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Editorial Comment

This edition addresses critical issues on higher education and governance in Nigeria. Some of the issues are research methodology for quality research: evolving labour market requirements and higher education curriculum: information and communication technology in higher education for sustainable development and: the role of public-private partnership for effective management of higher education.

In addition, the following areas are also covered, productivity of university academic staff in research output: quality control in teacher education and sustainable development in universities in Nigeria: repositioning entrepreneurship education programme in Nigerian universities for national development: higher education, innovation and entrepreneurship development for sustainable development and innovative funding of higher education for sustainable development. It is hoped that the quality of articles in this edition would be beneficial to stakeholders in theory and practice of higher education in Africa.

The Editors.

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UPPER BASIC SOCIAL STUDIES AS TOOL FOR VALUE RE-ORIENTATION FOR EFFECTIVE ENTREPRENEURIAL EDUCATION IN NIGERIA

Tolulope Victoria Gbadamosi Phd
samtiv1975@gmail.com; tv.gbadamosi@ui.edu.ng
Department of Arts and Social Sciences Education,
University of Ibadan, Nigeria

Abstract
Introduction of Entrepreneurship education in schools was considered a significant factor for repositioning individuals to create employment opportunities and contribute to national development in Nigeria. However, values degeneration in society is seen as one of the limitations to the achievement of this reform. This paper is therefore concerned with the importance of entrepreneurship education in youth empowerment such as startups, self-employment, individuals' economic reward, and satisfaction among others. More so, challenges of entrepreneurship education such as poor entrepreneurial attitude, low morale for skills acquisition and self-employment were discussed. Furthermore, the roles of social studies in entrepreneurship education in the promotion of students' self – concepts and human relation skills; and development of the students' socio-political and moral insights were discussed. Suggestions were made on value re-orientation through effective teaching of social studies education at upper basic education and teacher education. Also, pre-service social studies teachers should be exposed to active learning strategies such as educational visits, inquiry, and value clarification and, so on, if the reform would bring desire impact on national development.

Keywords: unemployment, active learning instructional strategy, curriculum, national development

Introduction

Nigeria is confronted with different issues, for example, populace development, slow economic progress, enormous number of

graduates without jobs, endemic corruption, wrong policies/programmes that debar full scale involvement of private sectors in job creation to engage the school leavers and government arrangements to scale down its structure. The resultant effect of unemployment can be seen in nook and cranny of Nigeria. There is increase in militancy, cultism, kidnapping, drug addiction, poverty, prostitution, cybercrimes and other forms of acts of indiscipline. Several efforts have been made by the government, to create job opportunities, among which are the Youth Empowerment Scheme (YES), the Youth Enterprise with Innovation (YOU-WIN), Youth in Agriculture by National Directorate of Employment, N-Power Scheme and so on. These policies and programmes were grossly unstructured and incapable of tackling the problem of increasing numbers of youth who are trapped in urban poverty, without the necessary skills to acquire better jobs and live- better life (Oni, 2019). A lot of people are unemployed because they do not have marketable skills and the educational framework in Nigeria failed to set them up for the world of work.

These problems propelled Nigeria Government to find lasting solution to graduate unemployment and the social threats associated with unemployment. Their preparedness for labour market to some extent is questionable. Based on these facts, the Federal Government advanced entrepreneurial education in secondary and tertiary education as a step in preparing graduates to operate as employment generators and wealth makers instead of employment seekers (Akpomi, 2009; Obanya, 2018). Federal Ministry of Budget and Planning-ERGP (2017) pointed to the entrepreneurial model as the best option for successful navigation of the nationally acknowledged menace of youth's unemployment and its attendant consequences. As an initial phase in tending to this issue, was the introduction of courses in Entrepreneurship as a foundation into making graduates envision and operate as innovators and business people (Gbadamosi and Akanni, 2018). Daerego and Ogwo (2019) agreed with this view when they affirmed that wealth creation gained by entrepreneurial skills is anticipated to change fundamental flaws and inequalities in the society when youths are given orientation, right ethics and societal values.

However, as laudable as this programme is, there are inherent problems associated with entrepreneurial education in Nigeria. They are policy failure, non-functional skills-acquisition framework, the paucity of funding, poor entrepreneurial attitude, low morale for skills acquisition and self-employment among others that needs urgent attention, if the intervention will have meaningful impact on youth employment. This paper therefore addressed the position of social studies as a discipline to promote entrepreneurial education at upper Basic Education in Nigeria.

Specifically, this paper examined concept of entrepreneurial education, challenges to functional entrepreneurship education in Nigeria, social studies education, nexus between social studies and entrepreneurship education and upper basic social studies curriculum and entrepreneurial values.

Entrepreneurship Education

Entrepreneurship is defined as the process of discovery, co-creation, evaluation, and exploitation of opportunities to produce goods and services (Shane, 2012). Entrepreneurship education can be defined as a specialized and all-round training programme designed by education authorities to change the worldview of the youths from job seekers to wealth creators by developing their latent talents and potentials (Ipenyi, 2013). Entrepreneurial education can assume a critical function in changing learners' perspectives on self-employment and training on essential abilities to deal with a business independently (Akpomi, 2009). It attempts to plan individuals, especially young school graduates to be functional, face challenges, oversee business and gain from the results by inundating every individual lifelong learning. It can improve students' view in regards to self-employment and outfit them with aptitudes expected to direct business through education (Gbadamosi and Akanni, 2018; Adejimola and Olufunmilayo, 2009).

