted in frequent industrial actions, undermining the effectiveness of university staff (Jibril & Salihu, 2019).

Quality of Work-Life (QWL) and Employee Effectiveness

Quality of Work Life (QWL) is a multidimensional concept that encompasses aspects such as working conditions, job security, and work-life balance. Research has shown that poor QWL leads to job dissatisfaction, stress, burnout, and a decline in employee effectiveness (Gragnano et al., 2020). In Nigerian public universities, lecturers often face overwhelming workloads, insufficient resources, and inadequate work environments, which negatively impact their well-being and academic performance (Obakpolo, 2021). Efforts to improve QWL, such as increased wages and better work conditions, have been insufficient in addressing the underlying issues affecting employee performance (Adeniji, 2018).

Over the past few years, universities in Nigeria have been threatened with several challenges ranging from increased cost of running the institution, inadequate working employees attending to increased workloads and a general decline in values placed on the quality of education and research (Fapohunda, 2013). Amidst these challenges, employees are expected to be at their best and be most productive in the institution. These have led to a very thin layer between employees" personal life and work life, which often mares their job satisfaction level (Bigirimana et al, 2016). It is with the understanding of these challenges that several government policies and programmes at different levels and tertiary institutions in Nigeria are geared towards improving the QWL in the Nigerian universities environment.

Workplace Safety and Employee Effectiveness

Workplace safety is another critical element of QWL. Unsafe work environments can lead to stress, injury, and absenteeism, negatively affecting employee effectiveness (Trebilcock, 2012). In Nigerian universities, inadequate office space, frequent power outages, and poor campus infrastructure compromise staff safety and well-being, further diminishing their productivity (Obakpolo, 2021).Amidst these challenges, some scholars have pointed out that the fundamental human rights of employees, including the right to safe, healthy, and fair working conditions, remain largely unmet when compared to global standards (Trebilcock, 2012). Despite these adverse conditions, many employees continue to endure demanding duties within an inadequate work environment and with insufficient resources. As a result, the quality of work life (QWL) within the Federal University community still falls short of standard expectations.

Data and Methodology

Research Design

The research design used in this study is the descriptive survey research design. Descriptive design is a research design used to systematically obtain information or describe a phenomenon, situation or population. The reason for the choice is to be able to assess the opinion of the respondents using the questionnaire.

Population of the Study

The study population will consist of all 5, 047 lecturers in public universities in South West, Nigeria.

Sample Size and Sampling Technique

The sample used for the study was drawn using simple random sampling technique. Equal representative of the sample was used for the study, as a result of disparity in the numbers of states and federal universities. Three federal and three state universities will be selected for the study using stratified random sampling technique. The sample size for this study was 505 participants representing 10% of the population.

The selected universities are University of Lagos, Obafemi Awolowo University, Federal University of Technology, Akure, Osun State University, Adekunle Ajasin University and University of Medical Sciences, Ondo.

The sample size for this study will be 505 participants, representing 10% of the population.

S/N	Names of Universities	Sample size
1.	University of Lagos	325
2.	Obafemi Awolowo University	260
3.	Federal University of Technology, Akure	140
4.	Osun State University	100

5.	Adekunle Ajasin University	120
6.	University of Medical Sciences	64
	Total	**505**
		10%

Source: Annual Statistics (2023)

Research Instrument

A well-designed questionnaire was used as instrument to collect data from the participants in the study. The questionnaire is patterned along the four Likert- scales of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed of which the participants to ticked the ones that best suited their response on each item. Hence, scores would be assigned as follows:

Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2 and Strongly Disagreed (SD) = 1

For the purpose of data collection, a self-developed questionnaire titled "Industrial Relations, Quality of Work Life and Employees Effectiveness Questionnaire (IRQWLEEQ) was used. The instrument was constructed with two major sections, 'A' and 'B'. Section 'A' contains the participants' personal data, while Section 'B' contained the items that the researcher used to answer the research questions and test the formulated hypotheses. Each item of Section B will be of a four-point Likert-scale type of "Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)." The participants responded to the items by ticking the option they felt tallied with their opinions.

Validity of the Research Instrument

To ascertain the quality of the questionnaire, it was given to some experts in measurement and evaluation to assess its face and content validity. All corrections and comments made was adhered to before the questionnaire is administered.

Reliability of the Research Instrument

A pilot survey was conducted in three public Nigerian universities to ascertain the reliability of the research instrument. Cronbach's alpha reliability analysis was employed with the "Statistical Package for Social Sciences (SPSS)" to determine the reliability coefficient of the research instrument. This approach was used to measure the internal consistency of the items on the research instrument.

Procedures for Data Collection

The researcher administered the instrument to the selected participants in the sampled Universities. Copies of the research instrument were administered to the participants during their free periods, and the completed copies of the instrument were collected immediately to achieve a high return rate.

Methods of Data Analysis

Data analysis used descriptive and inferential statistics. Descriptive statistics of frequencies and percentage counts will analyse the demographic characteristic data of the respondents. Since the study adopted four (4) point scoring scales for the items used in the questionnaire (instruments), data collected was converted to mean scores and used to derive answers to the research questions and thus determine the significance of the results. The hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMC) at a .05 significant level.

Data Presentation, Analysis and Discussion

The analysis of data collected in order to answer the research question are presented tabular form. Using Likert scale, the cutoff point is determined as follows: Strongly Agree = 4, Agree = 3, Strongly Disagree = 2, Disagree =1 **Total = 10**

The mean calculated =

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Therefore, the mean score point is 2.5.

Rule: mean score below 2.5 is rejected while mean score above 2.5 is accepted. While the hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

Table 1: Demographic Analysis of Participant

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1			⁄o
hing Experience			
ears			
years			

5 years

20 years

ears and above

	%

Source: Field Survey, 2023

From table 1 the responses revealed that 233(46%) of the participants were male while 272(54%) of the participants were female. This suggests there are more female lecturers respondents than male. On the age of the lecturers,75(15%) of the lecturers were between 31-40 years of age, 227(45%) of the teachers were between 41-50 years of age, 203(40%) of the teachers were 51 years and above of age. while, 20(10%) of the respondent who teachers were between 50 years and above. On qualification, 51(10%) of the respondents were B.Sc/B.Ed holders while 202(40%) of the lecturers were master degree holders and 252(50%) were Ph.D holders. Lastly on teaching experience,25(5%) of the lecturers had worked for 1-5 years, 51(10%) of the respondents were lecturers with 6-10 years of experience, 60(12%) of the respondents were lecturers with 11-15 years of experience, 167(33%) of the respondents were lecturers with 16-20years of experience, 202(40%) of the respondents were lecturers with 21 years and above teaching experience.

Answer to Research Questions

1. **Research Question One:** What is the relationship between working conditions and employees' effectiveness?

Table 2: Working Conditions

MS		MARK
working conditions in my ersity allow me to perform uties effectively.		Significant
resources available to me adequate for fulfilling my essional responsibilities.		Significant
office environment is ucive for productivity.	i)	ificant
	i)	

physical infrastructure (e.g.,				ificant
lings, facilities) supports	i)	i)		
tive job performance.				
university has effective				Significant
ies in place to address				
ances related to working				
itions.				

Source: Field Survey, 2023

Table 2 on items 1,2 and 5, with a mean score 2.4,2.0 and 2.1 respectively which is below the calculated mean of 2.5 the respondents disagreed that The working conditions in their universities allow them to perform my duties effectively, the resources available are adequate for fulfilling professional responsibilites and the univeristy has effective policies in place to address grievances related to working conditions. Similarly on item 3 and item 4 with a mean score of 2.7 and 2.6which is above the benchmark for favourable responses, the lecturers agreed that the office environment is conducive for productivity and that physical infrastructure support effective job performance.

2. **Research Question Two:** To what extent does the labour turnover rate affect employees' effectiveness?

Table 3: Labour Turnover Rate

s				ARK
constant replacement of staff				ificant
ers the effectiveness of my team	l)	i)	i)	
ur turnover affects the stability				ificant
ademic activities.	i)	i)		
university management				Significant
esses the reasons behind high	i)	i)		
turnover effectively.				
roles are well-defined, which				ificant
s to reduce the turnover rate.	i)	i)	i)	

s						ficant
turnover among staff has a						ificant
tive impact on the overall	)		)			
ormance of the university						

Source: Field Survey, 2023

From table 3, items 1, 2, 4 and5, with a mean score of 2.6, 2.5, 2.5 and 2.7 respectively which are above the calculated mean of 2.5 it wasagreed that; The constant replacement of staff hinders the effectiveness of the team, Labour turnover affects the stability of academic activities.Job roles are well-defined, which helps to reduce the turnover rate and while on item 3 with a mean value of 1.9 which is below the calculated mean value of 2.5 the respondents disagreed that:The university management addresses the reasons behind high staff turnover effectively.

3. **Research Question Three:** What is the relationship between workplace safety and employees' effectiveness?

Table 4: Workplace Safety

s						1ARK
university provides a safe						ificant
ing environment.	)	)	)	)		
satisfied with the health and						ificant
y measures in place at my	)	)	)			
place.						
kplace safety concerns are		(43.5)				ificant
ptly addressed by university			)			
agement.						
y hazards in my workplace						ificant
tively affect my job	)		)			
ormance.						
el secure from physical risks						ificant
e at work.	)	)	)	)		

Source: Field Survey, 2023

The responses by the respondents on remuneration packages show that on items 1, 2, 3, 4 and 5 with a mean value of 2.6, 2.8 and 3.2, 3.0 and 2.3 which is above the benchmark mean of 2.5 the lecturers agreed that; The university provides a safe working environment, they are satisfied with the health and safety measures in place at their workplaces, workplace safety concerns are promptly addressed by university management, Safety hazards in my workplace negatively affect job performance and they feel secure from physical risks while at work.

4. **Research question 4:** How do work-life balance influence the effectiveness of employees in Nigerian public universities?

Table 5: Work life Balance

MS				MARK
workload allows me to tain a healthy work-life ace.	)	)	)	Significant
m able to manage my essional and personal onsibilities effectively.	)	)	)	) Significant
university's policies support :-life balance.	)	)	)	Significant
lack of work-life balance ibutes to stress and burnout ng staff.	)	)		ificant
workload I am given allows ufficient time for family and re activities.	)	)		Significant

Source: Field Survey, 2023

The responses of the respondents show that with a mean value of 1.9, 1.7, 2.0 and 2.2 which are below benchmark of the mean value of 2.5 the lecturers disagreed that the workloads allow them to maintain

a healthy work-life balance, that they are able to manage their professional and personal responsibilities effectively.The university's policies support work-life balance and the workload they are given allows them sufficient time for family and leisure activities. While on item 4, with the mean vale of 3.6, the lecturers agreed that The lack of work-life balance contributes to stress and burnout among staff.

Test of Hypotheses

Hypothesis One: There is no significant relationship between working conditions and employees' effectiveness.

Table 6: Working conditions and employees' effectiveness

ables	n	.	.	ark
king conditions	5			
loyees' effectiveness	2	3	3	ted

P<0.05

Table 6 shows the test of relationship between working conditions and employees' effectiveness, using Pearson Product Moment Correlation (PPMC) statistical tool. The table shows that the calculated value of r = 0.238 is greater than the critical value of r = 0.178 at 0.05 level of significance and 118 degree of freedom. Hence, the null hypothesis which states that there is no significant relationship between working conditions and employees' effectiveness was rejected. This implies that there is a significant relationship between working conditions and employees' effectiveness.

Hypothesis Two: There is no significant relationship between labour turn over and employees' effectiveness

Table 7: Labour turnover rate and employees' **effectiveness**

ables	n	.	.	ark
ur turnover rate	)			
loyees effectiveness	2	5	3	ted

P<0.05

The analysis in table 11 indicated that the r-cal is 0.615 which is greater than the table value (r-tab) at 0.178 at 0.05 level of significance and 118 degree of freedom which informed the rejection of the null hypothesis which states that: There is no significant relationship between teachers' training and

teachers' effectiveness. This implies that there is a significant relationship between labour turnover rate and employees' effectiveness.

Hypothesis Three: There is no significant relationship between workplace safety and employees' effectiveness.

Table 8: Workplace safety and employees' effectiveness

ables	N	.	t.	ark
kplace safety	5			
		7	3	ted
loyees' tiveness	2			

P<0.05

Table 8 shows the test of relationship between relationship between workplace safety and employees' effectiveness. Using Pearson Product Moment correlation (PPMC) statistical tool. The table shows that the calculated value of r = 0.247 is greater than the critical value of r = 0.178 at 0.05 level of significance and 118 degree of freedom. Hence, the null hypothesis which states that there is no significant relationship between workplace safety and employees' effectivenesswas rejected. This means that there is a significant relationship between workplace safety and employees' effectiveness.

Hypothesis Four: There is no significant relationship between work life balance and employees' effectiveness.

Table 8: work life balance and employees' effectiveness

ables	N	.	t.	ark
k life balance	3			
loyees' tiveness	l	7	3	ted

P<0.05

Table 8 shows the test of relationship between relationship between work life balance and employees' effectiveness, using Pearson Product Moment correlation (PPMC) statistical tool. The table shows that the calculated value of r = 0.537 is greater than the critical value of r = 0.178 at 0.05 level of significance and 118 degree of freedom. Hence, the null hypothesis which states that there is no significant relationship between staff promotion and teachers' effectiveness was rejected. This means that there is a significant relationship between work life balance and employees' effectiveness.

Summary of Findings

1. There is a significant relationship between working conditions and employees' effectiveness.

2. There is a significant relationship between labour turn over and employees' effectiveness.

3. There is a significant relationship between workplace safety and employees' effectiveness.

4. There is a significant relationship between work life balance and employees' effectiveness

The study's findings provided a detailed understanding of how industrial relations, QWL, and employee effectiveness are interrelated in Nigerian public universities. Poor industrial relations and inadequate QWL have significant negative impact on employees' effectiveness, leading to low job satisfaction, increased turnover, and reduced academic productivity.

Conclusion

The study concludes that improving industrial relations, enhancing QWL, and addressing issues related to working conditions, job security, and work-life balance

are essential for boosting employee effectiveness in Nigerian public universities. Effective policies and interventions are necessary to improve the working environment and employee morale, which will, in turn, enhance the quality of education and research output in these institutions.

Recommendations

Based on the findings, the study recommends:

1. University management and staff unions should engage in continuous dialogue to resolve disputes and create a more harmonious work environment.

2. Policies that promote a better work-life balance, such as flexible working hours and support for professional development, should be implemented.

3. Universities should invest in better infrastructure, safer work environments, and adequate office space for staff.

4. Workloads on lecturers should be reduced to enhance effectiveness and efficiency.

5. Universities management should address the reasons for high staff turnover rate and tackle them.

6. Effective policies should be put in place to address grievances related to working conditions.

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IMPACT OF ENTREPRENEURSHIP EDUCATION FOR GRADUATE VENTURE CREATION SKILLS AND SELF-RELIANCE AMONG COLLEGES OF EDUCATION STUDENTS IN CROSS RIVER STATE, NIGERIA.

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Abstract

This study examined impact of entrepreneurship education for graduates venture creation skills and self-reliance among Colleges of Education students in Cross River State. Three research null hypotheses guided the study. The study employed descriptive survey design. The population of the study comprised of all the final year student of the two public colleges of education in the study area. A sample of 400 respondents was selected using stratified random sampling technique. The instruments for data collection were a self-developed questionnaire titled: "Entrepreneurship Education Questionnaire (EEQ) and Students Venture Creation Questionnaire (SVCQ) with reliability coefficient of 0.74. Chi-square (X^2) goodness of fit was used to test the null hypotheses at 0.05 level of significance. The findings revealed that both planning, funding and provision of facilities have significant influences on graduates venture creation in Cross River State. Based on the findings of the study, it was recommended that the school administrator through the National Commission for Colleges of Education (NCCE) should embark on effective planning of entrepreneurship education programme to enable graduates develop potentials in creating ventures towards becoming self-reliant after graduation.

Keywords: *Entrepreneurship education, venture creation and self-reliance.*

Introduction

Education is an engine of growth and key to development in every society based on its quality and quantity. In order to make a significant contribution to economic growth and development, high quality education is required. The twenty-first century paradigm is shifting towards the enhancement of knowledge as a priority. According to Hilary and Ekaete (2019), this has likely been a product of the resonation of states connecting their higher educational systems much more closely to their various economic development strategies including entrepreneurship education. Galloway and Brown (2015) opine that education about entrepreneurship and for entrepreneurship will increase graduates interest in becoming entrepreneurs at some stage after graduation. Brijlal (2021) asserts that education improves the perceived feasibility for entrepreneurship by self-efficacy and perceived desirability for entrepreneurship by showing students that the activity is highly regarded and socially acceptable by the community and that it can be a personally rewarding work.Bolaji and Nneka (2012) also noted that the rate of growth of student's population is at geometrical progression while the growth rate of job opportunities can be best described as being in arithmetical progression. This unfortunate situation has given rise to high rate of youth unemployment and some social unrest in the society

It has been generally observed that unemployment of graduates of Nigerian tertiary institutions has become a major national problem. Thousands of university graduates join the labour market in search of gainful employment yearly. According to Owusu-Ansha and Poku (2012), "the challenge is not only to tackle the large number of unemployed graduates, but also of absorbing the new entrants into the labour market. This implies that many graduates are unemployed because the training they received was not adequate to equip them with desirable skills and

competencies required for job creation and self-employment. Hence, the goal of entrepreneurship education is to empower graduates irrespective of their areas of specialization with skills that will enable them engage in income yielding ventures if they are unable to secure jobs. It is the reorientation from job seeking to job creating. Nigerian graduates can only be self- employed and marketable if they acquire the relevant skills and knowledge in both secondary and tertiary levels. Galloway and Brown (2015) articulated that this should transcend mere teaching of knowledge and skills in principles, which are devoid of practical experiences in related fields.

Steeter, Jaquitte and Hovis (2002) model described entrepreneurship education as magnet-radiant models of university-wide entrepreneurship education. The model also examines the emergent trends towards university-wide programmes in entrepreneurship education and developed categories namely: "magnet programme," which draw students into entrepreneurship courses offered in the business school and "radiant programmes," which feature entrepreneurship courses outside the business school and focuses on the specific context of the non-business students. According to the theorists, some programmes and courses are taught in one college or school; whereas in others, courses exist in various colleges or schools. In the model, a programme where classes in entrepreneurship are offered by a single entity but attended by students from all over the universities are called the 'magnet model' but when classes in entrepreneurship are offered to the students in their various departments and faculties, it is called the radiant.

The creation of new ventures is not only heralded as being of great economic importance to society, but it also becomes accepted and legitimized by society on a much wider scope than earlier part of the 20th century (Samuelson, 2023). The author argues that students destined for self-employment or venture creation need more action-

based approach to entrepreneurial learning in comparison to traditional methods. Action-based pedagogies potentially allow for learning from highly emotional critical incidents in the venture creation process where provided actions are paired with reflection activities. According to Ikeme (2014), the concept of venture creation programme (VCP) is proposed as entire primership or business education at a higher educational level for creation of real life venture as their primary learning vessel and formal curriculum. Perceived desirability of starting a venture is an emotional judgment and the entrepreneurs employ such conclusion to make choices on whether or not to take action (Mitchell et al., 2020). The graduates recognition of starting a new business venture as a wanted choice of their career will be possibly associated to an intent to involve in starting their own business ventures in the future at the time of possibility. The perceived desirability of starting a new venture is the variation between perceptions of personal desirability in starting new venture and organizationally employed. Therefore, higher levels of the perceived desirability of starting new venture actually points out that the individual is more in support of starting new venture than being employed somewhere else. The thrust of this study therefore will be focusing on impact of entrepreneurship education on colleges of education graduates venture creation skills and self -reliance   in Cross River State.

Review of empirical literature

Several studies have been conducted on entrepreneurship education on graduates job creation in the society. Oviawe (2012) conducted a study on planning entrepreneurial programme for graduates empowerment in Nigeria. The purpose of the study was to investigate the impact of planning entrepreneurial programme for youth empowerment and boosting job creation and crime reduction. Two research questions and two hypotheses guided the study. The study employed descriptive survey research design. The population of the study was 2,824 students. The sample size of 240 respondents was drawn from various institutions of higher learning. Instrument for data collection was a self-structured questionnaire titled: Planning Entrepreneurship Programme for Youths Empowerment Questionnaire (PEPYEQ)". Mean and standard deviation were used to answer the research questions and chi-square to test hypotheses at 0.05 level of significance. The results revealed that there is a significant influence of planning and personnel used in entrepreneurial programme on youth empowerment in the country. The results also revealed that a well planned and executed entrepreneurial programme will ensure youth's self-employment through job creation. Based on the finding of the study, it was recommended that universities should embark on adequate planning to effectively reduce reduce unemployment in the society. The relevance of the study under review to the present study is that the previous study investigated the

impact of planning entrepreneurial programme for graduate's empowerment in Nigeria. Both studies employed a descriptive survey design. The gap between the two studies is that the previous study focused on youth in general, while the present study focuses on graduates venture creation.

