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Editorial Comments

Volume 18 of the *East African Journal of Educational Research and Policy* features a collection of nine insightful articles that collectively address key themes in education policy, financing, governance, and sustainable development. These contributions, though centered on Nigeria, resonate with broader regional and global educational challenges and aspirations. Collectively, these articles illuminate the multifaceted challenges and opportunities in education systems, particularly within the Nigerian context. They emphasize the interconnectedness of policies, financing, governance, and individual characteristics in shaping sustainable educational outcomes. This volume is a valuable resource for policymakers, educators, and researchers committed to advancing education for sustainable development. The shared insights not only inform local practices but also contribute to global discussions on educational equity and quality.

All articles presented in this edition were well-researched and peer-reviewed by highly reputed scholars in the field of education. It is hoped that scholars, researchers, policy makers and interested stakeholders would find this edition useful in their research endeavours, policy making, among others.

Editors

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POLITICKING POLICIES ON EDUCATION IN NIGERIA: IMPLICATIONS ON SUSTAINABLE-NATIONAL DEVELOPMENT AND WAYS TO THE FORE

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Abstract
Over the years, it appears politics and policies on education cannot be totally separated from each other. In most cases policies are made with the influence of politics and politics are as well carried out based on the existing policies on education in Nigeria. The power of the symbiotic relationship that coexists between the two cannot be overlooked owing to the fact that both deal with human and aim at sustainable-national development. Politics of education has then become a vital subject in determining the nexus between politics and policies on education; the symbolic relationship existing between them revealed that they mutually reinforce each other for the growth of political and education systems, sustainable-national development and advancement of the society at large. As inseparable politics and policies on education are, it appears there are more negative effects than the positives which make the purpose of mutual coexistence between the two concepts not to be fully achieved. It is against this background that this study seeks to examine the concepts of politics, policies on education, their influence on each other, implications on sustainable-national development, and concept of sustainable-national development. Suggestions were made as ways out of the identified challenges arising from the influence of politicking policies on education on sustainable national development.

***Keyword**s: Politics, Policies on Education, Politics of Education, Sustainable-National Development*

Introduction

Politics is a significant issue for the sustainable development of humanity. It deals with the questions of who gets what, how and when to get it, which on the long run influences the wellbeing of people in the society. As politics influences human being so also are the social institutions such as education sector. Education issues are influenced and determined by the political behaviours and actions of the ruling class. Education plays a vital role in the development of in any society of the world; communities are guided by precepts that shape and mould individuals to become acceptable member of the society. Education sector is an avenue for individuals to be well inclined into the expected actions in the society. Implementation of educational policies operates within the political framework of the community (Ukpong, 2017). According to Adedayo (2015), politics has a great influence on the policies on education in Nigeria; political instability has led to inconsistent policies due to the continuous turnover of education ministers with different interests, ideas and policies. This implies that the educational policies in Nigeria are influenced by the political administrators. The concepts of politics and policies on education are inseparable, thus, the subject of politics of education becomes essential in determining the nexus between politics and education. The symbolic relationship between them shows that they mutually reinforced each other for the growth of the system and society at large. This study takes a look at the place of politics in the Nigerian educational sector; the positive and negative influences, challenges confronting the mutual relationship between the two concepts and suggested steps to be taken to rectify the challenges.

Concepts of Politics

Politics is the leading and management of people and available resources in terms of who gets what, when and how. Politics is highly influenced with the policies guiding the activities of any settings in any country of the world. According to Okeke (2017), politics serves as agent of civilization and a way of ruling the society without noticeable violence. The concept politics according to Ozurumba and Ebuara (2014) is the unrestrained struggle for power among individuals or groups in a particular society which is

aimed at ensuring the masses are led towards the achievement of a sustainable development. There was a narrow and restricted perception by earlier politicians and the traditional political scientists that politics is a "dirty game" which is too nasty to sanitized humanitarian act of education (Ozurumba, and Ebuara, 2014). Politics involves the allocation of scarce social, economic and cultural resources to individuals, groups, regions and classes. According to Udu (2019), politics is dealing with power; how it is structured, pursued, captured, retained and lost. The politician is empowered by the society to make public policies based on political ideology of political parties and the needs of the society being governed.

Elements of Politics

According to Adedayo (2015), the following were identified elements of politics:-

i) Authority, power and control
ii) Presence of public interest and actions
iii) Presence of legitimacy and accountability

Policies on Education

Education in Nigeria is a powerful instrument needed to aid sustainable national development. Because of the importance attached to it, the sector over the years has received constant and mutual involvement of government, non-governmental agencies, concern individuals and groups. There is therefore the need to clearly spell out the philosophy, goals and objectives of education in Nigeria. This gave birth to the "The National Policy on Education". The national policy on education in Nigeria was designed to capture the needs of the citizens which can aid individuals to become a useful and acceptable member of the society. The need for a national policy on education was a product of the National Curriculum Conference held in 1969. The then education system seems to be irrelevant to the national development and there was need to revamp it to further sustain the national development of the country. According to Okoroma (2021), the 1969 National Curriculum Conference was a result of expressions of general dissatisfaction with the exiting education system which seems to be completely irrelevant to national needs, aspirations and goals. The outcome of the seminar sections during the conference which was attended by concerned groups and

individuals led to the final draft of a document termed as the National Policy on Education. This was first published in 1977, the 2nd edition was published in 1981, and 3rd edition was published in 1981 in which the dynamicity of social change of the world was put into consideration in order to positively affect the social wellbeing of Nigerians. The revised 4th edition was produced in 2004, 5th edition was produced in 2007 in which some innovations and changes based on the sequence of development of the world were included in it. The 6th edition was produced in 2013 and revised in 2014 which accommodated some recent development such as:

(a) Introduction of Open and Distance Learning programmes;
(b) Revitalization and expansion of the National Mathematics Centre (NMC):
(c) Establishment of Teachers Registration Council (TRC);
(d) Introduction of Information and Communication Technology (ICT) into the education system;
(e) Prescription of French as second official language in the primary and secondary school curriculum;
(f) Prescription of minimum number of subjects to be taken by candidates in examinations;
(g) The incorporation of basic education in the programme of school, to ensure equal opportunity and e-implementation of UBE;
(h) Resetting science, technical and vocational education scheme of national education for optimum performance;
(i) General contextual change to reflect the state of pro-practice in education, among others.

Philosophy and Goals of Education in Nigeria

The overall philosophy of education in Nigeria as stated in the National policy on education is to:

1. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equity and justice.
2. Promote inter-African solidarity and world peace through understanding. (NPE, 2013)

The five main national goals of education in Nigeria are to build:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;

4. a great and dynamic economy;
5. a land full of opportunities for all citizens. (NPE, 2014)

At a glance, Nigerian philosophy of education focuses on:

(a) The development of the individual into a sound and effective citizen;
(b) The full integration of the individual into the community; and
(c) The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. (NPE, 2014)

It is to be noted that all these mentioned above are at one point or the other influenced by politics which makes politics what cannot be separated from the educational sector, and the relationship between the two will definitely have effect on the sustainable-national development any country of the world.

Sustainable National-Development in Nigeria

Development in any nation of the world is meaningful when it is sustainable. Development involves the process of something happening naturally; it is usually bore out of infiltrating into the current existence of a phenomena. It may be purposeful or accidental. Based on different field of study, development has its meaning and relevance; in the world of science, development is used by biologist as a name for the process that turns a planted seed to grow. For example, when an egg is being fertilized, it develops to a chick, the same with the seed of a plant when planted on a good soil, it grows to a level that a visible development can been seen. In the field of social science and humanities, development is the efforts put together by individuals or group to increase the standard of the society. According to Adelakun (2020), national development is the growth, variations, occurrence, and improvements in a given economy with the aim of promoting the quality of life among humans. A nation is said to experience a sustainable development when it can only meet the needs of the present and also that of the future. When the development in the present can be perfectly forecasted to the future needs, we say such development is sustainable.

In an account of Adelakun (2020), sustainable quality life entails:

1. Bettering people's health care
2. Availing the masses with highly sophisticated education opportunities
3. Inputting into people changes that can enable them to participate more in public life
4. Helping to ensure a clean environment and healthier environment
5. Promoting intergenerational equity

Nwadiani (2000) stressed that when development takes place, it is expected to address the following questions:

1. What is happening to employment?
2. What is happening to literacy and illiteracy?
3. What is happening to health?
4. How is the GNP of the people?
5. What is the standard of living of the people?
6. What is the security state? According to him, when all these are in place in a country, then sustainable national development has taken place.

The overall goal of sustainable national development should be long-term stability of the economy and environment which can only be achieved via incorporation of economic, environmental, and social concerns into the decision making process of the national development. The process involves activities of forecasting into the future using the current sequence of development. Basically, education sector is meant to take care of the present needs of the society, and also putting the future into consideration. When the development in the education sector cannot take care of the future needs of the country, the development may not sustainable. The sector should equip individual with needed attributes that better present him/her to become useful and acceptable member of the society. The impact of the school on a child should be a lasting one that will take care of the societal demands and solving the puzzles of life.

Williamson (2020), penned that development is not mainly beautiful infrastructures but it is when an individual is being educated which can be translated into good attitudes needed to sustained in the community, because good development naturally threatens some existing problems. Education contributes to

sustainable national development by enhancing permanent literacy, developing programmes aimed at achieving national goals, eliminating wastage in the educational system, checking the level of unemployment in the economy, utilizing of available resources and creation of all-round improvement for all to have quality of life. There are policies put in place for implementing all these aforementioned which are as well influenced by the politics.

Politics and Education in Nigeria

The concept politics of education in Nigeria is a composite and debatable topic that involves the relationship between various factors such as the background, ethnicity, land mass, culture, religion, economy, history, and governance of the country. According to Ijov, and Alye (2018), politics and education are difficult to separate. Relationships that coexist between Politics and Education can be seen in the areas of education system having set political goals to be achieved, politics determines the type of education to be adopted in a country or region; the education of the youths is probably the most fundamental task of society which is done through political manifestos/activities. Therefore, political system of any nation has an influence on the educational system and viz-a-viz. Okoli (2021) stated that no nation of the world can develop above the quality of her education system.

Education is seen as a vital instrument for sustainable national development and social transformation. According to Adelakun (2021), sustainable future of any country depends on the quality of education in it, because education is a key instrument to civilization and national development. Education remains the major tool for individual, national, socio-economic development, and even eradication of poverty. It constitutes basis of meaningful socio-economic, political growth and development of any nation of the world. Also Olorunsola and Adelakun (2022) asserted that education remains a great weapon to aid sustenance and development of any country of the world; an educated man is an expensive machine who serves as sustaining instrument of the socio-economic development of the world at large. Unfortunately, it appears education system in Nigeria is being faced with many challenges due political influence. This is because of the democratic system which Nigeria as a country is operating; appointment of leaders into position is basically political. This has resulted in the poor staffing of personnel in various areas of the

educational sector leading to inadequate of professionals, monetization of the admission process into schools, incessant strike by union leaders in the educational sector, inconsistent policies of education, dilapidated and inadequate school facilities for effective teaching and learning. Examination malpractices and unemployable school leavers can as well be resultant effects of the influence of politics in education. Politicking the policies on education can leads to production of unemployable school leavers who are not qualifies to sustain the national development of the country.

Influence of Politicking Policies on Education on Sustainable National Development

As established above, politics and education may not be easy to be separated from each. Both seems be influencing each other and working towards the sustainable national development of the country. Over the years, politicking policies on education in Nigeria is evident in various areas of the educational sector in which it effect is felt either on a short term or long term. Nigeria of today is practicing democratic governance and in most cases policies are being made to ensure the dividend of democracy is extended to all the citizens. A case study of political instability where there is change in power between political parties. Some policies are made to benefit the ruling party and discarded when another party emerged the position. The People Democratic Party administration led in Nigeria from 2011 to 2015; the party developed a plan of mega universities in Nigeria, unfortunately the expiration of the former president Jonathan tenure led to the expiration of that plan. According to Ogunode & Ajape (2021), the federal government in 2013 announced plans to create six regional mega-universities that have the capacity to admit 150,000 to 200,000 students in each, this blueprint went into extinction when another government came into power in 2015. The implication of this is that Nigeria is not giving educational plans enough time to mature before they are even terminated. This is a practical influence of politics on the policies on education in Nigeria. Daniel-Kalioi (2019) observed that Nigerian government usually makes promises which in most cases they cannot fulfil. Policies instability in Nigeria is often caused by change in power; whenever a new government come on board, there is a perceived discontinuation of the existing policies. To corroborate this, Udeme (2020) asserted that in most cases, a new

government do discontinue many educational policies and come up with their own. Odukoya (2011) also stressed that politics and frequent changes in government can prevent proper implementation of the National Policy on Education in Nigeria.

Another case of as reported by Premium time newspaper on May 18th 2020, the Muhammad Buhari led administration in a move to attend to incessant demand of education and influence of politics, proposed in setting up more Federal Colleges of Education in different locations in the country, unfortunately these colleges of education could not start up until 2022 because of lack of fund since the economy ship of the country has hit an iceberg as a result of drop in the price of crude oil in the world market. In a personal experience and observation of the researchers, there seems to be underfunding of the one of the colleges situated in Iwo Osun State, up till the time of this research there hasn't been a single structure erected on the proposed permanent site of the college; the college still uses a local secondary school in the town. This unfortunate development seems to be highly influenced by politics which was carried out in order to please the masses that supported the then administration. Though plans may be on ground to ensure needed facilities are erected on the permanent site of the college, but based on current realities as observed by the researchers, one could say the location of the college was influenced by politics without adequate plans.

In an attempt listen to the agitations and also to place Nigeria side by side with developed countries, new states were created in 1967 and 1976, and more universities and colleges were created as well created in some of the new states. Osun State was created from the old Oyo State in 1991; the state established her own university (Osun State University) in 2006. This led to underfunding of Ladoke Akintola University Ogbomosho jointly owned by the two states; the university experienced series of strike actions as a result of shortage of funds for the smooth running of the institution for more than ten years, because there was a breach of agreement from each side of the governments. The development took another worse phase when Oyo state also built her own teaching hospital in Ogbomosho, leading to the diversion of funds meant for the upkeep of Ladoke Akintola University Teaching Hospital in Osogbo to the finance the new Oyo State teaching hospital in Ogbomoso. After concrete agreement between the two states, on the 20th November 2020, National University

Commission transferred the full ownership of this university to Oyo State (guardian.ng, 2020). This unfortunate development can be traced to politicking policies of education in the two states which had a negative turn on the sustainable development of the state and the nation at large, because available funds that could have been used for other developmental projects in the states might have been diverted into ensuring the new institution is adequately funded. Furthermore, Amadioha (2018) noted that the creation of more states in Nigeria led to some dangerous discrimination attitudes which have made some educational goals unachievable. For example, difficulty in getting employment opportunities in educational agencies and schools, admission of Nigerians into different state owned institutions are sometimes conducted using quota and catchment area system, discrimination and variance in payment of school fees in some state owned higher institutions where non-indigenes pay higher than indigenes. This in most cases is bore from political interference which usually threatens sustainability of national development.

As stated in the National Policy on Education (NPE, 2004:39), "The minimum qualification for entry into the teaching-profession shall be Nigerian Certificate in Education" it has been observed that this policy is only applicable in some states because of the influence of politics. Grade II teachers were sometimes trained and employed in some states, even after thirty years the policy was adopted. Some policies were said to be products of favouritism of the ruling party in some states. This is not good enough! There have been cases of changes in the criteria for promotion of staffs in some institutions in Nigeria whereby new policies spring up just to consider people who naturally are not qualified but are in one way or the other connected to the administration of such institution. In fact in an attempt to punish some qualified staffs who seems not to support the leadership of some institutions, promotion criteria are been raised or changed in order to ensure such persons are not promoted. Subsequently, a case study of Npower programmes that envelopes Nteach programme where graduates were employed into schools and being paid stipends of #30,000 per month. In a personal observation of the researchers, even graduates without any background in education were employed just to please the electorates who voted for the Muhammad Buhari led administration. Unfortunately the programme and it policies only

lasted for the first term (4 years) in office. During this period, unqualified personnel were sent into schools to teach and subjected the future of the educational sector into jeopardy. The agitation to reconsider and conduct fresh recruitment for those that have related qualifications to aid the sustenance of the educational development proved abortive during the second term of President Muhammad Buhari. The current administration led by President Bola Tinubu threw the Npower policies and Programmes into trash when he resumed in office in May 2023, even when he is from the same political party with the immediate past administration. Programmes and Policies like this bore out of political interference appear not to stand the test of time which usually has a negative effect on the sustainable national development of the country.

According to Punch Newspaper on the 7th of November 2023, federal government declared that as from January 2024, universities in Nigeria will have to be remitting 40% of their internally generated income into the national treasury, in fact the policy stated that the said percentage will be deducted directly from the central bank of Nigeria in order to ensure proper accountability (punchng.com, 2023). This policy seems to have the influence of politics in it, because Nigerian institutions in the recent times have been experiencing difficulties in financing their activities, how then do government want them to be accountable be given out a large sum of 40% of their income. The implication of this policy may be disastrous on the university and tertiary education in Nigeria. Though, Academic Staff Union of Universities (ASSU) and Vice-Chancellors of Universities in Nigeria immediately kicked against this plan and threatened the federal government to completely short down the activities of universities in Nigeria. This reaction led to government making a *U-turn* on the plan in which president Bola Hammed Tinubu on the 17th of November 2023 announced to halt the plan of deducting 40% from the internally generated fund from the universities in Nigeria. (Premium Times, 2023).

The politics of free education in Nigeria was laudable during President Shehu Shagari of the National Party of Nigeria (NPN) in the Second Republic between the years1979 to 1983). He was in control at the federal level while Late Chief Obafemi Awolowo of the Unity Party of Nigeria (UPN) was also in control of five states because based on political analysts UPN won in these five states because their party manifesto which was majorly provision of free education at all levels. Though this initiative was faced with

financial constraints, but the party was able re-emphasized and tell the benefits attached to this policy to the masses. Unfortunately when elected into power, the party did not make any attempt to incorporate its free-education-at-all-level programmes to reflect the realities which was tied to not being control at the Federal government that is in charge of how the nation's revenue should be allocated. The promised policy of free education at all levels of education was never well implemented because of shortage of needed funds.

Funding of education over the years has been a major problem in the implementation of the policies on education in Nigeria. Though it has been observed that some of what led to the shortage of funds in the educational system was as a result of misappropriation of funds by political class. A case study of the establishment of Universal Basic Education (UBE); the policy was announced by the Head of State in Sokoto in 1999, presented to the National Assembly in 2000 and it was passed into law in 2002 without adequate planning and funding. Since then, the funding of programme has been politically influenced. Formula stated in the National Primary Education Commission Decree 96 of 1993 on how to share the National Primary Education Fund was as well adopted in UBE programme. Unfortunately the formula is not balanced and take into cognizance some groups or states than the rest. The formula for shearing says 50% should be allocated on the basis of equality of state; 10% on the basis of school enrolment; while 20% to all the educationally disadvantage states (NPE, 2014). Looking at this there is an observed imbalance in the formula because if concentrations are only specific states and group, others will be lagging behind in the process of sustainable development in the country. This is practically political and it should not be encouraged in a country where true federalism is been constantly proclaimed as instrument towards sustainability of the national development. The level at which misappropriation of funds meant for the educational sector is been done without any serious sanction is alarming. It is so worse that some even claimed that snakes and monkeys now have access to public funds that they swallow at will billions and no one will question them. Attesting to this on 18th of February 2018 Vanguard Newspaper reported how a snake swallows 36 million naira in Jamb office, also February 21st Premium times (2018) recorded case of a monkey that swallowed 70 Million naira in a farm respectively. These on the long-run were

not investigated because of political interference as against the existing policies of being sentenced into jail if investigated and found guilty of corruption and misappropriation of public funds. These also have added to the penury experienced over the years in the educational sector and have affected the sustainable nation development of the country.

Conclusion

From the foregoing, politics cannot be separated from policies on education in Nigeria. Though, one can infer that politics over the years have done more harm to policies on education than good. Education remains the fire lamp that lightens the path to the sustainable national development of any country of the world. Policies made in and on education sector are in most cases products of politics since the government at all levels are in charge of dictating how the tune in the educational sector is to be played. But educational policies are to be made to ensure the citizens enjoy both the dividends of democracy and that of the educational sector. When this happen there should be sustainable national development in Nigeria.

Ways to the Fore

Based on the discussion and conclusion, the following were suggested as ways out of the identified challenges:

1. Government at all levels should strive to ensure the interest of the masses is always put into consideration before formulating any policies on education in Nigeria.
2. There should be laws guiding the continuation of existing policies on education in Nigeria; a new government should ensure continuous use of existing policies for a long period of time except it have been proven irrelevant to the national development. With this even political instability will still not affect the continuation of the policies on education in Nigeria.
3. There should be practice of true federalism in which everyone irrespective of tribe, colours, and background will be able to access the dividends of education without the influence of politics. Policies, admission into institutions, employment into educational sectors, promotions, location and establishment of schools, funding and other related

activity in the educational sector should be carried out following the minimum required standards.

4. Education should be used as instrument for good policies; political science, political education courses should be well taught in schools and incorporated into the governance of the country. Policies on curriculum and courses in schools should take to cognizance politics for the welfare of the citizen aimed at sustainable national development. Politics and political manifestos should not be used as bait to secure votes from Nigerians.

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FINANCING: AN IMPETUS IN ACHIEVING QUALITY UNIVERSITY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract
It is widely known that the availability of finances in an organization is a necessity for its growth and development. Adequate financing is required to carry out projects effectively in an organization for the achievement of organizational goals and objectives. It is against this background that the study x-rayed financing as an impetus in achieving quality university education for sustainable development in Nigeria. It further examined the strategies that can be put in place to achieve quality university education as well as the obstacles that will thwart the achievement of the goals of quality university education. A detailed literature and theoretical review made up scholars of great repute would be carried out to understand how best financing can aid in achieving quality university in Nigeria. The effect of the absence of finances in the university system which included dysfunctional facilities, ill equipped library, lack of staff development, inconsistency in payment of salaries and earned allowances accrued to staff, unconducive environment posed to staff and students due to inadequate security in the university. All these anomalies result to tragic news, and brain drain, amongst others, cannot lead to achieving quality university education in a fashionable, efficient and effective manner, as well as elaborate detail of how best universities in Nigeria can attain sustainability now and in the future. Based on the study, a conclusion was drawn and suggestions were fashioned out. Consequently, if stakeholders duly follow a proper financing strategy for university education to the fullest, genuine sustainability will be assured.

Keywords: Financing, Impetus, Quality University Education, Sustainable Development

Introduction

An organization cannot carry out its activities effectively where there is unavailability of financial resources. Finances are the backbone of any organization as it is through the availability of funds that other resources within the organization can exist and be maintained. Investment in education is important as it leads to production of human capital which is a crucial factor that determines economic growth and sustainable development (Mishra,2016). Finances are pivotal in any organization including the university. The university system needs vibrant administrators who can adequately manage the university finances so that there would be a smooth running of the university for the achievement of its goals and objectives. For university education in Nigeria to attain the United Nations Sustainable Development Goal 4 which promotes quality education, the university administrators in Nigeria have to strive for quality for tenable objectives and work arduously to achieve it. The essence of university education is for teaching and learning, quality research outputs, community service, amongst others. For a university to achieve its objectives and to function properly, there is need for adequate and efficient facilities to be provided for staff and students. This can only be possible where finances are available and adequate. Bialek-Jaworska (2015) mentioned that the nature of academic programmes provided by universities determines the cost. Quality education does not come cheap and requires a lot of money to fund projects that are geared towards sustainable educational development. It is to be noted that education is a long-term investment that the government partakes in to improve its economic situation. Thus, when adequate finances are invested in the university educational system, the end result would be an output of quality graduates that can contribute to the growth and development of the nation's economy. Nigeria, with her population of over 200 million people, faces significant challenges in providing quality basic education to her citizens (Lawan et al., 2020). Move over, this is due to the fact that quality education is not seen as a major priority as other sectors of the nation's economy are in dire state. What the government, university administrators and relevant stakeholders have failed to realize is that when the educational sector is not in

order, all other sectors would fall in line. Scholars have carried out work on related studies but limited in scope in this particular area, that is why the researcher carried out this work on financing as an impetus in achieving quality university education for sustainable development in Nigeria in other to fill the missing gap.