Entrepreneur education is important for one to be meaningfully involved in business and other creative activities. Obanya (2018) expressed that entrepreneur knowledge includes know how to be, become, design and implement activities, know how to do, manage, learn, get along with and make proper use of social capital. Furthermore, entrepreneurship education increases the chances of startups self-employment and enhances

individuals' economic reward and satisfaction (Abubakar 2010; Gbadamosi and Ajayi, 2019). However, the lack of knowledge of at least the idea of entrepreneurship prevents people from realizing their business dreams or vision. This implies that the knowledge of entrepreneur is therefore expedient.

Entrepreneurship

Entrepreneurship is neither a different nor foreign idea however, one that can advance the students' comprehension of collection of subject matters in conventional educational programme (Osakede, Lawason and Sobowale, 2017). This means that entrepreneur can be taught in and along with the subjects in the school curriculum. Ejembi (2018) reported that teachers in the secondary schools can assist students with understanding the open doors for our enterprising economy by infusing entrepreneurship-related activities in their traditional course of study. Aforementioned, can transform the foresight to come from young people.

The teaching of entrepreneurship has been found to have a positive effect on attitude to entrepreneurship and eventual business startup that lead to self-reliance. Osakede, Lawason and Sobowale (2017) ; Ejembi (2018) communicated that regular schooling is set apart as just a change of information and abilities while entrepreneurship education interestingly is held up as a standard for changing attitudes and thought processes. They detailed that entrepreneurship education is tied in with elevating change in attitude to build the numbers of learners who see a creation of business as a practical profession alternative. Moreover, teaching students to initiate goals keep track of his/her activities, reflecting and engage in self-examination promotes behaviour in a wide scope of treatment and instructive circumstances (Byabashaija and Katono, 2011).

More so, genuine teaching and learning of entrepreneurship has brought about certain issues, for example, expanding openings for work, competitiveness, profitability promotion, expanding social and financial government assistance levels (Abubakar, 2010; Adejimola and Olufunmilayo, 2009). In this way entrepreneurship is viewed to be essential in the advancement of nations and the authority must give exceptional consideration to innovative instruction so as to equip the student's

capacities for entrepreneurship. This is corroborated by the lamentation of Osakede, Lawason and Sobowale (2017); Ejembi (2018) that except if entrepreneurship education is effectively taught in the country's educational programme, and in the various spheres of life; youth joblessness would not decline with attendance threat to lives and properties in the nation.

Challenges to Functional Entrepreneurship Education

Oni (2019) reported that many of the unemployed youths who may have been exposed to some of the entrepreneurial education either in the higher institutions or apprenticeship schemes are not usually motivated to start up a business or set a workshop with confidence. Most times graduates still pursue white-collar jobs and many adjudged those who did not have white-collar jobs as being inferior to their mates in paid office employment regardless of their exposure to entrepreneurial education. Also, social problems that are common among youths are poverty, inequality, injustice, corruption, apathy, laziness, cultism, intolerance, kidnapping and so on (Odusanya and Omokhabi, 2019).

In addition to the problems noted above, the following forces constitute formidable obstacles to entrepreneurial educational reforms:

- Lack of inspiring leadership;
- Absence of patriotic spirit among a great majority of Nigerians;
- Lack of dedicated leadership;
- Nigerians' predisposition to consumption rather than production; and
- Negative attitude to work on the part of most Nigerians, (Akpomi, 2009; FGN, 2013; Ipenyi, 2013).

It should be noted that the trouble today is that the ideals no longer exist. The role models in society are no longer available to the young ones of today as they were available in the past. Hence, the need for youths to promote culture of creative ideas and value reorientation through education. Borrowing from the wisdom of Fafunwa (1976) ''productivity depends heavily on attitudes of people''. He goes further to add that, although factories, schools, hospitals, steel mills, cities and the like can be built overnight, they will stand idle or be unused, if the people for whom they were built are

socially and psychological ill prepared. At this juncture, there is need for youth attitudinal change at all strata of Nigerian society; if there will be any meaningful development in Nigeria. However, it should be noted that any impactful reform in nation building is not unconnected with right attitudes. Nation building and attitudinal change are inseparable. Attitudinal change is an onerous task. It is only when these obstacles are surmounted that Entrepreneurship education can result to sustainable nation building.

Teaching of Social Studies

Adaralegbe (1982) defined social studies as a problem- approach discipline through which human being studies and learn about problems of survival in his environment. It is an investigation of how human beings impacts and is thusly impact on his/her surroundings. Likewise, Ajiboye, Amosun, Ajitoni and Gbadamosi (2018) characterized social studies as a programme of study which a nation uses to impart in the students the information, abilities, perspectives, and activities it considers significant concerning individuals, their world, and themselves.

Further, NERDC in Ajiboye, Amosun, Ajitoni and Gbadamosi (2018) categorized the objectives of social studies education into:

- Humanistic education; helping the child to be abreast of his/her responsibilities;
- Citizenship education; preparing the child for social responsibilities;
- Intellectual education; introducing the child to the modes of thinking and social inquiry;
- Value education; inculcating in the child some socially accepted behaviours, groups' activities, attitudes and values.

It can be deduced from the above objectives that social studies enables one to discover the problems in the immediate and global environment and to devise ways of getting the problems solved. Effective teaching of social studies is expected to positively influence, modify and change learners' behaviour in the direction of acceptable norms, values, beliefs, attitudes and practices of the society.