Onye, Amadi and Anamonye (2015) investigated perceived influence of political policies on funding university programme in Imo State. The purpose of the study was to examine the influence of political policies on funding university programme. The study was guided by one research question and one hypothesis. A survey research design was adopted for the study. The population of the study was 226 non-academic staff of Imo State University Owerri and Federal University of Technology, Owerri. The sample size was 226 respondents. The instrument for data collection was a questionnaire titled "Perceived Influence of Political Policies on Funding of University Education Programme Questionnaire (PIPPFUEPQ)". Mean and standard deviation were used to answer the research questions. Z-test was used to test the hypothesis at 0.05 level of significance. The finding of the study revealed that the perceived influence of political policies of funding university programmes are: overt poverty of teaching/educational facilities, substandard and inadequate school plants, inability to pay staff salary as when due, inadequate laboratory facilities, graduates based discontinuity in schooling as a result of non-implementation of scholarship scheme and graduates inability to defend themselves after graduation. Based on the findings, it was recommended among others

that funding of university education should not be left in the hands of the government alone. The relevance of the present study is that the previous study investigated funding of university programme which is one the variables of the present study. Both Studies employed survey research design but the study areas, population and test statistics are different, hence this study design to find the influence of the variable under study.

Emeka and Chima (2018) conducted a study on the availability and adequacy of resources for entrepreneurship education in universities in the South-East Zone of Nigeria. The study was guided by three research questions and three hypotheses all derived from the purpose of the study. The study was carried out as a survey. Two hundred and eighty two respondents were utilized consisting (10) ten directors of academic planning, (10) ten Directors/ Co-ordinators entrepreneurship and (262) two hundred and sixty two lecturers. The instrument used for data collection was a set of researchers' constructed rating scale and checklist. Data were analyzed using mean statistics to answer the research questions and Hypotheses one and two were tested using one way ANOVA while hypothesis three was tested using Chi Square (X2) test via SPSS version 20 at 5% level of Significance. The findings showed among others that adequate funds were not available for undertaking the programme. Some universities do not have separate building for entrepreneurship coupled with insufficient computers, and lack of adequate workshop. As a result of the findings made on this study, it was recommended among others that government should make available

adequate funds for entrepreneurship education and that Universities should separate entrepreneurship education fund from their allocation. The relevance of this study to the present one is that inadequate funding and shortage of facilities such as computer and laboratory significantly influence the management of university entrepreneurship education for graduate self-reliance or creating new ventures. The two studies used the same statistical tool (chi-square) but the respondents respondents differs. These are gaps created by the previous study which the current study had filled.

Statement of the problem

Entrepreneurship education was advocated to be introduced at all levels of the education systems in Nigeria especially in the higher institution of learning system to help address the increasing rate of youth and graduate unemployment, over dependence on white collar jobs, dwindling economic growth and improvement in the overall national development. This is because it is envisaged that entrepreneurial skills students acquire through entrepreneurship education will help make graduates to be creative, innovative and self-reliant. Despite the laudable objectives of entrepreneurial education programmes in the entire education system, a close look at the current state of affairs in Nigerian education system still reveal that the type of education given to students still lay emphasis on the conventional core academic areas with much reverence to certificates for graduates, who in most cases are trained to be job seekers rather than job providers. However, certain assumption or suggestion from stakeholders and researchers

over the problem of graduate discouraging propensity for job creation such as the issues of poor management of this entrepreneurial programme by colleges of education administrators in terms of poor planning, inadequate funding and inadequate facilities and others. The above gloomy picture necessitated this study to assess the influence of entrepreneurship education on graduate venture creation skills in the study area using planning, funding and provision of facilities as the study independent variables in relation to graduates venture creation.

Purpose of the Study

The purpose of this study is to investigate the influence of management of entrepreneurship education on graduates venture creation in colleges of education in Cross River State. Specifically, the study sought to:

1. Determine how planning of entrepreneurial education influences graduates venture creation

2. Find out how funding of entrepreneurship education influences graduates venture creation.

3. Ascertain how provision of facilities for entrepreneurship education influences graduates venture creation.

Research hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1.   Planning of entrepreneurship education does notsignificantly influence graduates   venture   creation.

2.   There is no significant influence of funding of entrepreneurship education and graduates   venture creation.

3.   Provision of facilities in entrepreneurship education does not have significant influence on   graduates venture creation.

METHODOLOGY

This study employed descriptive survey design with the population comprises of all the final year students and management staff of entrepreneurial development centres of the two public Colleges of Education in Cross River State. The study sampled 400 students outside business oriented courses of the colleges using stratified random sampling technique to select the final year students from the public colleges of education in the state and the justification was based on the two colleges (Cross River State College of Education –Akamkpa and Federal College of Education, Obudu). The instrument for data collet ion was two self-structure questionnaire titled "Entrepreneurship Education Questionnaire (EEQ) and StudentsVenture Creation Questionnaire (SVCQ).The instrument was face-validated by experts in Test and Measurement and Educational Administration/planning, Federal College of Education, Obudu an affiliate of University of Calabar. The experts vetted the items and approved the instrument to be used in collecting data. The reliability of the instrument was determined through test-retest method using 50students outside the study sample. The exercise was repeated after one week on the same respondents. The reliability coefficient of

the two tests was statistically tested using Spearman Correlational Coefficient and it yielded a coefficient of 0.74 which was considered adequate for the study. The data collected from the instrument were analyzed using inferential statistics of Chi-square (X^2) test of goodness of fitto test the research hypothesis at 0.05 level of significance.

Presentation of Results

Hypothesis 1: Planning of entrepreneurship education does not significantly influence graduates venture creation.

Table 1: Chi-Square goodness of fit of the influence of Planning of Entrepreneurship Education on Graduates Venture Creation in Universities (n=400*)*

Categories	Fo	Fe	Df	X^2 cal.	X^2 crit
SA	127	160			
A	138	120	3	16.39	7.82
D	70	80			
SD	55	40			
TOTAL	400	400			

The data in table 1 above reveal that the chi-square ((X^2))calculated value of 16.39 was found to be greater than the chi-square (X^2) critical value of 7. 82 checked at 0.05 level of significance with 3 degree of freedom. Since probability value of 7.82 was less than the alpha level of 0.05, the null hypothesis which states that planning of entrepreneurship education has significant influence on graduates venture creation in South-South Nigeria is therefore, rejected. The implication is that effective planning of entrepreneurship education programme has significant influence on graduates venture creation in universities in South-South Nigeria.

Hypothesis 2: There is no significant influence of funding of entrepreneurship education and graduates venture creation.

Table 2: Chi-Square goodness of fit ofthe influence of Entrepreneurship Education on Graduates Venture Creation in Universities (n=400*)*

Categories	Fo	Fe	Df	X² cal.	X² crit
SA	126	160			
A	162	120	3	25.97	7.82
D	65	80			
SD	47	40			
TOTAL	400	400			

The data in table 1 above reveal that the chi-square ((X^2)) calculated value of 25.97 was found to be greater than the chi-square (X^2) critical value of 7. 82 checked at 0.05 level of significance with 3 degree of freedom. Since probability value of 7.82 was less than the alpha level of 0.05, the null hypothesis which states that there is no significant influence of **entrepreneurship** education on graduates venture creation in South-South Nigeria was therefore rejected. This implies that adequate funding of entrepreneurship education programme has significant influence on graduates venture creation in universities in South-South Nigeria.

Hypothesis 3: Provision of facilities in entrepreneurship education does not have significant influence on graduates venture creation.

Table 2: Chi-Square goodness of fit on the influence facilities of Entrepreneurship Education on Graduates Venture Creation in Universities (n=400*)*

Categories	Fo	Fe	Df	X^2 cal.	X^2 crit
SA	130	160			
A	170	120	3	11.91	7.82
D	90	80			
SD	31	40			
TOTAL	400	400			

The data in table 1 above reveal that the chi-square ((X^2)) calculated value of 11.91 was found to be greater than the chi-square (X^2) critical value of 7. 82 checked at 0.05 level of significance with 3 degree of freedom. Since probability value of 7.82 was less than the alpha level of 0.05, the null hypothesis which states that Provision of facilities in entrepreneurship education does not have significant influence on graduates venture creation in South-South Nigeria was therefore rejected. This implies that adequate provisionof entrepreneurship education programme has significant influence on graduates venture creation in universities in South-South Nigeria.

Discussion of findings

The first finding revealed that planning of entrepreneurship education has significant influence on graduates venture creation in South-South Nigeria. This finding agrees with Oviawe (2012) that there is a significant influence of planning and personnel used in entrepreneurial programme on youth empowerment in the country. The study also revealed that a well planned and executed entrepreneurial programme will ensure youth's self-employment through creation.

The second finding indicated that level of funding entrepreneurship education has significant influence on graduates venture creation in universities. This finding is agrees with Onye, Amadi and Anamonye (2015) who found that perceived influence of political policies of funding university programmes has affected entrepreneurship education in universities in Nigeria. This has resulted in shortage of teaching/educational facilities, substandard and inadequate school plants, inability to pay staff salary as when due, inadequate laboratory facilities, graduates based discontinuity in schooling as a result of non-implementation of scholarship scheme and graduates inability to be create new ventures to be self-employed and defend themselves after graduation.

The third finding also revealed that provision of facilities in entrepreneurship education has significant influence on graduates venture creation in universities. This results agrees withEmeka and Chima (2018) who reported that that adequate funds were not available for undertaking the programme. Some universities do not have separate building for entrepreneurship coupled with insufficient computers, and lack of adequate workshop Hence,one cardinal objectives of introducing entrepreneurship education in higher institution of learning is to provide the students with relevance skills to become self–reliance and self-employed after graduation.

Conclusion

Entrepreneurship education is a key to graduate's self-reliance and survival. The end products of entrepreneurial programme is that graduates become job creators and not job seekers. Based on the statistical analysis and the finding that emerged, the study concluded that entrepreneurship education programme variable especially, planning, funding and provision of facilities significantly influence on graduates venture creation potentials to become self-reliance in South-South geo-political zone in general and cross river state in particular.

Recommendations

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

1. The school administrator through the National Commission for Colleges of Education (NCCE) should embark on effectiveplanning of entrepreneurshipeducation programmeto enable graduates develop potentials in creating ventures towards becoming self-reliant after graduation.

2. Nigerian government and non-governmental organizations as well as private individuals should partner to provide funds to Colleges of Education in order to enable them provide the needed equipment's and services.

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MARITAL STATUS AND TEACHING PRACTICE EXERCISE PERFORMANCE AMONG FEMALE PRE-SERVICE TEACHERS OF PUBLIC COLLEGES OF EDUCATION IN NORTHERN NIGERIA

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ABSTRACT

This study is on influence of marital status on teaching practice exercise performance of female pre service teachers of public colleges of education in northern Nigeria. To achieve this, two research questions and two hypotheses were formulated. Survey research was adopted for the study, two stage cluster sampling technique was used to select three hundred and fifty seven (357) respondents for the study. The data was analyzed using Pearson product moment to estimate the effect of marital status on teaching practice performance of female pre service teachers of colleges of education in northern Nigeria. The finding showed among others that: significant relationship was found between different categories of female pre service teachers of public colleges of education in northern Nigeria and teaching practice exercise performance. The study therefore, among others recommended that: cooperating school should be sensitized to support the married female pre service teacher during her teaching practice exercise.
Key words: Teaching Practice, Marriage, Female pre service teacher, College of Education

Introduction

Education provides knowledge and resources that hold potentials for economic empowerment for better livelihood and social development. Education is one of the most far reaching requirements for development, alleviating poverty, improving

health outcomes and quality of life, reducing gender and social disparities, and enhancing economic productivity. Education is a basic tool that can be given to women in order to fulfill their roles as full members of the society. Most students have in mind what they wanted to become after completing their program. Malik et, el (2016), write that, in Pakistan likewise in the world, women have established themselves as a good managers, engineers, information technology specialists, teachers, bankers, and Army officers. Similarly Sa' ad, (2014), believes that, women still contribute immensely in almost areas of human endeavor like teaching, medicine, administration, military, police e.t.c. Females who wanted to become teachers enroll into a teacher training program, i.e. NCE program. Aisha. et el (2018) write that NCE program is engaged by those who want to became professional teachers. For every profession, some couples of years most be spent as the duration of training. Teaching is a profession and for such the trainees need to spend at least three years before getting the minimum qualification to teach, during this training, the student need to be assessed in the course of their training. James, A.A (2016), asserts that, in most professions, field training is a crucial aspect with an attempt of testing and assessing the skills attained by learners before the actual consumption in the world of work. This field training is directly equivalent to teaching practice which teachers in training under go.

The nature of teaching practice exercise requires student teacher to go to another school and serve as an academic staff, he is expected to participate in both curricula and co-curricular activities, this means that the pre — service teacher must identify to his/her station of teaching Practice, during the exercise, he/she is expected to be supervised as many times as ten times or as decided by the institution.In the present day Nigeria, women can do a job that was once classified as men's, as their roles are changing, education is needed to enhance their statuses, their ranks and to express themselves as well as contribute in the society effectively. Since their participation in

the world of work increases, Julie, (2018) in Yusha'u et al (2022) write that, married women have no choice but to create an atmosphere of fulfilling their academic obligation vis a vis their marital responsibilities and other social engagement. Part of the mandatory academic responsibilities of NE students is teaching practice exercise.

The condition of being married or single refers to the term marital status, Iwvagwu et.el (2017), observed that, female married teachers as well as female single teachers are in teaching profession. Female students are expected to perform duties as wife and mothers or potential wife and mother in addition to fulfilling their teaching practice responsibilities. Traditionally, females especially married one have been saddle with many family responsibilities and are assigned many roles including custody of children, maintenance of the home, feeding and preserving of the family health. A pre — service female teacher is also expected to perform duties as wife or potential wife and mother or mother to be, in addition to fulfilling her teaching practice responsibilities which guarantees her good academic performance. Student teacher during the pre — service teaching attends school regularly, gives home work and mark the sheet after school hours, prepare lesson plan and lesson note for every lesson among other demands. These responsibilities must be observed by female student teachers side a side playing their domestic roles as females.

Statement of the Problem

This research aims at studying the relationship between marital statuses of a female student teacher and teaching practice exercise in public colleges of education in northern Nigeria. Attainment of academic objectives by female students is a cumbersome activity due to many competing responsibilities that need to be attended. Some of these responsibilities according to Yusha'u (2022) are repetitive and never ending. For example, if married, she need to cater for her husband, cater for children if she has, take care of herself and children and oversee the good condition of *her* home. If not married, she will help her mother in overseeing the domestic activities of

the home. Being a student teacher, she need to go to teaching practice station on every working day, attend class, give homework, find time to mark the sheet, prepare lesson note and lesson plan.

Naturally, gender determines the roles a person performs, female has the responsibilities of making home a better and comfortable place for living, this responsibility and rigorous demand of teaching practice exercise are inseparable, if these two responsibilities confront each other, one of the demands may block the other thereby causing that other to suffer. It was against this background that, the researchers intend to investigate the influence of marital status on teaching practice exercise among female pre – service teachers of public colleges of education in northern Nigeria with the aim of recommending some coping strategies.

Objectives of the Study

The objectives of this study are

1. To examine the effect of marriage on teaching practice exercise of female pre — service teacher of public colleges of education in northern Nigeria.
2. To identify regional differences in the effect of marital status on teaching practice exercise performance of female pre – service teachers in public colleges of education in northern Nigeria.

Research Questions

1. What is the effect of marriage on teaching practice performance of female pre service teacher in public colleges of education in northern Nigeria?
2. What is the regional difference in marital status on teaching practice exercise performance of female pre service teachers in northern Nigeria?

Research hypotheses

1. $_{Ho1}$ There is no significant relationship between marital status of pre service female teachers on teaching practice performance in public colleges of education in northern Nigeria

2. $_{HO2}$ There is no significant regional difference in marital status on teaching practice exercise performance of female pre service teachers in public colleges of education in northern Nigeria.

Significance of the Study

The study is of great importance to female, single female, husbands and lecturers, and will add knowledge to the existing literatures in the field of education.

To married female, the moment a lady is married before or during higher education, she has automatically become responsible woman regardless of her age, this may possibly disrupt her attention from fully concentrating on her teaching practice exercise. Observing both teaching practice exercise and marital roles simultaneously may be difficult activities to her; this study when consulted will help her to compromise between the two competing responsibilities.

To single female, the research deals with the influence of marital statuses on teaching practice performance. Part of the discussion on the finding will be on how married female can cope not allow her status interfere with her teaching practice. A lady who is yet to marry may have opportunity to prepare for these two competing responsibilities beforehand so that the effect of one on the other could be tackled.

To husbands, couples have rights and responsibilities toward each other. conduct of teaching practice may force marry women leave her home earlier to her cooperating school, she may come back home with scripts or answer sheets to mark, as the result, the rights of husband might be punctured and may lead to misunderstanding. This project when consulted by the husband helps him understand the dilemma his wife

finds herself thereby exercising patience since the teaching practice is only one session.

To supervisors, teaching practice entails regular attending of the school of teaching practice by pre - service teachers, preparing lesson and lesson plan, marking the take home or assignment given to pupils/students before the following day, all these side by side with the domestic responsibilities assigned to her by her status. This project is rich enough to inform the supervisor of her dilemma, thereby reason with her and possibly help her on how to cope.

Scope and Delimitations of the Study

The project focuses on the relationship between marital status of pre — service teacher and her performance in teaching practice exercise, all NCE III females (married or not, widow or divorcee) students of public colleges of education in northern Nigeria (2021/2022) are the population of the work; they include both state and federal colleges education.

Literature Review

Concept of Marriage

Among the essentials relationship between man and woman is marriage, is a factor to reckon to when identifying a legal member of a family. The institution exists in all communities of people throughout the world, but its objective, forms and nature differ from society to society. Jain (2019), writes that, marriage exists everywhere in the world. Every religious tradition and cultures encourage marriage as a responsible adult act, as it bears social and spiritual significances.

In an attempt to define Marriage, the diversity in the system of conducting it needs to be considered. Marriage has been defined by different people each according to how he sees marriage. Wimalasena (2016), sees marriage as personal association between a man and a woman and a biological relationship for mating and reproduction. As a personal association, it should be contracted on the basis

agreement of both the parties so that no one should be coerced to it. From the supportive angle, Jain, (2019) defines Marriage as a relationship of man to woman which is recognized by custom and law and involves certain rights and duties in the parts of both the persons entering the union. Marriage is not individual's happiness only, but that of others also, which is affected by their conduct in it. Marriage manufactures family from where society is formed. A stable family eventually results to responsible citizens, general prosperity, peace and progress.

Teaching Practice

Teaching practice is an integral part of all teachers training program and aimed at providing pre service teacher with chance apply in to action the theoretical knowledge they are exposed to during class instructions. Sylod (2017) writes that, teaching practice is the experience of working in school placements. Institutions that train the trainer posts a student teacher to a direct experience as an opportunity to put in to practice in real class teaching situation the skills and knowledge he has acquire during lectures. By so doing, he is exposing to the actual situation face to face. Learning the techniques of teaching is difficult activity that is monitored often through the specified duration of the exercise. Sahalberg (2010) in James (2016) writes that, in most professions, field training and assessing the skills attained by learners before the actual consumption in the world of work. This practice connotes the preparation of pre — service teachers through practical teaching real class room situation.

Objectives of Teaching Practice

There is gain saying that teaching practice is very vital and important in all teacher training programs, is so important that no student can be said to have qualified to teach and be called a teacher without passing through it successfully. There are some specified objectives of teaching practice among which the follows:

a. To help teacher in training acquires good attitudes towards the teaching profession

b. To put pre — service teacher to real classroom experience

c. To allow teacher in training dig out his strength and weakness in teaching and develop the courage to overcome them.

d. To equip student — teacher the ability to transfer theoretical principles into practice.

e. To develop in the student teacher confidence and competence, personal characteristics and experiences for full time service and the training program etc.