Financing

Financing is the utilization of available financial resources within an organization to fund the actualization of the organization's goals and objectives. The Federal Republic of Nigeria (2014) as cited in Ofor-Douglas (2023a) asserted that the successful execution of educational programmes depends on adequate financial support from all levels of government because education is a costly social service**.** In the same vein, Ebong (2013) as cited in Ofor-Douglas (2023a) averted that funding is the "fuel and lubricant" that drives any enterprise, non-profit, or activity that has to be sponsored. Furthermore, Financial resources are the economic inputs available for and consumed on the education system (Asodiki & Adieme, 2014). Also, Olofin (2021) asserted that financing could be likened to the pivot on which planning and implementations revolve because, money appears to be central to the achievement of objectives since resources must be obtained with money directly or indirectly. Likewise, the process of financing is a fundamental process for the progress of university education. Similarly, Afebende (2017) agreed with this when he asserted that adequate funding/ financing is critical in the management of all organizations including academic libraries. In light of this, education is an expensive social service that requires adequate financial provision from all tiers of government (Federal Republic of Nigeria, 2014). In the same vein, educational finance is defined as the methodology whereby or taxpayer money and other resources are derived for the upgrading of educational institutions and inputs in a state (Ogbonanya, 2012). Corroborating, Nwiyi (2012) maintained that adequate financing is vital in education as there are many compelling educations needs like the purchase of equipment, instructional materials, in service training programs, seminars, workshops and conferences for teachers. In related development, management of fund is very important because financing is the foundation for growth. Additionally, new system grows or there is sustenance in the pace of that growth if the financial system is not

properly organized, or managed (Ebong,2013) as cited in (Asodike & Adieme, 2014).

Quality

The term quality is often used to refer to something of value, worth and that thing being described as quality has a character. In education, there is a broad agreement on a number of issues that define quality ranging from fitness for purpose, getting it right the first time and conformity with external standards (Veiga., Rosa.; Tavares., & Amaral, 2012). In similar spirit, Obadara and Alaka (2013) as cited in Ofor-Douglas (2020a) mentioned that quality is the ability or degree with which a product, service, or phenomenon conforms, to an established standard, and which makes it to be relatively superior to others. In agreement, quality is a continuous process of building and managing customer expectations by analysing, foreseeing, and executing obvious and inferred needs (Ofor-Douglas, 2022a). Worthwhile, Fadokun (2005) as cited in Ofor-Douglas (2022b) characterized quality in three ways (i) Efficiency in meeting its goals, (ii) Relevance to human and environmental conditions and needs, (iii) Something more" that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity. In spirit of Adetunji (2014) also explained that achieving quality should include setting higher academic standards, vigorous curricular, provision or skilled and experienced teachers, updated textbooks, state of the art laboratories and computing facilities, small class sizes, modern buildings and an environment conducive for learning, strict discipline and involve parents, among others.

A university is an institution of higher learning that promotes the development of the intellectual and moral aspects of an individual. Universities guide the development of innate talent, possessed by students and researchers. University education differs from other institutions stemming from its ability to create knowledge and increase potentials of graduates and researchers. Knowledge creation, human power creation, the transfer of knowhow, technological innovation, capital investment, regional leadership, have their influence on environment and knowledge. Restructuring of the way universities is run to improve their performance and ensure they operate according to their role in the society which is to shape the lives and characters of students through quality and standard education (Ofor-Douglas,2022a). In

a similar pattern, the stock of highly educated individuals produced by higher education institutions (university education inclusive) plays an important role in the innovation and the sustainable development of any society (Akinyemi, 2012c) as cited in Ofor-Douglas, 2023d).

Quality University Education

Quality indicators in a university are quality lecturers, quality students, an enabling environment for learning and international competitiveness, and quality researchers. Ezeonwurie (2019) was of the viewed that one of the crucial indicators of the seriousness of a society is in its quest for national development because the quality of education in a society determines the quality of its manpower. However, Garba (2014) cited in Ofor-Douglas (2022b) rightly stated that quality education is the ability to satisfy customer's needs, including the learning environment, process, and outcomes (graduates), that the graduates should be able to go into the society and give their worth by their level of performances in the society. In the same way, universities are recognized globally as a means of transforming the futures of individuals and the nation as a whole (Ofor-Douglas, 2023c). Amongst the numerous objectives of university education includes the need to make optimum contributions to national development by intensifying and diversifying its programmes for the development of high-level manpower within the context of the needs of the nation (Federal Republic of Nigeria, 2014) as cited in (Ofor-Douglas, 2023c). Moving further, the major purpose for establishing universities in these countries was, and still is, for institutions to play a pioneering role in addressing problems of poverty, social disorganization, low production, unemployment, hunger, illiteracy, diseases, that is the problems of under-development which appeared to be common in African continent (Walter and Walter, 2023). It is also for the same reason that the nations invest heavily in the education industry to ensure that the living conditions of its citizens are sustained and economic activities are increased (Kapur, 2020). Moreover, the essence of quality university education is to improve resourcefulness as well as provide a working and learning for lecturers and students. Going further, Prokhorov (1970) as cited in Ofor-Douglas, (2022a) was of the opinion that universities offer students training which serves as a guide to be considered employable in sectors of the economy. Also, the term "university

education" has been opined by Prokhorov (1970) as "the totality of general and specialized knowledge and skills that enable a university graduate to solve problems that he encounters in industry or to perform scientific research or pedagogical work within the area of specialized knowledge that he has acquired". Otonko (2012) posited that benefits derivable from a good and functional university education system to include 1) The rapid industrialization of the economy, by providing manpower with adequate professional, technical and managerial skills. 2) Boost the transformation of societies into knowledge societies, by providing not just educated workers, but knowledge workers who will contribute immensely to the growth of the economy. 3) Instil good attitudes and engenders attitudinal changes that are necessary for the socialization of the individuals, thereby leading to the modernization and overall transformation of the society. 4) Help through teaching and concise research in the creation, absorption, dissemination and application of knowledge. 5) The formation of a strong nation state and at the same time aids globalization. 6) Allows people to enjoy an enhanced life of mind, offering the wider society both cultural and political benefit. Undoubtedly, Ofor-Douglas (2022c) asserted that for a university to function properly, there is need for adequate and efficient facilities to be provided for staff and students. These facilities may include hostel facilities like water and power supply, classroom facilities like chairs and tables, e-learning facilities, library facilities, laboratory facilities, and much more.

Sustainable Development

Sustainable development refers to development that benefits the present generation without compromising the developmental potential of the future generations. Likewise, Ahenkan and Osei-Kojo (2014) as cited in Ofor-Douglas (2020b) mentioned that sustainable development is a development path along which the maximization of human being for today's generation does not decline in the well-being of the future generation. Furthermore, Sustainable development simply means the development that will care for now and the future to come, without facing any form of compromise (Ofor-Douglas, 2020b). Accordingly, Nayar (2013) was of the opinion that sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Nayar further

buttressed that sustainable development promotes critical thinking and decision making in a collaborative manner. Nigeria is in dire need for sustainable development moving from where we are now, to where we ought to be. Most countries in the world have moved from one level to the next level because of sustainable development. Universities in Nigeria need to have a new mindset of doing things to achieve sustainable development. Evers (2017) further relates the concept to organizing principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem depend. In light of this, Todowede (2013) maintained that it is a necessity much more so in the present times due to the dynamics of our changing society. In light of this reason, research by Mohyeldin, (2017**)** was conducted in Nigeria to look at the problem of funding university education for sustainability in a changing world. Sustainable development is an approach to development which uses resources in a way that allows them (the resources) to continue to exist for others. Ekwueme et al, (2016) as cited in Ofor-Douglas (2023b) duly noted the importance of education for sustainable development and they indicated that education for sustainable development allows human beings to obtain the 'knowledge, skills, attitudes, and values required to build a sustainable future. This desire is borne out of the wish to answer the requests posted by globalization which aims to furnish future generations with knowledge, skills, values and attitudes to deal with the change which lies ahead in the world of globalization. For every university system, sustainability depends on keeping and improving academic programmes. The universities perform their duties of inculcating knowledge, values and skills through the learning environment in order to prepare their products to meet future difficulties (Ekpoh and Okpa,2017). Also, sustainable development has been described as development that meets the needs of the present generation without compromising the needs of future generations to come (Ofor-Douglas,2023b). This assertion goes with the comment of Aliwa (2016) as cited in Ofor-Douglas (2023b) stated that sustainable development is lasting socioeconomic, political, technological advancement capable of bringing qualitative education, gainful employment, and maximum security, free, fair, credible transportation elections, provision of socio amenities, good governance, the rule of law, and respect for gender equality. In fact, sustainable development aims at achieving

social progress, environmental equilibrium and economic growth (Gossling-Goidsmiths, 2018) ; (Zhai & Chang, 2019). For this reason, the process of sustainable development must be participatory in order to be successful and suitable (Guo, 2017).

Limitations to The Achievement of Sustainable Development in Nigerian Universities

Many initiatives have been made to strengthen educational sustainable development; however, numerous obstacles still exist. In Nigeria, particularly, there are several limitations to the application of sustainable development goals in the education system and as such limitations to other spheres of the nation. The major limitation to financing Nigerian university education for sustainable development is the problem of inadequate funding. This issue makes it difficult for Nigerian universities to achieve sustained development. An organization's financial resources are essential because without them, it would be unable to carry out its aims and objectives. Only with sufficient funding for both the people and material resources can a university successfully realize its long-term goals of providing high-quality education. Only in cases when there is sufficient money can university amenities like dormitories, libraries, and e-learning centres be provided and maintained. Funds are needed to fulfil some of the responsibilities of the university's human resource, including the personnel, as well as to inspire them to work efficiently (Ofor-Douglas,2023b). In the same way, a university system that is deficient and dysfunctional in quality lecturers and school leaders, inadequate infrastructure, and text books amongst others will have more difficulty in promoting quality university education to attain sustainability (OCED, 2012). On the other hand, Odaudu (2016) as cited in Ofor-Douglass (2020b) pointed out that despite the benefits of university education to the socio-economic growth of a nation, it has been observed that the funds, that could have been used to sustain quality of education at this level, appear to be lacking in most universities in Nigeria. Notably, Tejumaiye (2023) observed that in today's universities' financing, the Federal government of Nigeria is not doing enough. Consequently, Oraka, Ogbodo and Ezejiofor (2017) have maintained that the by-effect of such dwindling finances have resulted in curtaining of laboratory / practical classes, limited number of field trips, reduction in the purchase of library books, chemicals and basic laboratory equipment, embargo on new

employment, embargo on study fellowships and reduction in research grants amongst others. Remarkably, poor funding can undermine the university system's aim of actualizing sustainability of its programmes and activities. Additionally, Singh (2016) maintained that challenges for achieving SDGs include lack of effective leadership, coordinated partnerships, lack of investment, implementation and indicators with effective data collection. Lamptey (2019) further emphasized that it would be unreasonable for school to keep expecting more from their governments than they are already receiving due to the numerous and competing demands for improvement in all social sectors, that these government are confronted with. He concluded that government subsidies could not and should not be expected to take care of all financial needs of the schools. Delaney and Doyle (2014) noted that in the United States, higher education functions as a stabilizing element in state budgets. This means that during economic slumps, financial support for higher education is cut back more significantly than other sectors, whereas in times of economic prosperity, it experiences a more substantial boost in funding.This a circumstance that applies in other countries but the opposite should be emulated in order to sustain their universities finances and attain sustainable development goals in their education sector.

Conclusion

Financing is very imperative for the day to day running of the university. Financing was described in this paper as the utilization of the financial resource in an organization for the achievement of the organization's goals and objectives. It is in the acquisition of resources in transforming the university. It is unfortunate that shortage of funds is a major problem plaguing Nigerian university education for sustainable development. This shortage of funds greatly affects quality, growth, development of the university likewise job performance by staff. To address this challenge, the following suggestions were provided to address the problems facing the financing of Nigerian universities for sustainable development mentioned in this paper:

Suggestions

The following suggestions were made:

1. Allocation of sufficient funds by the federal and state government to ensure there is circulation of funds to meet the demands of the universities in Nigeria.
2. Internally generated revenue by the university itself is another great way to combat shortage of funds. The universities can engage in certain businesses within the school environment.
3. Individuals who are benefactors of the school should be encouraged to give back towards the development of the university.
4. Alumni should donate resources in form of money, equipment and infrastructures. By so doing they give back to their alma mater.
5. Global partnership aimed at financing education for sustainable development should be encouraged in Nigerian universities. Mohammad (2015) in response to the global need and demand for finance suggested the need for universities to maintain professional and academic strategic alliances with other universities and business community. Nigerian universities should partner with their foreign counterparts to improve the financial situation of their universities.
6. Universities should source for investors in education like banks, companies, NGOs, philanthropists, amongst others. There should also be incentives for such investors.
7. Strict supervision should be carried out on the collection and management of funds.
8. Leakages in the form of corruption, mismanagement of funds should be guided by the university administrators.

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Abstract
The study investigated Knowledge Management towards achieving quality education for sustainable development in tertiary institutions in Ekiti State, Nigeria. The study adopted the descriptive survey research design. The population of the study consisted of all lecturers in the Universities in Ekiti State. The sample for the study consisted 75 lecturers and 15 heads of department in three universities in Ekiti State. The sample was selected using a multistage sampling procedure. Two research instruments tagged: "Knowledge Management Questionnaire (KMQ) "and" Lecturers Job Performance Questionnaire (LJPQ) "were used to collect relevant data for the study. The Face and Content Validity of the instruments were ensured by experts in the field of educational management. The reliability of the instruments were established using test retest method within an interval of two weeks. Reliability coefficients of 0.75 and 0.86 were obtained for KMQ and LJPQ respectively . The data collected through the instruments were analyzed using descriptive and inferential statistics. The hypotheses were tested using inferential statistics of Pearson's

Product Moment Correlation (PPMC). All hypotheses were tested at 0.05 level of significance. The findings of the study revealed that knowledge management were significantly related with lecturers job performance. It was recommended among others that government and the school management should give more concentration to knowledge management so as to help on the job performance of the lecturers in tertiary institutions towards sustainable development.

Keywords: *Knowledge, Knowledge Management, Knowledge Gathering, Knowledge Acquisition, Knowledge Maintenance , Lecturers Job P*erformance

Introduction

Knowledge is the insights, understandings, and practical know-how that people possess. It is the fundamental resource that allows people function intelligently. It can then be said that knowledge is an invisible or intangible asset, in which its acquisition involves complex cognitive processes of perception, learning, communication, association and reasoning (Epetimehin & Ekundayo, 2011). Knowledge can also be an understanding of information that an organisation or individual acquires through education and experience. Information may come from data that are raw fact or that have been processed by someone else. Knowledge is a powerful and an important part of life, a famous Sanskrit verse says that 'an educated person is honoured everywhere, knowledge has equipped man with limitless power. With knowledge, man can dominate over beings who are much stronger than him in strength. Knowledge has helped humans and prompted the progress of our civilization, knowledge accounts for the success of the people. The more knowledgeable one is, the more advantage one has over other people and the power of knowledge should not be used for a destructive purpose.

The issue of lecturers job performance has been of concern in the educational system. Various lapses have been noticed in the performance of lecturers in tertiary institutions in Ekiti State. These include poor mastery of the subject matter; inadequate lesson delivery; lack of use of pedagogical skills ;poor class management among others. Knowledge management may be seen and observed as a tool to maintain continuity in good and effective staff management, although due to lack of facilities and well trained

personnel, it has been proven hard to gather knowledge from various sources, some personnel do not really know what relevant knowledge to gather for use, some lecturers also feel reluctant in acquiring more knowledge, they find it difficult to do more research and exploit to update themselves in terms of technical skills and experience that will go with the trend of modern method of teaching. If knowledge is not adequately and sufficiently managed it may impede on lecturers job performance in tertiary institutions in Ekiti State.

Despite the large number of studies that emphasized the importance of knowlwedge management in achieving a competitive advantage for organizations, knowledge management implementation is ambiguous to many organizations (Riswanto & Sensuse, 2021), thus, a critical concern for an organization that intends to embark on a knowledge management initiative is how to accomplish it (Guribie F. & Tengan, 2019). One of the reasons behind this situation is the lack of a suitable process and facilities for implementing knowledge management in a school. Experience has shown that in achieving quality performance from lecturers of tertiary institutions, there is need to engage them in effective training programme in order to add to their knowledge and experience, conducive work environment, relevant training, individual disposition and interest in job are important factors in lecturers job performance. However, relevant training, could also be training in the use of Information Communication Technology since modern days education is now centered around the use of e-learning for students to enhance educational qualities.

The performance of lecturers in tertiary institutions remains an important issue towards achieving quality and sustainable development in a nation. Performance itself is viewed as implementation of action. Performance can be related with achieving quality, quantity, cooperation, dependability and creativity (Fauzilah, Noryati and Zaharah,2021). Institution lecturers, like professionals in any field, may face challenges that can lead to ineffectiveness and inefficiency in various institutions which may hinder the effectiveness of lecturers job performance for sustainable development.

Some lecturers struggles with outdated or ineffective teaching methods, making it difficult for students to grasp complex subjects, ineffective communication can hinder the lecturer's ability to convey information clearly and engage students effectively,

poorly structured or outdated course materials may not align with students' needs, inconsistent grading criteria or a lack of timely feedback can lead to student frustration and hinder their learning. Besides, lecturers may struggle to incorporate technology into their teaching, which can limit access to modern learning resources. Poor mastery of subject matter by some lecturers may lead to ineffectiveness of teaching and learning in the classroom.

Furthermore, maintaining discipline and order in the classroom can be challenging for some lecturers, leading to disruptions and distractions, inability to adapt to changing educational trends or student demographics can result in ineffective teaching strategies, some lecturers may have difficulty engaging students in discussions, group activities, or critical thinking exercises. Also, some lecturers who do not engage in self-assessment and peer evaluation may not improve their teaching methods. Some lecturers have an imbalance between teaching and research responsibilities which can affect the quality of their teaching, some lecturers fail to stay updated with the latest research and teaching practice which can lead to stagnation in lecturers' skills and knowledge. Some lecturers do not have the knowledge of balancing between teaching and research responsibilities which may affect the quality of teaching.

However, the study examined knowledge management variables such as knowledge gathering, knowledge acquisition and knowledge maintenance as correlates of lecturers job performance for sustainable development in Ekiti State Nigeria.

Knowledge gathering is an important variable of knowledge management, it includes entering data, pulling information from various sources and searching for more information. For Alavi and Leidner (2001) the knowledge gathering process is focused on the application of know-how, forming, mobilizing and dispensing knowledge practices. However, some lecturers do not know the relevant knowledge to be gathered for us there by rendering the gathered knowledge useless. Accordingly, Meihami and Meihami (2014) stated that management of knowledge requires the construction and management of data. This entails knowledge being well-organized to simplify access to information. Knowledge is a valuable resource for organisation and yet its gathering is one of the most significant issues that managers have to face in every dynamic environment. There are proposals from various researchers on the methods and agents of knowledge gathering in

institutions, for example, knowledge gathering can be accomplished during socialisation (Nonaka Vontrogh & Voelpel, 2020) through mentorship and the utilization of teams (Mintzberg, 2009), by using skilled facilitators to encourage open conversations and deliberations as well as to extract vital knowledge (Fong, Shen & Cheng , 2016) by cooperation (Yang & Chen, 2007); through porous organisational boundaries and contingent work (Gold et al., 2001). Knowledge gathered by lecturers in an institution can contribute to lecturers job performance for sustainable development in any nation.

Knowledge acquisition is the process of absorbing and storing new information in memory, the success of which is often gauged by how well the information can later be remembered (retrieved from memory). The process of storing and retrieving information depends heavily on the representation and organization of the information. Acquiring knowledge is an essential activity for intellectual growth and innovation. It consists of elicitation, collection, analysis, modeling and validation of knowledge (Tomei,2018). Solheim (2017) observed that lecturers can acquire and develop proficiency skills and mastery of new skills by observing other experienced colleagues in the institution. This might help them to correct mistakes as well as strengthening their strong skills. According to Kiggundu &Naymulill (2009), most teachers were usually motivated in the teaching profession due to acquisition of different skills. Therefore, institutions should encourage its academic staff to acquire new skill and techniques in carrying out their duties in order to promote their job performance. This taken into consideration that knowledge acquisition has a positive impact in lecturers job performance for sustainable development.

Knowledge maintenance is a sub-unit of knowledge management which deals with cases where expert knowledge workers leave organisations after long periods of time. Knowledge maintenance which is also known as knowledge continuity, deals with challenges in which classic, well known knowledge management methodologies do not focus. Most knowledge management methodologies concentrate on knowledge subjects, and not on specific people (Dalkir, 2005). In some institutions lecturers job performance fluctuates, most especially when a knowledgeable lecturer leave the institution either through retirement or for greener pastures. However,

knowledge maintenance involves capturing knowledge in an institution so that it can be used later. In reality, knowledge maintenance should be integrated into how the school operates and start well before a key staff is about to depart.

Knowledge maintenance tackles a different situation in a limited period of time, an expert's most valuable knowledge has to become an institutional asset whether he is still in the system or not, most especially if such knowledge will help in improving the performance of the academic staff in that institution. According to Levy (2011) in his study, that there are challenges of how organisations face the problem of loss of important knowledge while experiencing high levels of retiree there by providing a framework for knowledge maintenance initiatives in organisations. The purpose of practicing knowledge maintenance is to promote the growth of the memory of the organisation but then it becomes a challenge to maintain knowledge before it walks out of the door.

As it is described by Leibowitz (2008) that Knowledge maintenance will encourage the development of employees at all levels they could avoid the wrong path. In order to be cost-affordable and to ensure knowledge maintainability solely by domain experts, it is essential that knowledge be kept declarative and atomic, and integrated into the institution's data or workflow in a loosely coupled manner. When knowledge gathered is well maintained, it can contribute to stable and continuous lecturers job performance, it will also help any newly recruited lecturers with little or no experience to perform effectively in the duty assigned to them which will promote the Lecturers job performance for sustainable development in tertiary institutions.

Purpose of the Study

The study investigated the relationship between knowledge management and lecturers job performance for sustainable development in tertiary institutions.

Specifically, the study examined knowledge management variables such as knowledge gathering, knowledge acquisition and knowledge maintenance as correlates of Lecturers job performance.

Research Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between knowledge management and lecturers job performance in tertiary institutions in Ekiti State.
2. There is no significant relationship between knowledge gathering and lecturers job performance in tertiary institutions in Ekiti State.
3. There is no significant relationship between knowledge acquisition and lecturers job performance in tertiary institutions in Ekiti State.
4. There is no significant relationship between knowledge maintenance and lecturers job performance in tertiary institutions in Ekiti State.

Research Methodologies

The study adopted a descriptive survey research design. All lecturers in the Universities in Ekiti State made up the population. Seventy-five (75) lecturers and fifteen (15) heads of department from 3 universities in Ekiti State made up the sample using multistage sampling procedure. . Three universities were chosen in stage one using a proportionate stratified random sampling technique. In stage two, five (5) lecturers were selected each from five (5) departments using a simple random sampling technique. To assess lecturers job performance, five head of departments each from the 3 Universities were chosen purposively.

Data for the study were gathered using two research instruments, the "Knowledge Management Questionnaire (KMQ)" and the " Lecturers Job Performance Questionnaire(LJPQ)". KMQ had two sections, Sections A and B. Section A sought the demographic information of the respondents, while Section B had 15 items on knowledge management variables such as knowledge gathering, knowledge acquisition and knowledge maintenance.