Nexus between Social Studies and Entrepreneurial Education

Nigeria's transformation of conventional education to explicitly entrepreneurship education is crucial at this moment in the occasion to invest on the abounding youth in the general public. In view, an appearing agreement on the significance of entrepreneurship in enhancing some socio-economic issues-particularly joblessness, and such evildoing in the general public. Consequently, the focal point of educating especially in nations that such issues are paramount requires another methodology. This obviously demonstrates the sheer need of reorientation towards inculcating values that allow acquisition of necessary competencies to sense of self-reliance, autonomy, youth strengthening, and obviously reduction of poverty (Akpomi, 2009, Ipenyi, 2013).

Borrowing the words of Ahi (2007), he observed that ‘‘you cannot teach an Old dog new tricks’’. This observation is relevant because inculcation of values is most effective when it begins at early stage to be followed by a systematic orientation through the employment of basic strategies and techniques. In this direction, social studies education remains the only organized curriculum design that can impact on the drive to sanitize the social system. The imperatives to use social studies education as a dynamic instrument to achieve National educational reforms is predicated on how Okojie (2007) describes values as those aspects of a situation, event or object which is invested with preferential interest as being desirable and undesirable. He elaborates that values constitute the bedrock of cultural universal ways of life, beliefs, ideas, customs and traditions which every adult in a society is supposed to know and practice. Values are the beliefs and ideals which society esteems and seeks to achieve.

The issue of possessing the right attitude and values for the entrepreneurship education must be viewed as a long time goal that requires huge investments in the sector. This is important because the type of citizens and leaders that are to ensure the full implementation of the reform to achieve gainful employment and reduce social vices must possess the knowledge, attitudes, values and skills. Social studies education, as a school discipline, has the challenge of character formation, socialization and acculturation of citizens. The products of social studies are expected to be an embodiment of exemplary

citizenship, integrity and participation in the development process that are embedded in the national educational reforms (Danladi and Lorliam, 2008).

The re-orientation of national values through social studies programme will develop in children skills necessary in ensuring survival, improving standard of living, eliminating unskillfulness and standard of scientific and technological manpower.

Summarily, social studies teachers engage students in some activities that can promote entrepreneurial education such as:

- Reinforcement of desirable values already acquired by the students or those values already existing in the community;
- Promotion of students' self – concepts and human relation skills;
- Development of the students' socio- political and moral insights;
- Development of tolerant attitudes towards other people's views and actions.

Upper Basic Social Studies

The teaching of the values-related subject is important at the Upper Basic education of its peculiarities in the development of the responsible citizenry. Students are in the adolescent stage which is a critical period that has to be handled with care because of its uniqueness and ages involved in it. Hence, the need to examine relevance of upper basic social studies for development of values.

The upper basic school social studies curriculum is organized in an integrated, interdisciplinary and problem solving- oriented approach in the selection of themes which are organized in a spiral manner. This is shown in table 1.

Table 1: Sub-Themes in Upper Basic Social Studies Curriculum

	JSS1	JSS2	JSS3	VALUES
SUB-THEME	FUNDAMENTALS OF SOCIAL STUDIES	FUNDAMENTALS OF SOCIAL STUDIES	FUNDAMENTAL OF SOCIAL STUDIES	PROMOTED/ ENTREPRENEURIAL CHARACTERS

Topic(s)	History of Nigerian social studies Education	General Objectives of social studies	Contents of social studies	Patriotism, Unity, Tolerance, trustworthiness, participation, integration
SUB-THEME	**FAMILY AS THE BASIC UNIT OF THE SOCIETY**	**FAMILY AS THE BASIC UNIT OF THE SOCIETY**	**FAMILY AS THE BASIC UNIT OF THE SOCIETY**	
Topic(s)	Family as a primary social group; The consequences of large/small family size	Advantages of living together as a family	Roles of extended family members in child development	Obedience, integrity, discipline, cleanliness, creativity, hard work co-operation, respect, peaceful co-existence
SUB-THEME	**CULTURE AND SOCIAL VALUES**	**CULTURE AND SOCIAL VALUES**	**CULTURE AND SOCIAL VALUES**	
Topic(s)	Meaning and characteristics of culture; Similarities and differences among cultures in Nigeria; Agents and processes	Purpose of marriage; Readiness in marriage; Positive group behaviours	Human trafficking; Preventing human trafficking; Harmful traditional practices; Promoting	Patriotism, unity, tolerance, respect, appreciation, togetherness, love, peaceful co-existence, Creativity, self-reliance, collaboration, open

	of socialization ; Road safety clubs as an agent of socialization		peaceful living in the society	mindedness
SUB-THEME	**SOCIAL AND HEALTH ISSUES**	**SOCIAL AND HEALTH ISSUES**	**SOCIAL AND HEALTH ISSUES**	**VALUES PROMOTED**
Topic(s)	Common social problems in Nigeria; Ways of solving social problems; Promoting safety in our community	Meaning and consequences of drug abuse and harmful substances; Dangers of drug trafficking	Social conflicts; Managing and resolving conflicts; Controlling cultism in our society ; Preventing drug trafficking	Respect, appreciation, togetherness, national consciousness , tolerance , peaceful co-existence

Source: Adapted from Social Studies Theme in National Values Curriculum, FGN (2013)

A critical examination of table 1, revealed that some of the sub-themes and topics are related to value learning that builds good character and promotes entrepreneurial skills in learners. At the upper basic classes, entrepreneurial characters can be taught through such topics as Family as a primary social group; culture, human trafficking, common social problems in Nigeria, social conflicts and so on.