College of Education

College of Education means a place of higher education usually for people/students who wanted to become teachers by profession. The major program conducted in colleges of education is NCE program. Aisha .et. el (2018) write that, is engaged by those who chose to become teachers, as it is minimum qualification of becoming a professional teacher. College is an intermediate level of acquiring knowledge between secondary and university education. Colleges of education in Nigeria were set up for the purpose of training teachers and these colleges of education are owned by both state and federal government as well as private sectors. College of Education is part of Tertiary Education in the Nigeria's system of education as explained by the Nigerian National Policy on Education 2013.

NPE (2013) Section 5 Sub-section **B** explained the Teacher Education in Nigeria in recognition of the pivotal role of quality teachers in the provision of quality education at all levels; teacher education shall continue to be emphasized in educational planning and development. The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).The goals of Teacher Education shall be to:

a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;

b. Further encourage the spirit of enquiry and creativity in teachers;

c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;

d. Provides teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and enhance teachers" commitment to the teaching profession.

Methodology

Research Design

The design for the study is survey method, it is adopted to help the researchers administer questionnaire to many respondents at the same time, through which data will be acquire from them. To gather information from the respondents at a period Olayiwola (2007) in Adamu(2015), maintains that a survey method is better implied. Survey design is an effective way of gathering data from different sources within a short period of time at a relatively cheaper cost.

Population of the Study

Northern Nigeria has three Joe political zones: North Central, North East and North West,. North central has eleven (11) public colleges of education, North East has also eleven (11), while North West has twelve (12). Totally, there are thirty four (34) public colleges of education in northern Nigeria; the population of the study is 5,100 (JCF, Kano), it includes all the NCE III female students of 2021/2022 academic session. They are from different ethnic groups. Some of them are married, some single, while the others are widows and divorcees.

Sample and sampling technique

The sample of this study is (357) and was determined by using Research Advisor (2006) table of sampling. The sample was made proportionally from each zone. Since

the population is dispersed to multiple zones, a two – stage cluster sampling technique was used. Two – stage cluster sampling is a technique where the population is grouped in to zone or area, and from each group, sample is taken. In this regard, the researchers take each zone as a cluster, and from each cluster, three states were selected, the sample was randomly taken from one college of the each state selected.

Instrumentation

Questionnaire was the only instrument used for collecting information for the paper. The researchers designed the questionnaire titled ''marital status and teaching practice questionnaire'' {MSTPQ} to collect information from the respondents. The questionnaire has two sections. Section A contains personal attributes of the respondents. While section **B** will carry items, the content of which are suggestions, statement, and questions on the marital status of pre-service female teacher as it affects her performance in teaching practice exercise. The instrument has twenty five items placed on a five scale

Validation of the Instrument

The face and content validity of the instrument was determined by opinions of experts from colleges of education, at least one from each zone.

Reliability of the instrument

The reliability of the instrument was determined by conducting pilot testing at school of general education of Kano state college of education and Federal college of education Kano.

Procedure for data Collection

The sample of the study is dispersed into different locations, this necessitated the use of (12) Research Assistants whom are trained for seven days to help in administration, explaining and collection of the instrument.

Designed questionnaire was administered by the researchers and their assistants alone. This is to help in covering the entire sample easily and to ensure that only accessible population sample of the study receive and respond to the questionnaire.

Procedure for Data Analysis

The researchers are interested in investigating a relationship between marital statuses of pre —service female teacher and the performance in teaching practice exercise, when interested in measuring a relationship, Shehu (2023) maintains that, Pearson Product Moment is one of the appropriate statistical instruments to use. Pearson Product Moment reveals to you the degree of association between two or more continuous variable.

Hypotheses Testing

H_{O1}. There is no significant relationship between marital status of pre service female teacher on teaching practice performance exercise in public colleges of education in northern Nigeria

Table 1.1 Correlation between marital status of pre service female teacher on teaching performance exercise in public college of education in northern Nigeria

Marital Status of Pre Service Female Teacher	N	DF	R	P
Teaching Practice Performance Exercise	131	129	0.786	0.000

The table 1.1 above shows r = .786 which is an indication of positive linear relationship between marital status of pre service female teacher and teaching practice performance exercise in public colleges of education in northern Nigeria. The p value of .000 is less than 0.05 level of significant; this is to say the relationship between the two bivariate variables is significant at 5% level of significance.

Therefore the null hypothesis stated earlier that there is no relationship between marital status of pre service female teacher on teaching practice performance exercise in public colleges of education in northern Nigeria is hereby rejected, and conclude that there is

significant relationship between the bivariate variables. This indicates that, as one variable increases, the other variable also increases. In other words marital status increase so also teaching practice performance exercise in public colleges of education in northern Nigeria increases

H_{O2}.There is no significant regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria.

Table 1.2 Showing regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria

Groups	N	M	Df	T-cal	P value	LS
Regional diff.	56	40.41	129	-0.994	0.321	0.05
Teaching practice performance	75	59.59				

T test for independent sample was used to compare regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria. A moderate P value was found as (t = -.999, P = 321) indicating that the P value is greater than the level of significant of 0.05, this is to say region does not significantly influence marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria. Therefore the null hypothesis which states that, there is no significant regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria is accepted.

Discussion of Finding

The study was conducted to determine the effect of marital status and region on teaching practice exercise performance of female pre- service teachers of public

colleges of education northern Nigeria. The result of the tested hypotheses from the study show that, significant relationship was found in different categories of female pre service teachers of public colleges of education in northern Nigeria. Hypothesis one which states, there is no significance relationship between marital status of female pre-service teachers and teaching practice exercise performance in public colleges of education in northern Nigeria. This hypothesis is rejected; the result showed that, there is linear relationship between marital status and teaching practice performance of female pre-service teachers of public colleges of education in northern Nigeria. Because the p-value of 000 is less 0.05 level of significance. This result answers research question 1, which states; what is the effect of marriage on teaching practice exercise performance of female pre-service teachers of public colleges of education in northern Nigeria? The observation here is that,

Marital responsibilities of pre service female teacher never affect her performance during the conduct of teaching practice. This finding is consistent with the finding of Bitrus, G. Apagu, K and Hamsatu, P. [2016], which revealed significant relationship between marriage and academic performance.

Hypothesis two which states, there is no significant regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria. This hypothesis is rejected, the result show that, a linear relationship was found, the p value is greater than the level of significant of 0.05, this is to say that, region does not significantly influence marital status on teaching practice exercise performance of female pre service teachers in public colleges of education in northern Nigeria. Regional differences will not amount to differences in teaching practice performance of female pre-service teachers in northern Nigeria.

The result of the finding is in agreement with the Wikipedia [   ] which explains adjustment as a condition of a person to be able to adjust to changes in their physical, occupational, and social environment. Adjustment is a multidimensional term which

sees a person's relationship with his/her spouse and has objective behavior. Abdullahi and Haruna {2018} write that, a sequence of adjustment begins when a need is felt and when it is satisfied. An actor is adjusted to a role, to the degree he/she knows the expectation that determines the role and only the appropriate conditions can produce the expected behaviors. A well-adjusted person is the one who performs the functions required by his position in life and the situation he finds him/herself.

As individual student interact with environment of teaching practice certain skills are required to perform the prescribed tasks. These tasks are common to all pre-service teachers in the country as entrenched in the NCCE curriculum implementation guide lines; region may not determine the activities to perform.

Recommendations

Cooperating schools should be sensitized to support the married female pre-service teacher during her teaching practice exercise Spouses

There is the need on the part of cooperating schools to provide a day care in case one of the pre service female teacher has a small baby who is not separated

To provide financial incentives and design policies that mandate married women to further their education.

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Agricultural Extension, Technology Development And Transfer Policy In Nigeria

By

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Abstract

This paper presents a discussion of challenges facing agricultural extension services in Nigeria and a suggestion for enhancement. The study provides a reality check regarding scarce resources, poor structures and infrastructures, and inefficiencies in delivering extension services to farmers. More funds affect the selection and appointment of the right extension agents, hindering training and restocking with appropriate tools and equipment. Time delays in service delivery and knowledge non-sharing at key levels of the value chain can also be blamed on the available but poor transport, communication, and storage infrastructure. Multidisciplinary coordination between researchers, extension agents, policymakers, and farmers is also characterized by an information deficiency and relatively ineffective service delivery. To address these challenges, this study recommends increased financing of extension service delivery and infrastructure, especially in transport infrastructure, communication, and storage. Furthermore, coordination structures should be emphasized so that institutional cooperation, learning, and decision-making aspects can be strengthened and enhanced for farmers. These realizations will afford the policymakers, researchers, and practitioners to

provide the necessary support/requisite boost/boost required to farmers and the agricultural productivity towards the required sustainable development in Nigeria.

Keywords: Agricultural Extension Services, Infrastructure Challenges, Service Delivery. Coordination and Collaboration, Sustainable Development

Introduction

Extension services are a central factor in technology generation and technology transfer in agriculture (IFAD, 2019). Extension services and technology transfer policies in Nigeria, a country endowed with great agricultural land and massive potential in the agricultural sector, can go a long way in contributing to food security, rural development and economic growth in Nigeria (World Bank, 2020). The focus of this paper is to critically evaluate the strengths, weaknesses, and opportunities for improvement of the agricultural extension, technology development, and transfer policy practised in Nigeria.

Nigeria urgently needs agricultural extension services. The country's vast population is involved in agricultural activities for income and food security; hence, modern technologies and innovative farming practices can go a long way in improving the production and efficiency of sustainable agriculture (FAO, 2018). However, technology transfer and adoption depend on extension services linking researchers, policymakers, and farmers (Akande et al., 2017).

Challenges facing the current agricultural extension system in Nigeria include, in one way or another, hampering its capability to facilitate technology development and transfer. Restriction in funds, poor-infrastructure-endowments and scarce availability of well-qualified professional extension agents have rendered extension services as least

optimum, thereby failing to deliver awareness and progress to the farmers at par time. In addition, there needs to be a well-defined and coherent technology transfer policy framework, thereby expanding the aforementioned challenges and resulting in an incoherent and ineffective flow of technology (Olayiwola et al., 2018).

This paper will rely on government publications, peer-reviewed articles, and policy papers to gather information necessary to provide complete coverage of Nigeria's agricultural extension, technology development, and transfer policy.

This paper will be organised as follows: First, some basic background information on Nigeria's current agricultural extension system will be outlined, together with its positive and negative aspects. Secondly, a review of current technology development and transfer policies will be undertaken to evaluate the suitability of such policies and define recommendations for change. Last of all, suggestions will be made to increase the efficiency of the agricultural extension services and technology transfer policy in Nigeria based on the successful activities of other countries and potential requirements in Nigeria.

As such, this paper seeks to contribute to the debate on developing agriculture in Nigeria by critically evaluating the nation's agricultural extension, technology development, and transfer policy. The findings of this study will be helpful to policymakers, researchers, and development practitioners interested in achieving sustainable agricultural development and its normative outcome of improved living standards of the farming populace in Nigeria.

Problem Statement

As highlighted by the World Bank (2020), Nigeria faces many challenges regarding technology transfer and objectives, such as the effectiveness of the extension agents and regulations. According to Olayiwola et al. (2018), the existing policies require enhancement; technology investment and funding are inadequate; therefore, technology development needs to be more cohesive. New techniques receive even less physical support and interprofessional collaboration than others (Adewale et al., 2019). These are problems that must be solved to address the concerns of food security and rural development and the potential in the agricultural sector. Consequently, this paper offers some recommendations to improve Nigeria's agricultural extension system.

Aims and Objectives

Aim:

This paper aims to enhance the effectiveness of agricultural extension services and technology transfer policies in Nigeria.

Objectives:

1. Assess Nigeria's current state of agricultural extension services, identifying their strengths, weaknesses, and areas for improvement.

2. Evaluate Nigeria's existing technology development and transfer policies, analysing their coherence, coordination, and impact on technology dissemination.

3. Identify the key challenges and barriers faced by agricultural extension services in Nigeria, including limited funding, inadequate infrastructure, and a lack of coordination among stakeholders.

4. Propose recommendations and strategies to strengthen agricultural extension services, considering best practices from other countries and tailoring them to the specific needs and context of Nigerian agriculture.

Literature Review

Agricultural Extension: An Overview

The problems encountered, and potential solutions to the agricultural extension services in Nigeria were described and explained aptly in the conceptually driven paper by Adewale et al., 2019. As highlighted by the researchers, their study observed several major organizational concerns as significant impediments to enhanced extension service delivery. First, it is almost impossible to allocate sufficient funds for extension, as the issue is seldom provided with money. The most significant of these among them is the financially related difficulty in recruiting and nurturing enough qualified extension agents to adequately help to counter the current research–cum–legislative actors' deficit with farmers.

Another challenge Adewale et al. (2019) identified as needing better provision is inadequate infrastructure. Extension services cannot effectively and timely be conveyed to rural farming communities because of poor transport means, communication channels, and storage. This infrastructural scarcity is the reason for the modest scope of extension operations and its challenges to technology transfer.

One other challenge highlighted was the insufficient number of extension agents. According to Obiora (2014), training programmes to increase the competency, expertise, and capacity of the extension workers are needed seriously. For farmers to be able to accept new technologies, extension agents must be empowered with information and materials to pass the information to the farmer.

In a related study, Akande et al. (2017) discovered the role of Nigerian agricultural extension service employers in conveying innovation significance. They noted that their study showed how the joint efforts of the extension agents, researchers, and farmers proved crucial in the dissemination of the technology. Modern practises and inventions in this field can only realise the intended impact when there is coordination with all stakeholders.

PRA meetings and workshops, which convene researchers, farmers, and extension agents, are required for improved coordination Akande et al. (2017). Significant factors in efficient technology transfer are the information and experience exchange and the discussions they stimulate in these venues. Research can more effectively align their work with realistic demands, extension agents can better understand what farmers need and what challenges them, and farmers can receive targeted recommendations and assistance because of more effective cooperation.

Opportunities and challenges for agricultural extension services in any country are often present, and the evaluations performed by the teams of Adewale and Akande also consider these aspects. Their research emphasises that increased cohesion is required in their sector and that addressing such issues as finance, facilities, and training is crucial. With these issues in mind, those involved in practice in Nigeria could at least enhance

extension service delivery for the extension and adoption of agricultural technology, which in the long run would help to enhance the agricultural sector in Nigeria.

Technology Transfer Policies in Nigeria

Afarayemi-Bojaleh et al. (2017) and Olawumi et al. (2019) reviewed the domestic policies surrounding technology transfer in Nigerian agriculture as comprehensively brought out by Olayiwola et al. (2018). One of the main challenges that their work highlighted was that a unified and coherent policy approach needs to be implemented. A part of the poor funding and distribution of agricultural technologies by NGOs and other international organisations is that there needs to be a coherent and well-coordinated policy on the agriculture sector on the part of the Ugandan government.

Olayiwola et al. (2018) asserted the need for an effective policy framework in managing technology transfer. Technology development, adaptation, adoption, and diffusion are all components of an ideal policy that would depict a roadmap for everyone involved in technological advancement (Shenkoya & Kim, 2020). Technology diffusion deficiency is experienced once the researchers, the extension workers, the legislators, and the farmers cannot synchronise their activities because they do not have such a framework.

Also, and more specifically, the World Bank developed a policy note in February 2020 focused on agricultural innovation and technology transfer in Nigeria. Their research also emphasised that more investment, better coordination mechanisms, and stronger Institutions are essential to encouraging successful technology transfers.

Measures of Institutional Assurances: As mentioned in the policy note of the World Bank, sound institutions shaped the free flow of technology transfer schemes. In order to do this, seamless communication and collaboration among a myriad of institutions

must be fostered: research institutions, extension services, and businesses and industries Oyinbo et al., 2020). By strengthening institutional structures, technology can be transferred with a measure of integration and coherence by which its dissemination becomes more effective overall.

Moreover, the study advised all the players involved in technology transfer to enhance coordination in technology transfer. This requires mechanisms for disseminating information and literature review, provision of and sharing of ideas among members of a practise area, available consultants' calls and consultations, and cooperation, frequently among each other as often as necessary for the most successful practice. As noted in the policy paper, enhancing coordination was seen as a viable way of optimising coordinated human and material resources. This might result in a properly directed and effective technology transfer in Nigerian agriculture.

Finally, the need to fund technology transfer initiatives was proposed in the policy paper. Investment in research, development of human and physical assets, input towards infrastructure development, and field extension programmes all involve using appropriate financial resources. Since it enhances innovation, boosts the agricultural sector and guarantees continued success, the enhancement of technology transfer is critical to sustainable agricultural growth and development in Nigeria.

Olayiwola's report and the World Bank's policy note highlight the importance of a well-rounded regulatory framework, more robust institutional structures, better coordination, and more investment in facilitating successful technology transfer in Nigerian agriculture. These details may help policymakers advance innovations, improve technologies in agricultural practices, and ensure further development.

Challenges and Barriers

In order to improve agricultural extension services, it warrants being informed of the difficulties they encounter in the Nigerian instance. Several critical challenges were revealed, such as insufficient physical infrastructure, low coordination of the stakeholders on a higher level, and low finance, according to the IFAD (2019) study of the barriers mentioned. The IFAD report described how such barriers must be overcome to unlock the potential of the services provided through extension. Using the information given by Agbarevo (2013), it is clear that the main problem that prevents extension operations from obtaining the kind of assistance they need is the question of limited funds. Shortage of funds impacts the quality of the extender agents that can be hired, the efficiency of training and development programs to be initiated, and the procurement of implementing tools and gears (Oyinbo et al., 2020). This problem can only be solved if well-funded agricultural extension services are appropriately prioritised. It will only then enable it to support the farmers and transfer new knowledge and innovations to them.

Besides, a weak framework to support extension services also manifested as a challenge in delivering knowledge on improved farming practices to producers. Jensen et al. (2014) examined the role of infrastructure in facilitating the transfer of such agricultural technology in Nigeria, as cited in Nwachukwu et al.(2016). They emphasised the need to solve problems of transport, communication, and storage. Extension agents cannot give timely info and technical support to remote areas such as rural areas because of poor transport systems. Stakeholders and employees are limited in how much information is shared and their capacity to collaborate, mainly because of the need for proper communication infrastructure. The quality of agricultural products cannot be maintained or can hardly be preserved because the requisite storage facilities are not available (Agbarevo, 2013). Problems related to infrastructure include inadequate road

network, telecommunication technology, and storage infrastructure, which should be addressed with priority changes to achieve the company objective (Camillone et al., 2020). These enhancements are critical for the timely and efficient delivery of change in agricultural matters and will ensure the timely delivery of critical resources and help to farmers.

Other challenges mentioned included a need for coordination between stakeholders, another one on the list. Interactions Connectivity between a researcher or a scientist, an extension agent, a legislator or representative, and a farmer must be perfect for technology dissemination and extension services to bring out the intended results (Oyinbo et al., 2020). The crosscutting facilitation mechanism, which is the foundation that facilitates the exchange of information, knowledge, and decisions, was highlighted by IFAD. However, to achieve the intentions set for providing agricultural extension services, all the stakeholders must surely harmonise and refrain from duplication.

If agricultural extension services are to be enhanced in Nigeria, then these handicaps and challenges need to be addressed. There is potential for farmers and the knowledge and tools needed for sustainable agricultural development if policymakers commit sufficient resources, enhance the physical infrastructure and foster multi-stakeholder participation (Agbarevo, 2013).

Theoretical Framework

Diffusion of Innovation Theory

One theory that aligns with the study is Everett Rogers's "Diffusion of Innovations" theory. This theory covers how innovation, technology, or practice is rehearsed and embraced within the given populace or social structure. Applied to the domain of agricultural extension, technology transfer, and adoption within the Nigerian

agricultural sector, this theory will aid in understanding how innovations in the form of new agricultural practices and technologies and related policies are disseminated, adopted, and incorporated.

The theory aligns perfectly with this study. This theory focuses on how new ideas, technologies, or practices spread and are adopted within a population or social system. In agricultural extension and technology transfer, this theory can help understand how innovative agricultural practices, technologies, and policies are introduced, accepted, and implemented within the Nigerian agricultural sector.

Methodology

This study used secondary sources and web data to investigate Nigerian agricultural extension services' challenges. The researcher searched trustworthy websites, publications, and reports to understand the issues. These findings should bring useful information to these issues because they resume existing knowledge and information.