The four point Likert-type rating scale was applied as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire on Lecturers Job Performance (LJPQ) also had two sections. Sections A and B, Section A sought for the bio-data and information of the lecturers assessed and section B contained 15 items on lecturers job performance variables which ranged from method of teaching,

conference and seminar attendance, classroom management working with enthusiasm and sharing expertise knowledge with community members. A Five point Likert-type rating scale was also used. Excellent (E); Very Good (VG); Good (G); Fair (F) and Poor (P).The instruments' face and content validity were ensured by experts in educational management. The experts took their time to verify how accurately the items in the instruments reflected the content and suitability of the subjects being measured. The reliability of the instruments KMQ and LJPQ was ascertained with conduct of pilot test and use of the test-retest method. Twenty lecturers completed the KMQ, and 4 head of departments completed LJPQ. The instruments were administered to the same respondents within an interval of two weeks. Pearson's Product Moment Correlation Statistics was used to determine the coefficient values of 0.75 and 0.86 for the KMQ and LJPQ, respectively.

The researcher personally visited each of the sampled universities and obtained permission from the authority to administer the instruments with the assistance of two trained research assistants. As a result, the researcher was able to provide context and interpretation for certain items in the questionnaire. Using both descriptive and inferential statistics, the data obtained from the instruments were analysed. All Hypotheses were tested at a 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between knowledge management and lecturers' job performance in tertiary institutions.

Table 1: Knowledge management and Lecturers job performance in tertiary institutions

Variable	***N***	***Mean***	***SD***	***r- crit***	***P - value***
Knowledge management	75	54.51	4.11	0.411*	0.007
Lecturers job performance	75	47.27	2.56		

***p<0.05**

Table 1 shows that the computed r-value (0.411) was significant at p<0.05 level of significance. The null hypothesis was

rejected. This implies that there was significant relationship between knowledge management and lecturers job performance in tertiary institutions. The correlation between knowledge management and lecturers job performance in tertiary institutions was moderate and statistically significant in a positive direction.

Hypothesis 2: There is no significant relationship between knowledge gathering and Lecturers' job performance in tertiary institutions.

Table 2: Knowledge management and Lecturers job performance in tertiary institutions

Variable	***N***	***Mean***	***SD***	***r - crit***	***p - value***
Knowledge gathering	75	17.99	1.25	0.494*	0.006
Lecturers job performance	75	47.27	2.56		

***p<0.05**

Table 2 showed that the computed r-value (0.006) was significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between knowledge gathering and lecturers job performance in tertiary institutions. The correlation between knowledge gathering and lecturers job performance in tertiary institutions was moderate and statistically significant in a positive direction.

Hypothesis 3: There is no significant relationship between knowledge acquisition and Lecturers job performance in tertiary institutions.

Table 3: Knowledge acquisition and Lecturers' job performance in tertiary institutions

Variable	***N***	***Mean***	***SD***	***r - crit***	***p - value***
Knowledge acquisition	75	18.01	1.56	0.521*	0.004
Lecturers job performance	75	47.27	2.56		

***p<0.05**

Table 3 showed that the computed r-value (0.004) was significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between knowledge acquisition and lecturer job performance in tertiary institutions. The correlation between knowledge acquisition and lecturer job performance in tertiary institutions was moderate and statistically significant in a positive direction.

Hypothesis 4: There is no significant relationship between knowledge maintenance and Lecturers job performance in tertiary institutions.

Table 4: Knowledge maintenance and Lecturers' job performance in tertiary institutions

Variable	***N***	***Mean***	***SD***	***r - crit***	***p - value***
Knowledge maintenance	75	18.51	1.97	0.604*	0.000
Lecturers job performance	75	47.27	2.56		

***p<0.05**

Table 4 showed that the computed r- value (0.604) was significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between knowledge maintenance and lecturers job performance in tertiary institutions. The correlation between knowledge maintenance and Lecturers job performance in tertiary institutions was moderate and statistically significant in a positive direction.

Hypothesis 5: Knowledge management variables will not significantly contribute to lecturers job performance in tertiary institutions.

Table 5: Multiple Regression Analysis Showing the Contributions of knowledge management variables to Lecturers job performance in tertiary institutions

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta (β)		
(Constant)	46.484	2.670		17.409	.000
knowledge gathering	.035	.053	.090	.660	.511
knowledge acquisition	.113	.056	.277	2.013	.048
knowledge maintenance	.330	.083	.395	3.973	.000
Multiple R= 0.563, Multiple R^2= 0.317, Adjusted R^2= 0.289, $F_{3,71}$= 11.006, P = .001					

***p<0.05**

Table 5 showed that knowledge management variables significantly contributed to lecturers job performance in tertiary institutions (P= .001 <0.05). The null hypothesis was rejected. The table showed that there was a significant positive multiple relationship between the predictor variables (knowledge gathering, knowledge acquisition and knowledge maintenance) and lecturers job performance in tertiary institutions (R=0.563 >0.05). This implied that all the predictor variables are factors that can exert influence on lecturers' job performance in tertiary institutions. The value of the coefficient of determination (R^2=0.317) indicated that all the predictor variables jointly accounted for 31.7% (R^2 X 100) of the total variance in lecturers job performance in tertiary institutions while the remaining 68.3% unexplained variance was largely due to other variables not included in the study that can account for lecturers job performance in tertiary institutions. The regression result further indicates that the single best predictor variable that contributed to the total variance in lecturers job performance in tertiary institutions was knowledge maintenance (β = 0.395). This was closely followed by knowledge acquisition (β = 0.277). The variable with the least contribution to lecturers job performance in tertiary institutions was knowledge gathering (β = 0.090). The calculated F-ratio (11.006) was significant at 0.05 level of significance. This implies that the predictor variables jointly provide a significant explanation for the variation in the lecturers job

performance in tertiary institutions. The multiple relationship between the dependent and independent variables can therefore be given as follow:

$Y = 46.484 + 0.035X_1 + 0.113X_2 + 0.330X_3$

Where

X_1	=	Knowledge gathering
X_2	=	Knowledge acquisition
X_3	=	Knowledge maintenance
bi	=	(i=1-3) Regression Weight Coefficients
a	=	Constant (other variables other than $X_1 - X_3$)

Discussion

The findings of the study revealed that there was a significant relationship between knowledge gathering and lecturers job performance in tertiary institutions in Ekiti State. The finding revealed that knowledge gathering is related to lecturers job performance in tertiary institutions. This concurred with the findings of Alavi and Leidner (2001) that knowledge gathering process is focused on the application of know-how, forming, mobilizing and dispensing knowledge practices. The implication of the finding is that if enough knowledge is gathered, lecturers will perform optimally and vice versa.

The study revealed that there was a significant relationship between knowledge acquisition and lecturers job performance in tertiary institutions. The finding indicates that knowledge acquisition relates to lecturers job performance in tertiary institutions. The finding is in line with the findings of Solheim (2017) that lecturers can acquire and develop proficiency skills and mastery of new skills by observing other experienced colleagues in the institution. This might help them to correct mistakes as well as strengthening their strong skills. Similarly, according to Kiggundu and Naymulill (2009), most lecturers were usually motivated in the teaching profession due to acquisition of different skills.

The finding of the study revealed that there was a significant relationship between knowledge maintenance and lecturers job performance. The implication of the finding is that knowledge maintenance, particularly among lecturers, could lead to improvement in their job performance in tertiary institutions, the finding was in line with the finding of Levy (2011), in his study, that

there are challenges of how organisations face the problem of loss of important knowledge while experiencing high levels of retiree there by providing a framework for knowledge maintenance initiatives in organisations. The finding is also in line with Leibowitz (2008) that Knowledge maintenance will encourage the development of employees at all level as they could avoid the wrong path.

Conclusion

Sequel to the findings of this study, it was concluded that knowledge gathering, knowledge acquisition and knowledge maintenance were important factors in job performance of lecturers in tertiary institutions in Ekiti State. It was also concluded that knowledge maintenance was the best predictor while the variable with the least contribution to lecturers job performance in tertiary institutions was knowledge gathering.

Recommendations

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

1) School administrators as well as government should improve the extent of knowledge management in tertiary institutions since it is capable of improving lecturers job performance.
2) Knowledge gathering should be prioritized in tertiary institutions in order to achieve positive job performance among lecturers..
3) Recognition should be accorded to knowledge acquisition so that lecturers job performance could be positively achieved.
4) School administration should work in collaboration with lecturers to achieve knowledge maintenance in tertiary institutions.
5) Administrator should endeavour to make use of all the variables of knowledge management at once in order to have comprehensive job performance in tertiary institutions.

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ACHIEVING QUALITY HIGHER EDUCATION AND LIFELONG LEARNING FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract
This paper examines the pursuit of quality higher education and lifelong learning for sustainable development in Nigeria. A descriptive research design was employed for the study. The study's population comprised 9,062 lecturers across all 17 public institutions (both Federal and State) in Southwest Nigeria. A sample of 600 subjects was selected, with 525 questionnaires returned from the chosen public institutions in Southwest Nigeria, utilizing multistage sampling techniques. For data collection, a self-constructed instrument, the "Achieving Quality Higher Education and Lifelong Learning for Sustainable Development Questionnaire" (AQHELLSDQ), was developed. Face and content validity was adjudged to ensure internal consistency. The reliability of the

instrument was determined using the test-retest method. The instrument was administered to public institutions outside the sample study within an interval of two weeks. Reliability Coefficients of 0.72 was obtained. The co-efficient values were adjudged to be high enough to make the instrument reliable and useful for the study. Since it deals with relationship, data collected was analyzed using Pearson product Moment Correlations. All the hypotheses were tested at 0.05 level of significance. Based on the findings of the study, it was concluded that Achieving quality higher education for lifelong learning for sustainable development in Southwest, Nigeria cannot be over-emphasized and that a conducive working environment with provision of physical facilities and material resources needed will not only promote lifelong learning for sustainable development but will also enhance effectiveness and efficiency in the education system in general. The following recommendations were made that Government at both Federal and State level should ensure provision of serene and conduce working environment and also ensure that physical facilities which aid effective teaching and learning are put in place to aid lifelong learning for sustainable development in Nigeria higher education. Also, adequate finance and supply of essential material resources and facilities such as textbooks, charts and maps among others needed in higher education to aid simulation and also make teaching and learning permanent.

Keywords: Education, Higher Education and Lifelong learning,

Introduction

Education as any act or experience that has formative effect on the mind character and physical ability of an individual which involves the process of providing information to an inexperienced person so as to help him/her acquire certain skills and attitudes that are useful and desirable in the society (Asiyai, 2013). Education unanimously contributes to economic growth which in turn enhances effectiveness and efficiency in transforming individual in all spheres of life (Odunlami, 2019). It is pertinent to know that government private individuals and organizations invest tremendously in education as a means of fostering national development and ensure rapid economic growth of the country. The government stated that education has witnessed active participation by non-

governmental agencies, communities and individuals as well as government intervention (Federal Republic of Nigeria 2013).

Higher education is a type of education organized after secondary education. It is believed that in any educational settings there must be rules and regulations which must be formulated and administered to ensure compliance and stated objectives are realized. Policies are drawn up to guide and direct institutions. In the higher education, laws are stipulated, rules and regulations guiding the type of buildings, facilities and equipment required in the institutions, the entry qualifications of students, their ages as stipulated in the guide of the curriculum. There is usually quality control mechanism in the case of Nigeria. It is the university and the national Universities Commission (NUC) that is saddled with the responsibilities of such criteria.

Before Nigeria attained her independence, only University College in Ibadan existed in the country with an enrolment of about 1,395. In the sixties, on the basis of the 'Ashby Report', more Universities were established and more Nigerians were opportune to have higher education. The universities in Nigeria were able to enroll 31,511 students by 1975/76 and 160,767 students in 28 universities in 1987/1988. By 1993/94 academic year enrolment was 227,999. In 1995/96. it was 258,203 and for the overall higher institution in Nigeria, the enrolment rate was over 400,000 students and a participation rate of 395 per 100,000 persons less than half of the average for developing nation (Aminu, 1999).

The ever-growing number in-terms of enrolment and academic scope of higher institutions seem to weigh heavily on the government especially now that the country's economy is in a state of disrepair. The impact of mismanagement, corruption, political instability and dearth of expert has put higher education in a mirage. The performance of the economy greatly affected the budget of education while the allocation largely depends on how buoyant the economy is.

Nigerian educational system has made some achievements though not compared with the problems it has. One of its achievements is that it has the largest number of universities in Sub-Sahara Africa. Currently, Nigeria has 43 Federal universities, 48 State universities and 79 Private universities with students from neighboring countries of the world (data from NUC's homepage).

Learning is the product of teaching and it comes as a result of effective teaching. A learner learnt something after an effort of

teaching has been put in place. When such experience is acquired, it is then utilized for the solution of the problems of the learners at when they arise. This may invariably lead to the solution of societal problems. Life-long education comes by experience. Man feels experience and he never forget what he has felt. Lifelong education makes man dynamic such that he changes with time and place based on his interactions. What is learnt and makes use of what he has leant until he dies. This is why the philosopher prefers that education is lifelong. A man learns each day of his life He also thinks continuously. When a man dies his education stops, he no more learns, thinks or make use of what he has learn before when he dies, he becomes a waste hence the claim that education is life.

Quality is viewed by measuring performance with standard. Quality is the standard of something as measured against other things of a similar kind, it is the degree of uniqueness and excellence of something (Odunlami, 2016). The type of education offered should be of standard which would be qualitative enough to compare performance with the set standard and see to any discrepancy in other to proffer solution to it. The role of quality education in Nigeria cannot be over-emphasized. As a matter of fact, quality education is a crucial tool for improving the prospects of higher income levels for individuals and for economic growth of nations. University has a major role to play in enhancing quality of education, level of development and progress of any nation and the world in general. It is responsibility of the university education system to ensure that the skills, understanding and values acquired by students are commensurate to make them employable. Quality education should ensure that students are well equipped with knowledge and skills that will make them to be useful and relevant in the society.

The type of education received will obviously determine the quality whether it commensurate with the expected objectives or not and if there is discrepancy. Necessary amendment should be made to ensure a balance. Also, Kim, Raza and Seidman (2019) argued in respect of this quality education that it should be a foundation lying which will serve as the groundwork for equity and fairness in order to enable active participation of all students to enjoy the reward of education. The role of higher institutions is to provide equity education for all, irrespective of gender disparities. The invention and innovation of technology will play a predominant role in making the type of education received to be permanent and

also effective. Technology on the other hand will go a long way in assisting students to acquire the needed and required skills which will enhance their learning outcome.

Also, the Mohammad Bin Rashid Smart Learning Programme was launched in order to advance the learning culture in the government schools in Dubai and Northern Emirates. In order to amend quality education in the schools, the government promoted technologies such as computers and tablets which also foster future employment (Abdulla & Alkaabi, 2023). Cursory effort made by government will go a long way to help students to make progress and grow in academic areas and eventually this makes them competent in the international level.

Stakeholders in Nigeria are more concern with the type of quality education offered. University has a role to play in ensuring quality. Quality in University education involves three important elements input, process and outcomes.

Input

These are the raw materials that are brought into the system from the environment for processing. In this study learner constitute the major input.

Transformation process

This is the conversion, treatment or change of the input by the internal mechanisms of the system. In educational institutions, a transformation process of the learner into output through the internal mechanism of the system. When transformation process is judiciously put in place by the higher institutions, it is likely to enhance quality higher education.

Output

These are the products, outcomes or finished materials from the system emerging after the input have been successfully processed. The type of output will largely depend on the nature of inputs, the kind of processing and the expected use to which the output would be put.

Achieving quality higher education can be said to be the result of better working environment. Working environment involves the physical geographical location as well as the immediate surroundings of the workplace where an employee works, such as a construction site or office building. A quiet cool,

clean and serene environment will enhance in achieving quality higher education in Nigeria. It seems that the working environment of most public institutions in Nigeria is not cool, clean and serene to enable attainment of better quality. Most public institutions seem to be having unpleasant working environment and outdated school plants which may not augur well for effective teaching and longlife learning. Consequently, it is likely to reduce quality while achieving quality is assumed to be the result of better working environment.

A study on learning environment and secondary school effectiveness by Ajayi, Ekundayo and Osalusi (2010) revealed that, there was significant relationship between learning environment and school effectiveness. This means that conducive environment for learning will enhance better teaching-learning activities and consequently enhance the effectiveness of the schools. Working in a friendly and conducive environment may encourage hard work, diligence and experimentation among students

Employees perform better on the job when the working environment is favourable. It will reduce absenteeism from work, sabotage among others. The provision of a suitable physical working environment is one of the contributing factors to achieving quality.

Physical facilities such as libraries, lecture halls, laboratories, and office computers are also essential for enhancing achieving quality in higher education and long-life learning. Thus, physical facilities are tools which can be used to exert a positive influence on quality. Togunloju (2015) reiterated the provision of adequate facilities for effective teaching and learning. Akomolafe and Adesua (2016) viewed physical facilities in any school system ranged from the school plant that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning.

Experience generally showed that, it is not uncommon to see dilapidated buildings with falling off roofs, ceilings, broken windows and doors and floor with portholes. Moreover, most libraries in our public institutions in the country are stocked with obsolete materials while current journals and text books are lacking. For an institution to be strong academically, it must have a formidable library put in place. This explains why the top universities of the world (Harvard, Cambridge, Tokyo and university

of California) are of high standard and quality academically (The world University Rankings 2018).

Okongo, et.al. (2015). viewed material resources as the physical and spatial mainstay of teaching and learning which will increase the production and attainment of desired results. Material resources are the operational inputs, which enable a teacher to achieve some levels of instructional efficiency and effectiveness. Material resources include textbooks, charts and maps among others. Existing material resources in most public institutions in Nigeria that could facilitate in achieving quality seems to be in a state of disrepair. Inadequate material resources seem to be responsible for challenges in achieving quality higher education and lifelong learning in Nigeria. It is believed that higher education is dependent on the quality and quantity of human and material resources put in place in institutions of higher learning.

Most Nigeria public institutions are experiencing dearth of lecturers which has made achieving quality in Education unrealistic. When institution is understaffed, the stated objectives will not be realized. For instance, when institutions are short staff, service delivery to the students is compromised. Overloaded employees are liable to make mistakes, have poorer health, experience high level of stress thus frequently offend their co-workers or employers and seek employment elsewhere. Similarly, an overloaded lecturer is likely to be a demotivated lecturer and this can lead to decline in achieving quality which can be detrimental to the institution as a whole. Workload of lecturers in most public institutions appears to be in excess. For instance, lecturers that teach the regular Degree also teach part-time, Sandwich even postgraduate students.

Increased workload of a lecturer improves short-term quality, but on the long run, it increases long-term costs. Lecturers often complain of not having enough time for marking and recording of examination scripts because of the workload. This may not give room for thorough job or poor job thereby resulting in loss of students' scripts while in a hurry to collate scripts to meet the deadline set by the management. The educational attainment of students depends on the efficiency of teachers hence, the teachers' social, political, and economic well-being is very imperative. When achieving quality in higher education declines, it has a correlation with the standard of education both in the short

and long term and this has been a major challenge in higher education in Nigeria.

Statement of the problem

Quality is measured by comparing performance with standard. The type of education offered should be a qualitative that will enhance and promote high degree of efficiency and effectiveness. Achieving quality higher education and lifelong learning for sustainable development in Nigeria cannot be over-emphasized. As a matter of fact, achieving quality in Nigeria higher education is a crucial tool for improving the prospects of higher income levels for individuals and for economic growth of nations. Nevertheless, there are challenges confronting and militating against achieving quality higher education and lifelong learning in Nigeria. It is against this backdrop that achieving quality higher education and lifelong learning for sustainable development will be investigated on.

Objectives of the Study

The following are the basic objectives of the study

1. To examine the role of achieving quality higher education and lifelong learning for sustainable development in Nigeria.
2. Examined how the provision of working environment correlates with lifelong learning for sustainable development in Nigeria.
3. Assessed how the provision of physical facilities correlates with lifelong learning for sustainable development in Nigeria.
4. . Determined how material resources provided correlates with lifelong learning for sustainable development in Nigeria.

Research Hypotheses

The following hypotheses were formulated for this study.

1. There is no significant relationship between achieving quality in higher education and lifelong learning for sustainable development in Nigeria.
2. There is no significant relationship between working environment and lifelong learning for sustainable development in Nigeria.

3. There is no significant relationship between physical facilities provided and lifelong learning for sustainable development in Nigeria.
4. There is no significant relationship between available of material resources provided and lifelong learning for sustainable development in Nigeria.

Methodology

The descriptive research design of the survey type was adopted for the study. This was because it focused on relationship between achieving quality higher education and lifelong learning for sustainable development in Nigeria. The population of the study consisted of 9,062 lecturers in all the 17 public institutions in the Southwest, Nigeria.

The sample for this study consisted of 600 lecturers from the selected public institutions in the Southwest, Nigeria. Multi stage sampling procedure was used for the study. The first stage involved the use of a simple random sampling technique for the selection of two states (Osun & Oyo) out of the six states in the Southwest, Nigeria. At the second stage, stratified random technique was used in selecting two Federal and two State Universities. One self-constructed instrument was designed for the study to collect data which was "Achieving Quality Higher Education and Lifelong Learning for Sustainable Development Questionnaire" (AQHELLSDQ). Face and content validity was ascertained to determine the internal consistency of the instrument. Reliability Coefficients of 0.72 was obtained using Pearson product Moment Correlation. All the hypotheses were tested at 0.05 level of significance.

Analysis and Interpretation of Results

Hypothesis 1: There is no significant relationship between achieving quality higher education and lifelong learning for sustainable development in southwest Nigeria.

To test the hypothesis, responses on items 1-5 of Achieving quality higher education and lifelong learning for sustainable development questionnaire was obtained and computed using inferential statistics of Pearson Product Moment Correlation. The result was presented below in Table 1.

Table 1: Achieving quality higher education and Lifelong learning for sustainable development in Nigeria.

Variable	N	Mean	SD	R	P. value
Achieving quality	525	130.23	10.28	0.733*	0.000
Lifelong learning	525	79.34	6.05		

* P < 0.05

Table 1 showed there was a significant positive relationship between achieving quality higher education and lifelong learning for sustainable development (r=0.733, p< 0.05). The positive relationship implies that maintain quality in higher education will yield positive improvement in lifelong learning. Therefore, the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between working environment and lifelong learning for sustainable development in Nigeria.

To test the hypothesis, responses on items 6-10 relating to working environment on items 1-30 under 'Achieving quality higher education and lifelong learning Questionnaire' was obtained and computed using inferential statistics of Pearson Product Moment Correlation. The result was presented below in Table 2.

Table 2: Working Environment and Lifelong Learning

Variable	N	Mean	SD	r	p-value
Working Environment	525	13.09	1.71	0.521*	0.020
Lifelong Learning	525	79.34	7.37		

* P < 0.05

Table 2 revealed that there was a significant positive relationship between working environment and lifelong learning for sustainable development in Nigeria (r = 0.521; p< 0.05). The positive relationship implies that a conducive working environment will reduce lecturers' absenteeism from work, sabotage among others which will enhance and promote education for lifelong learning. Thus, the null hypothesis was rejected.

Hypothesis 3: There is no significant relationship between physical facilities provided and lifelong learning for sustainable development in Nigeria.

To test the hypothesis, responses on items 11-15 relating to physical facilities under items 1-30 on 'Achieving quality higher education and lifelong learning Questionnaire' was obtained and computed using inferential statistics of Pearson Product Moment Correlation. The result was presented below in Table 3.

Table 3: Physical Facilities and Lifelong Learning

Variable	N	Mean	SD	R	p-value
Physical Facilities	525	12.78	3.10	0.651*	0.001
Lifelong Learning	525	79.34	6.37		

* P < 0.05

Table 3 showed there was a significant positive relationship between physical facilities and lifelong learning for sustainable development southwest Nigeria. Higher education (r = 0.651; p< 0.05). The positive relationship implies that provision of physical facilities will bring about improvement in lifelong learning for sustainable development which will in turn aid. Thus, the null hypothesis was rejected.