Samples of Topics in Social studies for Value Re-orientation to Promote Entrepreneurial Education

The cardinal objective of teaching social studies is to develop the principles of nationalism, patriotism, belief in the self and

encapsulating value-system of a society to make the learners a "Total human being" (Igbanibo, 2010). Meanwhile, when an individual takes cognizance of the 'self', he or she will make effort to be innovative and take risk to be relevant and to contribute his or her quota to the development of the nation. When self-reliance is developed in learners, He/she will make right judgment on value-laden issues. Students will also discover the significance of nationalism and patriotism for individual development, unity and progress of the nation. The essence of developing self-reliance in learners is emphasized by Okoli, Emenyonu, and Syed in Igbanibo (2010) that the values, beliefs, and ideals of self-reliance must be inculcated and objectified through a carefully constructed course of education, well-articulated and clearly understood directive principles and an economic system which ensures to each individual not just a place of employment, but a practical opportunity for the satisfaction of his/her basic needs.

The teaching of the history of social studies will give students opportunities to know the history of nationalists that carved a niche in the societies while well-known personalities in the societies where the school is cited are examined, notably keep players in enterprising in different sectors of the economy with outstanding performance so that students can learn from their lives history.

The teaching of culture is important to expose youths to arts and culture in Nigeria and to develop their talents. Their knowledge of arts and culture will give youth opportunities to explore arts and culture. The knowledge of culture will enable them to appreciate our diversity and tap the potential benefit to empower themselves. This is supported by Raphael (2019) that African countries should exploit arts and culture as well as sports and tourism, to create more jobs for the youth.

The values that will be instilled in learners are respect, appreciation, togetherness, creativity, punctuality, empathy, hard work, love, national consciousness, peaceful coexistence, integrity, self-discipline and so on. There are many skills entrepreneurs develop over time but there are a few characteristics that every entrepreneur must have before opening their ''doors'' for business. Promotion of right types of values is a panacea to development of entrepreneurship skills in learners at all levels of education. It could be seen from the table 1 that

effective teaching of social studies is paramount for entrepreneurship training in Nigeria.

Conclusion

This paper argued that the development of entrepreneurial education provides a vital catalyst to flaunting productivity, creating employment, prosperity and promoting sustainable national development. It further established that this may be impossible if social studies is not effectively taught in our schools. Social studies is a vehicle for citizenship training to eradicate negative societal values that are inimical to the sustainability of this nation. The acquisition of such values is fundamental for promoting entrepreneurship knowledge and skills.

In conclusion, the researcher concludes by agreeing with Wronski (1975) that whoever feels that we can avoid values in the classroom is committing an educational felony, and whoever feels we ought to avoid values is compounding the felony. Re - orientations of values have to be mobilized and supported to achieve educational reforms, in particular, entrepreneurship education through social Studies. The development of entrepreneurship skills in citizens cannot be achieved without learners inculcating national values of hardwork, accountability, loyalty, self- reliance, transparency, self- motivation and good neighbourliness and so on. These are core national values promoted in social studies lessons that can ensure positive change in learners, if objectives of introducing entrepreneurship education would be achieved.

Suggestions

It is therefore suggested that:

- There should be effective teaching and learning of social studies education at upper basic education for value re-orientation. This implies that social studies programmes in our colleges of education and universities should be designed to enable pre-service teachers to acquire necessary skills that can help them to promote citizenship training at service.
- Social studies teachers should be adequately trained and equipped to cause desired changes, enact and make real in learners those national values that will promote

entrepreneurship skills in citizens through active learning techniques such as educational trips, inquiry, discussion methods and so on.

- Teachers should facilitate question and answer sessions during classroom interactions. Under such an atmosphere students will have the opportunity to express themselves and develop their potentials; it will also give opportunities for teachers to discover talents of his/her students for proper guidance. This in the long run improves critical thinking, confidence, and cooperation and so on with resultant effect on the development of students' entrepreneurial skills.
- Teachers should encourage small and large class discussions in view of motivating the introvert students to contribute to the topic of discussion. Such will promote student understanding, tolerance, listening, and speaking skills that will prepare them for the future to take up the challenge of self-reliance.
- Teacher should employ e**ducational trips instructional strategy**: educational trips will give students the opportunity to learn outside 4-walls of the classroom. This will give them first-hand information on what is happening around them. The experience will provoke them to have goals, ambitions, and desire not to be limited by the environment but become problem solvers.
- Teacher should adopt s**ervice learning instructional strategy** that will give students the chance to use knowledge gained to deal with problems around them by engaging them in the process of finding solutions to identified social problems such as unemployment to prepare them as job generators than job seekers.
- Teachers can invite experts to school in regards to the topic of discussion to share their experiences.
- In-service teachers should be exposed to the modern method of teaching through regular workshops and seminars.
- The teacher should adopt evaluation techniques to determine the extent that students have developed the right values such as:
  (1) **Group discussion**: Teachers can give topical issues to students for discussion. The teacher will draw

inferences from the interaction, in case the students have assimilated the values being examined.

(2) **The use of the checklist**: the teacher could prepare a checklist to measure appropriate behaviour in learners. The teacher should record specific behaviours and draw his/her conclusions about each of the learners on the behaviour being measured.