While secondary sources and internet data proved convenient, this work had limitations. Other limitations include the availability of adequate sources, imprecision in internet data, and biases and cognitive gaps in present knowledge. However, the given practical research aimed at was attempted to provide a complex analysis of the work.

Findings

With these specific findings, this research work has improved the range of challenges in the agricultural extension services in Nigeria (IFAD, 2019; Nwachukwu et al., 2016). The degree of funding was a limiting factor that impacted the accessibility of extension assets needed for implementation (IFAD, 2019). This reduces the ability to grow highly qualified extension agents, the chances of providing supportive training interventions,

and the chances of offering fundamental inputs and equipment (IFAD, 2019). This aspect is still a significant concern in the delivery of extension services as well as the overall capacity of the sector to meet the diverse demands of farmers.

Inadequate and poor general infrastructure also constrains delivery of good agricultural extension services (Nwachukwu et al., 2016). The study revealed transport, communication, and storage facilities transport by Nwachukwu et al. (2016). In target regions, poor transport infrastructure that needs to be better maintained and lacking infrastructure significantly delays the provision of extension services to farming communities (Nwachukwu et al., 2016). Severely restricted communications demechanized the sharing of essential information and knowledge between stakeholders, affecting the spread of appropriate practice and improved knowledge (Nwachukwu et al., 2016). Additionally, poor storage infrastructure impacts how produce can be stored and retained in sound quality to help the farmers as they lose agricultural produce through ineffective preservation methods (Nwachukwu et al., 2016). These constrain the infrastructure of the extension services, thereby decreasing the success rate of the extension services and, in extension, the sector's efficiency.

The second significant knowledge gained from the research is the disorganisation of stakeholders as a significant challenge towards the efficient delivery of agricultural extension services (IFAD, 2019; Nwachukwu et al., 2016). Due to the extensive fragmentation of the actors who provide services for enhancing research extension linkages, there are several gaps and overlaps in service provision (IFAD, 2019; Nwachukwu et al., 2016). This study pointed out the need for optimal processes for distilling, transferring, and managing knowledge among and with those stakeholders regarding timely and accurate decisions (IFAD, 2019; Nwachukwu et al., 2016). Improvement of the existing coordination mechanisms would improve the

synchronisation of the extension services, reduce the setup of duplicative initiatives, and improve the effectiveness of extension services in developing agriculture in Nigeria.

Thus, it is possible to stress the urgency of overcoming the mentioned barriers to improve Nigerian agricultural extension services (IFAD, 2019; Nwachukwu et al., 2016). As research shows, extension requires corresponding support and funding to sustain its operations and activities (IFAD, 2019). In the same regard, investments in transport, communication and storage structures would go a long way to facilitate service delivery and dissemination of knowledge (Nwachukwu et al., 2016). Additionally, improving the institutional and organisational relations and linkages among the stakeholders will enhance interactions, experiences exchange, and improved and more consistent decisions (IFAD, 2019; Nwachukwu et al., 2016). Only when these challenges are met adequately can all the relevant stakeholders, policymakers, researchers, and practitioners effectively implement measures that help establish an environment that supports farmers, enhances agricultural production, and fosters sustainable development in Nigeria's agricultural sector.

Recommendations

The following recommendations can be made regarding the challenges experienced by agricultural extension services in Nigeria, as informed by this study.

1. Increase funding: Sustained and adequate support for extension activities is needed. This will require adequate and sustainable funding. Government and other development partners should increase investment in the provision of extension services required for training, extension inputs, and facility development. This will make it easy for the extension agents to offer quality services and access the farmers' needs and wants.

2. Improve infrastructure: Extension services are an important constraint due to the limitation of infrastructure; therefore, the development of transport networks, communication, and storage facilities is crucial. Governments should budget for infrastructure development and better access through constructed roads and bridges that will ensure timely and efficient delivery of extension services amidst the many years of distance to some farming compartments. Also, better communication infrastructure, including Internet connection and mobile devices, will enhance information flow and knowledge sharing between interested parties. In addition, constructing new storage structures with respective enhancements will reduce losses after harvest and quality degradation of the produce.

3. Strengthen coordination mechanisms: Lack of coordination amongst the stakeholders becomes a pertinent challenge that must be effectively managed to deliver agricultural extension services properly. Local, regional, and national governments, research organisations and institutes, extension agencies, Farmers' associations and groups should collaborate and form working relations to enhance information sharing and decisions. This can be done through meetings, workshops and conferences. This will enable the extension of the exchange of information and set out work plans to ensure no overlapping activities.

4. Enhance capacity building: The extension agents should be trained and placed through social capacity building practises for constant skill and knowledge improvement. This ranges from providing them with updated information in agriculture to practising new techniques, new methods, and technological changes. Furthermore, there is also a need to enhance the communication and advisory competence of training programmes to better respond to the needs of farmers.

5. Promote farmer participation: It is important to engage farmers in the planning, execution, and assessment of extension services. Governments and extension agencies must seek farmers' views on the extension programmes that they wish to develop to ensure that their needs are met. The above approach will make extension initiatives more practical, increasing the utility of extension services at the grassroots.

Conclusion

It can be asserted that agricultural extension services in Nigeria work under great but devisable challenges. The extension industry has failed to meet the diverse needs of farmers due to reasonable constraints in terms of capital, resource mobilisation, and breakdown of coordination to provide extension services as required.

However, it must be stressed that these are problems and can be addressed or conditions improved for agricultural extension services if the above suggestions are to be carried out. Additional funding will also be achieved through better transport, communication, and storage services to enhance service delivery and knowledge sharing. This paper found that improving extension services requires improving the coordination systems to ensure that the various actors are aligned in delivering the services. This will bring teamwork, information exchange, and decision-making processes among team members.

Combining efforts in these measures will ensure that researchers, practitioners, and policymakers in Nigeria's agriculture sector develop ways to improve farmers' capacity, production, and development. The issue here is that the true potential of agricultural extension services through which farmers stand to gain, as well as the development and growth of Nigeria's agricultural sector, can only effectively succeed if all the above barriers are addressed.

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CHALLENGES, COMPETITIVE DYNAMICS, AND STRATEGIC INSIGHTS IN NIGERIA'S AVIATION INDUSTRY: LESSONS FROM AIR PEACE

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ABSTRACT

Using case study analysis, the paper investigated the competitive marketplace and pricing pressures confronting Air Peace within the Nigerian aviation industry. The study took an overview of Air Peace's leading domestic and international competitors, highlighting how competition from its rivals – domestic carriers such as Ibom Air and Arik Air and global carriers such as Emirates and British Airways – has affected its market share through their superior service; pricing models; and operational efficiencies. The study found that Air Peace's flexible but reactive pricing strategy is less competitive in the domestic market, where its prices do not correspond to the quality of its service provision. In the domestic market, in particular, the inconsistency of government policies, the volatility of exchange rates, and inadequate infrastructure add to the airline's existing operational difficulties. Airlines should invest in improving digital infrastructure to attract a new generation of customers, procure newer aircraft to improve schedules and reduce maintenance, operation and taxation costs, and price elastically to compete against low-cost and premium carriers. Government policy reforms should take the form of stabilizing foreign exchange rates and revising aviation taxes to provide some respite for domestic airlines. The findings end with recommendations on what Air Peace needs to do to consolidate its position in the local market before it proceeds internationally. The issue of operational excellence as a basis for strategic growth is central. Still, the strategic objective is to invest in digital

infrastructure to overcome customer ambivalence and procure newer aircraft to

improve punctuality and reduce maintenance, operation, and taxation costs.

Keywords: Air Peace, Nigerian aviation industry, Competitive landscape, Pricing

strategies, Government policies

Introduction

Since its creation in 2013, Air Peace, Nigeria's largest and most influential domestic and international carrier, has defined the country's history of domestic and international aviation. Founded by the Nigerian businessman and entrepreneur Allen Ifechukwu Onyema, Air Peace was established as one of Nigeria's homegrown carriers in a gap left by international operators to overcome the lack of capacity and an integrated system of routes linking Nigeria to the rest of Africa. It operates within Nigeria – national – and overseas –international – routes on cheap, low-cost and premium-class jets to cover local and international destinations. As a domestic-free airline, Air Peace has become 'one of Nigeria's most notable indigenous airlines' connecting major cities and regions.

Despite its reasonably rapid expansion, Air Peace, like any organization or business in the economy, faces many challenges in a fast-paced world of stiff competition, entrepreneurial rivalry, and fierce regulatory scrutiny. Thus, apart from competing locally with other domestic airlines in the market, especially Arik Air and Ibom Air from southern Nigeria, the airline also competes globally with the likes of Emirates, British Airways, Air France, and travel giant Kenya Airways on her international routes. Delineating her strategic position, the significant factors of concern to Air Peace are the volatility of the global price of fuel, Nigeria's economic volatility, as well as the federal government travel policies whose decisions could influence the demand for air travel and millions of revenues of airline operators; a situation that inevitably affects airline operations like Air Peace and its numerous competitors. Against this backdrop, this essay reviews some of the fundamental factors constituting Air Peace's operations from the perspective of her corporate structure, the operational challenges, products, customer base, the competitive landscape in the aviation segment of the Nigerian business environment; her price setting strategy, and impact of government policies on the operations of the airline company. The essay concludes with a recommendation to improve its competitiveness in Nigeria's burgeoning aviation industry.

The Company

Founded in 2013, Air Peace operates on the premise of 'linking the nation and connecting the world' following a visionary spirit of can-do patriotism and through quick and uncompromising boardroom decisions – typical traits in an industry deemed flying. Air Peace has become one of Nigeria's leading airlines in less than eight years. With a daily expanded route range across ten domestic and thirteen international routes, including new wide-bodied services to Dubai, Johannesburg and Guangzhou airports – and leases on a further seven aircraft (IATA, 2021), the airline now positions itself as one of the key players in Nigeria's aviation sector. However, Air Peace achieved this reputation at a high cost of financial and operational sustainability, in addition to reputational risks of poor operational performance, such as flight delay and cancellation, warranting a very high credit rating for new aircraft leases. Still, it situates itself as a 'national carrier' that seems reliant on government-backed privileges within the local aviation sector. And while the Nigerian airport scene has expanded significantly within a short period to accommodate Air Peace's growth, there's no shortage of international and local airlines ready to compete for market share.

While the operational subsidies provided by the Nigerian government have been a blessing and release for Air Peace – enabling faster initial market entry – a degree of dependency has also been fostered as it has moved to tap into the limited mileage market penetration permits issued by the regulator. Its international expansion plans also remain ambitious, and it is yet to be seen how well the firm will be able to sustain service quality in some very dissimilar markets, particularly given the economic turmoil in Nigeria.

The Problem

Air Peace faces operational difficulty due to an incredibly competitive atmosphere and assorted internal and external disruptive factors in the aviation industry. Sidestepping the absence of a significantly more lucrative alternative to flying commercials for customers, a PESTLE analysis explicates the underlying restraints threatening operational efficiency and corporate stability.

Politically, the regulatory environment and its impacts on the airline at different levels of government are problematic. The Nigerian aviation regulatory environment, targeted by regulatory bodies such as the Nigerian Civil Aviation Authority (NCAA), has numerous compliance demands that are often difficult to meet. Ineffective infrastructure, poor oversight and a clunky regulatory regime present additional operational tension. Adewuyi (2019) has reported that the high volume of frequent and sudden changes to aviation policies by the government contributes to consistency and difficulty in compliance. As the World Satellite (2021) has articulated, the public's reputation for unreliable service, which results in frequent flight cancellations and reschedulings, exacerbates these regulatory tensions.' The regulatory environment in Nigeria further contributes to Air Peace's ability to promptly adapt to new global aviation standards and access the lucrative international markets of the sector (IATA, 2021).

Economically, volatility in foreign exchange and rising fuel prices, two major cost drivers in the industry, pose a real challenge for Air Peace. Its dependence on oil imports makes the airline susceptible to global movements in crude petroleum prices, especially when operational costs are becoming more difficult to absorb without directly impacting pricing and profit margins (Adeoye, 2022). With the Nigerian economy still reeling from inflation and foreign exchange volatility, uncertainty about cost and revenue becomes a real possibility for the airline. These macroeconomic factors are of much concern to investors since they directly threaten the profit margin of the airline and question its viability. Aside from these developments, Ekene (2020) points out that more than a dozen Nigerian airlines have either shut down or significantly scaled back operations due to unsustainable operational costs (similar to what Air Peace has been grappling with).

Technologically speaking, the airline's decision to operate using an outdated fleet management system and its failure to make significant investments in sophisticated real-time flight management technologies significantly affects its operational service delivery. Based on the accounts of some aerospace contractors who operate aircraft for the airline, rival airlines have been able to digitalize most parts of their operations and exploit modern techs to improve service delivery and enhance efficiency. For instance, Air Peace has failed while other airlines deploy automated data analytics and real-time scheduling systems that allow them to predict and prevent maintenance issues before failures become critical to flight operations. Aero, a chartered services agency that feeds accounts of Air Peace's systems and operations to many investigative journalists who trade in airline corporate dirt, submits that in an era of digital revolution, there are no alternatives to improvements and innovations underwriter by digital technologies, which is what the airline industry currently needs to keep up with, in an industry like the air transport where competition and profit drive daily operations, the failure of Air Peace to adopt these innovations exposes it to severe health risks that may cripple its operations intermittently. Wright (2021) puts it this way: If Boeing and Airbus had not pushed their global customers toward digitalization 15 years ago, there would be many more hobbled fleets.

The socio-cultural dimension suggests deep dissatisfaction from clients, who consistently complain about poor service delivery, flight delays and cancellations at the last minute, mainly because these adverse issues contribute to a negative perception of brand equity and brand loyalty (The World Satellite, 2021). Service perception is regarded as a critical determinant of purchase decisions, conforming to the general principle of allocation of resources based on utility analysis. Therefore, the failure of Air Peace to respond appropriately to the inevitable tensions and urgency of today's aviation has become a significant source of poor word-of-mouth among clients, imposing severe damage to brand reputation, which affects the ability to augment market share without customers being willing to deal with them. Indeed, Daramola (2021) concludes that customer-centric airlines are more likely to thrive in today's ultra-competitive markets. The airline's employees are also considered badly affected by the inefficiencies of this airline. Many of them have to handle angry clients, work under operational pressure and compensate for technological shortfalls on the company's part.

Consequently, employee morale and job satisfaction would be low. In addition, the airline has yet to invest in employee reorientation (upskilling) and technological upgrading in line with global best practices. After the IATA moved from a 13-item list to a 600-item list, Ibrahim (2021) found out that these issues have severely crippled the airline's capacity and output to achieve quantitative and qualitative objectives.

Another major challenge is Air Peace's aggressive growth strategy. Demands from overseas expansion are outpacing the carrier's infrastructure and human capital. One of the biggest bottlenecks lies in the firm's network. To meet international demands, enterprises need more efficient systems, a skilled labour force and an expansive infrastructure. The expansion pressures expose weaknesses in the carrier's operational system, from underdeveloped airport facilities to inadequate systems. There is also a human resources bottleneck, especially in the technical and operational areas. These factors have led to delays and a lack of proficiency. As the firm increases its route frontage, maintaining service quality becomes more complex, especially when faced with stiff competition from local and international airlines. These airlines are outfitted with more resources and better systems.

Compliance with international civil aviation standards remains troublesome for Air Peace. Non-compliance risks exclusion from critical global markets; at worst, it could lead to stiff penalties or sanctions for individual airlines. The International Air Transport Association (IATA, 2021) has noted that 'safety and compliance across the Nigerian sector remain a concern.' Although standards are gradually improving, some airlines, including Air Peace, 'continue to fail the operational benchmarks required by international aviation authorities'. Failure to comply could hinder its growth ambitions and damage the interests of both owners and customers through shut-out from high-value markets.

There is also the environmental factor of PESTLE, amid growing pressure on aviation to go green. Like many of Nigeria's airlines, Air Peace is slow to embrace green initiatives. These range from the simple carbon offset programs to the somewhat complex (more fuel-efficient planes) and are a matter of public concern to Nigerian travelers and celebrities alike (Ibrahim, 2021). International bodies like the ICAO (International Civil Aviation Organisation) will likely tighten their insistence on lower emissions. As sanctions, fines and even higher running costs await aviation firms unwilling to play by the book, profitability and competitiveness might take a brutal hit.

Air Peace operates in a highly competitive environment with a path-dependent history of poor operational performance, regulatory shortcomings, and profitability restrictions. It would be helpful if the stakeholders - customers, Employees, Regulators, and Investors - could reverse unfavorable trends and prioritize technological development, compliance with regulations and stakeholders to achieve improved operational performance and better service delivery.

The Product

Air Peace's significant product offering is passenger service; the airline has extended this into cargo operations to diversify its revenue base. The make-up of its fleet is a mix of Boeing, Embraer and Dornier aircraft aimed at different levels of customers, such as the budget-conscious domestic segment and its higher-end international customers. Product differentiation is weak at Air Peace as its product lacks a unique selling point to differentiate it from competitors such as Arik Air and Dana Air. The lack of in-flight entertainment, loyalty rewards and other value-added services is a drawback to its business. The airline might face stiff competition in the international market, with higher customer requirements (Chike-Obi, 2023).

More significantly, the airline's profitability ability is hampered by the lack of investment in digital technologies. Air Peace still struggles to build internationally accepted mobile apps for booking and tracking flights, something that Emirates Airlines and their peers have seamlessly raised the bar for international airlines. As a result, the finickiness of air travelers nowadays might affect Air Peace's competitiveness, owing to its unsuccessful bid to invest in digital infrastructure.

Customers

Air Peace has a diverse customer base ranging from budget domestic travelers to international tourists with high purchasing power and business travelers. Giving customers value for their money remains one of the major concerns of the airline. Frequent gripes over delays and cancellations and dissatisfaction with the quality of customer service have constituted the airline's primary source of concern regarding the loss of patronage, trust, and reputation. According to Odu (2022), natives of the country have patronized the company due to their affinity. However, patronage seems to have taken a dip in recent times as reports have shown that frequent travelers with Air Peace are possibly migrating to other airlines that offer more reliable service.

Table 1: Table indicating customers increase and decline over a 5-year period

Year	Number of Customers	Percentage Change
2018	1,000,000	-
2019	1,200,000	20.00%
2020	1,100,000	-8.30%
2021	900,000	-18.20%
2022	800,000	-11.10%

Source: Author, 2024

Customer Rise and Fall Over 5 Years for Air Peace
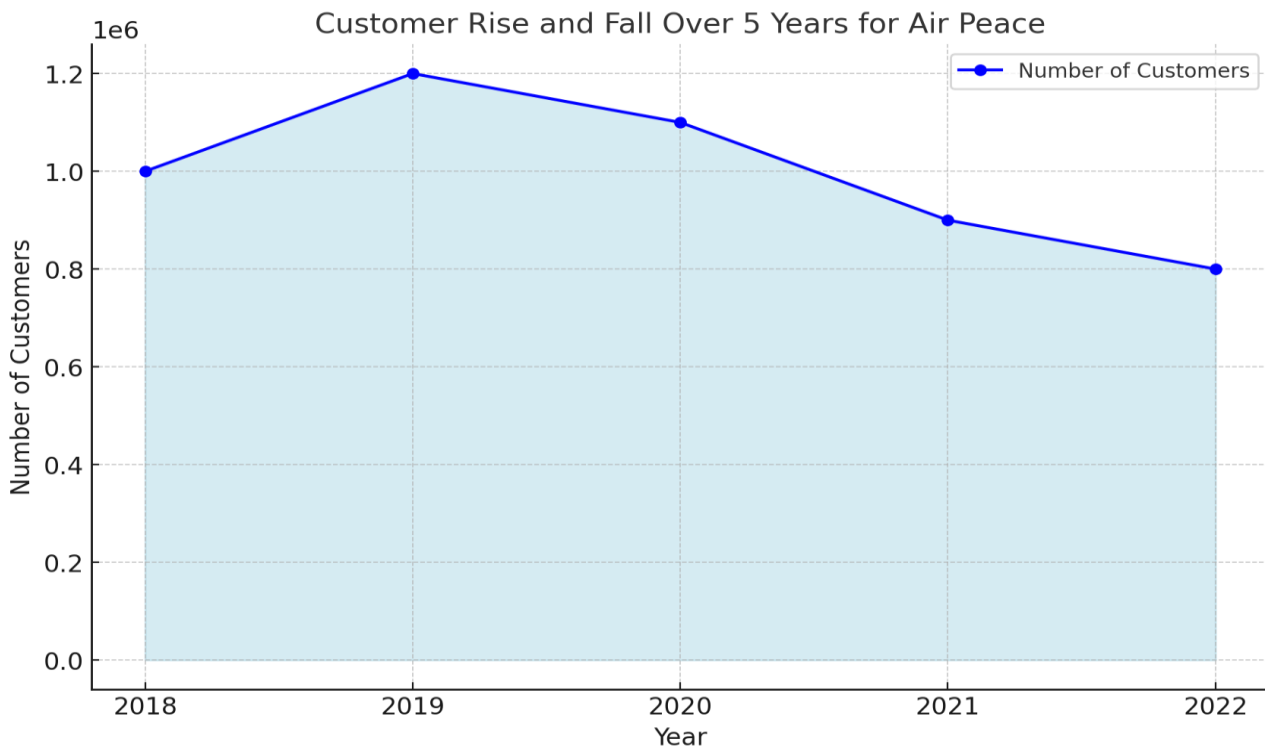
Another problem is that the airlines should have revised their branding as a premium service provider in their marketing and the travel experience they provide. For example, Air Peace promises to deliver 'peaceful and seamless travels,' but most customers need to experience this promise. As customer complaints remained, more staff discontent ensued, causing suspensions, resignations and, in some cases, dismissal. In turn, Air Peace's branding took a hit, making it harder to attract high-end customers. The inability to retain customers with essential service experiences, such as connections to a customer-service representative and travel on time, and with complaints escalated, leads to a less-lenient response to unprofessional behavior from staff. However, when protecting customers, the law does not fully support them even if they want it. According to a senior staff member at the Consumer Protection Council, the laws through which Nigerians can seek legal aid and guidance if they feel they have been exploited or cheated by an organization do not fully work.