Hypothesis 4: There is no significant relationship between material resources and lifelong learning for sustainable development in southwest Nigeria.

To test the hypothesis, responses on items 16-20 relating to material resources under items 1-30 of 'Achieving quality higher education for sustainable development in Nigeria' was obtained and computed using inferential statistics of Pearson Product Moment Correlation. The result was presented below in Table 4.

Table 4: Material Resources and Lifelong Learning

Variable	N	Mean	SD	r	p-value
Material Resources	525	10.25	3.55		
Lifelong Learning	525	79.34	7.25	0.580*	0.000

* P < 0.05

Table 4 showed there was a significant positive relationship between material resources and lifelong learning for sustainable development in Nigeria. ($r = 0.580$; $p<0.05$). The positive relationship implies that availability of adequate material resources will aid and promote effective and efficient lifelong learning for sustainable development in Nigeria higher education. Therefore, the null hypothesis was rejected.

Discussion

The result showed that, there was a significant positive relationship between achieving quality higher education and lifelong learning for sustainable development ($r=0.733$, $p< 0.05$). The positive relationship implies that maintaining quality in higher education will yield positive improvement in lifelong learning. This is in line with Kim, Raza and Seidman (2019) argued in respect of this quality education that it should be a foundation laying which will serve as the groundwork for equity and fairness in order to enable active participation of all students to enjoy the reward of education.

The findings revealed that there was a significant positive relationship between working environment and lifelong learning for sustainable development in Nigeria ($r = 0.521$; $p< 0.05$). The positive relationship implies that a conducive working environment will reduce lecturers' absenteeism from work, sabotage among others which will enhance and promote education for lifelong learning. A study on learning environment and secondary school effectiveness by Ajayi, Ekundayo and Osalusi (2010) revealed that, there was significant relationship between learning environment and school effectiveness. This means that conducive environment for learning will enhance better teaching-learning activities and consequently enhance the effectiveness of the schools. Working in a friendly and conducive environment may encourage hard work, diligence and experimentation among students

The findings, showed there was a significant positive relationship between physical facilities and lifelong learning for sustainable development in Southwest Nigeria higher education ($r = 0.651$; $p< 0.05$). The positive relationship implies that provision of physical facilities will bring about improvement in lifelong learning for sustainable development which will in turn aids.

Hypothesis four stated that, there was no significant relationship between materials. Findings showed there was a significant positive relationship between material resources and

lifelong learning for sustainable development in Nigeria. (r =0.580; p<0.05). The positive relationship implies that availability of adequate material resources will aid and promote effective and efficient lifelong learning for sustainable development in Nigeria higher education. This is in line with Okongo, et.al. (2015). viewed material resources as the physical and spatial mainstay of teaching and learning which will increase the production and attainment of desired results. Material resources are the operational inputs, which enable a teacher to achieve some levels of instructional efficiency and effectiveness.

Conclusion

Based on the findings of the study, it was concluded that achieving quality higher education for lifelong learning for sustainable development in Southwest, Nigeria cannot be over-emphasized and that a conducive working environment with provision of the required physical facilities and material resources needed will not only promote lifelong learning but will also enhance effectiveness and efficiency in the education system in general.

Recommendations

The following recommendations were made:

Government at both Federal and State levels should ensure provision of serene working environment and also ensure that physical facilities which aid effective teaching and learning are put in place to aid lifelong learning for sustainable development in Nigeria higher education.

Government should ensure adequate finance and supply of essential material resources and facilities such as textbooks, charts and maps among others needed in higher education to aid simulation and also make teaching and learning permanent.

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HIGHER EDUCATION STUDENTS' FINANCIAL AID POLICY: ISSUES AND REALITIES FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract
This study aimed to examine the various financial policy for financing students in higher institutions and the issues and realities for sustainable development in Nigeria. The study set out to specifically analyse different financial aid policies to finance university students such as loans, scholarships, grants, bursaries among others. The study was premised on the view that the purpose of formulating financial aid policy for students could be hindered. Various factors/issues that widen access to higher education by the financially challenged students based on the terms and conditions for accessing it were also discussed. Also various challenges such as non - repayment of financial aids (loans), national image; that is the negative perception of Nigeria in the global scene and other factors that could deprived other students from benefiting from the financial aid policy scheme were discussed. Issues and realities for sustainable development and recommendations which could serve as a way forward were also highlighted.

Key words: *Higher Education student, financial aid, issues, realities, sustainable development in Nigeria.*

Introduction

Education has been adopted by many countries in the world as an indispensable tool for national development. Nigeria being one of these countries affirmed through its National Policy on Education that "education is an instrument par excellence for realizing national development". Therefore, its educational philosophy and objectives are set in relevance to the citizens and societal needs which are in consonance with the realities pertinent to its environment and the modern world. Educational policies which guide the operatiorns of all the three levels of education in Nigeria are embeded in the National Policy on Education first published in 1977, this document has been reviewed from time to time to meet the dynamics of social change and the demands on education. All the three levels of education in Nigerian educational system be it primary, secondary and higher education play crucial roles in national development but this study focused on higher education, especially university education.

Higher education, especially university education is the highest level of education amongst the three levels of education in Nigeria. It is the education received after secondary education, to train and produce manpower that will handle the affairs of the nation. Higher education cuts across the university, polytechnics, monotechnics and colleges of education. The purpose of higher education as contained in (NPE, 2014) include development of intellectual capacity of an individual to understand and appreciate their environment and acquisition of physical and intellectual skills needed to be self reliant for the development of his society. University education is designed to contribute to the national development by intensifying and diversifying it's programmes for the development of high-level manpower within the context of the needs of the nation (NPE, 2014). Idongesit, Eseohe and Ugo (2021) posit that positive relationship exists between higher education and human capital development. In the account of Adelakun, Adeyemi, Anisulowo, Awonegan and Bankole (2023) higher education groom an individual for sustenance of nation's economy and overall development of the nation at large. It creates an avenue for individual to specialize and become an expert in a particular field of their choice. Unequivocal access should be given to higher education owing to its massive relevance in human and national development.

The consistent and persistent inflation rate in the economy has made life unbearable for the citizen, some of them may no longer afford minimum standard of living and essentials commodities such as education. Asabor (2023) posited that students from home within or below the poverty line are likely going to be denied access to education due to financial constraints. Several factors have been postulated by scholars as barrier to higher education amongst which is financial barrier. This is in consonance with UNESCO report that research has shown that financial constraints is one of the major factors that contributes to high rate of drop out in Nigeria tertiary institutions. Nigeria has reportedly to have up to 18% of students who dropout from tertiary institutions annually due to financial constraints. The National Bureau of Statistics (2022) revealed that 40% of people are poor. According to 2018/2019 National Monetary Poverty line, 63% of people are poor in Nigeria based on Multidimensional Poverty Line. The report revealed that 133million out of 200million estimated population of Nigeria are multidimensionally poor. It further revealed that 29% of school age are out of school due to multidimensional poverty, 94% of all out of school children are poor. (MPI, 2022). Students from these homes are likely denied access to education or discontinue their education without any form of financial support. Akinyemi (2022) as cited in Cui and Martins (2020) opines that university education has a social return in which on successful completion will afford the recipient to benefit from it and contribute to the community and the society at large. One of the possible means of retaining indigent students in higher institutions is through financial aid to pay for cost of education. Several individuals who are in need of financial assistance may likely not be in the known of these financial aid opportunities and the terms and conditions attached., therefore, adequate publicity should be given to expand assess to higher education for sustainable development.

Education as a tool toward for Sustainable Development

It is pertinent to note that the United Nations Conference agenda held in Rio de Janeiro, Brazil in 2012 pioneered the seventeen (17) Sustainable Development Goals (SDGs) for all its 191 United Nations member state. The main aim of the SDG is to tackle environmental, political and economic challenges, this was adopted by the world leaders in 2015 to be achieved by 2030.

SDGs is an extension of the Millennium Development Goals of year 2000. The primary objectives of MDGs was to tackle extreme poverty and hunger, preventing deadly diseases and expanding primary education to all children. The following were reportedly the remarkable achievements of MDGs according to United Nations Development Programme (UNDP, 2023), it lifted more than 1 billion people out of extreme poverty (since 1990), it dropped child mortality by more than half (since 1990), the number of out of school children has dropped by more than half (since 1990) and HIV/AIDS infections fell by almost 40 percent (since 2000). In order to record remarkable achievement of these SDGs by 2030 proper implementation is eminent and action must be on top gear by the world leaders and by extension Nigerian leaders.

The fourth goal of the United Nation's SDGS is inclusive and equitable quality education and promotion of life long learning opportunities for all. Inclusive education according Wikipedia means making all students irrespective of their challenges be it abilities, language, culture, gender, age or any form of human difference have access and gain equal opportunities to education and learning. Inclusive and equitable education as stated by UNICEF (2020) is the provision of quality education for all (boys and girls) in the sub - Sahara Africa and Southern Asia and vulnerable population including poor children, children living in rural areas, indigenous people, persons with disabilities and refugee children. It therefore means involving children whom as a result of their differences and challenges are excluded from formal education. It is aim at helping these categories of children realize their dreams and aspirations through education. The quality education received by these children is to develop their potentials to become productive and useful adults who in return give back to the society for sustainable development. SDG 4 have seven (7) targets as a focus and set three (3) means of implementation for sustainable development which are summarize as follow

- SDG 4.1: Quality Primary and Secondary Education for all.
- SDG 4.2: Early Childhood and Pre-primary Education.
- SDG 4.3: Equal Access to Technical, Vocational Education Training and Higher Education.
- SDG 4.4: Safe and Decent Work.
- SDG 4.5: Gender Equally and Equal Access for all.
- SDG 4.6: Youth and Adult Literacy.
- SDG 4.7: Sustainable Development.

These goals are meant to be implemented through these three means:

- 4.a. Safe and Inclusive Learning Environment: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- 4.b. Scholarship for Higher Education: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- 4 c. Professional Development of Teachers: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States (UNICEF, 2020).

Higher Education as a Focus for Sustainable Development.

Higher Education is essential to sustainable development. It serves as a tool to pass across knowledge, skills, values geared towards human development and ensuring sustainable development. Itari and Ugbe (2021) posited that sustainable development is the process of maintaining growth or ensuring life span of something for a long period of time without damage. Sustainable development as opine by Okafor and Uju (2021) is the means of maintaining development that meet the needs of the present generation without tampering with the future generation's needs. Justice (2019) states that sustainable development is ensuring continuous and progressive growth. He further identified economic growth, social growth and environmental growth as a means of ensuring sustainable development. In the account of Ogunyemi (2015) development can be sustained through protection of natural environment by maintaining ecological balance, maintaining economic vitality and development of human capital that will make informed decision as it relates to his environment. Sustainable development simply means meeting human development goal

through various economic activities and as well ensuring ecosystem integrity (environmental protection). Akomolafe, Adegun and Adesua (2016) revealed that higher education is germane to the development of a total person. That is, the all round development of a person is reflected in the three domains of learning in the cognitive, affective and psychomotive domain. It develops the critical thinking of an individual which enable them have better understanding of the world around them. Higher education through teaching and research contribute to knowledge base for human development. Higher education through research according to Jacob, Abdulgafar and Olanipekun (2021) is essential for growth and sustainable development of any country in the world. Research findings carried out in higher institutions proffer solutions that could tackle security problems, economic, judicial, education, health, agriculture problems among others. They further stated that research could be of benefit to a country when the findings are implemented by the government to solve various challenges of the country. Non implementation of research outcomes is like an unmined gold, it remains useless and of no value or benefits.

Ogunyemi (2015) opines that school curriculum for all levels of education, contained in educational policy should be reviewed in terms of its content and objectives to meet the present realities for sustainable development. Lesson objectives should aim towards impacting knowledge and developing individual skills such as creative and critical thinking skills, writing and communication skills, conflict management skills, decision making skills, problem solving skills, ICTs skills among others.

Policy according to Wikipedia is a document that is generally accepted by the government or organisation as a guide that informed their decisions or actions. It is a statement which could either be in form of laws, regulations, order or decision of what government/organisation intends to do. Anke (2015) opines policy as a set of decisions by the government to influence or tackle identifiable problem in the society. Educational policies on the other hand are enacted to regulate and ensure success in the sector, that is, achievement of set goals. Ogunode, Ajape and Jegede (2020) viewed educational policy as an instrument or an administrative tool designed to guide the actions and decisions of educational managers towards the attainment of educational goals and objectives. Government in the bid to ensure quality and attainment

of educational goals, set up different agencies and parastatals such as NUC, to oversee the affairs of higher institutions. These agencies formulated policies which are good for administration of higher education. Implementation of these policies are faced with several constraints which poses a great obstacle to achievement of these goals. One of the identifiable factors that hinder implementation of these policies is fund. Adequate funding and financing public universities will enhance quality of education. There will be adequate human and infrastructural resources for training and developing individuals which in turn will develop the country. The problem of inadequate funding of universities has been reportedly by researchers to reduce the quality of university education aimed to develop the intellectual capability of individual who will be self reliant and contribute to national development.

University Students in Nigeria are faced with myriad of challenges which could affect optimal performance in school and even dropping out of the school system. The cost of financing university education is on the high side which has become a burden for students from below average income homes. This might make education non-affordable for indigent students. Asabor (2023) revealed that most Federal and state universities had increased their fees from 100 to 200 percent due to inadequate fund allocated for the running of the institutions. Pubic University according to Adewuyi and Okemakinde (2013) are subsidized by the government to allow participation of poor but qualified candidates. This serves as a saving grace for students from low average income homes due to the moderate/affordable tuition fees. The recent hike in school fees has changed the narratives. The hike according to Abdulwaheed, 2023 is as a result of increasing rate of inflation and inadequate funding of universities by the government to meet operational cost of the institutions. Audu (2023) found that financial problem and poor academic performance of students are major reasons for increased student drop out rate in the North west, Nigeria. Unabatted drop out rate would reduce human capital that will ensure sustainable national development and also led to increased rate insecurity in the country. Drop out rate have negative impact on national development.

Financial Aid for University Students

One of the possible means of retaining indigent students in higher institutions, especially in the universities in Nigeria is through

financial aid, such aids provide and assist students to pay for the cost of education. Several individuals who are in need of financial assistance may likely not be fully aware of these financial aid opportunities and the terms and conditions attached. Therefore, adequate publicity should be given to expand access to higher education for sustainable development.

Access to university education is faced with myriads of challenges ranging from the high cost of tuition, hostel accommodation, books etcetera, this has gradually created a big disparity for students, especially between students from high and low income backgrounds to afford University Education across the country. To buttress, this Usigbe (2023) revealed that 18% of students drop out of school due to financial constraints. The issue of student accessibility to university education necessitate and calls for financial aid policies. Financial aid is assistance given in terms of money to students. According to Eseyin (2018) financial assistance increase enrollment and access to education. The higher the cost of education the lesser the level of enrollment and the more the financial aid available to pay for cost of education, which reduces academic financial burden of the students, the more enrollment. He identified scholarship, student loan and educational grants as financial assistance available for students in the university.

Scholarship as defined by Wikipedia is a form of financial assistance given by an organization, foundations or an individual donor to students for continuation of their education. Scholarship are awarded based on certain criteria such as academic merit, athletic skills, financial aid and so on. The criteria for scholarship usually reflect the values and goals of the donor of the award. Scholarship award is a non repayable fund this implies that the recipients are not expected to pay back for scholarships award but there are certain criterial the applicants must meet to be eligible for the award. Bolarinwa (2023) identify some of the scholarship award available for students in the university as: Shell SPDC JV Undergraduate University Scholarship Award, Guinness Nigeria Scholarship, MTN Foundation Science and Technology Scholarship, KPMG University Scholarship, NNPC/CHEVRON Scholarship, Federal Government Scholarship Award among others.

Grants is a non repayable financial assistance given to support students' education at various levels. It is usually given to an indigent students Grant award are offered by the government, agencies, foundations and organisation to an eligible applicant.

Student Loan unlike scholarship and grant is not free. It is a free interest loan upon which the students are expected to pay back within a period of time. The Nigerian students' loan's board was first established in 1972, and between 1973 and 1991 it provided loans totalling 46 million Naira, to help Nigerian students finance undergraduate or postgraduate study in Nigeria or abroad. There have been severe problems, however, and the rate of recovery of loan repayments has been very disappointing. (Chuta, 1992). Access to Higher Education Act, 2023 introduced by President Bola Tinubu is a financial policy scheme which will allow eligible applicants have access to up to five hundred thousand naira (₦500,000) per academic session, this will expand access to education and reduced withdrawal of students from school as a result of financial constraints. Usigbe (2023) revealed that 18% of students drop out of school due to financial constraints. The Act, 2023 will reduce dropout rate and suicide attempt/tendencies among financially disadvantaged students.

Adetola (2023) is of the view that to bridge the gap to access Educational opportunities in higher education, student loans have emerged as a vital investment for empowering youths and to unlock their potentials. It encompasses the various programs and initiatives aimed at providing financial assistance to students pursuing higher education. Nigerian government in collaboration with financial institutions play significant roles, the Federal and state governments offer student loan schemes to eligible students based on predetermined criteria. Private institutions also provide loans to students for educational purposes. These loans have interest rates and repayment terms with additional options for students seeking financial assistance. Nigerian universities also collaborate with financial institutions to facilitate and administer loan applications to eligible students. However, Adetola (2023), opined that accessing student loans is faced with challenges such as high default rates, limited loan availability and disparity in access across the country. Steps are being taken to address the problem through reforms, increased funding and the

exploration of innovative approach such as income shared agreements.

Bursaries is a form of non-refundable financial aid given to students from low income homes, to support with their cost of education. Bursary according to Adam (2022) is a need base award given to economically challenged students to assist with their cost of education. Though bursary is free, there are certain criteria that will make the applications qualified for the award. The bursary award launched during Momahmed Buhari's administration promises to give fifty thousand naira (₦50,000) to students in public colleges of education and seventy thousand naira (₦70,000) to education students in either state or federal public tertiary institutions. (Ogwo, 2022). The eligibility of the students is based on the type of programme which is a full-time education programm in public tertiary institution. Different states of the federation such as Lagos, Oyo, Ondo, Edo, Yobe offer bursary awards to their indigenes studying in various higher institutions across the federation. The amount and processing requirements by each state differs.

Conclusion

Higher institutions as well as the student needs financial support to meet their needs in living up to expectations, that is goal achievement. Inadequate financial aid poses a threat to continuation of quality education for sustainable development in citadels of learning and could limit access to education by economically challenged students and also increase dropout rate. Financial assistance in form of scholarships, grants, student loans, bursaries among others will increase students' access to education in higher institutions especially in Nigerian Universities, this will increase the manpower requirements of the country and invariably contribute to sustainable development.

Recommendations

1. Adequate financial support should be given to universities for quality education and to allow more participation of children from low income home in higher education for sustainable development of the country.
2. Government as a matter of urgency should increase its allocation to education and ensure remittance of education

intervention funds by the companies (2% of company's annual profits). Finance is very essential in keeping education alive; in terms of goal achievement and when it is inadequate can suffocate education; that it makes it ineffective or non-impactful.

3. Cumbersome process in accessing financial aids by students should be ameliorated.
4. Awareness and sensitization about various financial aids should be adequately publicized and communicated to allow more participation. Adequate publicity should be given to expand access to higher education for sustainable development.

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LEARNERS' CHARACTERISTICS AS PREDICTORS OF STUDENTS' ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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Abstract

Students improved academic performance is an important one, students poor academic display over times is an evidence that there is need to get to the root cause. The study investigated learners characteristics, Parental Support, School Climate. as predictor of students' academic achievement in the Oyo State of Nigeria. The study adopted descriptive survey research design. The population of this study consisted of eighty thousand, five hundred and ninety-seven students (80,597) in all one thousand, one hundred and fifty schools (1,150) public and private senior secondary school II (SS2) students in Oyo State, Nigeria while multistage sampling approach was used to select 1800 students. Self-Concept Scale (SCS), Learning Style Questionnaire (LSQ), Parental Social Support Scale, School Climate Scale and Academic Achievement Test were used for data collection in the study. Data collectd was analysed using simple percentage, mean, standard deviation and multiple regression. Result shows that learners' characteristics, parental social support and school climate jointly influence senior secondary school students' achievement in day students in Oyo State $F(1409 = 14.609; p < .05)$.. It also shows that that learners' characteristics, parental social support and school climate jointly influence senior secondary school students academic achievement in boarding schools in Oyo State $F(381=9.703;p<.05)$. While the independent variables also showed significant influence senior secondary school students academic achievement in day schools in Oyo State $F(381=9.703;p<.05)$. The study concluded that learners' characteristics, parental social support and school climate are important to students' academic achievement and could affect students' performance. It is thus recommended that Government

and school proprietors should ensure that the school climate reflects positive norms, goals, values, interpersonal relationships, sound teaching and learning processes and effective organisational structures. Parents must be ready to provide their wards with necessary parental social support.

Keywords; Academic Achievement, Learners Characteristics, Parental Support, School Climate.

Introduction

Education is of paramount importance as it serves as a catalyst for human development and a close link to personal fulfillment and better life opportunities. Acquiring knowledge and skills through education is essential for individual's productivity and a high standard living. The importance of education goes beyond just learning knowledge and acquiring skills for it promotes the cultivation of ethical values that promote responsible citizenship, as emphasized by Mohammad (2020). When a significant number of students are unable to achieve academic excellence in their subjects, it is a cause for concern. Student success is shaped not only by cognitive factors such as learning ability but also by non-cognitive factors including motivation, individual circumstances, socio-cultural and economic backgrounds, as well as the educational environment and structure.

Students' achievement is defined by Lawrence and Vimala (2020) as a measurement of education-related knowledge that is often represented by test scores, grades, grade points, averages and degrees. The standard level of knowledge, comprehension and demonstration required for a student to pass a course is typically referred to as the student's achievement. This desired state is typically expressed in terms of skills, attitudes and knowledge. The government's commitment to education in Oyo state, Nigeria, is apparent in its yearly budgetary projections. Despite the significant investments and initiative stoup grade and enhance the achievement of the students academically, the continuous underperformance of students in public examinations is worrisome.

The unsatisfactory results of public exams have presented a difficult obstacle to the advancement of secondary education in the state. The decline in learning outcomes of students in these examinations has far-reaching implications for learners, teachers,

parents and society at large. There are numerous variables that may enhance students' academic achievement; these include the individual characteristics among.

Learners' characteristics are sine qua-non to positive achievement in educational sector. Students need to be intrinsically motivated to imbibe academic cultures. What is obtainable in the environment may equally promotes or inhibits students' disposition to school activities. Hence, there is need to restructure students' cognition so as to jettison all things that can promote negative attitude to school work and by extension, result into good achievement in all school subjects as well as public examinations (WAEC, NECO, among others). Furthermore, in line with Bloom taxonomy, affective domain which generally means students' feelings after he/she might have been exposed to a course of instruction is also a factor. This very objective could be well captured, provided everything is put in place. Many students may not be serious during teaching/learning interplay because of their state of their minds which include among others: anxiety, stress, memory and the likes. Hence, their affective domain may be grossly affected. In addition, psychomotor aspect deals with what students could do with their hands and their subjects. This is by extension the co-curricular activities which is could be carried out by learners outside the classroom. For instance, sports activities, socio cultural activities are major activities in this regard. There is the need to integrate cognitive, psychomotor and affective domain so as to promote all round development among the learners. Although co-curricular activities are beneficial, there is a risk that students may prioritize curricular activities at the expense of other important aspects, which could adversely affect their desired learning outcomes. Learners' characteristics refer to a specific cohort of students and encompass the personal, academic, social, and cognitive attributes that can impact the learning methods and outcomes. The knowledge of these characteristics would not only assist the educational managers and curriculum developers to plan educational system that can be directed towards meeting the needs of a focused group of learners but also assist teachers to effectively design their teaching to address the necessities and fulfill the requirement of the learners.
Learner's characteristics. Demographic information such as cultural background, gender, language, social economic status, age, and specific learning needs are linked to personal

characteristics of a learner. Furthermore, cognitive characteristics such as attention span, memory, mental processes, and intellectual abilities determine how the learner comprehends, recalls, thinks, solves problems and structures information in the brain. It should be noted that the characteristics of individuals in learning vary. In the light of this, the characteristics of learners which are of focus to this study include learning styles (cognitive characteristic) and self-concept (emotional characteristic).