(3) **Paper and pencil test**: the teacher can set questions by creating a scenario related to the values to be measured. Thereafter, the teacher will raise value-ladden questions from the scenario to measure the extent to which students have to acquire the behaviour being evaluated.

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RELATIONSHIP BETWEEN EXTERNAL QUALITY ASSURANCE AND ADMINISTRATION OF PUBLIC UNIVERSITIES IN CROSS RIVER STATE FOR SUSTAINING YESTERDAY, TODAY AND TOMORROW'S EDUCATION IN NIGERIA

Iyala, Felix Emeka (Ph.D.)
[1]*iyalafelix@gmail.com*
Department of Educational Foundations, Faculty of Education, Veritas University, Abuja

Ogbo, Adamu Omaku & Tanimu Mohammed
[2]*adamuomaku4eva@gmail.com*,
[3]*tanimumohammed21@gmail.com*
Department of Educational Management, Faculty of Education, Nasarawa State University, Keffi

Abstract
The study surveyed the relationship between external quality Assurance and administration of public universities in Cross River State. The study was guided by two objectives with corresponding two research questions and null hypotheses. The research design adopted for this study was a cross-sectional survey research design. The total population of the study consisted of 2,650 academic staff of public universities in Cross River State. The sample size of the study consisted of 338 *respondents. The instrument used for data collection was the 'Questionnaire on External Quality Assurance and the Administration of Universities' (QEQAAU)). The instrument was duly validated and it yielded 0.80 as a logical validity index. The reliability coefficient of 0.75 was obtained after pilot testing the instrument. Descriptive statistics of mean and standard deviation were used to answer the research questions, while* ***Pearson*** *Product Moment Correlation Coefficient was employed to test the hypotheses at 0.05 level of significance. The findings of the study indicated that there was a significant relationship between accreditation and administration of public universities in Cross River State* (r-cal 0.44>r-tab 0.194) *and there was a significant relationship*

*between external auditing and administration of public universities in Cross River State(*r-cal 0.50>r-tab 0.194*). The study recommended that in order to minimize poor administration of universities in Cross River State, the NUC need to visits the universities in the state regularly especially on a bi-annual basis to enable the administrators of universities provide adequate human and material resources required for effective administration of the university system.*

Keywords: External Quality Assurance, Administration of Universities, Accreditation and External Auditing.

Introduction

The quality of university education serves as the bedrock for national development. No wonder, one of the major objectives of university education in Nigeria as spelt out in the 2013 National Policy on Education is to "create a qualified, skillful and competent labour force needed for promoting industry and other economic sectors in order to sustain national growth and development. Ibiam (2014) maintained that the effective administration of university education in Nigeria is faced with the challenges of increasing students' enrolment, insufficient staff, limited infrastructures and inadequate funding which are capable of reducing the quality of university education in Nigeria. Such challenges may also prevent the attainment of the goals of university education. The goals of university education in Nigeria according to the Federal Republic of Nigeria (FRN, 2013) include the following:

1. Intensifying and diversifying its programmes for the development of high-level manpower within the context of the needs of the nation;
2. Making professional course contents to reflect the national requirements;
3. Making all students part of the general programme of all-round improvement in University education;
4. To offer general study courses such as the history of ideas, philosophy of knowledge, nationalism and Information Technology (IT); and
5. Making entrepreneurial skills acquisition a requirement for all Nigerian universities' students.

The above goals of university education may be difficult to achieve without sustaining quality in the administration of the university system. The indispensable roles which quality assurance plays towards enhancing effective university administration prompted the National Universities' Commission (NUC) to draft a manual on university quality assurance in 2012. Quality assurance is meant to ensure that a high level of academic standard is achieved, maintained and enhanced in universities. It consists of the activities that are designed to meet certain criteria related to academic standards such as lecturer-students' ratios, employment of staff mix by rank, regular staff development, adequate provision of physical facilities, adequate funding and provision of library services. Quality assurance in the university system is aimed at enhancing effective teaching and learning activities to produce quality learners that would contribute meaningfully towards sustaining the quality of Nigerian education. Through quality assurance, the administrators of universities could facilitate the proper utilization of educational resources to avoid educational wastage. Quality assurance consists of the actions that are necessary for maintaining a standard of teaching and learning. In the university system, quality assurance is achieved through staff supervision, staff training and development, compliance with the admission requirements and monitoring of students' activities as internal indices while as part of external indices, it involves the process of monitoring and evaluation, accreditation and resource verification of universities. The essence of the above quality assurance indices is to adhere to the guidelines that are laid down to enhance the effective administration of universities (Olaleye & Oyewole, 2016).

The National Universities Commission (NUC, 2012) described quality assurance as the systematic review of university programmes to ensure that acceptable standards of education, scholarship and infrastructures are sustained and maintained on a continuous basis. The aim of integrating quality assurance into the administration of universities in Nigeria by NUC is to ascertain that strict guidelines for accreditation of academic programmes in Nigerian universities are designed in order to produce graduates that would sustain the yesterday, today and tomorrow education and promote sustainable development in Nigeria (Odigwe & Swem, 2016).