Competitors (Competitive Environment)

Air Peace operates in a fiercely competitive environment riddled with ferocious competitors on two fronts – local and international. On the domestic scene, they compete with Arik Air, Dana Air and the fast-closet rising Ibom Air, which has gained a reputation for superior service delivery, increased customer satisfaction and low-cost operations. Domestic competitors thus place Air Peace in a vulnerable position as their service delivery strategies, pricing regimes, and brand equity have exceeded the airline's ability to match or out-pace them. Worsening the situation is the fact that the domestic market is price sensitive, where cost sensitivity supersedes brand loyalty, thereby placing the future of the airline business at risk. Moreover, the domestic market has experienced accelerated changes in consumer expectations. Customers have become demanding compared to the past, where they generally accepted what was offered. They also need more information on prices and suffer exhaustion due to prolonged service processes. While the Nigerian legacy carriers have not been able to satisfy demand with improved service quality and transparent pricing, the fast-rising Ibom Air has scanned the market and started offering quality service delivery and cutting-edge competitive prices, looking forward to defending its market share.

The international market is also equally competitive with Air Peace. In 2018, the major aviation giants in the world are known for excellence in service delivery. Emirates, British Airlines and

Qatar Airways, as big as they are, also dominate in terms of fleet size, aircraft safety, and brand equity (Smith et al., 2022). With sizeable economies of scale, these airlines were able to lower the unit cost of production within their domestic and international service. This offered them a competitive price advantage; however, their brand equity kept up with the standards of service delivery. Added to their offerings on price and service delivery were their extensive route networks and strategic partnerships that capture a large segment of the international travel market in solving the primary market problem of knowing one's customer (A2B Networks, 2023). This is a nightmare for Air Peace and many smaller African airlines, knowing that they have to pay higher unit costs of production and have less bargaining power for entry into international routes. Consequently, as many international airlines dominate global transportation, understanding the international market and market power dynamics lost Air Peace the opportunity to penetrate the international market fully. Looking at economics, Air Peace could barely compete in terms of price and service with these aviation players.

Low-cost carriers (LCCs), such as Ibom Air, have also made some notable inroads into the market, establishing themselves as flat-paced market entrants whose model of operating provides the much-needed uplift to the industry. The svelte size of Ibom Air's fleet – six Canadian-built Bombardier CRJ900 aircraft – and their suitability for short-haul flights within Nigeria has allowed the company to operate an extremely lean airline that is competitive in the pricing and service provision against larger sundry carriers such as Air Peace. Not only does this approach easily cater to the price-sensitive population, but it also enables an upmarket service that finds a natural affinity with the service-focused polish of the Nigerian market, which has slowly and increasingly tilted towards affordable but reliable services. A 2022 industry report revealed that Ibom Air's low-fare model and market-oriented marketing helped restore market confidence in the wake of COVID-19 travel restrictions and intense competition within the industry. For instance, since its first flight in 2019, the airline has reduced its baggage price to N1,500 and sacked five expatriate workers and local staff who are not filling critical roles in its lean operation. In addition, since mid-2020, the airline has signed partnership deals with TravelBeta Nigeria, DealDeji, Yudala Travels, Flyation and Wakanow, apart from the airline's previous partnership with Expresspay. These alliances enable the airline to offer competitive pricing, speedy turnaround times, transparent airfare and scheduling, and timely support for customers

(Adekunle, 2022). Air Peace, however, has not adopted a coherent low-cost strategy that is not only in sync with the transformation that characterizes its consumer base but also effectively packages it for the market. For instance, the company policy of permitting indiscriminate ticket price hikes and opaque pricing has frustrated customers and allowed the incursion of aggressive competitors into the business, 'feeding on the resulting disgruntlement readiness of consumers' (Odu, 2022). In the age of consumer-centric digitalized services, another space that Air Peace found itself maneuvering noncompetitively is the area of customer experience. 'Competitors had now been empowered by digital platforms that enable customers to have a more rewarding, fast and direct travel experience while also making the operations for flight operators easier and more efficient than ever' (Brown, 2023)

Air Peace's competitive gaps become more apparent when considering its inefficiencies in operational costs; most of these inefficiencies are caused by the high cost of fuel, government levies and the crash of the Naira, which has made it a costly airline both domestically and globally. In contrast, most of Air Peace's competitors have been seen to deploy a robust cost-control mechanism, which gives them an edge over their smaller airline rivals, who are primarily caught in debilitating macroeconomic challenges. This has suggested that Air Peace has been pursuing a price-basically reactive with time, making it difficult for the airline to reposition itself to be either a low-cost carrier or a premium airline (IATA, 2023). There is an apparent discontinuity in the approach to cost management of the Nigerian carriers and their foreign counterpart; this development necessitates a more significant effort to attract intending passengers who may be budget-conscious or premium travelers.

In addition, the lack of differentiation by Air Peace in the international market is also a deterrent for business or premium travelers. When visiting the US, comparing the services of Air Peace with Emirates and Qatar Airways, one can easily spot a painful gap in service quality and the overall experience of flight, including access to premium lounges, interconnecting flights and inflight services, which may differ significantly. For example, Emirates alone possesses the largest fleet of A380s – large motherships of about 500 seats – in the world, offering a distinctive flying experience both in the air and on the ground with its business and first-class suites. Emirates also offers Oneworld alliance membership, which ensures seamless global connectivity among fifteen airline members in addition to its global package. Significantly, the airline's

exclusive partnerships with luxury groups such as LVMH, Hilton, Bulgari, and Dom, as well as its partnership with the MoUDAFC, make it highly attractive for wealthy individuals willing to pay a premium. In fact, in this specific regard, Air Peace has woefully fallen short in fostering an international image that commands the requisite naming rights. It cannot, therefore, successfully compete in the international market on service quality, and its pricing also serves as a deterrent to passengers seeking value for money. The fact that prices for international travelers compete on an equal footing with carriers such as Ibom Air, the only local low-cost carrier, even on domestic travel, is another reminder of the market's competitiveness. In short, Air Peace finds itself in a paradigm of competition where its local market power comes up against the brute force of a competing paradigm. It cannot compete on price with low-cost options domestically, nor can it compete on service quality internationally.

Competitor analysis further emphasizes strategic weaknesses in Air Peace's long-term growth plans. For instance, we have indicated that the airline's flexible, reactive pricing model is unsustainable as a strategic framework. This is because the Nigerian air transport market is increasingly influenced by digital transformation, driven by in-house, proprietary solutions in capital-intensive industries such as aviation that are data-driven and growingly determined by the customer experience (Adekunle, 2022). Indeed, competitors (both domestic and international) have witnessed the strategic relevance of technology for operational improvement and customer satisfaction. For instance, it is widely acclaimed that the way Ibom Air uses essential digital platforms to improve every aspect of the airline's service – from ticketing, customer service, real-time updates, refunds, electronic wallet payments, etc – has set a new standard in the Nigerian aviation industry (Smith et al, 2022). Similarly, international carriers studied integrated sophisticated in-house customer relationship management (CRM) systems, which allowed for the personalization of travel experiences and, in the end, helped them develop a solid customer base, an issue on which Air Peace has also performed exceptionally poorly. Even though Air Peace has had the (financial) capacity to acquire these state-of-the-art platforms, the airline continues to operate with the old 20th-century tracking systems that have long been unable to satisfy evolving customers' expectations.

Not only does Air Peace suffer market erosion from intense inland competition, but also international players. The domestic airline's inability to effectively differentiate itself in pricing,

service quality and operational efficiency means that it will continue to lose market share to competitors that offer better value for money and a better customer experience, such as Ibom and other regional airlines. In the luxury space, the incumbents, like Emirates and Qatar Airways, have comparative advantages in scale and buying power to deliver superior service options to their customers. Here, other factors, such as bullet-proof aircraft and an incomparable travel 'experience' also contribute to their dominance of the premium travel space. Air Peace should consider a radical repricing and digital maturity strategy, as well as enhancing its cost structure and service delivery. If it does not, the market's response will be negative.

Table 2: Tabular Summary of Air Peace Competitors and Areas of Competition

Aspect	Description	Impact on Air Peace
estic petitors	Peace contends with established es such as Arik Air and Dana Air, ell as newer entrants like Ibom Air A, 2021). Ibom Air is noted for its customer satisfaction and ent service delivery.	competition from these es erodes Air Peace's market , especially in the budget ent where Ibom Air's vative strategies are effective.
rnational petitors	Peace faces intense competition global giants such as Emirates, sh Airways, and Qatar Airways A, 2021). These airlines have r fleets, stronger brands, better ce quality, and superior safety ds.	competitive edge of these national airlines limits Air e's ability to attract business nternational travelers, putting ure on its market position.

-Cost Carrier petition	onal low-cost carriers have ted price-sensitive customers, ding Ibom Air, which has oved its market position through ent service and innovative eting (IATA, 2021).	Peace's market share is ted by these low-cost carriers, h have capitalized on price tivity and effective marketing egies, challenging Air Peace's et segment.
lenges for Air e	Peace struggles to compete tively on cost and premium ce standards. The competitive onment is further complicated by players leveraging digital orms to enhance customer rience and operational efficiency A, 2021).	inability to match the cost ency and service standards of etitors puts Air Peace at a vantage, affecting its ability tract and retain both budget premium travelers.
petitive Edge of ls	national airlines benefit from omies of scale, extensive route orks, and superior safety records, e newer entrants use digital tools perational efficiency.	ls' competitive advantages, ding better service quality and sive networks, further enge Air Peace's position, ng it harder for the airline to ete effectively.
act on Air Peace	overall competitive pressure from domestic and international rivals cts Air Peace's market share and y to attract diverse travelers, cularly in a rapidly evolving et.	heightened competition results diminished market share and ased difficulty in meeting the ctations of both cost-sensitive premium customers.

Price (Pricing Strategies)

Air Peace has operated primarily along a dynamic pricing strategy: it tweaks prices frequently in response to competition, demand and market conditions. However, price shifts have been arbitrary, rendering them opaque to customers and giving competitors an edge. Internally, Air Peace is more pricey than its competitors on domestic routes (Ibom Air, Arik Air), not offering a commensurate improved service; this has only irritated customers and hindered the airline's ability to glean the budget segment. Moreover, internationally, its routes compete with megacarriers that offer a far better experience than Air Peace can currently offer for more money. Without upping service quality, Air Peace cannot charge premium prices. (Nwankwo, 2023; IATA, 2022)

With high operational costs, the high cost of fuel, the depreciating value of the Naira and all government levies and taxes constitute a significant hindrance to competitive pricing (especially when compared with international airlines with lower operating costs). Air Peace undertook a 'cost control' approach to manage this challenge (Adeniyi, 2021). This approach tends to be reactive rather than proactive in managing factors that affect pricing strategy. Hence, external market pressures such as the sudden increase in fuel prices and the fluctuating exchange rates influence this airline's pricing decisions. Lack of the optimal pricing framework, by not having structured pricing, time and target customers and not differentiating the brand from its competitors, does not foster customer loyalty to Air Peace (Musa, 2022).

With a more structured, data-driven, systematic approach to pricing, Air Peace can gain a better grasp of customer expectations at varying points of the sales funnel compared with its competitors, as well as the actual costs of maintaining its pricing strategy. Providing tiered pricing that corresponds to individual services, including offers that accompany ticket sales, can help the airline capture different market segments better. The use of aircraft with higher fuel efficiency can lower the operating cost of the company. Consequently, it would offer more competitive flight fares, locally and internationally. Price transparency would help the airline overcome its current challenges with the new prize package and garner a stronger position in the aviation sector in Nigeria and possibly beyond (Johnson, 2022; Okoro, 2023).

Government Policies

The government of Nigeria primarily provides industry regulations and policies through the Office of the Minister of Aviation and its agencies. The aviation industry is one of the heavily regulated sectors of the Nigerian economy. The Civil Aviation Act 2006, which set up the Nigerian Civil Aviation Authority (NCAA), remains the bedrock safety regulation in Nigeria. However, the absence of consistent policy implementation has also been a significant challenge for operators like Air Peace. For instance, inconsistent foreign exchange rates and arbitrary fuel subsidies have made cost management difficult for aviation operators, including Air Peace.

Also, Air Peace's competitiveness has been sustained by government-related incentives such as the opening of international routes, tax waivers, etc, which has cultivated a climate of patronage sustained and perpetuated by dependence on state patronage. In 2024, the Federal Government of Nigeria under the leadership of President Bola Ahmed Tinubu officially granted approval to three distinguished airlines to serve as exclusive carriers for the 2024 Hajj pilgrimage, they were Air Peace Ltd., FlyNas and Max Air (Majeed, 2024). Government policy has been capricious, arbitrary and variable, with frequent changes to tax regimes and safety regulations that have turned Air Peace's operating space into a complete maze. The government has also been unwilling to address the fundamental infrastructural deficit that bedevils the aviation sector. The availability of basic infrastructure, such as modern airport facilities, essential to any airline wanting to compete in the local and international markets, remains very poor.

Conclusion

Air Peace's pricing strategy attracts criticism for not being transparent, not proactive and only adjusting to market dynamics. It is essential to acknowledge that Air Peace, as a competitor who wants to be taken seriously in the domestic and international markets, must focus on pricing strategies that are dynamic but can have a more proactive role. Its current pricing strategy has left it with a lot of goodwill to make up for. The opinion of its clients has also been dampened by concerns about flight cancellations and the airline's scheduling/stability. Air Peace's fares are dynamic, shifting every day, driven by fuel surcharges and government levies, and the value of the Naira fluctuates. Stakeholders in the sector have lamented this fare model. Air Peace needs to be more transparent and adopt a tiered pricing model as it competes with players like Arik Air and Ibom Air. It must also utilize available technologies to effectively forecast demand and develop strategies to cut its operational costs – for instance, offshoring some passenger services to reduce its cost of operations, developing modules and application programs to improve its current financial systems, renegotiating payments and settlements with its suppliers; and focus on a unified management information system that is accessible anywhere. On the pricing front, collaboration with OAG, a global company that compiles data on capacity, schedules, fares and connectivity in the aviation industry, will enable Air Peace to raise its visibility and seat sales for its planes. Strategic collaborations with alliance networks such as Oneworld, Skyteam, and Star Alliance, as well as regulatory interventions by the Ministry of Aviation, will also benefit Air Peace by enhancing its position in the local aviation sector. In the 21st century, the air transport sector is more competitive than ever as many carriers are contending for finite markets.

Recommendations

In order to enhance its overall competitive edge in the market and to improve customer satisfaction, Air Peace should employ a more strategic, transparent, and customer experience-driven pricing strategy.

Below are key recommendations:

Enhance Price Transparency: Air Peace's current practice of constantly changing its pricing and ticket fares and maintaining consistency with its ticket fares frustrates passengers. If it adopts more transparent communication of fare changes and more price breakdowns for a ticket, it will increase passengers, resulting in customer loyalty. That way, passengers would be told exactly what they would be paying for when purchasing a ticket. This includes the specific fees and surcharges or a confirmation of the complete fare breakdown, which would minimize complaints from passengers and possibly reduce negative introspection of price hikes.

Adopt a Tiered Pricing Model: A tiered pricing model could be adopted where the airline allows passengers to select from different service levels depending on their budget and preferences. For instance, Basic Economy, Premium Economy and Business Class have clear-defined service differences. This increases options and location flexibility for Air Peace and allows prices to correspond to the precise value the passenger gets, which is a plus for budget travelers and helps the airline do regular business to compete with international carriers.

Leverage Technology for Dynamic Pricing: The use of dynamic pricing will be a catalyst for a digitally empowered Air Peace. The acquisition of advanced pricing algorithms and data analytics will help the airline adjust prices in response to varying demands as well as segmental shifts in demand. In addition, by utilizing real-time fares and personalized pricing, the airline can dynamically respond to market changes such as competitor pricing, seasonal demand and day-of-week changes. Allowing data-driven insights to guide pricing will improve the forecasting of demand, moving away from unnecessary reactionary pricing strategies and allowing Air Peace the ability to have a proactive and market-sensitive pricing perspective. This will also enable the airline to continue to offer competitive prices while maximizing revenue, particularly during peak seasons or in high-demand periods.

Cost Reduction Initiatives: The operating costs (fuel costs and the falling value of the Naira) are some of the factors responsible for its pricing strategy, as evident in the data presented. It is therefore recommended that efforts be made to get Air Peace to implement cost-saving initiatives such as modernizing the fleet, investing in fuel-efficient aircraft, reviewing fuel supply contracts, etc. With a reduced operating cost, Air Peace will be able to offer competitive rates without sacrificing its profitability.

Partnerships And Alliances: Air Peace should focus on establishing strategic partnerships globally by collaborating with foreign airlines. This will grant the airline better access to global markets and offer better services on international routes. In order to better serve its customers, the airline can also opt for signature interline partnerships since this will allow Air Peace to utilize codeshare agreements better, enabling it to reduce the price of its international route while sharing operational costs with partners. This will also enable the airline to offer better connections and services to its travelers, making it the best choice for those looking to fly internationally.

Customer-Centric Strategies: The customer-centric strategy includes the use of customer loyalty programs or targeted, frequent flier discounts or promotions, special offers during off-peak seasons, loyalty points, and incentives for early bookings, all of which may help fill seats that would otherwise be unsold, build customer loyalty, and prompt repeat business. The ultimate aim is to improve customers' perception of value, which leads to better market share.

Lobby Regulatory Reforms: Since government-imposed taxes and levies on Air Peace's pricing, Air Peace should actively keep an eye on government and industry regulators, and also they must lobby them for policies that will be friendly to the airline. Allowing a reduction of wholly unnecessary charges and also giving them a degree of autonomy in their operations means the airlines would operate at a lower cost, which will help them reduce the fares charged in both the domestic and international markets.

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Nigerian Higher Education and Human Capital Development: Policy and Practice

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Abstract

The development of human capital is a critical component of economic and social progress in Nigeria, the most populous country in Africa. This seminar paper examines the state of higher education in Nigeria and its role in human capital development, exploring both the policy frameworks and practical realities that shape this crucial domain.Nigeria's higher education system has witnessed significant expansion in recent decades, with the number of universities growing from just 4 at independence in 1960 to over 170 today. However, this rapid growth has been accompanied by concerns about quality, funding, and equity of access. The Nigerian government has articulated various policy frameworks aimed at leveraging higher education to drive human capital development, but the translation of these policies into tangible outcomes remains a significant challenge.The paper identifies key factors contributing to the persistent mismatch between educational outputs and labor market needs, including outdated curricula, limited industry-academia collaboration, and inadequate practical training and work-integrated learning opportunities. To address these challenges, the paper outlines a vision for reframing higher education in Nigeria, emphasizing the need for policy reforms, institutional capacity building, and strategic partnerships to better align educational outcomes with the evolving needs of

the labor market.By bridging the gap between education and the requirements of the job market, Nigeria can harness the full potential of its higher education system and drive sustainable human capital development, unlocking the country's vast economic and social potential.