Researchers have identified learning styles as a variable that highlights the differences and diverse needs of learners. Learning styles denote a group of cognitive, emotional, and psychological attributes that consistently represents students' perception, interaction, and response to their learning environment. They reflect the conditions that facilitate learners' perception, processing, storage and recall of learning materials. Learning styles are indicative of a student's preferred approach to learning and can take various forms, in order to employ the right style to improve academic outcomes. Therefore, learners that use an efficient learning method typically achieve exceptional academic success. The academic self-concept of learner sis another learners' characteristics. The importance of self-concept is linked to shaping one's personality development, which is related to social competence since it affects a person's feelings, thoughts, learning abilities, self-esteem, relationships with others, and ultimately, their behavior. Conversely, students who have a poor self-perception of their academic abilities are subjected to the likelihood of having insufficient academic motivation, which may lead to low academic performance.

Parents involving themselves in their wards education has a significant impact on various aspects such as their classroom behaviour, confidence, attendance, and motivation. Recent research on social capital brings attention to the value of social encouragement in children's learning and development. Social support can be classified into two categories: received social support which indicates the number of supportive actions received from others such as guidance and comfort, and perceived social support which is the individual's perception of the availability of such support, it relates to one's perception of the amount of social support available. Nonetheless, the present study concentrates on the perceived aspect of social support. According to Motsabi et al., (2021), the first is the very clear and consistent finding that when

all other factors bearing on a student's attainment are taken out of the equation, parental involvement has a large and positive effect on the outcomes of schooling (Epstein, 2002).

Social support is characterized as the emotional connection one has with individuals in their social circle who offer recognition, appreciation, care, and affection (Gurung, 2021). Assistance may come from different sources such as relatives, acquaintances, educators, society, or any communal affiliation one belongs to. Social support can take many forms such as providing practical help when required, assessing different situations, implementing effective coping strategies and giving emotional encouragement. It would seem that when the parenting involvement practices of most working class parents could be raised to the levels of the best working class parents in these terms, very significant advances were expected. (Motsabi, et. al, 2021). McGuire et al., (2021) confirmed that there is a positive relationship between smaller family size and better academic performance, indicating that children who have fewer siblings tend to receive more parental care and support, which consequently enhances their academic achievement. Adewale (2022) observed that the innate potential of children cannot be attained without an adequate stimulating family environment because the child cannot do well intellectually. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum achievement of the child. Xiao et. al (2021) in their study investigated the relationship between students' family size and their students' achievement; they found out that family size influenced students' achievement

School climate is another important variable that influences students' achievement irrespective of the educational level. The term school climate involves both the physical and the social atmosphere of an educational institution, as well as the nature of the relationships between educators and pupils, students with one another, and teachers with their colleagues, the facilities and resources provided on the premises. A positive school climate fosters a supportive, nurturing atmosphere that promotes personal and developmental growth among students. Teachers' critical role is to create a positive classroom by setting high standard expectations for all the students and demonstrating confidence in their abilities. Conversely, negative classroom climates resulting

from punitive or derogatory teacher behaviour can have detrimental effects on students. A quality education system depends on a positive school atmosphere and the dedication of the teaching staff. It has been observed that schools with conducive environments generally yield higher academic achievement. Students' academic performance may also be influenced by the type of school attended, as regard to boarding or day school.

According to Bista (2015), boarding school is an educational institution where both the teacher and the students reside and study within a guarded school ground that features a residential facility solely for this purpose. Most boarding schools in Nigeria dated back to the colonial period were founded by former British colonialists. Day school can be defined as schools that students attend during the day and return home after the school hours (Nieuwdor, 2020). The upbringing of the children is usually seen as the direct responsibility of parents. Although, sending children to day school is widely accepted, its effects on the well-being of the child are often questioned.

Objectives of the Study

The objective of this study is to investigate learners' characteristics as a predictor of students academic achievement in the Oyo State of Nigeria.

Statement of the Hypotheses

H01: The variables that are independent (learner traits, social and emotional support from parents, and school atmosphere have no statistical correlation with the dependent variable of the study.

H02: The composite influence of learner traits, social and emotional support from parents, and school atmosphere on senior secondary school students' academic achievement in Oyo State is not significant.

H03: The composite influence of learner traits, social and emotional support from parents, and school atmosphere on senior secondary school students' academic achievement in day schools in Oyo State is not significant.

H04: The composite influence of learner traits, social and emotional support from parents, and school atmosphere on senior secondary school students' academic achievement in boarding schools in Oyo State is not significant.

Methodology

This section presents methods and procedural process used in carrying out the study. It is discussed under method, population, sampling technique and sample, data instrument and method of data analysis.

Methods

The study adopted a survey research design that involves collection of data from the respondents. This study did not manipulate the variables but measured as they existed and determined the extent to which independent variables (learners' characteristic, parental social support, and school climate) influenced the dependent variable (students' achievement) among the respondents.

Participants

The population of this study consisted of eighty thousand, five hundred and ninety-seven students (80,597) in all one thousand, one hundred and fifty schools (1,150) public and private senior secondary school II (SS2) students in Oyo State, Nigeria.

Sample

The sample for this study were one thousand eight hundred (1800) students and two hundred and twenty-five (225) teachers (sports, socio-cultural and class teachers). A multi-stage sampling technique was used for this study. At stage one, from existing three (3) senatorial districts, (i.e. Oyo Central, Oyo South and Oyo North), simple random sampling technique was used to select three local government areas from each of the senatorial districts, totalling nine(9) At stage two, balloting system was used to pick five (5) schools from each of the local government areas that is (5 x 9 = 45 schools). Simple random sampling technique was later used to select forty (40) students from each school making one thousand eight hundred (1800 students). Also, a simple random sampling technique was used to select five (5) teachers from the selected schools (1 physical and health education teacher, 2

socio-cultural teachers and 2 class teachers), totalling two hundred and twenty-five (225) teachers.

Table 1: Sample Description for the study

S/N	Senatorial District	Local Government Sampled	School Sampled	Students Sampled	Teachers Sampled
1.	Oyo Central	3	15	600	75
2.	Oyo North	3	15	600	75
3.	Oyo South	3	15	600	75
	Total	**9**	**45**	**1,800**	**225**

Procedure

Research instrument

Learners' Characteristics Scales

i) **Self-Concept Scale (SCS)*:*** The ASCQ instrument used in this study was adopted from Liu and Wang (2005). The original scale had a reliability coefficient of 0.77, but it was revalidated to suit the needs of this study. The scale uses a 4-point rating format, with higher scores indicating greater academic self-concept. The instrument was subjected to content validity and its reliability was tested using the test-retest method on fifty(50) students. The interval between tests was two weeks, and the results yielded r = 0.79, indicating that the instrument is reliable.

ii) **Learning Style Questionnaire (LSQ):** This scale was designed by O'Brien (1985) and adopted to measure the learning styles of individual students. The scale consists of 30–item questions. It measures each of the visual, auditory and kinaesthetic learning styles of students. The participants were expected to respond in a three-point response format: Never Applies to Me (1); Sometimes Applies to Me (2); and Often Applies to Me (3). The validity of the instrument was done by subjecting it to proper scrutiny by experts in test and measurement. The instrument was trial tested on fifty (50) students to establish reliability coefficient using test-retest method. The reliability

coefficient value of each section yielded edα=.89; α=.73 and α =.77 for visual, auditory and kinaesthetic learning styles respectively which implied that the instrument is reliable for the study.

iii) **Parental Social Support Scale:** This scale was developed by Arlene et al (2015) and it was partly adapted by the researcher for the purpose of this study. It consisted of 15 items originally but three items were removed, due to expert scrutiny leaving 12 items. It was revalidated by the experts. The items sought to know the perception of the student towards social support received from their parents that influence their achievement. It was a 4-point type rating scale with responses varying from (1)Never (2) Some of the time (3) Most of the time (4) Always. The face and content validity were assessed by experts. Their liability of (PSSS) was assessed via test-retest method. The instrument was administered on fifty (50) students. The reliability coefficient of 0.91 obtained implies that the scale is reliable and has good psychometric properties.

iv) **School Climate Scale :** The Daleware School Climate Survey was adopted to measure school climate in this study. It was developed by Bear and Yang (2011) to measure how each student perceives the atmospheric condition of his/her school. The response format ranged from Disagree (D) = 1, Agree (A) = 2, strongly Agree (SA) = 3, Strongly Disagree (SD) = 4. Higher score indicates a positive school climate. The instrument was subjected to content validity by the experts. The reliability of the instrument was trial tested on fifty (50) students. Test-retest method was used at the interval of two weeks. It yielded r = 0.75 which implied that the scale is reliable for the study.

v) **Academic Achievement Test:** Students' Academic achievement was measured through their achievement in two core subjects (English and mathematics). Justification for the selection of the above core subjects could not be far from the fact that they (English and Mathematics) are the compulsory subjects for students' requirement for admission into any higher institution of learning. The questions were constructed by four teachers on each subject who were required to set forty questions each.

These questions were given to test and measurement experts to peruse. These experts scrutinised, made suggestions and rectified the question items in line with the purpose of this study. After these, necessary corrections were made and twenty question items each were submitted for mathematics and English achievement tests. These experts affirmed that the instrument covered the intended content and was valid for use. The reliability coefficient of the test was determined through test-retest method. The tests (Mathematics and English) were administered and re-administered within the interval of two weeks to fifty students (50 students). The result read thus:r = .69 for English and r = .76 for Mathematics using Pearson Product Moment Correlation. These values are considered high enough for the study.

Grade point description

A1 -	9 points	C4 -	6 points	D7 -	3points
B2 -	8 points	C5 -	5 points	D8 -	2 points
B3 -	7 points	C6 -	4 points	F9 -	1 Point

Method of Data Analysis

Descriptive statistics of frequency count, percentages, as well as mean and standard deviation were employed to describe the data obtained. Correlation analysis was used to test hypothesis 1 while multiple regression analysis was used to test hypotheses 2 and 3 at 0.05 level of significance**.**

RESULTS AND ANALYSIS

Table.2: Distribution of School Characteristics of the Respondents

	Categories	Frequency(f)	Percentage(%)
Mode of School	Day	1414	78.6
	Boarding	386	21.4
	Total	1800	100.0

Table .2 presents the characteristics of the respondents' school based on mode of the schools. It indicates that a significant proportion (78.6%) were day students and 21.4% of the respondents were boarders.

H01: There is no significant relationship among the independent variables (learners' characteristics, parental social support, school climate) and dependent variable of the study.

Table 3: Bivariate Correlation among the Study Independent Variables and Students' Achievement

	Learners' Characteristics (LS)	Parental Social Support (PSS)	School Climate (SC)	Students' Achievement (SA)
(LC)	1			
(PSS)	0.142	1		
(SC)	0.018	0.073	1	
(SA)	0.026	0.043	0.134	1

Table 3 shows the correlation matrix among the independent variables (learners' characteristics, parental social support, school climate) and students' achievement. Using the Pearson Product Moment Coefficient of Correlation (r), all the predictors positively correlated with students' achievement with varying degrees of relationship. Learners' characteristics had positive correlation with

students' achievement (r = 0.026). Similarly, parental social support and school climate both showed positive correlation coefficients of r = 0.043 and r = 0.134 respectively with students' achievement. Among the independent variables, it was observed that, school climate had positive correlation with learners' characteristics (r = 0.018) and parental social support (r = 0.073). Also, parental social support correlate positively with learners' characteristics (r = 0.142). The finding on the hypothesis revealed that the predictors positively correlated with students' achievement with varying degrees of relationship. This means that there is significant relationship among learners' characteristics, parental social support, school climate and students' achievement. This finding supports Hiarb and El-Shaarawl (2006) conclusion that students' achievement depends on many factors such as learning facilities, gender and school climate. It also corroborates Hiarb and El-Shaarawl (2006) finding that the most important factor with positive effect on student achievement as students' competence and school related factors. The proposition by Huissan (2006) that the guidance from the parents and the teachers indirectly affect the achievement of students is also supported by the present finding.

Ho2: There is no significant composite influence of learners' characteristics, parental social support and school climate on senior secondary school students' academic achievement in day schools in Oyo State.

Table 4: Influence of Learners' Characteristics, Parental Social Support and School Climate On Senior Secondary School Students' Achievement In Day School.

	Sources	Sum of Squares	df	Mean Square	F	Sig.
Day School	Regression	1290.403	4	322.601	14.609	0.000
	Residual	31113.942	1409	22.082		
	Total	32404.345	1413			

Model Summary	R^2=	Adj. R^2=	*SE* of the Estimate=
R=0.200	0.040	0.037	4.69918

Table 4 indicates that learners' characteristics, parental social support and school climate jointly influence senior secondary school students' achievement in day students in Oyo State $F(1409 = 14.609; p < .05)$. In an attempt to quantify the magnitude of the influence, a multiple regression conducted shows that learners' characteristics, parental social support and school climate related positively (R= .200) with senior secondary school students' achievement. The combined influence of learner characteristics, parental social support and school climate predicted 3.7% of variation in students' achievement in day school. However, the variation explained is very low. The finding shows that the influence of learners' characteristics, parental social support and school climate on senior secondary school students' academic achievement in day school is significant. This means that learners' characteristics, parental social support and school climate had significant combined influence on the achievement of day senior secondary school students. This could be because day students receive additional learning support from home which could have aided their learning This finding agrees with Lee et al., (1999) contended that students who have more from home support will consequently increase in learning.

Ho3: There is no significant influence of learners' characteristics, parental social support and school climate on senior secondary school students' academic achievement of boarding students in Oyo State.

Table 5: Influence Of Learners' Characteristics, Parental Social Support And School Climate On Senior Secondary School Students' Achievement In Day School.

Sources		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Model Summary		R =304			R^2=0.092	Adj R^2=0.083
Boarding School	Regression	1087.744	4	271.936	9.703	0.000
	Residual	10677.686	381	28.025		
	Total	11765.430	385			

SE of the Estimate =5.29390

Table 5 indicates that learners' characteristics, parental social support and school climate jointly influence senior secondary school students academic achievement in boarding schools in Oyo State F(381=9.703;p<.05). In an attempt to quantify the magnitude of the influence, a multiple regression conducted shows that learners' characteristics, parental social support and school climate related positively (R=.304) with senior secondary school students' achievement. The combined influence of learner characteristics, parental social support and school climate predicted 9.2% of variation in students' achievement. The finding implies that boarding students like their counterpart in day school academic achievement was influenced by the independent variables of the study. The probable reason for this outcome could be attributed to the students' positive learning characteristics which students may have developed in the boarding school. The finding corroborates earlier finding who found that day and boarding students shared some similar experiences especially in government owned schools. It also corroborates Eliot (2005) conclusion that day and boarding school students had similar learners' characteristics including their academic self-concept and learning styles.

Ho4: There is no significant influence of learners' characteristics, parental social support and school climate on senior secondary

school students' academic achievement of boarding students in Oyo State.

Table 6: Influence of Learners' Characteristics, Parental Social Support and School Climate on Senior Secondary School Students' Achievement in Day School.

Sources		Sum of Squares	Df	Mean Square	F	Sig.	
Model Summary		R =304				R^2=0.092	Adj R^2=0.083
Boarding School	Regression	1087.744	4	271.936	9.703	0.000	
	Residual	10677.686	381	28.025			
	Total	11765.430	385				

SE of the Estimate =5.29390

Table 6 indicates that learners' characteristics, parental social support and school climate jointly influence senior secondary school students academic achievement in boarding schools in Oyo State F(381=9.703;p<.05). In an attempt to quantify the magnitude of the influence, a multiple regression conducted shows that learners' characteristics, parental social support and school climate related positively (R=.304) with senior secondary school students' achievement. The combined influence of learner characteristics, parental social support and school climate predicted 9.2% of variation in students' achievement. The finding implies that boarding students like their counterpart in day school academic achievement was influenced by the independent variables of the study. The probable reason for this outcome could be attributed to the students' positive learning characteristics which students may have developed in the boarding school. The finding corroborates earlier finding who found that day and boarding students shared some similar experiences especially in government owned schools. It also corroborates Eliot (2005) conclusion that day and boarding school students had similar learners' characteristics including their academic self-concept and learning styles.

Discussion

Conclusion and Recommendations

The issue of how to improve students' academic performance will continue to generate attention especially when one considers government and parental investment on education. The study concluded that there is no significant composite influence of learners' characteristics, parental social support and school climate on senior secondary school students' academic achievement in day schools in Oyo State. Also, it was concluded that these independent variables show academic achievement of boarding and day school students separately. Government and school proprietors should ensure that the school climate reflects positive norms, goals, values, interpersonal relationships, sound teaching and learning processes and effective organisational structures. Parents must be ready to provide their wards with necessary parental social support. That is, they must value their children's experiences, show adequate love and interest in their learning development. They must also care for them as well as provide them with adequate learning materials.

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PROSPECTS & CHALLENGES CONFRONTING INSTITUTIONAL GOVERNANCE REFORMS IN HIGHER EDUCATION INSTITUTIONS

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Abstract

Educational experts endlessly contend the remarkable role that education plays in nation-building. Despite past attempts at reforms of higher education institutions in the last several years, tertiary educational institutions in Nigeria have been faced with unprecedented institutional governance challenges, including extremely poor funding by policymakers, shabby institutional management, and poor welfare scheme leading to low morale and low motivation of university teachers and professors. As will be presented in this paper, higher education establishments in Nigeria have a responsibility to forge modern paths to sustainability because sustainability has become a central component of higher education governance framework, policy enunciations, curricula modifications, and programme implementation in a global 21st-century tertiary education system. This paper employed PESTLE Analysis (a corporate analytical tool that stands for Political, Economic, Social, Technological, Legal and Environmental) to explain the contemporary sustainability challenges facing higher education, including how the changing economic, social, and political situations in Nigeria have united to create needs for continuous innovations and reforms in higher educational institutions. In addition, the paper discusses of university autonomy and presents explanations concerning the challenges of the government's imposition of restrictions on university freedom that

has led to persistent concomitant intellectual and social degradation. Finally, this paper presents means of achieving a highly responsive system in terms of access, teaching/learning, financing, and management/governance.

Keywords: higher education challenges and reform; governance; sustainability; university autonomy.

Introduction

Universities across the world are forging new paths to sustainability. In many private and public institutions, sustainability has become an integral part of higher education governance structure, policy articulations, curricula reforms and programmes implementation. In this paper, the authors offer explanation on how the changing economic, social and political situations in Nigeria have combined to create needs for constant innovations and reforms in higher education. The chapter argues that when governments imposed restrictions on university freedom, there would be a concomitant intellectual and social stagnation. To achieve sustainable transformation in higher education in Nigeria therefore, its educational system must be highly responsive in terms of access, teaching/learning, financing, and management/governance.

Higher Education Reform Efforts in Higher Education in Nigeria

Higher education institutions (HEIs) in Nigeria have gone through various reforms and witnessed considerable level of transformation (Akinyemi, Ofem, and Adebisi, 2012). Government budgeted N249 billion for the entire Nigerian education sector in 2009. Besides the subject of inadequate access, higher education in Nigeria, in the last three decades, is still being confronted by myriad of challenges. These have necessitated the introduction of different reforms aimed at promoting sustainable transformation in the industry. Accordingly, this chapter discusses governance reforms in HEIs in Nigeria and assesses the university autonomy reforms in relation to sustainable transformation of higher education in Nigeria (Altbach, 2012).

Changing economic, social and political situations in developed and developing countries have combined to create needs for

constant innovations and reforms in education. As Durkheim (1938) argues: Educational transformations are always the result and the symptom of social transformations … is necessary because new ideas and needs have emerged, in which the former system is no longer adequate (Durkheim, 1938). Educational reforms emanate from the basic conviction that significant progress can be made in a nation by its people through careful engineering of the education reform process. A cursory look at the philosophy of Nigeria higher education as articulated in the National Policy on Education (NPE, 2004) will help to elucidate the basis for some of these reforms.

The goals of higher education are to:

i. Contribute to national development through high-level relevant manpower training;
ii. Develop and inculcate proper values for the survival of society;
iii. Develop the intellectual capability of individuals to understand and appreciate in their local and external environments;
iv. Acquire physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
v. Promote and encourage scholarship and community services;
vi. Forge and cement national unity; and
vii. Promote national and international understandings.

Challenges identified as inhibiting the quality delivery of university Education in Nigeria.

A number of challenges have been identified as inhibiting the quality delivery of university Education in Nigeria. According to Akinsanya (2017), these include the absence of true University autonomy; depreciating quality of higher education teachers; research capacity deficit; use of outdated teaching methods and slow adoption of ICT for delivering quality university education; capacity deficit of quality assurance agencies; infrastructural/facilities inadequacies in the midst of massification of higher education institutions; management inefficiencies; poor quality of entrants into higher education from the secondary level; curriculum irrelevance- academic programmes not aligned to

labour market needs; weak regional integration and language barriers; absence of an African Credit Transfer Scheme – hindering comparability of certificates and diplomas, mobility; and poor welfare scheme leading to low morale and low motivation of university staff (Akpotu and Akpochaf, 2019).

Pestle Analysis for the challenges of higher education in Nigeria

PESTLE analysis is a tool that acts as a prompt to the staff and governors involved in the analysis of the developments in the school's environment that could affect its risk profile (Perera, 2017). It is effective for conducting a more comprehensive analysis. The initials stand for: Political e.g. a new government initiative creates the risk that higher education may fail to deliver the policy or be diverted away from local priorities.

Political factors

Political factors relate to how the government intervenes in higher education. Specifically, political factors have areas including funding, tax policy, labour law, environmental law, trade restrictions, tariffs, and political stability. Political factors may also include policies and legislation which the government aims to provide or be provided and those that the government does not want to be provided. Furthermore, governments have a high impact on the education, and infrastructure of a nation.

Government intervention in higher education in Nigeria surfaced as a key point in the earlier description of the political dimension of the PEST methodology. This is a significant issue for higher education where a declining role for the state in relation to funding has been evident for some time. Unlike Nigeria, in many countries, notably the United States, Australia and England, governments have opted for an approach, variously described as market-ization, privatization or neoliberalism, whereby institutions operate and compete in a self-regulating free market with minimal state intervention. The intent is that competition should drive up quality, improve efficiency, and deliver better value for money and offer choicer for consumers than when state funding predominates. Higher education has experienced a major reduction in government funding and one estimate is that the share of public expenditure on tertiary education in Nigeria fell from 80% in 1995 to 10% in 2019

(Oseni, 2020) while a decline from 90% in the 1970s to 42% in 2010 is cited for Australia (Connell, 2019).

Economic factors include economic growth, exchange rates, inflation rate, and interest rates. These factors can drastically affect how higher education operates. For example, interest rates affect a firm's cost of capital and therefore to what extent public organizations grow and expand.

The influence of political factors is also evident in the economic environment for higher education, notably in the impact of low funding, competition and student expectations. Higher education institutions, as mentioned previously, are vulnerable to government cuts and market forces at times of economic downturn. The global recession of 2008 hit hard at the time and has cast a long shadow since. To this can be added wide-spread expectation of a deep recession arising from the global coronavirus pandemic of 2020. Higher Institutions in the country experienced a substantial reduction in government support from 2008. This was reported for the period between 2008 and 2016 at a third for Nigeria (Ubogu, 2021).