The manual for quality assurance drafted by NUC in 2012 categorized quality assurance in universities into internal and external indices. Internal quality assurance involves the policies, mechanisms; processes and attitudinal changes design by every university to maintain the standards, accountability and fitness of purpose in the university setting (Oladosu, 2012). External quality assurance involves the monitoring and evaluation by NUC and other professional bodies to ensure that universities comply with the laid down rules and standards required for promoting the effective administration of universities. As part of external quality assurance, new universities undergo resource verification exercises and review of their temporary operating licenses to maintain standards in universities. With the aid of external quality assurance measure, both old and new universities are subjected to periodic accreditation of their programmes by the NUC through a selected panel of renowned Professors to ensure that standards are sustained and maintained in the university system. The panel may recommend full or interim accreditation to a programme or deny its accreditation depending on the nature of compliance of a programme to the Benchmark Minimum Academic Standards (BMAS) set up by the NUC (Akubuilo, 2015). All forms of external quality assurance indices are carried out by experts from outside a university and this may be responsible for the much attention given to the external indices of quality assurance than the internal ones by the administrators of universities in Cross Rivers State as they always strive to provide adequate human and material resources when preparing for accreditation exercise. The 2012 NUC manual outlined the external quality assurance indices to include the activities leading to the establishment of universities and their programmes; accreditation of programmes; resource verification for introduction of masters' and PhD programmes, admission of qualified candidates into Nigerian universities; institutional audit by the visitor to universities; external auditing, monitoring and evaluation of universities periodically by NUC and, collaboration with professional bodies to maintain a high level of university education through quality assurance. This study, however, focused on external quality assurance indices of accreditation and external auditing and how they influence the administration of universities in Cross River State.

The National Universities Commission (NUC) undertakes accreditation of universities periodically as part of external quality

assurance in order not to compromise the standard of university education in the country. The accreditation exercise usually takes into consideration the holistic evaluation and assessment of every university's vision, mission, strategic goals, available resources, quality of teaching and learning, staff development approaches, research activities, internal efficiency mechanisms, community services, students support services, consultancy services, financial provision and records of students' academic activities. Oribabor (2008) conducted a study on the Impact of National Universities Commission (NUC) Accreditation Exercise on University Administrative Structure and found out that accreditation exercise had no impact on universities' administrative structure in Nigeria. Accreditation is the assessment and evaluation exercise to ensure that a university and its programmes are recognized as meeting minimum acceptable academic standards. It aims at ensuring and maintaining education standards and institutional integrity. The NUC provides a team of academic experts and members of professional bodies who utilize the benchmarks for the accreditation of university programmes to assess different university's academic programmes. A professional association such as the Institute of Chartered Accountants of Nigeria (ICAN), Nigerian Bar Association (NBA), Nigerian Medical Association (NMA) among others equally undertake accreditation of their various professional programmes and courses run by universities to ensure compliance with professional standards (Adeniyi, 2015).

Furthermore, external auditing is another external quality assurance measure used to checkmate the activities and operations of the university system. Auditing is the examination and assessment of the financial statement of an institution by a team of auditors in accordance with the terms and conditions of the relevant statutory obligations and professional requirements. It is the process of reviewing every university's programme to ascertain that its curriculum, staff and infrastructure meet the stated aims and objectives. External auditing is normally carried out by the federal and state governments respectively for federal and state universities. Auditing is targeted at enhancing the accountability of the programmes of the university system. It is normally undertaken by an external body with the aim of facilitating quality utilisation of universities' funds and other

resources in order to avoid misappropriation and mismanagement (Ezeani & Oladele, 2016).

The attainment of the goals and objectives of a university requires the administrators to control and coordinate the activities of universities under their control through adequate provision and utilization of educational resources. The administration of universities is concerned with output, quality, creation of value-added, innovation and cost reduction in the school system. It measures the degree to which a university achieves its goals using the various indices of the internal and external quality assurance. Quality assurance may help to determine the policy objectives of a university through and how they could be achieved in the future (Zheng, Yang & McLean, 2010). The application of quality assurance indices into the administration of universities seems to be one of the critical mechanisms for enhancing the administrative effectiveness of the university system. Quality administration of university may help to assess the progress of a university in terms of mission fulfillment and goal attainment.

In the University system, the effort of quality assurance is geared towards facilitating effective administration. Administration entails the utilization of physical resources, human resources, financial resources and services through cooperative efforts and performance of series of functions such as planning, organizing, staffing, budgeting, reporting directing and evaluation. The attainment of the goals of university education in Nigeria to a larger extent depends on the administrative effectiveness of the Chief Executives of the institutions because it is only when universities are well-coordinated and planned that they would be able to equip students with the required knowledge and prepare them adequately to contribute towards sustaining Nigerian education of yesterday, today and the future.

The quality assurance units in the universities seem not to be properly empowered to handle certain issues related to quality assurance to enhance effective administration of the university system in Cross River State. Hence, this study was designed to survey the relationship between quality assurance and administration of public universities in Cross River State.

Statement of the Problem

Universities in Cross River State and Nigeria in general find it difficult to meet the yearning desires and needs of the students,

staff and the general society. This necessitated the introduction of quality assurance by NUC to assess and monitor the activities of universities on a regular basis. Irrespective of the integration of quality assurance into the administrative process of the university system; the universities are still faced with the challenges of limited funds, human and material resources to implement the various universities' educational programmes. The federal and state governments usually give subventions and grants to universities for recurrent and capital projects respectively. Unfortunately, such funds are sometimes misappropriated because the visitors of the universities do not constitute special committee to periodically audit the accounts of universities. The consequence of misappropriation of funds is experienced in the general declining in the quality of university of both material and human resources in the university system. This study was designed to survey the relationship between quality assurance and administration of public universities in Cross River State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between accreditation and administration of public universities in Cross River State?
2. What is the relationship between external auditing and administration of public universities in Cross River State?