Keywords: *Nigerian Higher Education, Human Capital Development, Policy and Practice.*

Introduction

The development of human capital is a critical component of economic and social progress in any nation. As the most populous country in Africa, Nigeria's ability to cultivate a highly skilled, educated, and productive workforce is essential for unlocking its vast potential. This seminar paper undertakes a comprehensive examination of the state of higher education in Nigeria and its pivotal role in the country's human capital development landscape, exploring both the policy frameworks and practical realities that shape this crucial domain. According toBenson (2022),Nigeria's higher education system has witnessed significant expansion in recent decades, with the number of universities growing from just 4 at independence in 1960 to over 170 today, including federal, state, and private institutions. This rapid growth, however, has been accompanied by persistent concerns about quality, funding, and equity of access. Many universities in Nigeria struggle with inadequate infrastructure, outdated curricula, and faculty shortages, limiting their ability to deliver high-quality education and conduct meaningful research. Furthermore, the distribution of higher education opportunities remains skewed, with significant disparities in access between urban and rural areas, as well as across socioeconomic and regional lines.

The Nigerian government has articulated various policy frameworks aimed at leveraging higher education to drive human capital development, including the National Policy on Education, the National Economic Empowerment and Development Strategy (NEEDS), and the more recent Ministerial Strategic Plan (2016-2019). These policies have sought to address issues such as expanding access, improving quality, enhancing research and innovation, and aligning higher education with the evolving needs of the labor market. Initiatives like the Tertiary Education Trust Fund (TETFund) and the establishment of specialized universities have also aimed to bolster funding, infrastructure, and the relevance of higher education programs.Despite these policy efforts, the translation of higher education into tangible human capital development outcomes remains a significant challenge in Nigeria. Persistent problems such as graduate unemployment, skills mismatches, and brain drain continue to

hinder the country's ability to fully harness the potential of its educated populace. Factors contributing to this gap include the quality and relevance of academic curricula, the lack of industry-academia linkages, the inadequate alignment between educational outputs and labor market demands, and the limited opportunities for practical training and entrepreneurship development within higher education institutions.Nonetheless, Nigeria's higher education sector also presents opportunities for transformative change. Leveraging emerging technologies, strengthening public-private partnerships, and fostering a culture of innovation and entrepreneurship within universities could help bridge the gap between education and the needs of the evolving job market. Additionally, addressing inequities in access and investing in the development of specialized, industry-focused programs could enhance the inclusivity and responsiveness of the higher education system (Amasiri, 2021).In conclusion, Nigeria's higher education system plays a crucial role in the country's human capital development agenda. While significant policy efforts have been made to improve the sector, numerous challenges persist in translating educational outputs into tangible economic and social outcomes. Addressing these challenges through a multi-faceted approach, involving policy reforms, institutional capacity building, and strategic partnerships, will be essential for Nigeria to harness the full potential of its higher education system and drive sustainable human capital development, ultimately unlocking the country's vast potential for progress and prosperity.

Nigeria's Higher Education landscape

Nigeria's higher education landscape has undergone a remarkable transformation in the past few decades, marked by significant expansion and diversification. The sector now comprises a wide array of institutions, including universities, polytechnics, and colleges of education, overseen by specialized regulatory bodies such as the National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) (NUC, 2018).The growth in the number of higher education institutions has been truly impressive, with the number of universities alone increasing from just 4 at the time of Nigeria's independence in 1960 to over 170 today. This expansion has been driven by the government's commitment to increasing access to higher education, as well as the emergence of private institutions that have complemented the public sector.However, according to Nwanna (2008), this rapid expansion has also brought about a set of challenges that the Nigerian higher education system is grappling with. There are concerns about the quality of education being provided, with many institutions struggling to maintain adequate

infrastructure, update curricula, and retain qualified faculty. The funding constraints faced by these institutions have exacerbated these issues, limiting their ability to invest in modern teaching and research facilities, as well as to attract and retain top-tier academic talent.Furthermore, the distribution of higher education opportunities remains uneven, with significant disparities in access between urban and rural areas, as well as across socioeconomic and regional lines. This has led to concerns about equity and the need to ensure that higher education in Nigeria is truly accessible to all segments of the population, regardless of their socioeconomic background or geographic location.Obizue, Ahukannna and Chris- Korie (2018.), opined that addressing these challenges will be crucial for Nigeria as it seeks to harness the transformative potential of higher education to drive economic and social development. Policymakers, educational institutions, and other stakeholders will need to work collaboratively to implement comprehensive reforms that prioritize quality, equity, and innovation in the higher education sector, ensuring that it can effectively meet the evolving needs of the country and its citizens.

Comprehensive Policy Frameworks for Bolstering Human Capital Development

The Nigerian government has articulated a comprehensive set of policy frameworks aimed at leveraging the transformative power of higher education to drive the country's human capital development agenda. These strategic policy initiatives, which include the National Policy on Education, the National Economic Empowerment and Development Strategy (NEEDS), and the more recent Ministerial Strategic Plan (2016-2019), have placed a strong emphasis on the pivotal role that tertiary-level education can play in producing the skilled, knowledgeable, and innovative workforce needed to support Nigeria's economic and social progress.Others include The National Policy on Education (NPE), which was last revised in 2013, outlines the overarching objectives and guidelines for the Nigerian education system, including the higher education sector. The policy emphasizes the importance of higher education in producing highly skilled professionals and advancing national development. It sets forth key goals such as:

1. Expanding access to higher education to meet the growing demand for tertiary-level learning.
2. Improving the quality and relevance of higher education programs to align with labor market needs.
3. Enhancing the research and innovation capabilities of higher education institutions.

4. Promoting the use of technology to enhance teaching, learning, and administration in the higher education system.

5. Fostering collaboration between higher education institutions and industry to facilitate knowledge transfer and practical application.In addition to the NPE, the Strategic Plan for the Education Sector (2018-2022) provides a more detailed roadmap for the development of the education sector, including specific strategies and targets for the higher education sub-sector. This plan aims to address challenges such as inadequate funding, infrastructure deficiencies, and the need for curriculum reforms to better align with the evolving needs of the labor market. According toNwanna (2008), to support the implementation of these policy objectives, the Nigerian government has established several key institutions and initiatives:

1. The National Universities Commission (NUC): Established in 1962, the NUC is the regulatory body responsible for the coordination and development of university education in Nigeria. It sets standards, accredits programs, and oversees the establishment and operations of both public and private universities.

2. The National Board for Technical Education (NBTE): Established in 1977, the NBTE is the regulatory body responsible for the coordination and development of technical and vocational education in Nigeria, including polytechnics, monotechnics, and other similar institutions.

These institutions play a critical role in ensuring the quality, relevance, and accessibility of higher education in Nigeria, as well as fostering collaboration with stakeholders to address the evolving needs of the higher education sector.Overall, the policy framework for higher education in Nigeria emphasizes the importance of expanding access, improving quality, enhancing research and innovation, and aligning higher education with the demands of the labor market and national development priorities. The success of these policy initiatives will depend on effective implementation, adequate funding, and continuous stakeholder engagement.Obizue (2021), asserted that at the core of these policy frameworks is a recognition of the imperative to address the multifaceted challenges facing the higher education sector. Expanding equitable access to higher learning opportunities has been a key priority, as policymakers seek to ensure that all segments of the Nigerian population, irrespective of their socioeconomic background or geographic location, can benefit from the transformative potential of tertiary education. Concomitantly, these policies have also sought to enhance the quality and relevance of higher education, with a view to improving the competitiveness

and employability of graduates.Acknowledging the vital role of research and innovation in driving economic growth and development, the policy initiatives have also emphasized the need to strengthen the research capabilities of universities and foster closer collaboration between academia and industry. Dedicated funding mechanisms, such as the Tertiary Education Trust Fund (TETFund), have been established to provide the necessary resources for infrastructure development, faculty capacity building, and the promotion of cutting-edge research activities within the higher education domain.Furthermore, these policy frameworks have underscored the importance of aligning higher education programs with the evolving needs of the labor market. This has involved the establishment of specialized universities and the incorporation of more practical, industry-relevant elements into academic curricula, with the aim of equipping graduates with the skills and competencies required by employers across various sectors of the economy.While these comprehensive policy frameworks have laid the groundwork for progress, their effective implementation remains crucial. Sustained commitment, adequate funding, and collaborative efforts among policymakers, educational institutions, and other key stakeholders will be essential to translate these policy objectives into tangible improvements in Nigeria's higher education landscape and, ultimately, its human capital development outcomes.

Challenges and Opportunities: Aligning Nigeria's Higher Education with Labor Market Needs

Despite commendable policy efforts to reform and strengthen the higher education sector in Nigeria, the translation of these initiatives into tangible human capital development outcomes remains a significant challenge. Persistent problems such as graduate unemployment, skills mismatches, and brain drain continue to hinder the country's ability to fully harness the potential of its educated populace.At the heart of this disconnect lies a complex web of interrelated factors. The quality and relevance of academic curricula in many Nigerian universities and colleges often fall short of the rapidly evolving skills and knowledge required by modern employers, especially in fast-paced, technology-driven industries. The lack of meaningful and sustained engagement between higher education institutions and the private sector further exacerbates this issue, as employers are not adequately consulted in the design and review of academic programs. This disconnect results in educational outputs that are misaligned with the actual demands of the labor market.Compounding the challenge is the limited emphasis on practical training and work-integrated learning opportunities within the higher education system.

According to Amasiri(2021), Nigerian universities tend to focus heavily on theoretical, classroom-based instruction, depriving students of the chance to apply their knowledge in real-world, industry-relevant settings. The dearth of internships, apprenticeships, and other experiential learning experiences denies graduates the practical competencies and industry exposure that employers actively seek.Benson (2022), added that the misalignment between educational specializations and labor market needs in Nigeria is a persistent concern. The oversupply of graduates in certain academic disciplines, such as the humanities and social sciences, coupled with critical skills gaps in areas like science, technology, engineering, and mathematics (STEM), has led to high unemployment and underemployment rates among the country's educated youth. This mismatch between educational outputs and workforce demands continues to undermine the effectiveness of the higher education system in meeting the evolving needs of the labor market.Nonetheless, Nigeria's higher education sector also presents opportunities for transformative change. By leveraging emerging technologies, strengthening public-private partnerships, and fostering a culture of innovation and entrepreneurship within universities, the country can bridge the gap between education and the needs of the evolving job market. Additionally, addressing inequities in access and investing in the development of specialized, industry-focused programs could enhance the inclusivity and responsiveness of the higher education system, better positioning Nigeria to harness the full potential of its educated populace.Tackling the challenges and seizing the opportunities inherent in Nigeria's higher education landscape will require a comprehensive, multi-stakeholder approach. Policymakers, educational institutions, and the private sector must work in concert to update curricula, enhance industry-academia collaboration, expand practical training and work-integrated learning opportunities, and align educational specializations with labor market needs. By doing so, Nigeria can cultivate a dynamic and responsive higher education system that effectively prepares its graduates for the demands of the modern workforce, ultimately contributing to the country's long-term economic growth and social prosperity.

Nigerian Education -labour Market divide: Tackling the Education-Employment Mismatch

The mismatch between the education system and the labor market needs in Nigeria is a multifaceted challenge that has significant implications for the country's economic and social development. The researchers delved into the key factors contributing to this persistent disconnect, providing a detailed analysis of the issues at hand and their far-reaching consequences.

Outdated Curricula: One of the primary factors contributing to the education-labor market mismatch in Nigeria is the outdated nature of many university and college programs. The curricula in these institutions have often remained stagnant, failing to keep pace with the rapidly evolving skills and knowledge required by modern employers, especially in fast-moving industries. This results in graduates lacking the practical, job-ready skills that are in high demand, rendering them ill-equipped to meet the needs of the labor market.

Lack of Industry Involvement in Curriculum Development: Another crucial factor is the limited engagement and collaboration between higher education institutions and the private sector in Nigeria. Employers are often not adequately consulted in the design and review of academic programs, leading to a disconnect between educational outputs and labor market demands. Without this crucial industry input, educational programs struggle to stay relevant and aligned with the evolving workplace needs, further exacerbating the mismatch.

Inadequate Practical Training and Work-Integrated Learning: Nigerian higher education institutions tend to focus heavily on theoretical, classroom-based instruction, with insufficient opportunities for students to apply their knowledge in real-world, practical settings. Internships, apprenticeships, and other work-integrated learning experiences are often limited or lacking, depriving students of the chance to develop job-relevant skills and gain industry exposure. This results in graduates who lack the practical competencies and work experience that employers value, making it challenging for them to transition smoothly into the workforce.

Misalignment of Educational Specializations and Labor Market Needs: Another significant factor is the misalignment between the educational specializations and the actual labor market needs in Nigeria. There is often an oversupply of graduates in certain academic disciplines, such as the humanities and social sciences, while critical skills gaps persist in areas like science, technology, engineering, and mathematics (STEM). This mismatch between educational outputs and labor market demands leads to high graduate unemployment and underemployment rates, further exacerbating the education-labor market disconnect.

Lack of Responsiveness to Emerging Industry Trends: Higher education institutions in Nigeria frequently fail to anticipate and adapt to the rapidly evolving needs of the labor market, especially in fast-paced, technology-driven industries. This inability to keep pace with changing skill requirements results in a workforce that is ill-equipped to meet the demands of modern employers, contributing to the widening gap between the education system and the labor market needs.Addressing the education-

labor market mismatch in Nigeria will require a comprehensive, multi-stakeholder approach involving policymakers, educational institutions, and the private sector. This will involve updating curricula, fostering stronger industry-academia collaboration, enhancing practical training and work-integrated learning opportunities, aligning educational specializations with labor market needs, and ensuring that the higher education system is agile and responsive to emerging industry trends. By tackling these complex challenges, Nigeria can work towards developing a more dynamic and responsive education system that better serves the evolving needs of its labor market, ultimately contributing to the country's economic growth and social prosperity.

Bridging the Gap Through Policy and Institutional Reform

To address the critical issue of the mismatch between Nigeria's higher education system and the evolving needs of the labor market, policymakers must take a proactive and comprehensive approach to reframing the higher education landscape. This will require the formulation and implementation of a strategic framework that aligns educational outcomes with the dynamic requirements of the job market, while also fostering a culture of innovation, entrepreneurship, and lifelong learning within the higher education system.

Key policy interventions should include:

1. Mandating regular curriculum reviews and industry consultations to ensure relevance and responsiveness: The Nigerian government should implement policies that mandate higher education institutions to regularly review and update their academic curricula in close consultation with industry stakeholders. This will ensure that the content and focus of educational programs remain relevant and responsive to the rapidly changing skills and knowledge requirements of modern employers, especially in fast-evolving, technology-driven sectors.

2. Incentivizing industry-academia partnerships to facilitate knowledge exchange, joint research, and work-integrated learning opportunities: Policymakers should introduce incentives and support mechanisms to encourage stronger and more sustained collaboration between higher education institutions and the private sector. This will enable the exchange of knowledge, the co-creation of industry-relevant research, and the expansion of work-integrated learning opportunities, such as internships, apprenticeships, and industry-led projects, which are crucial for equipping students with practical, job-ready skills.

3. Investing in the development of specialized, industry-focused academic programs and research centers: The government should allocate resources and provide strategic funding to higher education institutions to establish specialized, industry-focused academic programs and research centers. These initiatives will help address critical skills gaps in areas like science, technology, engineering, and mathematics (STEM), while also fostering the development of applied, industry-relevant knowledge and innovation.

4. Promoting entrepreneurship education and supporting the incubation of student-led startups: Policymakers should prioritize the integration of entrepreneurship education into the curriculum of higher education institutions, empowering students with the skills, knowledge, and mindset to create their own employment opportunities and contribute to the country's economic diversification. Additionally, the government should provide funding and support for the incubation and acceleration of student-led startups, nurturing a culture of innovation and self-employment within the higher education system.

5. Implementing robust monitoring and evaluation frameworks to measure the impact of higher education on human capital development: The Nigerian government should establish comprehensive monitoring and evaluation systems to track the performance and outcomes of the higher education sector in terms of its contribution to human capital development and alignment with labor market needs. This data-driven approach will enable policymakers to make evidence-based decisions, refine existing policies, and ensure the continuous improvement of the higher education system.

Impact of Entrepreneurship Education on the labour Market of developing countries

The job market in developing countries often faces significant challenges, including high unemployment rates, skills mismatches, and an overreliance on the formal sector to provide employment opportunities. However, the integration of entrepreneurship education into higher education curricula can have a profound and multifaceted impact on addressing these issues and shaping a more vibrant and responsive job market. Entrepreneurship education goes beyond simply teaching business management skills; it cultivates an entrepreneurial mindset, empowering students with the confidence, creativity, and problem-solving abilities to identify and capitalize on emerging market opportunities. By fostering this entrepreneurial spirit, educational institutions in developing countries can catalyze a shift away from the traditional reliance on salaried employment and towards

self-employment and small business creation (Obizue, 2021).The researchers explored the various ways in which entrepreneurship education can transform the job market in developing countries, with a particular focus on the Nigerian context. From nurturing a culture of innovation and diversifying the economic landscape to enhancing graduate employability and supporting the informal sector, the integration of entrepreneurship education into the higher education system can be a powerful driver of inclusive economic growth and sustainable job creation.By delving into the key mechanisms through which entrepreneurship education can reshape the job market, this discussion aims to provide policymakers, educators, and other stakeholders with a comprehensive understanding of the potential benefits and practical strategies for leveraging this transformative approach to human capital development.

1. Fostering a Culture of Innovation and Self-Employment:

   - Entrepreneurship education helps cultivate an entrepreneurial mindset among students by exposing them to the principles, strategies, and practical skills required to start and manage their own businesses.

   - This mindset shift is crucial as it empowers students to recognize and seize entrepreneurial opportunities, rather than solely relying on the traditional path of seeking salaried employment.

   - By encouraging students to consider self-employment as a viable career option, entrepreneurship education can lead to the establishment of new startups and small businesses, diversifying the job market and reducing the burden on the formal sector to absorb all job-seeking graduates.

2. Addressing Skills Gaps and Mismatches:

   - Entrepreneurship education often emphasizes the development of practical, market-relevant skills such as problem-solving, critical thinking, financial management, and marketing.

   - These skills are highly valued by employers, as they enable graduates to contribute to the organization's success and adapt to the evolving needs of the job market.

   - By equipping students with these in-demand competencies, entrepreneurship education can help bridge the skills gap between the educational system and the labor market, making graduates more employable and better aligned with the needs of employers.

3. Promoting Economic Diversification:

   - Entrepreneurship education encourages students to identify and capitalize on emerging market opportunities, often in innovative and technology-driven sectors such as renewable energy, digital services, or agribusiness.

- This can lead to the establishment of new businesses and industries, diversifying the economic landscape and reducing the over-reliance on traditional industries.

- As these new enterprises grow and thrive, they can contribute to the creation of a more diverse job market, offering employment opportunities in a wider range of sectors and reducing the vulnerability of the economy to fluctuations in specific industries.

4. Fostering Job Creation:

- Successful student-led startups and small businesses can generate employment opportunities not just for the founders but also for their employees, expanding the job market.

- As these enterprises grow and scale, they can become significant employers, further contributing to job creation and economic development.

- The success of these entrepreneurial ventures can also inspire and motivate others to follow in their footsteps, creating a ripple effect of job creation across the economy.

5. Enhancing Graduate Employability:

- Entrepreneurship education equips students with a range of transferable skills, such as critical thinking, problem-solving, decision-making, and effective communication.

- These skills are highly valued by employers across various sectors, as they enable graduates to adapt to changing work environments, contribute to team-based projects, and demonstrate their ability to take initiative and think creatively.

- Graduates with an entrepreneurial mindset and relevant skills are often more attractive to potential employers, improving their overall employability and increasing their chances of securing meaningful employment.

6. Supporting Informal Sector Development:

- In developing countries like Nigeria, the informal sector, which includes small-scale enterprises, self-employment, and micro-businesses, accounts for a significant portion of economic activity and employment.

- Entrepreneurship education can empower individuals within the informal sector by providing them with the knowledge, skills, and resources to start, manage, and grow their own small-scale enterprises.