Higher institutions face a challenging economic climate. Many have responded with a focus on maximizing operating efficiencies through measures such as reviewing course offerings, merging campuses or centralizing services. Administrators have, however, encountered limits to the extent and effectiveness of such efforts (Marcum, 2014). As a result, there is, except for countries such as Norway where higher education is free at public institutions, a strong reliance on revenue from tuition fees asstate support has declined. Fees have been on the increase, rising, forexample, from $12,000 to $26,000 or from $33,000 to $63,000 at com-parable US public and private universities respectively between 2000 and2015, inclusive of room and board (Geiger, 2019, p. 314)

Social factors include the cultural aspects and health consciousness, population growth rate, age distribution, career attitudes and emphasis on safety. High trends in social factors affect the demand for a company's products and how that company operates. For example, the ageing population may imply a smaller and less-willing workforce (thus increasing the cost of labour). Furthermore, companies may change various management

strategies to adapt to social trends caused from this (such as recruiting older workers).

Technological factors include technological aspects like R&D activity, automation, technology incentives and the rate of technological change. These can determine barriers to modern learning. Technology is having an increasingly transformational impact on education, affecting a broad range of areas from how students learn, to how educators enhance their own skills, enrich classroom environments; as well as impacting how administrators manage grades, maintain security and track payments. Technology can also help to make education a much more interactive and collaborative process. Email, course-based websites, and computer-based chat rooms are some of the technology-enabled resources that facilitate communication and teamwork among students. However, poor technological acquisition in higher education in Nigeria has significantly reduced the quality of education of education in Nigeria.

Environment and legal dynamics affecting higher education in Nigeria

There has been interaction of issues of law and education and has become more pronounced by the day as our society continues to witness significant and rapid socio-political and economic changes. In an age that is globally infused with the concern for individual rights, there is of recent an emergence of local court cases as a confrontation of school house authority. In Nigeria, this is a post-1970 phenomenon and discussion on the same in the academic literature is scanty. There are significant legal issues in educational management in Nigeria.

Public schools are usually creatures of law. Their creation, control and management, and the countless day-to-day decisions are directly or indirectly products of the law. Matters of school finance, teacher-board relations or teaching service commission-employment relations, curriculum, policy making and the effect on teachers, pupils and parents, and a variety of relationships among schools, the community and other bodies all derive from the constitution or enabling

Prospects and resolutions

The solutions rest with all educational stakeholders to proffer solutions to these challenges without shifting the burden to the government alone. Parents, students, teachers and other staff in the university, university managers, regulatory agencies, the private sector, the media, development partners, community leaders, religious leaders, political elites and actors, indeed all beneficiaries of the products of the university system have roles to play in taming the dragon of the challenges (Udoh, n.d.).

Specifically, the granting of true autonomy to universities which is driven by the universities being less dependent on government for funding is a key means of resolution to the challenges of higher education in Nigeria. Also, strengthening teaching and research capacity of academic staff through the implementation of intensive and sustained training programmes like those offered by VICBHE; improved resourcing of facilities for teaching and research to ensure that African universities shift from being glorified secondary schools to matching their counterparts in the developed world; improving the relevance of the curriculum (curriculum re-engineering) to enable it produce nationally and regionally-relevant and globally competitive graduates; improving the delivery of basic education so that entrants into universities are of better quality; political commitment to regional integration for south-south collaboration; development of an African Credit Transfer Scheme (ACTS); speedy establishment of the Pan African Quality Assurance and Accreditation Agency (PAQAA); and improvement in the welfare of university staff.

There should be an increase in the sources of financial inflow into universities and that these should include the payment of tuition fees that are adjusted to the course of studies with bursaries and scholarships for indigent students.

Furthermore, universities should be more proactive in exploring other avenues of securing funds that are open to higher educational institutions – grants, endowments, consultancies, research – and should reduce their over-dependence on government funding.

Additionally, governments should hold universities to account to source for aspects of their funding requirements. Governments should allow university managements and governing councils to be totally responsible for the running of the affairs of universities including hiring and firing of staff and the payment of

differential salaries, where necessary, within clearly stipulated government guidelines.

Public universities should be allowed to deploy their resources by themselves and as they deem fit to establish facilities for teaching, learning, research and innovation within their areas of interest, competence and specialization.

Lastly, there is the need to tighten the recruitment process, especially for the teaching staff so as to hire only bright and committed staff who should be appropriately remunerated to retain such staff and avoid brain drain.

Conclusion

Indeed, this study is timely because reforms of higher education institutions has now demanded much attention. The study contributes to the sustainability of higher education governance frame work, policy enunciations, curricula modifications and programme implementation in a global 21st century tertiary education system. There is no doubt that this study will serve as a focus for university autonomy and the challenges of government's imposition of restrictions on university freedom that has led to persistent concomitant intellectual and social degradation.

Recommendations

To resolve the challenges facing institutional governance reforms in higher education institutions in Nigeria, the following have been recommended:

i. granting of true autonomy to universities which is driven by the universities being less dependent on government for funding,
ii. strengthening teaching and research capacity of academic staff through the implementation of intensive and sustained training programmes,
iii. improved resourcing of facilities for teaching and research to ensure that African universities shift from being glorified secondary schools to matching their counterparts in the developed world,
iv. improving the relevance of the curriculum (curriculum re-engineering) to enable it produce nationally and regionally-relevant and globally competitive graduates, improving the delivery of basic education so that entrants into universities are of better quality,

v. improvement in the welfare of university staff,
vi. increase in the sources of financial inflow into universities and that these should include the payment of tuition fees that are adjusted to the course of studies with bursaries and scholarships for indigent students, universities should be more proactive in exploring other avenues of securing funds that are open to higher educational institutions – grants, endowments, consultancies, research – and should reduce their over-dependence on government funding,
vii. governments should allow university managements and governing councils to be totally responsible for the running of the affairs of universities including hiring and firing of staff and the payment of differential salaries, where necessary, within clearly stipulated government guidelines and Public universities should be allowed to deploy their resources by themselves and as they deem fit to establish facilities for teaching, learning, research and innovation within their areas of interest, competence and specialization.

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WORKING CONDITIONS AS PREDICTORS OF TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OYO STATE

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Abstract

The present study aimed to examine the relationship between working conditions and teachers' performance in public secondary schools in Oyo state, as existing literature indicates a lack of research on this topic. Herzberg's Two Factor Theory served as the analytical framework for the investigation. Formulated were two research questions and two hypotheses. The research methodology used was descriptive survey research. The research sample consisted of 14,508 teachers and 625 principals in Oyo State. Total sample size comprised 178 principals and 2,569 teachers. The study utilized two self-designed questionnaires, namely the Working Conditions Questionnaire (WCQ) with a correlation coefficient of 0.73 and the Teacher's Job Performance Questionnaire (TJPQ) with a correlation coefficient of 0.81. Analysis of the collected data was conducted using descriptive and inferential statistics. The findings indicated that the teaching ($\bar{x}$=3.08) and administrative (2.70) performances of instructors are of a moderate level. The working conditions about school physical facilities ($\bar{x}$=1.71), workload ($\bar{x}$=2.62), and remuneration ($\bar{x}$=1.94) are unsatisfactory. Analysis revealed a substantial impact of working conditions on the performance of teachers (F=165.681, p<0.05). The study found that school physical facilities (Beta =.927; t = 14.993) and financial compensation (Beta =.188; t =.806) positively influence teacher performance, whereas workload (Beta

= -.376; t = -.21.114) negatively affects it. The gender of teachers exerts no effect on their performance (p-value=.496).

Keywords: Principal, Teachers' performance, Working Condition

1.0 Introduction

Teachers constitute a crucial human resource within the educational system. Academic lives and success of students greatly depend on their indispensable role. The respective functions they assume are essential for the efficacy in pupils' educational achievements. The primarily teaching and administrative functions or responsibilities are crucial for achieving the general goals and objectives of the school system. Inadequate performance of instructors in their roles or responsibilities might hinder pupils from attaining academic achievement and prevent the school from achieving its overall objectives. While instructors play a vital role in achieving educational goals and objectives, there has been a noticeable lack of adequate performance among teachers in secondary schools in Oyo state. The inadequate performance of teachers in their academic duties is a matter of significant concern, since it has far-reaching implications for students, instructors, schools, and society as a whole. Nevertheless, the commendable performance of teachers results in a favorable influence and dissemination of knowledge to the pupils, who subsequently develop into valuable members of society capable of making their individual contributions towards the improvement of society.

Working conditions, as described by Toropova, Myrberg, and Johansson S. (2021), refer to the circumstances or environment in which work is carried out, including the school setting and the specific time, location, and structure of labor. Teacher satisfaction is contingent upon a well-organized work environment equipped with sufficient tools, materials, and a conducive atmosphere. Conversely, inadequate equipment and facilities can result in tension and stress among instructors. Liang and Akiba (2017) found that favorable working conditions can lead to the retention and enhancement of professional performance among diligent teachers, and conversely. The surrounding conditions could thus exert an influence on the performance of teachers. An indigenous study conducted by Bolarinwa, Onajite, Ogunmilade, Olaoye, and Olaniyi (2020) found a notable correlation between the working

circumstances and the productivity of teachers in Ekiti state. Furthermore, Myeya and Rupia (2020) demonstrated that the working conditions have a substantial impact on the job performance of teachers in public secondary schools in Tanzania. Working conditions encompass several elements, including the accessibility of necessary tools and equipment, sufficient working space for completing different tasks, leadership styles that allow freedom of personal expression, innovation and creativity, a sense of recognition, and the availability of various motivators such as remuneration (Toropova, et al. 2021). Based on the aforementioned elements, this study examines three significant indicators of working conditions: school physical infrastructure, workload, and compensation. Akomolafe & Adesu (2016) define school physical facilities as the tangible assets that support the process of teaching and learning in a school. Educational infrastructure encompasses the physical structures of a school, including buildings, classrooms, libraries, laboratories, toilet facilities, learning materials, and other facilities that are expected to enhance the teaching and learning process. Sipayung (2021) provided a definition of workload as the allocation of tasks that a teacher is expected to accomplish within a specific timeframe. Based on whether the instructor has an excessive, moderate, or insufficient workload at a certain time, the workload can be classified as heavy (overload), normal, or light (under load) (Usman & Kabir 2019). A limited number of research have confirmed a correlation between the workload and the performance of teachers. According to Usman & Kabir (2019), there exists a negative correlation between workload and job satisfaction among instructors. Adigun (2020) proposed that there is a statistically significant correlation between the workload and job satisfaction of instructors who teach students with special needs. A study conducted by Okiridu & Godspower (2020) revealed a notable correlation between the workload of teachers and their ability to offer education. The study findings indicate that an extensive number of courses taught in a semester, as well as the supervision of numerous undergraduate projects and post-graduate theses, significantly impact the job performance of lecturers in universities in Rivers State (Amie-Ogan & Fekarurhobo, 2021). Remuneration, as defined by Oyetakin, Ajalode, and Alen (2020), refers to the comprehensive compensation packages that can be used to incentivize instructors to enhance their job performance.

Possible forms of compensation include salary augmentation, gratuity, periodic promotion, fixed allowances, variable allowances, incentives, and welfare packages. A limited number of studies have examined the potential correlation between compensation and the performance of teachers in Nigeria. Adamu, et al. (2020) found that compensation, when used as a motivational tool, had a substantial impact on the job satisfaction of teachers in Benue state. Zikanga, Anumaka, and Tamale (2021) determined that inadequate compensation for teachers hinders top-notch job performance, particularly when the basic salary is poor and there is a dearth of incentives and allowances in government-aided schools in Uganda. In contrast, Obikwelu and Nwasor (2017) observed that the compensation payments received by teachers did not have a substantial impact on their incentive to succeed in secondary schools in Anambra state. An examination of the literature, however, shows a lack of research on the impact of compensation on the performance of secondary school teachers, particularly in the Southwest region of Nigeria. Therefore, this also gives rise to a lacuna in the existing body of literature that must be resolved. The present study investigated the working conditions as a prominent dimension within the educational setting. Aside from the potential influence of working environment, the gender of teachers may potentially minimize the impact on their performance. Abolade (2021) describes gender as the inherent characteristics of being male or female in a teacher. Gender norms are the prescribed duties, attitudes, activities, and characteristics that a culture, like Nigeria, acknowledges as suitable for males and females at a certain period. The beliefs and societal assumptions regarding womanhood and manhood give rise to gender systems that dictate the roles, duties, activities, access to and control over resources, and decision-making opportunities of females and males. Teachers of different genders often exhibit inherent differences and respond differently to particular circumstances. Against this context, this research study examined working circumstances as indicators of teachers' performance in secondary schools in Oyo state, Nigeria, with a moderating variable of gender, in an effort to fill the present knowledge gap.

Statement of the Problem

The performance of teachers is a critical factor in the success of students and the overall quality of education in any educational

system. In public secondary schools, particularly in Oyo State, Nigeria, teachers' effectiveness significantly influences student outcomes, school climate, and the achievement of educational goals. However, the working conditions under which teachers operate often-present challenges that can affect their performance. Factors such as inadequate facilities, overcrowded classrooms, poor remuneration, lack of professional development opportunities, and limited administrative support have been reported as common issues in public schools.

Teachers in public secondary schools face daily struggles with these conditions, which can lead to job dissatisfaction, low morale, reduced motivation, and ultimately, poor performance in the classroom. These issues not only influence the quality of education students receive but also contribute to high turnover rates and burnout among teachers.

In Oyo State, the public education system has been grappling with declining academic performance and reports of teacher inefficiency. While various factors may contribute to this, inadequate working conditions are likely to be a significant predictor of teacher performance. Despite numerous policy efforts and reforms aimed at improving education, the conditions under which teachers work remain suboptimal. Understanding how these conditions affect teacher performance is crucial for developing interventions that can enhance both teacher effectiveness and student outcomes.

This study seeks to investigate the relationship between working conditions and teachers' performance in public secondary schools in Oyo State. Specifically, it aims to identify the extent to which factors such as remuneration, school infrastructure, workload, and administrative support predict teachers' ability to perform effectively. Addressing this issue is essential for improving the overall quality of education and ensuring that teachers can work in environments that support their professional growth and the academic success of their students.

Aim and Objectives of the Study

The aim of this study is to investigate working environment as a predictors of teachers' performance in public secondary schools in Oyo state. The study also aims to examine the mediating influence of gender as a moderating variable.

The objectives are to:

- determine the level of teachers' performance in public secondary schools in Oyo state;
- ascertain the working conditions in public secondary schools in Oyo state;
- investigate the influence of working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo state;
- examine the gender difference in teachers' job performance in public secondary schools in Oyo state.

Research Questions

1. What is the level of teachers' performance (teaching and administrative) in secondary schools in Oyo state?
2. What are the working conditions (school physical facilities, workload and remuneration) in public secondary schools in Oyo state?

Hypotheses

The following null hypotheses are formulated and would be tested at 0.05 level of significance. They include:

$H_0$1: There will be no significant influence of working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo state;

$H_0$2: There will be no significant gender difference in teachers' performance in public secondary schools in Oyo state.

Scope of the Study

This study strictly covers independent variable 'working conditions' (school physical facilities, workload and remuneration) and dependent variable - 'teachers' performance' (teaching and administrative). The study also examines the mediating effect of teachers' gender as a moderating variable. The geographical scope covers all the public secondary schools in Oyo state. Oyo State is one of the most populous states in Nigeria with a significant number of public and private schools. Research on teachers in this

state can provide valuable insights into the teaching workforce, which can help improve educational standards in the region.

Literature review

Numerous scholars in several disciplines, particularly in the realms of human resource management and organizational behavior, have extensively investigated the notion of performance. Ayundasari, et al. (2017) provided a definition of performance as a quantifiable result attained by employees through established processes under the oversight of management. In their study, Altunova and Kalman (2020) extended the existing concept by asserting that performance encompasses both the numerical and qualitative achievement of a particular objective by an individual or organization. This perspective emphasizes that performance encompasses not only the completion of tasks but also the extent to which objectives are attained. In their study, Rivai et al. (2019) defined performance as the demonstration of conduct by employees inside an organization, in accordance with predetermined criteria, resulting in quantifiable results. According to Calvin (2017), performance is the resultant value obtained from the collection of actions demonstrated by individuals throughout a certain timeframe. Employee performance refers to the overall expected contribution of an individual in a certain position within the firm. In their study, Utami and Wedasuwari (2019) reiterated the notion that performance refers to the effective accomplishment of tasks and the resulting outcomes within a specific timeframe. Similarly, Hassan et al. (2017) highlighted the significance of activities that directly or indirectly enhance the capability and success of the organization.

Thus, performance encompasses a variety of behaviors such as efficiency in completing tasks, collaboration with others, quality and quantity of job output, and attendance. A study conducted by Sultana and Chechi (2018) found that performance is a vital measure for assessing the efficacy of both employees and organizations. Within the realm of education, the performance of teachers comprises not just these aspects but also includes certain responsibilities associated with teaching and school management. In his study, Okeze (2021) defined teachers' performance as the degree of dedication and methodologies employed by secondary school teachers in carrying out their teaching and administrative responsibilities. Essential attributes of effective instructors'

performance encompass timeliness, thorough preparation, adept classroom management, and the use of instructional tools. Achmad (2017) provided a more precise definition of instructors' performance as the result of assigned duties, taking into account their level of expertise, experience, and availability of time. This indicates that teacher performance encompasses a wider array of activities that go beyond direct classroom instruction, including lesson planning and meeting the learning needs of students. The performance of teachers is fundamentally linked to their capacity to carry out their main duty of molding learners through teaching, mentoring, and behavior modification. The study conducted by Okeke-James (2020) highlighted that teachers' effectiveness encompasses not only classroom instruction but also timeliness, adherence to the syllabus, preparation of lesson notes, and resolution of students' difficulties. Effective teacher performance is essential for schools to attain their educational objectives.

Numerous studies have investigated the impact of working conditions on performance in educational environments. In a study conducted by Ngwenya (2021), the working conditions of teachers in Zimbabwe were examined and their impact on performance. The findings revealed that schools in Zimbabwe that offered superior conditions were more inclined to attract and retain highly skilled instructors. Conversely, inadequate working conditions resulted in decreased productivity, increased absenteeism, and high instructor turnover. Teachers working under unfavorable circumstances, such as little compensation and high teacher-to-student ratios, sometimes experienced excessive workloads, resulting in diminished educational achievement.

In their study, Opondo and Ajowi (2015) investigated the working conditions of support workers in secondary schools located in Rarieda Sub-County, Kenya, and the subsequent influence on their job performance. The research revealed that unfavorable circumstances, including insufficient wages, substandard housing, and absence of necessary equipment, had an adverse impact on job performance. Notwithstanding these difficulties, certain support personnel assumed supplementary employment to manage their living conditions. The research emphasized the necessity of enhancing working circumstances in order to enhance the performance of personnel in educational institutions.

The study undertaken by Alonge, et al. (2020) aimed to assess the impact of working conditions and salary on the productivity of teachers in government-owned secondary schools in Ekiti State, Nigeria. The data indicated a substantial correlation between working conditions, salary, and the productivity of teachers. Enhancements in working conditions and increased compensation were suggested as means to enhance the performance of instructors at educational institutions.

Marinette (2017) conducted a comprehensive study to investigate the correlation between working conditions and teacher attrition in secondary schools located in the South West Region of Cameroon. The study found inadequate remuneration, substandard working conditions, and absence of job contentment as primary elements that contribute to teachers resigning from their positions. The findings underscored the need of enhancing working circumstances as a means to mitigate teacher turnover and optimize their performance.

A study conducted by Alyaha and Mbogo (2017) examined the impact of working circumstances on the satisfaction and performance of teachers in private primary schools located in Yei town, South Sudan. The study unveiled that insufficient infrastructure in educational institutions resulted in teacher discontent, therefore adversely affecting their professional effectiveness. The researchers advised that school administrations allocate resources towards enhancing working conditions in order to augment job happiness and work performance.

The study conducted by Asumah et al. (2019) in Ghana investigated the impact of welfare management techniques, namely working circumstances, on the performance of teachers. An analysis revealed a strong and statistically significant correlation between working circumstances and teacher performance. Teachers who had advantageous working conditions, including family-friendly rules and prompt disbursement of benefits, exhibited superior performance in their positions. In order to enhance teacher effectiveness, the study advocated for improved welfare administration.

Cumulatively, these studies underscore the significance of working environments in influencing the effectiveness of teachers and other personnel in educational institutions. Various aspects of working conditions, including remuneration, infrastructure, workload, and administrative assistance, significantly influence

both job satisfaction and productivity. Inadequate working conditions result in occupational discontent, elevated employee attrition, and diminished productivity, whereas enhanced conditions promote increased job satisfaction, employee retention, and efficiency.

Working conditions are expected to have a substantial impact on the performance of teachers in public secondary schools in Oyo State, Nigeria. The confluence of insufficient infrastructure, meager compensation, and excessive workload frequently documented in numerous Nigerian public schools may potentially worsen teacher burnout and diminish morale. In order to enhance instructors' effectiveness and, consequently, the quality of education offered to students, it is imperative to improve these conditions.

Recognizing the crucial importance of teachers in the educational system, it is essential to establish a favorable setting that promotes their professional development and welfare. It is imperative for schools to give priority to enhancing working conditions in order to guarantee that instructors are driven, efficient, and capable of providing high-quality education. Such endeavors necessitate not just allocation of funds towards infrastructure and resources, but also the implementation of rules that foster equitable compensation, chances for professional growth, and administrative assistance. By tackling these conditions, public secondary schools in Oyo State and throughout Nigeria can enhance the effectiveness of teachers, resulting in improved student achievements and a stronger educational system.

3.0 Methodology

The study methodology employed is a descriptive survey approach. The research population consists of all instructors employed in public secondary schools in Oyo state. The sample approaches under question encompass multi-stage, clustered, and basic random sampling methods. According to the Ministry of Education's 2019/2020 Academic Session, there were 625 public secondary schools in Oyo State at the time of the study. Along with these schools, there were 625 principals and 14,508 teachers. At the first step, a random selection of 5 local government areas was made from each senatorial district, resulting in a total of 15 local governments. During the second round, a total of 150 schools were

chosen at random, with 10 schools pulled from each local government region. In the third phase, a random selection of 178 teachers was made from the available 150 schools.

The research tool for this study is delineated into four distinct portions, namely labeled as A, B, C, and D. Section A is specifically intended to obtain certain details regarding the personal data of the participants. Measurement of the school climate was the purpose of Section B. Section C and D consist of modified systematic items designed to gather data on teachers' job satisfaction and job performance, respectively. These items are based on the Likert Scale, with four response options: Very Often = 4, Often = 3, Not often = 2, and Never = 1. An instrument validation pilot study was conducted to assess its dependability using the test-retest approach to determine the stability principle. The coefficient obtained was 0.89. The data underwent statistical tests and analysis, employing descriptive statistics such as percentages and mean calculation to address the study issues. This study employed Multiple Regression analysis and Analysis of Variance at a significance level of 5% to examine the two null hypotheses.

Result and Discussion

Research Question 1: What is the level of teachers' performance (teaching and administrative) in secondary schools in Oyo state?