Hypotheses

The study was guided by the following hypotheses:

HO_1. Accreditation does not have a significant relationship with the administration of public universities in Cross River State.

HO_2. There is no significant relationship between external auditing and administration of public universities in Cross River State.

Research Methodology

The study was guided by the cross-sectional survey research design. The population of the study consisted of 2,650 academic staff in the University of Calabar and Cross River University of Technology, Calabar. The sample size of 338 academic staff was selected using the Krejcie and Morgan (1970) Table. However, the simple random simple sampling technique was employed to select the actual

respondents from the various faculties in the two universities. The instrument used for data collection was a ‘‘Questionnaire on the External Quality Assurance and the Administration of Universities (QEQAAU)”. The instrument which consisted of 12 items was designed based on modified 4-point Likert Scale given as: Strongly Agree (SA=4), Agree (A)=3, Disagree (D)=2, Strongly Disagree (SD)=1. The instrument was duly validated and it yielded 0.80 as a validity index while the reliability index of 0.75 was obtained after pilot testing the instrument. Three hundred and thirty eight (338) questionnaires were administered to the respondents but twelve (12) questionnaires were rendered invalid by the respondents. The research questions were answered using the descriptive statistics of mean and standard deviation, whereas, the hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation Coefficient.

Findings and Discussion

The research questions were answered using mean and standard deviation and the results are presented below:

Research Question 1: What is the relationship between accreditation and administration of public universities in Cross River State?

Table 1: Mean and Standard Deviation Analysis of Accreditation and Administration of Public Universities in Cross River State

S/N	Items	SA	A	D	SD	$\bar{X}$	SD	Decision
1.	Accreditation activities ensure that every university admits students based on the available	47	22	150	107	2.05	0.68	Disagreed

	resources to avoid overutilization of resources.							
2.	Accreditation team carefully assesses the quality of what is taught by every department to ensure that there is uniformity in the organization of academic activities.	180	124	9	11	2.90	0.73	Agreed
3.	Through accreditation, the academic content of a university is assessed to ensure that the academic programmes are not run in a disorderly manner.	160	69	48	49	2.88	0.75	Agreed
4.	Accreditation exercise ensures that adequate social	100	134	38	54	2.75	0.65	Agreed

	amenities are provided for students by the university to avoid protest that could disrupt the academic activities.							
5.	Accreditation exercise helps the university to keep appropriate students' records for the proper planning of the university's activities.	120	129	60	17	2.70	0.72	Agreed
6.	The university has access to sufficient material resources to avoid denial of accreditation by NUC.	30	50	115	131	2.20	0.60	Disagreed
	Aggregate Mean					**2.58**	**0.68**	**Agreed**

Scale Mean 2.50

The details of the analysis of research question one showed that the aggregate mean value of 2.58 is higher than the scale mean value of 2.50, this, therefore, implies that the respondents agreed

that accreditation helps to improve the administration of universities in Cross River State.

Research Question 2: What is the relationship between external auditing and administration of public universities in Cross River State?

Table 2: Mean and Standard Deviation Analysis Showing the Analysis of External Auditing and Administration of Public Universities in Cross River State

S/N	Items	SA	A	D	SD	$\bar{X}$	SD	Decision
7.	The visitor of the university monitors the activities of the university to avoid the poor running of the institution.	114	145	40	27	2.98	0.60	Agree
8.	The university's account is audited on a periodic basis to avoid misappropriation of funds.	124	150	32	20	2.87	0.80	Agreed
9.	The available resources in the university are regularly checked to ensure that they are properly used.	130	125	45	26	3.00	0.77	Agreed
10.	The university renders periodic	50	52	165	59	2.40	0.65	Disagreed

	account of the university to the government.							
11.	There is transparency in the financial management of the university's funds because of the external auditing activities.	119	120	48	39	2.80	0.75	Agreed
12.	External auditing is prevents university's administrators from diverting the institution's funds to personal use as such conduct influences poor administration.	140	109	55	22	2.74	0.66	Agreed
	Aggregate Mean					**2.79**	**0.66**	**Agreed**

Scale Mean 2.50

The details of the analysis of research question one showed that the aggregate mean value of 2.79 is higher than the scale mean value of 2.50, this signifies that the respondents agreed that external auditing helps to enhance effective administration of public universities in Cross River State.

Testing of Hypotheses

The null hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between Accreditation and Administration of Public Universities in Cross River State.

Table 3: Relationship between Accreditation and Administration of Public Universities in Cross River State

Variable	Df	r-cal	r-tab	Level of Sig.	Decision
Accreditation Administration of Universities	365	0.44	0.194	0.05	Significant

Table 3 shows the correlation coefficient of a significant relationship between accreditation and administration of universities in Cross River State. The analysis of the hypothesis revealed that the r-calculated value is 0.44 while the r-table value is 0.194 at a significant level of 0.05. Since the calculated value of 0.44 is above the critical value of 0.194, the null hypothesis one was not accepted implying that there was a significant relationship between accreditation and administration of public universities in Cross River State**.**

Hypothesis 2: There is no significant relationship between external auditing and administration of public universities in Cross River State.