- This can lead to the formalization of some informal sector activities, improving the overall productivity and competitiveness of these enterprises, and creating more stable and sustainable employment opportunities.By addressing these key aspects, entrepreneurship education can have a transformative impact on the job market in developing countries like Nigeria, fostering a more

dynamic, diverse, and responsive employment landscape that is better equipped to meet the evolving needs of the economy and the aspirations of the youth.

Empowering Higher Education Institutions as Engines of Human Capital Development

While policy reforms are essential, the transformation of Nigeria's higher education system must also occur at the institutional level. Universities, polytechnics, and colleges of education must be empowered to take a more proactive and strategic role in shaping the country's human capital landscape.This will require a shift in institutional culture and priorities, with a greater emphasis on applied research, industry engagement, and the development of job-ready skills among students. Higher education institutions should seek to cultivate strong partnerships with the private sector, leveraging their expertise and resources to inform curriculum design, provide internships and apprenticeships, and support the commercialization of innovative ideas.Furthermore, these institutions should strive to foster an entrepreneurial mindset among their students, equipping them with the skills, knowledge, and support needed to create their own employment opportunities and contribute to the country's economic diversification. This can be achieved through the integration of entrepreneurship education, the establishment of business incubators and accelerators, and the provision of mentorship and funding opportunities for student-led startups.By empowering higher education institutions to take a more proactive and strategic role in human capital development, Nigeria can harness the full potential of its educated populace and bridge the persistent gap between the education system and the evolving needs of the labor market. This holistic approach, combining policy reforms and institutional transformation, will be crucial in positioning Nigeria's higher education sector as a key driver of sustainable economic growth and social prosperity.

Reframing Higher Education for Transformative Human Capital Development in Nigeria

As a vibrant, youthful, and resource-rich nation, Nigeria's ability to nurture and harness a highly skilled, knowledgeable, and adaptable workforce is undoubtedly crucial for unlocking its immense economic potential and securing a prosperous future for its people. However, the country's higher education system has, in many ways, struggled to effectively translate its educational outputs into the dynamic and future-ready human capital needed to power sustainable development and social progress.Examining this challenge from the multifaceted perspectives of policymakers, educators, and industry stakeholders, it becomes clear that a fundamental reframing of the higher education landscape

is necessary to better align it with Nigeria's human capital development goals. This seminar paper delves deep into the shortcomings of the current approach, seeking to uncover the root causes and systemic barriers that have hitherto impeded the higher education sector's capacity to produce graduates who are not only academically proficient but also equipped with the cutting-edge skills, entrepreneurial mindset, and innovative prowess required to thrive in the rapidly evolving global economy.

At the heart of this analysis lies the recognition that Nigeria's higher education institutions must undergo a transformative shift – one that goes beyond merely expanding access and improving infrastructural resources. Rather, the imperative is to reorient the entire ecosystem to foster a dynamic, responsive, and future-focused learning environment that can cultivate the next generation of leaders, problem-solvers, and change-makers. This will require a comprehensive rethinking of curriculum design, pedagogical approaches, industry-academia linkages, and research and development priorities, all underpinned by a robust policy framework that provides the necessary strategic direction, institutional support, and sustainable funding mechanisms.By adopting a holistic, multi-stakeholder approach to reframing higher education, Nigeria can unlock the true potential of its human capital and position itself as a global leader in the knowledge economy. This vision entails not only strengthening the technical and vocational competencies of graduates but also nurturing their critical thinking abilities, entrepreneurial spirit, and adaptability – qualities that will be invaluable in navigating the complex challenges and emerging opportunities of the 21st century.Ultimately, the successful reframing of higher education for human capital development in Nigeria will require a concerted, collaborative effort among policymakers, educational institutions, industry leaders, and the broader community. It is a transformative journey that holds the promise of empowering Nigeria's youth, driving economic diversification and competitiveness, and positioning the country as a beacon of progress and innovation on the African continent and beyond.

Conclusion

Nigeria's higher education system is at a pivotal moment, poised to play a pivotal role in the country's human capital development agenda. The comprehensive examination undertaken in this seminar paper has shed light on the significant strides made in expanding access to tertiary education, as well as the persistent challenges that continue to hamper the sector's ability to effectively translate educational

outputs into tangible economic and social outcomes.At the heart of this discourse lies the recognition that a fundamental reframing of the higher education landscape is necessary to better align it with Nigeria's human capital development goals. This reframing must be underpinned by a holistic, multi-stakeholder approach that addresses the systemic barriers and catalyzes transformative change.Key to this transformation is the need to strengthen policy frameworks, enhance institutional capacities, and forge strategic partnerships that can drive meaningful and lasting impact. Policymakers must continue to refine and implement comprehensive policies that prioritize quality, relevance, and responsiveness in higher education, while also providing the necessary funding and support mechanisms to enable institutions to thrive.

Higher education institutions, in turn, must embrace a proactive and strategic role in shaping the human capital landscape. This will require a shift in institutional culture and priorities, with a greater emphasis on applied research, industry engagement, and the cultivation of an entrepreneurial mindset among students. By forging robust partnerships with the private sector and fostering a vibrant ecosystem of innovation and startups, these institutions can become engines of human capital development, directly addressing the evolving needs of the labor market.Furthermore, the reframing of higher education in Nigeria must also address issues of equity and inclusivity, ensuring that educational opportunities are accessible to all segments of the population, regardless of their socioeconomic background or geographic location. This will not only promote social mobility and cohesion but also unlock the full potential of Nigeria's diverse human capital, positioning the country for sustained and inclusive growth.Ultimately, the successful reframing of higher education for human capital development in Nigeria will require a concerted, collaborative effort among policymakers, educational institutions, industry leaders, and the broader community. It is a transformative journey that holds the promise of empowering Nigeria's youth, driving economic diversification and competitiveness, and positioning the country as a beacon of progress and innovation on the African continent and beyond.As Nigeria navigates the challenges and opportunities of the 21st century, the higher education sector stands as a critical enabler of sustainable human capital development. By embracing this reframing and unlocking the full potential of its educated populace, Nigeria can unlock its vast economic and social potential, paving the way for a future of prosperity, innovation, and inclusive development.

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Youth Restiveness and Oil Spillage in Nigeria: Causes and Effect on the Security and Economic Development of Oyibo Local Government Area, Imo State

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Abstract

In giving the synopsis of this study, the study examined the seemingly intractable causes and effect of oil spillage and youths restiveness on the security and economic development of Oyibo Local government area of Rivers State, Nigeria. In doing so the study looked at the resultant processes inherent in the display of restiveness, conflict and violence by the youth especially as it affect the security and economic development of Oyibo Local Government Area of Rivers State, Nigeria. Adopting a descriptive research design, the study randomly selected 200 respondents from 10 communities out of 18 communities in Oyibo L.G.A. Using two research questions and a research questionnaire titled "Youths restiveness, causes and effects on the security and economic development of the society questionnaire", the study was able to make some of the following findings: the oil spillage causes the destruction of the soil texture therefore denying the people farming activities, the polluted weather or environment of the people causes them health imbalance hence, the federal government lack of political will to provide mush basic infrastructural facilities in the area that generates most of the revenue used in steering the affairs of the country. The study recommended that the government and the multinational oil companies unite in the promotion of local and national peace as it concerns the economic and security development of the people. The government and multinational companies at various levels empower the youth through skill acquisition with grants to them for entrepreneurship in order to keep maintaining peace and avoiding conflicts; thus the study recommended for the application of structural functionalism as an approach to curb youth restiveness in the society.

Keywords: *Youth Restiveness, Oil Spillage, Security, Economic Development*

INTRODUCTION

The youths being restive could be rooted to production relations generating to capitalism and developing into imperialism. This development saw that growth of international monopoly of power, finance, capital, economic divisions and territorial division of the world. This imperialism is linked to economic, political, cultural and territorial expansion and has become one of the sets of foreign policies of metropolitans of democratic bourgeoisie states of Italy, Great Britain, France etc.With the new capitalism (imperialism) becoming international, saw an alliance between these imperialists with the national government. These imperialists as represented by multinational oil companies as Chevron,. Shell BP, EXXON, AGIP, ELF formed partnership with the national government agencies as in Nigeria with Nigeria National Petroleum Company (NNPC), OANDO, Con Oil, and some other joint ventures to control and utilize the natural resources of the nation. The government thus becomes an agent or instrument of exploitation of its own populace. Policies formulation of the national government becomes teleguided by these external imperialists. For Nigeria, the discovery of oil brought in amazing wealth to the country. Even the World Bank report in the 1960's noted that this region is capable of feeding the West African sub Region. This oil greatly transformed the economy of Nigeria state and these external imperialist (the multinational oil companies).

It enhanced the nation's capability in the field of human resources military infrastructural, industrial and technological development.

For Rivers State in the Niger Delta, the goose that laid the golden egg, it is misery disease, unprecedented oil spillage, environmental degradation, gas flaring, smoke, pollution, poverty. Economic deprivation, unacceptable and unconducive weather and climate etc, due to oil exploration and production activities. These contradictions brought about crisis that tend to impinge on the national unity and political stability of Nigeria as evidence of crisis ranging from census, power struggle, revenue allocation and derivation trigger into issues of restructuring Nigeria fiscal federalism.

Being peasant farmers, their streams where polluted, affecting fish farming, their lands deprived from them for oil exploration, production and exploitation; their farm crops damaged by oil spillage and their economic crops pulled down; all without adequate compensation which highlighted frustration and restiveness of the youths. No alternative means of livelihood was created. The result is that the youth becomes unemployed, hunger upon hunger (Opurum, 2018). This is because the vast money gotten from oil sales from the region are distributed to other regions while on their own parts, there are covered with spillage and no critical infrastructures are developed in the area by either the federal government or multinational oil companies.

After Nigeria's independence, this anger was laid bare by Isaac AdakuBoro, with others who founded the Delta volunteer force with the aim of creating a distinct political region for them to allay fears of ethnic domination by the more populous groups in Nigeria and Prominently harness and control the resources in their area, or for the least get adequate compensation from oil multinationals operation in the area. The oil multinationals have taken advantage of some of the laws of Nigeria to avoid responsibility for the damages done while communities explain, they allude the spills to oil sabotage. Because of Nigeria state partnership with the external imperialists, litigations on these got delayed and in some cases, no reprieve. The gas flared contributed to global warning. Many lands acquired and used to burrow pits for dumping industrial wastes. As a result by 1980's, the native youths have formed various social groups to resist environmental degradation like Ijaw National congress, movement for survival of Ogoni people, movement for the Emancipation of the Niger Deltas movement for payment of reparation to Ogbia etc. as a result of these, the youths engages in sorts of agitation, militia resulting to damages to oil pipelines, kidnapping of oil workers and keeping them hostage, shutting down oil productions, demanding total control of the land etc.

This is a result of government neglect and no alternative provision for source of living. The area have become devastated by external imperialists with their Nigeria cohorts, based on these, there will only be peace in the security and economic development of the areas if the government and the multinational companies at various levels empower youths through education funding, skill acquisition with grants to them for entrepreneurship and, provision of much basic infrastructural facilities in the area. Ewona (2016) argued that, this would not only prepare ground for economic and security progress of the area, nut will enhance capital and human development of the entire nation.

This study would be highlighted the causes and effects of oil spillage and youth restiveness on the security and economic development of Oyibo Local Government Area of Rivers State, Nigeria.

For several years, the Rivers State of Nigeria has suffered neglect from imperialist and Nigeria Government. The area has crisis of environmental degradation, gas flaring, oil spillage, devastation of farm, crops destruction Fuana and Flora, oil pipelines explosion, change in climate due to heat waves, actually, the people are left with no land to farm with their polluted leaving no fishes along the rivers. The people have their means of livelihood destroyed.

The Federal Government of Nigeria lacks political will to provide the basic amenities that can generate revenue, assuage the people condition of living etc. at the same time the oil multinational companies could not pay adequate compensation for the damage done to the rivers people of environment. The youths are happy with the amount of revenue allocation given to them vis-a-vis environment damage done and loss of livelihood. Unemployment rates high in this area despite oil wealth.

The people have contributed their own quota towards social political and economic development of the country yet lacks adequate power supply, good drinking water, good roads etc. what government and oil multinational companies provided appear to scanty when the compared to revenue generated from the area.Hence, the youths are forced to take up arms to press home their demands for better economic

and political living which the government considered militancy and pay them back with massacre done in various communities. It is in view of the above that the study intends to look at various economic and social-political facets that gives rise to youth restiveness in the area, causes and the effect on the development of the country. The main purpose of the study is to determine the causes and effects of the youths restiveness and oil spillage on the economic and security development of Oyibo Local; Government Area of Rivers State, Nigeria. Specifically, the study aims at investigating the causes of youth restiveness and oil spillage in Rivers State of Nigeria as well as examining the effects of youth restiveness and oil spillage on the economic and security development of Rivers State.

The following research questions were developed to guide the study:

1. To what extent could exploration of oil cause youth restiveness and oil spillage in Rivers State of Nigeria?

2. What are the effect of youth restiveness and oil spillage on the economic and security development of Rivers State of Nigeria?

METHODOLOGY

The research design adopted for this study was descriptive survey design. Descriptive survey was employed for this study because the study seeks to investigate the causes and effect of youthsrestiveness and oil spillage on the economic and security of Oyibo Local Government Area Of Rivers State, Nigeria.

The population of the study consists of the 125,331` males and females that made up of Oyibo Local Government Area Rivers State as reported by 2006 census which stated that it has a population estimate of 125,311 comprising 63,434 males and 61,897 females. And the Oyibo has its headquarters at Afam which is about 30km from Port Harcourt carved out from khnan Local Government Area of Rivers State in 1991 and made up of 18 communities.

These communities are: Oyibo, Asa, KomKom, Obeama, Afam, AfaUku, AfANta, Azuogu, Egberu, Mgboji, Obeakpu, Obetta, Obumku, Umuosi, Okoloma, Okponta and Umuagbai.

The sample for the study was two hundred (200) respondents of Oyibo Local Government area of Rivers State. The sample was arrived art using random sampling techniques.

The instrument used for data collecting was a well structured questionnaire. The questionnaire was validated by experts in education measurement and Social Sciences from the University of America, Califonia in terms of clarity of items, appropriateness of words and expression to the understanding of the respondents and to the actualization of the purpose of the study. Their corrections and contributions were adequately incorporated into the final copy of the instrument used and it was distributed normally to all respondents in the sampled communities with the permission of the youth leaders of the sampled communities. The administration and retrieval of the questionnaire was carried out by the researchers which ensured accurate retrieval or return of the 200 questionnaires administered.

The Data collected from the research questionnaire was descriptively analyzed by the use of mean and rank order. The criterion mean upon which decision were made in the study was 2.50. Any score below 2.50 was rejected while scores at 2.50 or more were accepted.

RESULTS

Table I: Mean rating of respondents on the extent to which exploration of oil could cause youth restiveness and oil spillage in Rivers State.

SN	ITEMS	X	RANK	REMARK
1	Parental neglect and control have been listed as contributing to youth restiveness	3.59	1st	Accepted
2	Unemployment and suffering among the youth brings about youth restiveness and increase in	3.55	2nd	Accepted

	armed robbery			
3.	Negligence on the development of the state by the federal government has contributed to youth restiveness	3.38	3rd	Accepted
4.	Negligence on the development of the state by the federal government has contributed to youth restiveness	3.24	4th	Accepted

Table 1 shows the causes of youth restiveness and oil spillage in Rivers State, in the table, it was revealed that Federal Government negligence on the development of the state has contributed immensely to the growth of the youth restiveness in the area. And, unemployment and suffering among youths brings about youth restiveness and manifests to increase in armed robbery, hostility to companies staff and families etc. the rank order used indicated that 3.59 is the highest mean score followed by 3.38 and criterion mean 2.50.

This is therefore, an indication that Federal government negligence on the Development of the state and unemployment has caused youth restiveness in the area.

Table 2: Mean rating of respondents on the effects of youth restiveness and oil spillage on the economic and security development of Rivers State.

SN	ITEMS	X	RANK	REMARK
1	The state has been underdeveloped through the exploration of oil by the federal government and multinational oil companies	3.59	1st	Accepted
2	The state has been affected by youth restiveness by having and increased unemployment, and drop-out youth	3.54	2nd	Accepted

3.	Restiveness has caused brain-drain among the youth	3.75	3rd	Accepted
4.	Restiveness has affected the state of increase in increase in crime	3.12	4th	Accepted

Table 2   shows the effects of youth restiveness and oil spillage on the economic and security development of Rivers State.

As observed in table ii, youth restiveness has caused brain-drain among the youths, it has also caused unemployment in Rivers State while crime rate has been on increase.

The mean ranking order indicated that 3.75 is the highest mean score followed by 3.59, 3.45 and 3.12 respectively. These mean ranks were all accepted because they are greater than the criterion mean 2.50. This is therefore to show how youth restiveness has affected the economic and security and security development of Rivers State.

DISCUSSION OF FINDINGS

The study examines youth restiveness and oil spillage as concerns the social vibes and its effect on the economic and security development of Oyibo Local Government Area of Rivers State. The study was therefore embarked upon so as to examine empirically the causes and effects of youth restiveness in Rivers State. It also investigated the implication of this Restiveness on the development of River State. It has been noted that federal Government and the Multinational oil companies has a lot to do in curbing youth restiveness in Rivers State. Youth Restiveness constitutes one major social vices in Nigeria today because of the harmful consequences on the graduates and employable youths, there is every need to control it. The problem appears to be endemic in Nigeria to the extent that scholars, professionals, social workers, academia, psychologists, sociologists, philosophers, educationist as and researchers have been trying to find solution to the problem. This finding also agreed with that of Chukwuemeka and Aghara (2010) that incidence of marginalization, denial of social right,

environmental degradation and economic devastation activities by the Government of Nigeria had Triggered off the rate youths in Nigeria Universities engages in all sorts of social vices. Moreover, it is observed that justice is administered without fear or favour but there is need to call for sovereign conference that will help in the restructuring of Nigeria. This conference will help for every ethnic groups in Nigeria to contribute their mind whether to continue with Federal system of Government or to say "to your tent oh Isreal".

It should also be observed that the socio-economic and security well being of any nation depends on the government who has to see to the good welfare of the people. Youth restiveness in Rivers State erupted as a result of the Federal Government failure to provide the much required infrastructural development and provision of adequate Jobs for teaming youths. Hence, oil exploration has destroyed the Rivers State environment/climate that made it impossible for fishermen and farmers to carry out their daily activities. The implication is that a lot of youth will be jobless and without a source of income for livelihood. Thus, causing crises in order to make both ends meet.

CONCLUSION

The study posited descriptively youth restiveness and oil spillage" causes and effects on the economic and security development of Oyibo Local Government Area Rivers State, Nigeria.

It can be observed that in the course of this study that the problem of youth restiveness in Rivers State among others is a symptom of the security which constitutes moral decades and institutionalized social violence that has become a way of life in Rivers State. Realizing the havoc which the youth restiveness has caused Rivers State people and federal Government of Nigeria, all hands must be on desk to combat the social vices. However, to curb these vices, government agencies, multinational oil companies and the media should step up their campaigns against youth restiveness.

The consequences of the youth restiveness on the society through Civic Education, Sensitization, seminars, workshops, symposium, posters, handbills, public lecturers, churches, crusades and internet. Federal government should provide a conducive environment for the people of the society and create job opportunities for the teaming youth. Looking at this, the multinational oil companies should deem it fit to give free education. This will contributes immensely in returning peace and managing youths conflict in the society of Rivers State.

RECOMMENDATIONS

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

Federal government, the state government and multinational oil companies should unite in the promotion of Local and national peace, Economical and security of Riverians.

Government at various levels should set up a commission of peace and conflict management for continuous dialogue with the youth, militant and community leaders to curtail youth restiveness in Rivers State.

All the children for Riverians should be given free education from their childhood top the university level where they will fully understand the need for education and collective effort to avoid youth restiveness in the area. And, structural functionalism as an approach should be adopted in curbing youth restiveness.