Table 1: Level of Teachers' Performance (Teaching) In Secondary Schools In Oyo State. (N=178)

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	My teachers are effective in delivering their lessons	9 (5.1)	157 (88.2)	12 (6.7)	0 (0)	2.98	0.34	Moderate Level
2	My teachers skilful in use of instructional materials for instruction	26 (14.6)	140 (78.7)	12 (6.7)	0 (0)	3.08	0.46	Moderate Level
3	My teachers ensure they meet up with their lesson periods	48 (27)	110 (61.8)	20 (11.2)	0 (0)	3.16	0.60	Moderate Level
4	My teachers effectively completes the	12 (6.7)	115 (87.1)	11 (6.2)	0 (0)	3.00	0.36	Moderate Level

	scheme of work for each term							
5	My teachers ensure their lesson notes/plan are properly updated on time	9 (5.1)	128 (71.9)	41 (23)	0 (0)	2.82	0.50	Moderate Level
6	My teachers manages the classroom properly during instruction	66 (37.1)	108 (60.7)	4 (2.2)	0 (0)	3.35	0.53	Moderate Level
7	My teachers use well proven teaching methods for instructional activity	27 15.2%	151 (84.8)	0 (0)	0 (0)	3.16	0.36	Moderate Level
Weighted Mean = 3.08; S.D = 0.45; Overall Decision = Moderate Level								

Source: Fieldwork, 2021

KEY: *HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation*

******Threshold*****:** *If mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level*

Table1 reveals that teaching performances of teachers in public secondary schools in Oyo State, Nigeria is at a moderate level. Hence, level of teachers' performance (teaching and administrative) in secondary schools in Oyo State is Moderate (**Weighted Mean=3.08; S.D = 0.45**)

Table 2: Level of Teachers' Performance (Administrative) In Secondary Schools In Oyo State. (N=178)

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	My teachers are very active in curricular and extra-curricular activities	94 (52.8)	82 (46.1)	2 (1.1)	0 (0)	3.52	0.52	High Level
2	My teachers discipline students properly without biasness	6 (3.4)	116 (65.2)	56 (31.5)	0 (0)	2.72	0.52	Moderate Level

3	My teachers keep records adequately	39 (21.9)	136 (76.4)	3 (1.7)	0 (0)	3.20	0.44	Moderate Level
4	My teachers are actively involved in students' welfare programs	4 (2.2)	44 (24.7)	123 (69.1)	7 (3.9)	2.25	0.56	Low Level
5	My teachers actively give reports concerning students to their parents	0 (0)	19 (10.7)	109 (61.2)	50 (28.1)	1.83	0.60	Not At All
	Weighted Mean = 2.70; S.D = 0.52; Overall Decision = Moderate Level							

Source: Fieldwork, 2021

KEY: *HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation*

******Threshold*:** *If mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level*

Table 2 generally reveals that administrative performances of teachers in public secondary schools in Oyo State, Nigeria are at a moderate level. (**Weighted Mean=2.70; S.D = 0.52**)

Research Question 2: What are the working conditions (school physical facilities, workload and remuneration) in public secondary schools in Oyo state?

Table 3: Working Conditions (School Physical Facilities) In Public Secondary Schools in Oyo State

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	Staff offices are very conducive for teachers	0 (0)	207 (8.3)	2172 (86.9)	121 (4.8)	2.03	0.36	Disagree (Bad)
2	Laboratories are well equipped for instruction	0 (0)	80 (3.2)	1503 (60.1)	917 (36.7)	1.67	0.54	Disagree (Bad)
3	Staff convenience facilities are conducive	11 (0.4)	16 (0.6)	2152 (86.1)	321 (12.8)	1.89	0.37	Disagree (Bad)
4	School libraries are well resourced	0 (0)	36 (1.4)	1377 (55.1)	1298 (51.9)	1.50	0.53	Disagree (Bad)
5	Instructional materials (visual, audio and audio-visual aids) are adequate for	0 (0)	36 (1.4)	1377 (55.1)	1087 (43.5)	1.58	0.52	Disagree (Bad)

	teaching and learning							
6	Classrooms are conducive for teaching	0 (0)	31 (12)	1714 (68.6)	755 (30.2)	1.71	0.48	Disagree (Bad)
7	Recreational facilities are available and conducive for teaching and learning	0 (0)	21 (0.8)	1573 (62.9)	906 (36.2)	1.65	0.50	Disagree (Bad)
	Weighted Mean = 1.71; S.D = 0.47; Overall Decision = Disagree (Bad)							

Source: Fieldwork, 2022

KEY: *SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation*
******Threshold:*** *mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good*)

Table3 shows that the working conditions (school physical facilities) in Oyo State, Nigeria as perceived by the teachers is bad (disagree)(**Weighted Mean = 1.71; S.D = 0.47).**

Table 4: Working Conditions (Workload) In Public Secondary Schools in Oyo State

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	I am made to spend more hours at work than the stipulated daily amount of hours	0 (0)	273 (10.9)	2125 (0)	102 (4.1)	2.07	0.38	Disagree(Bad)
2	I am made to teach extra classes and extra-mural lessons	39 (1.6)	309 (12.4)	1939 (77.6)	213 (8.5)	2.07	0.53	Disagree (Bad)
3	I teach more students than my capacity	493 (19.7)	1669 (66.8)	338 (13.5)	0 (0)	3.06	0.57	Agree (Good)
4	I teach more subjects than is required	124 (5.0)	1791 (71.6)	585 (23.4)	0 (0)	2.82	0.50	Agree (Good)

5	I teach more classes beyond my capacity	192 (7.7)	1875 (75)	433 (17.3)	0 (0)	2.90	0.49	Agree (Good)
6	I teach more lesson periods in a week beyond my capacity	159 (6.4)	1770 (70.8)	571 (22.8)	0 (0)	2.84	0.51	Agree (Good)
Weighted Mean = 2.62; S.D = 0.50								

Source: Fieldwork, 2022

KEY: *SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation*

******Threshold:*** *mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good*)

The operating conditions (workload) of public secondary schools in Oyo state, Nigeria, as perceived by the teachers, are presented in Table 4. The survey revealed that four (4) questions had a 'agree (good)' response, suggesting that the majority of teachers acknowledged teaching more pupils than their capacity and teaching more subjects than necessary. In addition, they reached a consensus to teach a greater number of classes than their capacity allows, as well as accommodate more instruction times in a week than their capacity allows. Furthermore, two (2) items were marked as "disagree (poor)", indicating that the majority of instructors disagreed with the notion that they are required to work more hours than the specified daily schedule and are expected to teach additional classes and extra-mural lessons.

Table 5: Level of Remuneration of Teachers in Public Secondary Schools in Oyo State

S/N	Items Level which I Receive)	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	reward for my performance at work	0 (0)	434 (17.4)	858 (34.3)	1208 (48.3)	1.69	0.75	Low Level
2	leave bonuses	0 (0)	2334 (93.4)	166 (6.6)	0 (0)	2.93	0.25	ModerateLevel
3	life insurance	0 (0)	0 (0)	1027 (42.9)	1428 (57.1)	1.43	0.50	Not At All
4	motor insurance	0 (0)	0 (0)	1581 (63.2)	919 (36.8)	1.63	0.48	Low Level
5	vacation leave	0 (0)	0 (0)	1155 (46.2)	1345 (53.8)	1.46	0.50	Not At All
6	sick leave	34 (1.4)	2300 (92)	166 (6.6)	0 (0)	2.95	0.25	Moderate Level
7	in-service training	0 (0)	434 (17.4)	917 (36.7)	1149 (46)	1.71	0.74	Low Level
8	recognition for my work performance	0 (0)	0 (0)	1148 (45.9)	1352 (54.1)	1.46	0.50	Not At All
9	allowances such as car and housing allowances	0 (0)	0 (0)	1298 (51.9)	1202 (48.1)	1.52	0.50	Low Level
10	pension scheme	13 (0.5)	2298 (91.8)	191 (7.6)	0 (0)	2.92	0.28	Moderate Level
11	welfare packages	0 (0)	434 (17.4)	942 (37.7)	1124 (45.0)	1.72	0.74	Moderate Level

Weighted Mean = 1.94; S.D = 0.499; Overall Decision = Low Level

Source: Fieldwork, 2022

KEY: *HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation, M= Mean*
******Threshold:*** *mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level*

The data shown in Table 5 indicates that the compensation received by teachers in public secondary schools in Oyo State, Nigeria is somewhat low (Weighted Mean = 1.94; S.D = 0.499), suggesting a state of poverty. A significant proportion of the participants (48.3%) say that they receive rewards for their

performance at a modest level, while 34.3% also report receiving such benefits at a low level. These findings indicate either discontent or a deficiency in a comprehensive system of incentives for achieving desired outcomes. The average score of 1.69 (poor Level) and standard deviation of 0.75 suggest a prevalent poor level of perception about incentives.

Test of Hypotheses

$H_0$1: There will be no significant influence of working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo state

Table 6: Influence of Working Conditions (School Physical Facilities, Workload and Remuneration) on Teachers' Performance (Teaching and Administrative) in Public Secondary Schools in Oyo State

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1832.107	3	610.702	165.681	.000[b]
	Residual	22989.613	6237	3.686		
	Total	24821.720	6240			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), School_Facility, Workload, Renumeration

Source: SPSS Computation 23.0

F-value is significant at 0.05*

Table 7: Model Summary of Influence Of Organizational Culture (Involvement, Consistency And Adaptability) on Teachers' Performance (Teaching And Administrative) In Public Secondary Schools In Oyo State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.272[a]	.074	.073	1.91990

a. Predictors: (Constant), School_Facility, Workload, Remuneration

Source: SPSS Computation 23.0

ANOVA and model summary for multiple regression study of working conditions (school physical facilities, workload, and salary) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State, Nigeria are presented in Tables 6 and 7. Based on the table, the F-value and p-value are both 0.000 ($F=165.681$, $P<0.05$), indicating a statistically significant result at a 95% confidence level. The F-test eliminates the null hypothesis that posits no significant correlation between any of the independent variables and teachers' performance. Therefore, it can be inferred that there is indeed variance in teachers' performance as a result of working conditions. These findings indicate that the working conditions, including the physical facilities, workload, and compensation, have a substantial impact on the performance of teachers. Table 7 presents a model summary with an R2 value of 0.74. This indicates that 74% of the variation in teachers' performance (dependent variable) can be accounted for by the independent variables of working conditions (school physical environment, workload, and compensation). The residual 26% is accounted for by parameters beyond the scope of the model and the error term.

Table 8: Influence of organizational culture (involvement, consistency and adaptability) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State, Nigeria.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	28.172	3.788		7.437	.000
	Workload	-.376	.018	-.281	-21.114	.000
	Renumeration	.188	.233	.010	.806	.001
	School_Facility	.927	.062	.199	14.993	.000

a. Dependent Variable: Teachers_Performance

The coefficients of multiple regression analysis for the impact of working conditions (scholastic physical facilities, workload, and salary) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State are presented in Table 8. The data presented in the table indicates that the beta coefficient (β) and t-values for working conditions (namely school physical facilities, workload, and remuneration) are.927 (t = 14.993;.000), -.376 (t = -.21.114;.000), and.188 (t =.806;.001) respectively. These findings suggest that the working conditions, including school physical amenities, workload, and compensation, effectively accounted for the variation in teachers' performance and were therefore necessary in the model. Positive correlations were observed between school facilities and remuneration, but negative correlations were found between workload and teachers' performance. Augmented compensation and improved school infrastructure will enhance teachers' effectiveness, but an escalation in their burden will result in a decline in their proficiency. Likewise, the calculated empirical value of the F-test is 165.681, which is statistically significant at a significance level of p=0.000. Thus, it can be inferred that the F-test bears statistical significance. The independent variables of working conditions (school physical facilities, workload, and salary) have a statistically significant predictive relationship with the dependent variable of teachers' performance. Therefore, this fulfilled a portion of the research

objective, which was to examine working circumstances as indicators of teachers' performance in public secondary schools in Oyo state. Therefore, it is appropriate to reject the null hypothesis as the test shows statistical significance. Thus, the complete regression exhibits statistical significance.

$H_0$3: There will be no significant gender difference in teachers' performance in public secondary schools in Oyo state.
To do this, one way ANOVA function was used was used as shown in Table

Table 10: **ANOVA Table of Gender Difference in Teachers ' Performance in Public Secondary Schools in Oyo State**.

ANOVA					
Teachers Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.846	1	1.846	.464	.496
Within Groups	24819.874	6239	3.978		
Total	24821.720	6240			

The F-value of.464 derived from Table 10 represents the ratio of the mean between groups to the mean within groups. The P-value of 0.496 is greater than the significance level of 0.05. Consequently, we accept the null hypothesis and deduce that there would be no statistically significant gender difference in the performance of teachers at public secondary schools in Oyo State.

Discussion of Findings
The results obtained from study question one indicate that the teaching performances of instructors at public secondary schools in Oyo State, Nigeria can be classified as moderate. Therefore, the performance level of instructors at secondary schools in Oyo State is considered moderate, as indicated by a weighted mean of 3.08. Furthermore, the administrative performances of instructors in public secondary schools in Oyo State, Nigeria, can be classified as moderate, as shown by a Weighted Mean of 2.70. The present result supports the conclusions of Adeola, et al. (2017) that a

majority of public school teachers in Oyo South Senatorial District exhibit an average or moderate level of job performance, with only a small number displaying low or high levels. Consequently, it can be inferred that a considerable proportion of teachers have an average level of performance.

Analysis of research question two indicated that teachers in Oyo State, Nigeria consider the working conditions (school physical facilities) to be poor (disagree) (Weighted Mean = 1.71). Furthermore, the teachers in Oyo State, Nigeria consider the working circumstances (workload) to be unfavourable, as they have unanimously agreed on the majority of the aspects related to working conditions (workload). These findings suggest that the working conditions for teachers in Oyo State are substandard. This outcome is consistent with the conclusions of Ebo & Oredein (2021), which indicated that a lack of job commitment among public school teachers was linked to indicators of turnover intention, including workload, promotion opportunities, and teacher autonomy. Furthermore, Opondo & Ajowi (2015) found that the working conditions had an impact on the job performance of support workers. Additionally, the study revealed that the support personnel in Rarieda Sub-County operate in unfavourable working conditions.

Evidence from hypothesis one (Ho1) indicated a substantial impact of working conditions (school physical facilities, workload, and remuneration) on the performance of teachers (teaching and administrative) in public secondary schools in Oyo state ($F= 165.681$, $P<0.00$), which is statistically significant and significantly lower than the threshold of 0.05. This study aligns with the conclusions of Toropova, et al. (2021) which shown a substantial correlation between the qualities of the working environment and teacher job satisfaction, student discipline, teacher cooperation, and teacher workload. Furthermore, Mohammad (2017) also noted that the working environment has an impact on employee performance. Furthermore, the beta coefficient (β) and t-values for working conditions (school physical facilities, workload, and remuneration) are statistically significant at $P>0.05$. Specifically, the beta coefficient (β) is.927; $t = 14.993$; Significance =.000, the t-value is.376; $t = -.21.114$; and the t-value is.188; $t =.806$; Significance =.001. Positive correlations were observed between school facilities and remuneration, but negative correlations were found between workload and teachers' performance. Augmented

compensation and improved school infrastructure will enhance teachers' effectiveness, but an escalation in their burden will result in a decline in their proficiency. Conclusion: The results of hypothesis two indicate that the P-value is 0.496, which exceeds the significance level of 0.05. Therefore, we accept the null hypothesis and deduce that there would be no statistically significant difference in the performance of instructors based on gender in public secondary schools in Oyo State. The conclusion is corroborated by a study conducted by Moshi (2020), which revealed that there was no statistically significant disparity in the adoption of transformational leadership behaviors based on gender. Furthermore, the results of this study support the conclusions of Wanakacha, et al (2018) that there was no statistically significant disparity between gender variables and the levels of intrinsic and extrinsic motivation among teachers in fulfilling their main duties. Overall, the findings indicate a prevailing belief that several crucial employee benefits, including acknowledgment for job performance, life and motor insurance, and in-service training, are either absent or offered at inadequate amounts. Domains such as leave bonuses, sick leave, and pension schemes are regarded more favourably and can be regarded as areas of strength, however there is still scope for enhancing those with lower levels of satisfaction.

Conclusion

The study determined that the level of teachers' performance in secondary schools, both in teaching and administration, is moderate. This indicates that the instructors meet the necessary standards for successful teaching and administration. The data indicates that teachers at public secondary schools in Oyo State, Nigeria, perceive poor working circumstances in terms of school physical facilities, low remuneration, and overly demanding workloads. Furthermore, the performance of instructors (both teaching and administrative) in public secondary schools in Oyo State, Nigeria was greatly impacted by working conditions, including school physical amenities, workload, and remuneration. At last, the study determines that there will be no notable disparity in the performance of teachers based on gender in public secondary schools in Oyo State.

Recommendations

The following are therefore recommendations based on the findings and objectives of the study:

1. Teaching and administrative performances of teachers was moderate. It is therefore, recommended that teachers and stakeholders should do everything necessary to improve their performance.
2. Poor working condition (school physical facilities, workload and remuneration) was observed. It is therefore recommended that the government, ministry and the school do all they can within their powers to ensure that good working conditions such as better remuneration, reduced workload by recruiting more teachers and better school physical facilities, teachers may be more committed to their job and hence better performance.
3. Enhancing welfare packages could help improve employee well-being and retention.
4. Increasing in-service training opportunities could improve employee skill development and job satisfaction.

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WORKPLACE ENVIRONMENT AND FOR JOB COMMITMENT OF NON-TEACHING STAFF IN FEDERAL UNIVERSITIES IN SOUTHWESTERN NIGERIA

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Abstract

Job Commitment, the logical and emotional attachment to one's job, is a drive for quality service delivery and accomplishment of organisational goals. However, literature indicated low job commitment among Non-Teaching Staff (NTS) in federal universities in Southwestern Nigeria. Previous studies focused on job satisfaction, knowledge sharing, salary/fringe benefits, leadership styles, organisational climate and work ethics with little attention paid to workplace environment. This study, therefore, examined Workplace Environment (WE: Material Resource Adequacy-MRA; Staff Interpersonal Relationship-SIR and communication) as predictors of JC of NTS in federal universities in Southwestern Nigeria. The QUAN+qual mixed method was adopted, and multi-stage sampling procedure was used. The simple random sampling technique was used to select three (Oyo, Lagos and Ondo) out of the six states in southwestern Nigeria. Three federal universities (University of Ibadan, Ibadan, University of Lagos, Akoka and Federal University of Technology, Akure) in the states were enumerated. The proportionate-to-size random sampling technique was used to select 10.0% (917: 633 senior and 284 junior) NTS from the universities. The Deputy Registrars of Establishment (DRE), Directors of Physical Planning (DPP) and Bursars of the universities were enumerated. The instruments used were MRA (α=0.82), SIR (α=0.88), communication (α=0.85) and JC (α=0.80) scales. Key-informant interviews were conducted with the DRE, DPP and Bursars. The quantitative data were analysed using descriptive statistics and Pearson product-moment correlation at

0.05 level of significance, while the qualitative data were analysed thematically. The Material Resource Adequacy ($\bar{x} = 2.56$), communication ($\bar{x}$ =2.86) and SIR ($\bar{x}$ =2.93) were high against the threshold of 2.50. The Material Resource Adequacy (r=0.30), SIR (r=0.28), communication (r=0.26), had significant relationships with JC. Non-availability and improper functioning of ICT facilities disrupted effective communication and JC among the NTS in the universities. Material resource adequacy, staff interpersonal relationship and communication influenced job commitment of non-teaching staff in federal universities in Southwestern Nigeria. These factors should be given attention by the stakeholders to enhance job commitment of staff.

Keywords: Staff social relationship, Information flow, Physical facilities, Internet facilities

Introduction

The workplace environment is a sensitive area in every impactful organisations particularly, university system where diverse personnel work towards the achievement of the stated goals. Job commitment can be high or low; positive or negative. A negative or low level of job commitment of workers tend to a poise backwardness to the realisation of the set up goals in the university. There exists academic and non-academic staff in the university system. The academic staff focus more on academic duties while the non-teaching staff provide administrative support through their respective job designations. However, the imbalances in the commitment level of administrative staff (non-teaching) to their duties tend to create a challenge to the students, academic staff and the entire institution. Apparently, the goal of every university system is to provide teaching, research and community services to the students and society at large. The possibility of achieving such stated goals depends on the commitment level of the non-teaching staff (NTS) to the workplace, essentially the university system.

Staff commitment is one type of work attitude (Atak, 2011). This reflects in worker's mindset, actions, and behaviour which significantly impacts their performance in organisational settings. Job commitment in this respect refers to worker's behavioural attitude to job roles. The components of job commitment entails the affective, normative, and continuance aspect of behavioural activity. Nevertheless, there seems to be low commitment of the

non-teaching staff (NTS) to job in Nigerian university. In line with this observation, Iwuoha (2018) found that many non-teaching departments, particularly those in state and federal universities, are very ineffective at helping the university system accomplish its goals. Similarly, Oyelade (2017) underlined that the level of dedication among non-academic workers (staff) determines how well the institution accomplishes its objectives. He also underlined the often-poor productivity of university personnel, which has a crippling effect on their ability to provide services personnel productivity when the level to job is low.

Recurring behaviour among NTS such as job indifference, tardiness, misplacing important documents, and recovering CDs/files have an adverse effect on students by causing delays in the processing of their records, academic results, and registration forms, among other things things (Jekayinfa 2013 and Adejare, Olare and Udofia, 2020). All these responses to work by NTS amount to negative commitment to work which ought to be addressed as an important issue in the universities. These actions most times, subject the academic staff that is delegated to be student's adviser for specific level in the university to be running up and down, being exposed to stress in order to ensure that students missing files are traced out and updated for a good record and accountability. Other observations on the issue of job commitment include delays in tidying up the university environment with offices and lecture rooms by cleaners and gardeners where tasks done by them are languidly carried out if not properly monitored or supervised.

Moreso, Akinwunmi and Fadun (2012) averred that the display of looseness by some of the NTS in task performance resulting from of lack of commitment constitutes strong challenges to the smooth running of administrative procedures in the Federal university system. This demonstrates unequivocally that there is a question about the NTS's high level of job commitment at the university. The implications of the persistent occurrence of workers' poor attitude towards jobs in the universities are that the work progress is negatively affected and will be slowed down because the university system is made up of various components (academic staff, students and other material resources) where the activities of each (component) affect the whole.

Research studies on job commitment through the use of variables like gender, leadership styles, staff participative

management, staff utilisation, current rewards, organisational culture, knowledge sharing (Adeniyi, 2000; Quadri, 2009; Aina, Adeyeye and Ige, 2012; Akinwumi and Fadun, 2012; Adenaike, 2012; Oladosu and Adeniji, 2015; Isaac and Idowu, 2016) at getting staff committed seems to be unproductive enough.

In this capacity, workplace was considered to be significant in addressing job commitment of NTS of the universities in Nigeria. Workplace environment do exist in different forms depending on the social, cultural and economic network which cultivate the frontier for formulating the organisations mission, core values and goals. The nature of university environment seems to play a significant role in improving staff job commitment in terms of material resources, (healthy) staff interpersonal relationship and smooth communication flow. The way or manner in which the university administrators take cognisance of maintaining a fascinating and healthy university environment as he or she strategically oversees the institutional affairs could enhance staffs' commitment to work operations. Osabuohien and Ogunrinola (2007) stated that a work environment that promotes harmony and fulfils the desires of employees, as well as managers, is crucial for improving organisational efficiency and development.

The workplace environment comprises all the elements that affect and influence the physical and psychological welfare of an employee. Amir (2010) submitted that a physical workplace is a specific area inside an organisation that is arranged in a way that helps the firm accomplish its goals. The physical work environment has two essential elements: the office's layout design and the degree of comfort it offers. Atanda (2016) also pointed out that physical facilities create enabling environment for both staff and students. He further stated that, in situations where school buildings have an aging outlook with a dirty environment, psychologically, students, as well as staff, are demoralised thereby, recording low performance. In essence, the quality of the staff's (employee) work environment might affect the staff's level of motivation, commitment and performance.

The relevance of material resource adequacy in the university environment cannot be over-emphasised. Material resources in the work environment include physical fixtures, building or office structures, stationeries, office space, air conditioners, power supply, computer accessories, and internet facilities and so on. These resources are considered crucial for staff

in the university system to utilise in relation to their designated job roles. These resources have to be adequately provided in quality, made available in good quantity and useable at any time as these can boost morale and induce positive emotions among staff to perform their job functions. Vicki (2006) said that to minimise mistake rates and customer unhappiness, employers should provide workers with job aids that would allow them to execute to the best of their abilities and make their work simpler.