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REAPPRAISAL OF EXISTING LAWS AND ETHICS GOVERNNING THE ESTABLISHMENT OF PRYMARY SCHOOLS: TOWARDS ESTABLISHING AN EFFECTIVE PRIMARY EDUCATION SYSTEM

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ABSTRACT
The organization and management of primary schools in Nigeria are governed by established laws and ethical frameworks aimed at ensuring order and promoting effective education delivery. These legal provisions, enshrined in the Nigerian Constitution and reinforced through federal and state educational laws, codes, ordinances, decrees, and edicts, serve as corrective measures and provide a clear direction for the entire primary school stakeholders. This paper is a re-appraisal on the highlights of the critical role of the legal structures in guiding the operations of both private and public primary schools, fostering desirable values, and ensuring adherence to rules and regulations.aiming to provide direction and corrective measures, on potential misconduct and breaches of law. It emphasizes the needfor all stakeholders—federal, state government and Local Government officials, school administrators, teachers, parents, pupils and other non-governmental organistions to be fully aware of their roles and responsibilities, instilling desirable values in students. Violations are addressed through legal action. The paper also seeks to enlighten stakeholders on potential misconduct and breaches of law that hinder primary education objectives.The laws governing primary education in Nigeria have evolved, with ordinances during colonial times, edicts and decrees during military regimes, and acts established by parliaments. The article highlights the importance of understandingand complying with educational laws to ensure quality primary education and underscores the importance of addressing acts of misconduct that may hinder the achievement of primary education goals. By examining the historical evolution of educational. The paper advocates for the proper enforcement and compliance with these laws to enhance the efficiency and effectiveness of primary education

INTRODUCTION

Primary school organization has an established law and ethics on all the private and public schools in the country, they are established to provide corrective majors and a clear sense of direction for all teachers, pupils and other primary school stakeholders which is stipulated in the Nigerian constitution. Violation of the rules by any of the stakeholders including the pupils will be sue or sued against the law establishing in cooperative level.The aim is to carry out specific duties in line with the rules and regulations as provided in the various state and federal government educational law, codes, ordinance, decrees and edicts. Primary schools are structured in the society to inculcate desirable

values, develop patriotic pupils capable for contributing to social development, performing civic responsibilities and also to provide basic knowledge and skillsat the primary education stage and to make the pupils operate with the primary education effectively and efficiently. The law is needed in order to guide the school operation and also to adhered and properly enforced on every primary school stakeholder. The paper intended to draw the attention of all the primary school stakeholders such as the federal, state and to all government primary education administration officers, head teachers, teachers, parents, guardians and pupils to be enlightened on the law on any act of misconduct that can be stumbling block or breach of law in fulfilling the primary education aim and objectives.Some Educational law has been promulgated as ordinances during the colonial era,while during the Nigerian military regimes educational edicts and decrees were formulated by state and federal government. Others, are those of established by, parliaments, enact laws in the form of acts. It is very necessary for all primary education, although educational law according to Peretamode is one aspect of the vitality complex of social control which should be emphasized because many people who are active participants in the educational system or who have strong interest in what goes on in the educational system do not have adequate knowledge on the laws that govern the administration of the system. Yoloye (1993) lamented that most of things is the business of education to know very little about the laws under which they operate. He asserted that educationalist tended to regard legal matters, in whatever form. It will be difficult to operate as planners, administration, teachers, supervisors, inspectors, students and other people outside the school organization if he ignores the laws, rules and regulations that govern the operations of the educational system. Oloko (2015) commented that it is obviousto understand that pupils are in the formulative stage, they must be protected and every other individual that is involve in administering the primary school education, the parents/guardian must also be protected as well, according to the Nigerian constitution, he observed that the law guiding the primary education has not been aware of the consequences by many of the stakeholders. Yoloye (2014) lamented that educational law are of paramount in the operation of primary education system, thus that school heads have a grate role to play in the enforcement of the law because they are accountable for the school administration. They are expected to provide the successful achievement of all aim and objectives of their school.

Nwagwu (2004) pointed out that the term law has been design in many ways, it could be seen as perception of rules and regulations, prescribed code of conduct in social behavior or all part of the general understanding of what law mean. Law can be conceptualized as institutionalized procedures and the process for resolving conflict and controversies, they provide prescriptions for settling disputes, obtaining justice and remedies.Laws are form for protection of fundamental human rights. Laws are intended to regulate the relationships associated between individual, groups, organization and other institutes.Educational law according to peretemode(1992), he stated that they are these laws that have been enacted specifically for the school organization administration and control of the education system. Educational organizations involve many individual, groups and stakeholders whom their right must be protected and for the educational organization to regulate and harmonize the relationship associates between the individual, groups and other stake holders. Educational law are very important in the primary educational system because of the multiplicity of objectives and large numbers of people with different interest involved. The teacher's social administration, the student's parents, community leaders and other members, government officials, agencies and other parastatals have specific roles, functions and responsibilities in the educational organization.Educational rules and regulations governing the entire school laws, where most of the administrational law are on the matters of records (admission).

The national policy on education (2004) has stated the objectives relating to the enforcement of educational law, necessary for the fulfillment of the primary school educational goals.Oloko (2015) mentioned that educational laws are those laws enacted specifically for the primary school educational stakeholders involve who are expected to comply with laws designed to regulate the process level. The educational law is necessary because primary school organization is a social organization with specific aims and objectives to be achieved within a specific given time which of interest, aspirations and expectations must be satisfy.

ESTABLISHIMENT OF PRIMARY EDUCATION ORDINANCIES, LAWS, EDICTS AND ACTS

To regulate the social interaction within the primary education system the educational law was promulgated since from the beginning of formal education in Nigeria in 1882.The colonial masters have controlled and formulated the ordinance. The provision of the stipulated ordinanceis the Constitution of general board of education at that time were the governor, executive council and four nominees must be provided. The board constitute some local boards of education in local areas. The overall board of education approve opening of school manage the use of grant-aid to schools accordingly, employ teachers, established inspectors and provide their salary, decide on enrolment of pupils, decide on examination, decide on the classification of schools, give freedom of religion , define the curriculum grant aid for teachers training and many more. Another education ordinance wasconstituting in 1887, when Lagos was separated from gold coast, to become the colony and protectorate of Lagos in 1886. The 1987 ordinance is considered as the first Nigerian education ordinance, providing foundation of educational law among the formulated ordinance are: Board of Nigerian education, recruitment and training teachers, appointing of supervisors, decide on grade level of teacher's employment, development of school curriculum, establishment of scholarship scheme, specification of teacher's certificate, etc.

Another ordinance was provided in 1916 after the amalgamation of the protectors which different educational boards were formed for the colony and southern province by governor Lord Lugard, participation increased as well as mutual cooperative between the government and the missionaries, there were alternations on conditions for grant -In- aid , what to teach the pupils must be related to the pupils environment, grant – aid was given to schools according to some stated rules(discipline, moral instructions, adequacy and efficiency of teaching, sanitation of school buildings etc.) the education code mark the unanimity of the northern and southern where by Phelps – Stocks commission was formed in 1920 – 1922 to study and write a report on education in Africa. The outcome of the study generated a tremendous development in education where Nigeria became among the British colonial territories in1925 memorandum in education. This bring about another education code of 1926. It was this code that brought about the introduction of standard uniform and more schools were build with the interest of the members of the community. Missioners appointed their own supervisors and more private schools were opened Erie Hussey proposed that Hausa language should be the medium of instruction Osokoya A. (2008).

Later in 1954 an act was created to which modified that of 1948, department of education was approved to be established. Legal duties of local education authorities were entrenched. The power given to the regional government were defined too.Another development regarding educational law in Nigeria is that of the adoption of universal declaration of individuals human right which guarantees the right to liberty, equality and fraternity. This initiate the universal primary education (UPE). The western region premier chief Obafems Awolowo (late) introduce UPE in January 1955. Primary education became free and compulsory western region educational law emphasized partnership between voluntary agencies and the government for rapid expansion of the programmed (UPE).

Nwagwu (1976) explained that in 1976 the military regimereviews the stated natural scheme, no specific decree was promulgated, but a policy was approved by the military executive council, he observed that each state of the federation managed the program within it context as stated in the national policy on education in 1977, all the financial capability and local priorities.

Post-civil war decrees and edits on education of 1971 ware as followers:
- Establishment of industrial training Tet Fund (ITF) under decree no.47 of 1971
- Government completely takeover of voluntary agency and private schools without compensation by contravasial law under the sole administrator of the state Mr Ukpabi Asika.
- Change of school year calendar under decree no. 29 0f 1972.

There are other decrees that concern primary education. Includes, the decree no. 9 of 1977 on creation of National Board for Teaching and Education. Decree no. 7 of 1978 on establishment of nationalteacher's institute(NTI).The 1999 federal government constitution and legal frame work brought about great changes in primary education among which are: section 18 in chapter (2) of the constitution stated the educational objectives of the nation, chapter four (4) presented the fundamental human right, which were of course apply to all operators and participants in the education system, part two (2)of the second schedule of the constitution contains concurrent legislative list on which stated that federal and state government can make laws and provisions were made on devolution of power and responsibilities for primary education should be provided between the two tiers of government federal and state.Paragraphs 20 and 30 also gave powers to the state house of assembly to make laws with respect of primary education and other forms of education.

LEGAL FRAMEWORK OF PRIMARY EDUCATION

Legal frameworks of primary education in Nigeria are the 1999 constitution of the federal republic of Nigeria, the compulsory free, universal basic education act 2004 and other related matters. However, several policies on primary education (with force law) were introduced and implemented by the federal ministry of education and educational agencies. The UBE act ensures the uniformity and qualitative education for every child as stated in part 1 paragraph 2 of the act among which are:
- Every level of government must provide free, compulsory and universal basic education for every child of primary age.
- Every parent shall ensure that the child attends and complete school.
- The stakeholders in primary education shall ensure that every parent/guardian has perform the duty imposed on him under section 2 (2) of the act. Penalty are prescribed for erring parents.
- The child rights act.
- The national policy on HIV/AIDS for education sector
- The national policy for integrated early childhood development in Nigeria.
- The national policy on gender in basic education.

Another law implemented concurring primary education is the implementation decisions of 53rd and 54th meeting of national council which are:
- Reinforcing teaching and learning of French as a second official language in primary schools.
- School feeding and health programme (HGSFAP) mandatory establishment of school-based management committee (SBMC) by 2007 in all 36 states

- Decree 31 of 1988 establishment the national primary education commission to give beck state and local government full authority to control the management of primary education.
- Decree no 96 of 1993, brought back the national primary education commission with fund disbursement of fund on primary education, where by the ratio was equality of stated is (50%) school enrollment (30%)while (20%) for educationally -- disadvantage states.
- Decree no 41 of 1989 establishes the national commission for nomadic education, where it manages the primary education of the migrant groups in the country.
- UBE act 2004 where the section re – emphasize on the provision of compulsory, free and universal education.

THE LEARNING TEACHING AND LAW

The 1999 constitution of the federal republic of Nigeria spells out the right of every Nigerian child as well as the teacher. Laws as certain stated are to protect the interest of all the primary education stakeholders especially the teachers. Each of them has their own stated legal issue established purposely for them to consider, among which are

LEGAL ISSUE CONCERNING TEACHERS

Legal issue concerning teachers is on of recruitment on eithercontract or employment. According to Contract is a comprehensively a legal bindery agreementare between the teacher and head of school organization which imposes right and obligations on the two parties, which were pronounced by the court, eachparty were bind to or forbear some act and each acquires right to what either promises. Legislation Affecting and concerning Primary School Teachers are several legal issues concerning or affecting teachers stated as follows:

- Unfair dismissal:An amendment act by trade union and labour 1976 enumerate some laws on contract or employment of teachers as follows:
- An employee has the right not to be dismissed, a person is dismissed if the contract it terminated. Also, Imo state education commission edict no 10 of 1998, sixth schedule, section 25 (2) (1) to 10 list the following ten acts as constituting profession misconduct.
1. Immorality with a pupil.
2. Misappropriation of school fund.
3. Dishonest conduct in relation to an examination.
4. Suppression or falsification of school records or statistic.
5. Bribery, corruption or exploitation of children services for personal ends.
6. Private teaching of the school children for private income.etc.

TEACHER ON CONTRACT

Funk and Wagnall new encyclopedia describe contract as an agreement that creates an obligation binding upon parties there to. The requirements to the ability of teaching on contractare:
- Mutual assent (offer and acceptance).
- Consideration (price and other benefit).
- Legally competent parties.

- Subject matter not prohibited by law.
- Agreement in form required by law.

TEACHER ON RECRUITMENT

Usually a letter of provisional offer of pensionable teaching appointment it contains information as to position to which the teacher has been appointed, the grade level and step, the school to which the teacher has been posted the subject. The teacher will teach and duration of assumption of duty etc.

TEACHERS CODE OF CONDUCT AND ITS IMPORTANT

According to UNESCO teacher's code of conduct refers to set of written guidelines produced by public authorities or professional organization, which details the set of recognized ethics, norms or values and professional standards of conduct to which all members of a profession must adhere.

Among the importance of teacher's code of conduct are:

- Protect the teachers, age – long position of nobility.
- Re awaken the sense of self – esteem, dignity, honor, selfless service and moral ventilate in teachers.
- Boost public confidence in the ability of teaching profession.
- Help to guarantee the safety of the professionals and spell out the type of relationship that should exist between the teacher on one hand, and severally their colleagues, students and other person who would interact with them time – time.

1984 international labour organization (ILO) and united nations educational, scientific and cultural organization (UNESCO) issued a document with more than 142 recommendations, covering guiding principles, educational objectives and policies, preparation for the profession further education for teachers, employment and career, right and responsibilities of teachers, conditions for effective teaching and learning, teachers salary and security etc. which is titled the status for teachers: an instrument for its improvement. The recommendation 196joint commentaries by ILO and UNESCO. Moreover, among the investing panel and teachers' disciplinary committees are:

1. Teacher's Registration Council of Nigeria (TRCN) act in section 9 established a teacher's investigation panel, with the following responsibilities.
   i- Conducting preliminary investigation into any case where it is alleged that a member has misbehaved in his capacity as a professional teacher or should for any reason be the subject proceedings in the committee.
   ii- Deciding whether the case should be referred to the teacher's disciplinary committee. It is agreed that the parred shall be set up in each state of the federation and the federal capital territory. Abuja members of the panel should be appointed by the TRC after consultation with the state's ministries of education or the federal ministry of education. The panel must have five members one of which shall be a legal practitioner.
2. Teachers disciplinary committee, which the TRCN equally establishes act section 9. This is a tribunal that is responsible for considering and determining any case on teachers, the members consist of the chairman TRC and other 10 members appointed by the council.

3. Penalties for unprofessional conduct, where by the penalty's awards include: advice, reprimand, suspension for months and deletion of name temporarily or permanently from the teachers register. Etc. other relevant laws include:

- The united declaration on human right 1974.
- Corruption practices and other related offences act 2000.
- Child right law 2003.

Teachers code of conduct (TCC), which is expected every teacher to get a copy at the nearest TRNC office. The disciplinary action, sanctions and punishment. The disciplinary committee can give directives for includes: advice, reprimand, suspension of registration for months, retrieving registration, deletion of name temporarily or permanently in the register and criminal perspective in accordance with relevant laws of the country.

WHO CAN REPORT
- Student.
- Teacher.
- Head of school.
- Parents.
- Any stakeholders.
- General republic.

WHERE TO REPORT
- Head of school.
- State ministry of education.
- Federal ministry of education.
- Nigerian union of teachers.
- All states of offices of TRNC.
- Zonal office of TRNC.
- Head quarters of TRNC.
- Official website of the TRNC (www.trnc.gov.ng)
- Hotline of TRNC (+234 – 95233159).
- E – mail (info@trncgov.ng).
- By post to the headquarters.
- Registrar/chief executive TRNC.
- PLOT NO 567, Aminu kano crescent.
- Wuse 2, PMB 256 garki Abuja
- Tel +234 – 95231439, 5233110.
- Fax +234 – 95233098.

CONTROLAND DISIPLINE OF TEACHERS

Some type of disciplinary measures against teachers for breach of discipline is described as misconduct. Disciplinary action taken depends on the gravity and offence of the teacher but among the action taken include: writing of warning, interdiction, suspension, demotion revocation of certificate, termination, outright dismissed and compulsory retirement. These categories of disciplinary measures are stated in section 10 of civil service book of the federation (1999, pp.46 – 47). TRCN (2005) enumerated acts on the action judge as misconduct.

- Forgery or mutilation of official document fighting with school premises.
- Assaulting student or other teachers.
- Abuse of a student.
- Intimidation of a student.
- Harassment (sexually or otherwise).
- habitual late comer.
- Unauthorized absenteeism.
- Taken undue advantage of students or other teachers.
- Illegal or unauthorized collection of money from students.
- Facilitating, aiding, abetting or assessor to examination malpractice.
- Irregular or unauthorized award of marks, bribing (giving or taken).
- Disobedience of law order.
- Stealing.
- Extortion from student's money for mark racket.
- Sex for mark racket.
- Employing unqualified teachers.
- Teaching with non – qualifying unrecognized certificate. Teaching without registering with TRCN etc.

Other offences specified a professional misconduct in primary schools are:
- Lateness to school and school assemblies.
- Internal absenteeism from school.
- Lateness to class for teaching.
- Failure to prepare lesson note.
- Failure to attend meeting.
- Failure to make use of the board when teaching.
- Examination malpractice (aiding or abetting).
- Failure to perform duty (keeping record, school duties etc.).
- Indecent dressing.
- Stealing school property.
- Rudeness or insubordination to school head.
- Aiding or destabilizing the school peace and unity by the teacher.
- Drinking alcohol or smoking during the school hours.
- Sleeping on duty.

Teacher can be taken to count for such or other allegation of misconduct, but the teacher has the right to fair hearing before severe disciplinary action is taken against the teacher as stated in most of the state educational law or codes and it is also one of the fundamental nights provided in chapter iv, 5.36 of the 1999 constitution of the federal republic of Nigeria.
Pupils punishment has been categorized according to the fundamental human right of the country, they include: corporal punishment, suspension, detention, expulsion or academic rustication.
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PRIMARY SCHOOL ADMINISTRATION RULES AND REGULATIONS

Primary school administration rules and regulations cover the aspects of records (admission, progress and withdrawal, time table, weekly diaries, corporal punishment book) hours of school attendance register, accommodation requirements, punishment, transfer and school leaving certificate.

All rules and regulations are design to achieve proper conduct. School authorities have right to establish rules and regulations governing the pupil's behavior, such rules may cover matters relating to the conduct of examination, noise making, absenteeism, lateness, leaving the school without permission, fighting and disobeying instructions.

As enumerated by the general assembly of the united nations organization in November 1959 as the right of the children, which have guided the constitution of the federal republic of Nigeria includes:

- Right to life and dignity of human.
- Right to life: section 33.
- Right to dignity and human person: section 34.
- Right to personal liberty: section 35.
- Right to fair hearing: section 36.
- Right to private life: section 37.
- Right to freedom of thought, conscience and religion: section 38.
- Right to freedom of expression and press: section 39.
- Right to peaceful assembly and associations: section 40.
- Right to freedom of movement: section 41.
- Right to freedom of discriminant: section 42.

THE ROLE OF EDUCATIONAL LEGISLATION IN PROMOTING EQUITY INCULSIVITY ANDEQUALITY IN PRIMARY EDUCATION

Educational legislation is essential in creating framework that fosters an inclusive equitable and equal primary education system, by addressing systematic barriers and promoting fairness, these laws help to ensure that child has the opportunity to succeed.

EQUITY

This is where by laws ensure that resources are distributed based on the neednot on general distribution. Legislation is generated to all kind of students, whether you are from low – income, disable or from minority, it is meant to ensure the same opportunities with everybody.

INCULSIVITY

Educational law often includes anti – discin – monotaringon child is left behind or excluded from education laws also mandate that schools provide accommodations and special education services for students, It's also promotes inclusivity by recognizing the need of students from diverse linguistic and cultural backgrounds.

EQUALITY

Laws often require compulsory and primary education all over the country, gender disparities in education is eliminated and law include mechanisms for monitory and accountability ensuring that all pupil receive a high-quality education and that disparities in outcomes are addressed.

CONCLUSION

The paper tries to explore the significant impact of primary educational law in order to draw the attention of all primary education stakeholders on its important as well as to avoid any act of misconduct that can lead to the prevention of achieving the aims and objectivesof primary education, it

is obvious to understand that certain laws enhance the structure and quality of primary education management practices. It is suggested that it is highly vital that the laws should be review and adjust time to time in the educational policies to ensure they go align with the new generation, and also the involvement of primary educational management policy makers and administrators in the review is very necessary, they are to collaborate to create a more supportive legislative environment that fasters effective primary educational management. Understanding the legal implicants is crucial for achieving effective primary education, that can meet with the needs of all the stakeholders, the worldisdynamic..

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