Moreso, Otunla (2016) noted that there have been several papers mostly discussing the availability of educational resources in Nigerian tertiary institutions, including lecture halls, labs, workshops, and other physical facilities. The level to which material possessions are made available in adequacy and useable in the university could invariably, go a long way in stimulating NTS loyalty to work activities in the various departments therein.

Mutual staff interpersonal relationship could attract staffs' psychological and emotional attachment to work responsibility in the university system. The extent to which various staff members connect to and engage with one another inside the institutions might be a sign of the personality and standard intensity of such institutions' advancement. Thus, staff interpersonal relationship is instinctively perceived as connections between people that independently manifest themselves in the character and ways of mutual influence or shared interaction in the work place. This in effect, tends to stimulate good fortitude among university staff who are obligated to work roles. This was corroborated by Iheriohanma (2008), who argued that staff or employees crave love and engagement with coworkers as well as recognition, acceptance, and integration in all facets of their professional lives. Their goal is to excel and demonstrate their abilities. According to some empirical research, interpersonal relationships can have an impact on employee commitment, organisational outcomes, and institutional performance. They can also create a creative and supportive work environment, boost organisational productivity, and indirectly lower employee turnover (Ellingwood, 2004; Song and Olshfski, 2008).

Moreover, Amanchukwu, Stanley, and Ololube (2015) noted that workers must collaborate in order to complete tasks and that the volume and quality of contact inside an organisation tend to impact the style of organisational management. Concisely, the kind of institutional environment where functional material or

physical resources are adequately made available could prospect good interrelationships among workers. This can be strengthened as all that could facilitate workers' devotion to job functions and to easily carry out work roles (safety, comfortability and cross ventilation) are put in place.

Communication is considered to be integral in managing relationships in the workplace environment between managers and subordinates. It plays an important role in managing human relationships through how messages are passed from one person to the other in the workplace. Interactive communication among staff in the universities can oftentimes sensitise individual workers' emotions to proactively respond to job roles with the desire to remain in the institution. It can also promote the existence of cooperation and peace between co-workers and management.

Salacuse (2007) believed that leaders must successfully communicate by piquing followers' interests in light of the evolving workplace, where workers are cleverer and more well-educated than in previous generations. Reliably, Akintayo (2012) proposed that regular and transparent communication is necessary to maintain contented and productive employees. Moreso, improving organisational justice, in particular creating a work climate that is favourable to job security and communication, might boost employee commitment and decrease their desire to quit. Trust and respect between workers and their employers may be fostered by maintaining open lines of communication. The ability of the university administrators in the university to uphold communication could make staff to be committed to work roles.

The commitment of workers to jobs in terms of good attitude to work, punctuality, diligence, team spirit, good attendance to duty, prompt implementation of given instructions from the superior, healthy interpersonal relations and reduced conflicts could be achieved through healthy working environment in Nigerian universities in order to maintain administrative effectiveness, academic standards and all-round progress. It is on this premise that this research sought to investigate the influence of workplace environment (material resource adequacy, staff interpersonal relationship and communication) on job commitment of NTS in federal universities in Southwestern Nigeria.

Job Commitment in Organisations

Scholars from a wide range of fields, including educational leadership, business, industrial psychology, industrial sociology, and public administration, have given the idea of commitment in organisations a lot of consideration. To maintain sustainability, most businesses, however, confront the difficulty of managing their workers' commitment over time.

Job commitment is defined in a variety of ways (Meyer and Allen, 1991). They have found a similarity among definitions, defining commitment as a psychological state that defines an employee's connection with the organisation and influences their choice to remain a member.

The term "job commitment" describes how workers feel about their employer's qualities. It is a worried sense of commitment to the organisation's objectives and core principles. On the other hand, those who possess moral integrity and are unlikely to resign from their position with the company early are considered devoted workers. It involves sentiments that represent a person's professional participation and intention to dedicate themselves to the company. Ogaboh, Nkpoyen, and Ushie (2010) affirmed that there are three elements or aspects of job commitment: an employee's willingness to work hard for the organisation, their acceptance of the organisation's goals and ideals, and their desire to stick around.

Job commitment which is workers' behavioural attitude towards job roles in educational institutions with regard to universities. Job commitment components, that is affective, normative and continuance commitment tend to reflect in staff's behaviour in the process of discharging their work roles. The reflection of such behavioural attitude may be positive or negative and otherwise, high or low. When staffs reaction to work is negative(low), there will be the disposition of behavioural attitudes like lateness, laziness, job shirk, job apathy, poor interpersonal relations or conflict, and absconding from duty with flimsy excuses among others which invariably slows down work progress in the workplace while positive (high) behavioural attitude, on the other hand, reflects through dedication to work roles, rules, norms through the disposition of high competency, good behavioural attitude, punctuality, diligence, punctuality, zealousness to work or eagerness and team spirit, good service delivery with a healthy relationship in the institution. However, positive (high) commitment

of staff is very imperative through the disposition of optimistic attitudes to work irrespective of the condition or situation to promote university success and standards. The ability to maintain this presumption thus, lies in the hands of the university management.

Workplace Environment

Given that it encompasses elements of the physical, psychological, and social working circumstances, the workplace environment is one of the major notions to be taken into consideration. Both good and bad effects on workers' psychological well-being may be attributed to their work environment. The actual location of the workplace and its immediate surroundings, such as an office building or construction site, are both considered parts of the work environment.

Composition of Work Environment

Opperman (2002) identified three primary sub-environments that comprise the work environment: the technology environment, the human environment, and the organisational environment.

1. The technical environment includes things like equipment, machinery, technological infrastructure, and other physical or technical elements. Employees can do their tasks and activities because of the technological environment.
2. The human environment is said to include teams and work groups, peers, other individuals with whom employees interact, interpersonal issues, leadership, and management. This workspace's design encourages informal conversations among employees, which may provide additional chances for information sharing and idea exchange. This is the starting point for reaching maximum productivity.
3. Organisational environment: this comprises policies, guidelines, practices, norms, and ideologies.

However, this study focused more on the physical and social aspects of workplace activities. These include:

1. **Material Resource Adequacy:** It is the extent to which provision is made for functional physical and material resources to enhance a conducive university environment for staff’s job commitment and performance. Examples of

material resources are attractive buildings, ventilated office space, office furniture and fittings, electricity, stationery, computer accessories and so on.

2. **Staff Interpersonal Relationship:** This refers to the friendly and supportive interpersonal dealing that exists among the staff in the university which fosters mutual understanding and work progress in the university environment.
3. **Communication:** is the form that enhances the smooth flow of timely and well-defined information among the staff in the institution. It is the communication channel provided by the institution management that facilitates affective (mutual) interaction, understanding and commitment to work in the university system.

Statement of the Problem

Staffs' behavioural attitude is considered to be one of the problems faced in educational institutions where public universities are not exempted. It appears that most staff in managerial units through their behaviours are not committed to their jobs particularly, in Nigerian universities. This manifests in terms of delay in the implementation of instruction from superiors, lateness to work, poor employer-employee relationships (resentment), intra- and inter-personal disputes, tardiness, and the provision of weak reasons for missing work among others. By implication, the persistent presence of these issues effects the values and standards of the university system and students' academic progress.

Prior research has primarily examined job commitment in relation to staff participative management, staff work motivation, staff utilisation, leadership styles, organisation culture and knowledge sharing. However, there appears that little attention is given to the job commitment of NTS in tertiary institutions, specifically federal universities. . It is necessary that job commitment issues are not overlooked but addressed by educational administrators where work environment may significantly improve staffs' job commitment. Thus, this study investigated the relationship between workplace environment and job commitment of NTS in the universities.

Research Question One

The following questions were raised to guide the study.

1. What is the extent condition of workplace environment factors in federal universities in Southwestern Nigeria? The factors are:
   a) material resource adequacy
   b) staff interpersonal relationship
   c) communication

Hypothesis

H_{01}: There is no significant relationship between workplace environment (material resource adequacy, staff interpersonal relationship and communication) and job commitment of NTS in federal universities in Southwestern Nigeria.

Methodology

The study adopted the survey research design. The target population (14, 637) was the NTS in federal universities in Southwestern Nigeria. Simple random sampling technique to select three (Oyo, Lagos and Ondo) out of the six states in Southwestern Nigeria. This enables the researcher to have a rational representation (size) of the participants selected for the study. Three federal universities were enumerated (University of Ibadan, Ibadan, Oyo State, University of Lagos, Lagos State and Federal University of Technology, Akure, Ondo State). The study employed a proportionate-to-size random sampling technique to select a ten percent (10%) sample from both senior and junior NTS (in administrative offices) in the three selected federal universities in Southwestern Nigeria. This gives an aggregate number of 917 samples that were selected for the study. This was done in order to cater to varying population sizes. The instrument used was a structured questionnaire which is titled Workplace Environment Questionnaire (WEJCQ). Likert rating scale 1-4 of Very Adequate (VA) =4, Adequate (A) =3, Partially Adequate (PA) = 2, Not Adequate (NA) =1 was used to obtain information for material resource adequacy, while rating scale of one to four (1-4) of Very High Extent (VHE=4), High Extent (HE=3), Low Extent (LE=2), Very Low Extent (VLE =1) was used to obtain data for staff interpersonal relationship and communication factors respectively. The instrument key informant interview guide (KII) was answered by the selected senior staff such as the Director of Establishment,

Director of Physical and Planning Unit, Bursars and so on in the selected universities. The instrument was validated by experts in the field. The reliability coefficients were MRA=0.82, SIR=0.88, Communication= 0.85 and JC=0.80 of Cronbach alpha respectively. Descriptive statistics was used to answer the research question while, Pearson product moment correlation statistical tool was employed to test the hypothesis at 0.05 level of significance.

Results and Discussion

Research Question One

1. What is the extent condition of workplace environment factors:
   a) material resource adequacy
   b) staff interpersonal relationship
   c) communication in federal universities in Southwestern Nigeria?

Table 1.1 Extent Condition of Workplace Environment Factors in Federal Universities in Southwestern Nigeria

Table 1.1a Material Resource Adequacy (MRA)

S/N	Material Resource Adequacy	VA 4	A 3	PA 2	NA 1	Mean	SD
1	Stationeries (files, papers, pen, staple pins, etc.)	173 19%)	437 (48%)	214 (24%)	83 (9%)	2.77	0.86
2	Modern working materials such as computers, printers, scanners, photocopy machines.	142 (16%)	448 (49%)	258 (28%)	59 (7%)	2.74	0.79
3	Office Fixtures such as tables and chairs, shelf	130 (14%)	361 (40%)	333 (37%)	83 (9%)	2.59	0.84
4	Communication materials such as phone	84 (9%)	408 (45%)	264 (29%)	151 (17%)	2.47	0.88
5	Internet facilities such as Wi-Fi, modem, etc.	125 (14%)	247 (27%)	418 (46%)	117 (13%)	2.42	0.88

6	Transportation facilities (cars, buses)	77 (9%)	368 (41%)	339 (37%)	123 13%)	2.44	0.83
7	Electricity (power supply)	105 (11%)	487 (54%)	252 (28%)	63 (7%)	2.70	0.76
8	Air Conditioner (for coolness)	101 (11%)	378 (42%)	361 (40%)	67 (7%)	2.57	0.79
9	Office space for workers	89 (9&)	281 (31%)	458 (51%)	79 (9%)	2.42	0.78
10	Conveniences (toilet)	83 (9%)	339 (37%)	378 (42%)	107 (12%)	2.44	0.82
11	Toiletries (tissue paper, detergent water, air fresher)	54 (6%)	173 (19%)	515 (57%)	165 (18%)	2.13	0.77
12	Safety and security facilities (fire extinguisher, alarm bell)	95 (11%)	377 (41%)	356 (39%)	79 (9%)	2.54	0.79
13	Personal Protective Equipment (sanitiser,)	99 (11%)	286 (32%)	412 (45%)	110 (12%)	2.41	0.84
14	Accessible building structures.	379 (42%)	309 (34%)	174 (19%)	45 (5%)	3.13	0.89
Average Weighted Mean						**2.56**	**0.82**

Table1.1b Extent condition of Workplace Staff Interpersonal Relationship (SIR)

Staff Interpersonal-Relationship (in the work environment)		**VHE 4**	**HE 3**	**LE 2**	**VLE 1**	**Mean**	**SD**
1.	Relationships with colleagues enhance counsel for better performance of job roles.	213 (24%)	598 (66%)	67 (7%)	29 (3%)	3.10	0.65
2.	It is difficult to relate well with other colleagues in the presence of my superior.	113 (12%)	431 (48%)	250 (28%)	113 (12%)	2.60	0.86
3.	It is easy to confide with colleagues when it comes to office activities.	219 (24%)	544 (60%)	114 (13%)	30 (3%)	3.05	0.71
4.	Relationship with other colleagues rarely degenerates into conflict.	130 (14%)	549 (61%)	144 (16%)	84 (9%)	2.80	0.79

5.	Social relationships with other staff promote adherence to job roles.	169 (19%)	614 (68%)	104 (11%)	20 (2%)	3.03	0.62
6.	It is easy to communicate with the superiors.	171 (19%)	599 (66%)	108 (12%)	29 (3%)	3.01	0.66
Average Weighted Mean						**2.93**	**0.72**

Table 1.1c Extent Condition of Communication

	Communication	**VHE 4**	**HE 3**	**LE 2**	**VLE 1**	**Mean**	**SD**
1.	Staff have timely access to management decisions on job requirements.	152 (17%)	504 (56%)	207 (23%)	44 (4%)	2.84	0.75
2.	Access to timely instructions for work activities in this institution sensitises one's emotion to proactively respond to job roles.	163 (18%)	556 (61%)	157 (17%)	31 (3%)	2.94	0.69
3.	The information that staff receives from superiors are simple to understand.	239 (26%)	562 (62%)	69 (8%)	37 (4%)	3.11	0.70
4.	Easy Flow of information fosters staff's interest in performing job roles.	271 (30%)	496 (55%)	110 (12%)	30 (3%)	3.11	0.74
5.	Flow of information is sometimes hindered by unexplainable factors.	94 (10%)	415 (46%)	297 (33%)	101 (11%)	2.55	0.82
6.	Communications with colleagues facilitate good exchange of ideas.	264 (29%)	509 (56%)	105 (12%)	29 (3%)	3.11	0.72
7.	The way information circulates makes one feel like a	97 (11%)	337 (37%)	356 (39%)	117 (13%)	2.46	0.85

	stranger in this institution.						
8.	There is quick feedback from superiors on any information sent.	140 (15%)	498 (55%)	174 (19%)	95 (11%)	2.75	0.84
Average Weighted Mean						**2.86**	**0.76**

Table 1.1a, b and c, shows the extent condition of workplace environment factors (material resources, staff interpersonal relationship and communication) in federal universities in Southwestern Nigeria is good to a high extent. To answer this research question, a benchmark of 2.50 was set. It was observed that some of the items in table 1.1a reveals that material resources like office space, internet facilities, communication materials, transportation, conveniences, toiletries and the likes are not adequate. However, the three indices of workplace environment factors are having weighted means above the benchmark (MRA=2.56; SIR=2.96 and Communication= 2.78). This indicates that the condition of the workplace environment in federal universities in Southwestern Nigeria is good to a high extent.

Qualitative Result on the Status of Workplace Environment

The general finding on the status of the workplace environment was good. This is because the views of the three senior staff interviewed revealed that the state of the university work environment was generally good. For instance, a respondent said, "*It is pleasant, friendly, and conducive to an extent but it could be better."* However, on the material resource adequacy, most of the interviewees said that it is not all the material resources that are adequate.

In addition, regarding the status of the physical and material resources in the workplace environment in terms of adequacy, and how it affects staff's commitment to work, all the responses pointed that some are adequate and some are not adequate.

For instance, a respondent asserted that;

> *It is partially adequate or could be said that not all are well budgeted for and it is not all material resources that are adequate. For example, some computer gadgets that are available are not adequately functioning, even internet is*

> *not always available to staff as well as stationeries like paper. More so, there could be more provision for space facility and the available facilities can therefore be improved upon*. (**Mr. A1)**

Other respondents also said

> *Yes, it affects staff's job commitment if the material resources are adequate. e.g. if I need paper and the paper is available. it will boost the energy to work or work rate and delivery to a great extent. At times, one's personal money is used to run office expenses when the needed material is not available.* (**Mr. A3)**

Correspondingly, another response *of* to the question stated that *"Material resources are very essential to work better but when the government does not adequately finance the resources, it will negatively affect staff's commitment to job".*

The report on staff interpersonal relationship revealed that the status of staff interpersonal relationships in the workplace environment was good. This is because all the senior personnel interviewed gave equivalent answers to the questions asked. For example, an interviewee stated that, "*Staff relations are cordial and excellent."*

Similarly, one of the respondents expressed further that,

> *it also depends on the leader at the top. If the leader is not friendly, the morale of the subordinates will be low towards work and they will not be happy to work in such an environment. However, staff interpersonal relationships in this university are cordial*. **(Mr. A2)**

On whether staff inter-personal relations affect NTS's commitment to work in the university, a respondent said;

> *It does to a great extent. If the environment is toxic and staff are not warm, it will affect the delivery of work. When the staff is not well-paid, it will affect workers' commitment to work. In addition, if the leadership does not ensure the circulation of information among staff in the university, it will affect staff relationships because staff interpersonal relationship has to do with communication and interaction with one another*. **(Mr. A3)**

The report on communication showed that communication as a factor of workplace environment is very good to an extent.
Furthermore, responses on the extent to which information flow through the communication system affect staff's commitment to job was also relatively positive. For example, an interviewee said;

> *To a high extent because information brings life and progress to the workplace. A situation where there is a breakage in the communication line among the staff in the university creates confusion and slows down the level of work performance of workers*. **(Mr. A2)**

Further responses (Mr. A2) to the question asked on how communication can enhance job commitment in the workplace environment revealed that communication system enhances staffs' commitment to job roles in the following way*s:*

- *by using proper channels to relay information such as sending short text messages on phones, creating WhatsApp groups for each unit, use of a facebook account, and special press releases while Internet availability should be paramount.*
- *by using appropriate appliances to enhance the dissemination of information to everyone.*
- *by ensuring clarity of information*. **(Mr. A3)**

Hypothesis One

$H0_1$: There is no relationship between workplace environment and job commitment of NTS in federal universities in Southwestern Nigeria.

Table 2 shows the relationship between workplace environment and job commitment of NTS in federal universities in Southwestern Nigeria.

Table 2.: Correlation Matrix of Workplace Environment and Job Commitment of NTS

Variables	Material Resources Adequacy	Staff Interpersonal Relation	Communication	Job Commitment
Material Resources Adequacy	1			
Staff Interpersonal Relationship	0.53 *	1		
Communication	0.39 *	0.55*	1	
Job Commitment	0.30 *	0.28*	0.26*	1

Significant @ $p < .05$; $n = 907$

The decision was taken based on Evans (1996)'s suggestion for the absolute value *r* where 0.00- 0.19= "very weak positive", 0.20-0.39 ="weak positive", 0.40-0.59 ="moderately positive", 0.60-0.79= "strong positive" and 0.80-1.0= "very strong positive" and level of significance was less than 0.05. Based on this decision, the results in Table 2, indicate that there is a significant and weak positive correlation between material resources adequacy and job commitment of NTS in federal universities in Southwestern Nigeria, r = (0.30), 0.000, P < .05.

Similarly, in federal universities in Southwestern Nigeria, there is a substantial but weakly positive association (r = 0.28), 0.000, P < 0.05) between the job commitment of NTS and interpersonal relationships.

Likewise, there is a small but significant positive association (r = (0.26), 0.000, P <.05.) between NTS's job commitment and communication in federal universities in Southwestern Nigeria. Therefore, the hypothesis, which claims that there is no significant relationship between the workplace environment (adequacy of material resources, interpersonal relationships, and communication) and job commitment of NTS in federal universities in Southwestern Nigeria, was rejected. This indicates that

workplace environment and job commitment of NTS in federal universities in Southwestern Nigeria were significantly correlated.

Results and Discussion

The study uncovered a notable correlation between the workplace environment and job commitment of NTS at federal institutions located in Southwestern Nigeria. This finding corroborates the claims and research of various authors and scholars. For example, it aligns with the findings of Osabuohien and Ogunrinola (2007), who stated that a harmonious work environment that fulfils the desires of both employees and employers is crucial for improving organisational productivity and growth.

The findings also aligned with with DeCremer's (2012) claim that the quality of the work environment influences workers' self-esteem, job satisfaction, and therefore, their performance. This was bolstered by Atanda (2016) assertion that physical facilities create an enabling environment for both staff and students. He further states that in situations where school buildings put on an aging outlook with a dirty environment, psychologically, students, as well as staff, are demoralised thereby, recording low performance. By emphasising the significance of the work environment, Vicki (2008) further supported the findings. The author argued that in order to improve efficiency and reduce errors and customer dissatisfaction, staff must be provided with enough time and resources, as well as job aids to ease their jobs. This is corroborated by Iheriohanma's (2008) argument employees seek love and social contact from their coworkers as well as recognition, acceptance, and integration in all facets of their professional lives. Furthermore, Yahaya and Akanni, (2023) confirmed that there was a strong correlation between the availability of physical amenities and the work performance of lecturers. They also argued that in order for the institutions to achieve its objectives, staff and students must have access to sufficient physical infrastructure.

The workplace environment which includes things like a steady flow of communication, an appropriate amount of work, an adequate supply of electricity, and a location free from known hazards is positively correlated with staffs' job commitment and, consequently, performance, according to Ushie, Agba, and Chimaobi's (2015) findings on the subject. It was said that there seems to be a situation in the Nigerian workplace where administrators/employers of labour either don't give them much

thought or deny these benefits to workers. Communications in the workplace environment has significantly relationship with job commitment. This is supported by Ajepe and Agbakwuru 2023; Kaegon and Okere 2021; Ogunola and Akporaro 2015; and Ayatse and Ikyanyon 2012 while the finding of Oche (2020) indicated a low significant relationship between organisational communication and staff performance.

The results also corroborate those of Yusuf and Metiboba (2012), who found a substantial correlation between respondents' attitudes about their jobs and the work environment. In particular, it was discovered that the workplace was physically and socially demanding, which contributed to several unfavourable employee behaviour including indifference, poor dedication, and truancy.
According to the Akinyele (2009), he state the kind of work environment in which people function dictates how successful these businesses are.

The study found a significant relationship between staff commitment to their jobs and the interpersonal relationships they had in the workplace. This finding is consistent with research by Oginni, Afolabi, and Erigbe (2014), Akinbode and Fagbohungbe (2012), and Hassan, Toylan, Semerciöz, and Aksel (2012), which found that high productivity and organisational commitment are positively correlated with trust-building interpersonal relationships between managers and workers in all types of organisations, public or private. Conversely, studies by Tokuda, Hayano, Ozaki, Bit, Yanai, and Kozumi (2009) and Rafiq, Javed, Khan, and Ahmed (2012) found that although extrinsic incentives are the strongest motivator to promote job happiness, working environments have a negative relationship with employee job satisfaction.

Conclusion

From the research findings, the three indices of workplace environment (material resource adequacy, staff interpersonal relationship and communication) had positive to staff’s job commitment.

Though, the condition of the workplace environment was good, in other words, some items such as internet, office space, transport facilities, stationeries office communication materials, among others listed to examine the condition of material resource adequacy were not adequate and also confirmed in the interview

dialogue with some administrators, slowing down work progress which needs to be improved upon to enhance job commitment.

Recommendations

i. Material resources are essential tools. Material resources (internet facilities, functional computer gadgets, laptops, etc.) need to be made adequate and timely provided in the university environment to enhance staff job commitment.
ii. Office space should be provided by the university management for staff where they can easily carry out their job tasks.
iii. The university management should cultivate beneficial interactions among their staff members since they boost morale and, in turn, motivate staff members to be more committed to their jobs at the institution.
iv. Communication flow should be well monitored to avoid breakage or hindrances for easy flow of vital information to staff in the universities.

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