Table 4: Relationship between the External Auditing and Administration of Public Universities in Cross River State

Variable	Df	r-cal	r-tab	Level of Sig.	Decision
External Auditing Administration of Universities	365	0.50	0.194	**0.05**	Significant

Table 4 indicated the correlation coefficient of a significant relationship between external auditing and administration of universities in Cross River State. The analysis of hypotheses two

demonstrated that the r-calculated value is 0.50 while the r-table value is 0.194 at a significant level of 0.05. Since the calculated value of 0.50 is higher than the table value of 0.194, the null hypothesis was not accepted which means that there was a significant relationship between quality assurance and administration of public universities in Cross River State.

Major Findings of the Study

The findings of the study on the basis of hypotheses include the following:

1. The findings of hypothesis one on table 3 indicated that there was a significant relationship between accreditation and administration of public universities in Cross River State.
2. The findings of the study on table 4 (hypothesis 2) showed that there was a significant relationship between external auditing and administration of public universities in Cross River State.

Discussion of Findings

The findings of hypothesis one showed that there is a significant relationship between accreditation and administration of public universities in Cross River State. This implies that accreditation helps to improve the administrative effectiveness of universities in Cross River State. The findings of this study disagreed with Oribabor (2017) who conducted a study on the Impact of National Universities Commission (NUC) Accreditation Exercise on University Administrative Structure and found out that accreditation exercise had no impact on universities' administrative structure in Nigeria. The National Universities' Commission (NUC) undertakes accreditation of universities for introduction of new academic programme and after 3 years and 5 years respectively for interim and full accreditation. The accreditation exercise influences the administrators of universities to source for funds and provide the necessary human and material resources to avoid being denied accreditation. The accreditation exercise takes into consideration the holistic evaluation and assessment of every university's vision, mission, strategic goals, available resources, quality of teaching and learning, staff development approaches, research activities, institutional internal efficiency, community services, students

support services, consultancy services, financial provision and management and records of students' academic activities. Despite the above thorough job undertaking by the accreditation team, the findings of this study implied that there is poor administration of public universities in Cross River State.

In addition, the finding of hypothesis two revealed that there is a significant relationship between external auditing and administration of public universities in Cross River State. The findings of this study agreed with Ezeani and Oladele (2016) who submitted that auditing is a tool used for enhancing accountability, efficiency and effectiveness of school administration. The implication of this finding is that through auditing; the administrators of universities strive to be transparent in the financial management and utilization of other educational resources to maintain proper records that will not dent their integrity. Auditing is the examination and assessment of the financial statement of a university by a team of auditors in accordance with the terms and conditions of the relevant statutory obligations and professional requirements. Auditing is targeted at enhancing the accountability of the programmes of the university system. It is normally undertaken by an external body with the aim of facilitating quality utilization of universities' funds and other resources in order to avoid misappropriation and mismanagement.

Conclusion

The study concluded that external quality assurance indices of accreditation and external auditing are useful means of assessing and monitoring the activities of universities to enable them to comply with the laid down rules and standards by NUC for enhancing effective administration of the university system.

Recommendations

Based on the findings, the study made the following recommendations:

1. The findings of the study revealed that accreditation helps to enhance the administrative effectiveness of universities; as a result, the study recommended that the NUC need to carry out accreditation exercises in universities on a bi-annual basis since the administrators of universities seem

to provide adequate human and material resources during accreditation exercises.

2. The visitors of universities should engage professional auditors who will periodically request for the financial statement and other records of universities to carry out proper auditing exercise to prevent misappropriation and poor utilisation of educational resources that often lead to poor administration of the university system.

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APPLICABILITY OF EMOTIONAL INTELLIGENCE ON SOCIO-ECONOMIC IMPLICATIONS OF GAMBLING AMONG THE RESIDENTS OF OYO-STATE

Oloyede, A. O.
oloyedeabiodun4@gmail.com
&
Oyedele, A. O. & Odedoyin O.
Oyedeleope@yahoo.com & odedoyin2011@gmail.com
Department of physical and health education
Osun-state college of education, ila-orangun

Abstract
This study examined emotional intelligence and socio-economic implications of gambling among the residents of Oyo-state, Nigeria. The descriptive survey research design was adopted for this study. The population for this study consisted of male residents in Oyo-state. The sample size for the study was one thousand and two hundred (1, 200) respondents through snowballing techniques. Three research instruments were used to elicit information from the respondents. They were Emotional Intelligence scale (EIS), Gambling Scale (GS) and Socio-Economic Implications Scale (SEIS) with the reliability values of 0.76, 0.68 and 0.85 respectively, through Cronbach's alpha. The demographic data of the respondents were analysed with frequency counts and percentage while inferential statistics of multiple regression was used to test the hypotheses at 0.05 alpha level. It has been observed that the correlation was R= .228. The adjusted R-square indicates that 52% of the variance accounted for emotional intelligence and gambling as correlates for socio-economic implications among male residents. Also, the table shows the effectiveness of the prediction with the F-ratio 32.692 and significant alpha (.000). Therefore, the results of the findings show significant composite contribution of emotional intelligence and gambling as correlates for socio-economic implications among male residents. It shows emotional intelligence and gambling, the unstandardized regression weight (ß), the

standardized error of estimate (SEß), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in the table, emotional intelligence (ß=0.188, t=6.642, p<0.05) and gambling (ß=0.108, t=3.829, p<0.05) were relatively tested significant on socio-economic implications. The two null hypotheses tested at 0.05 level of significance were rejected which implied that emotional intelligence and gambling have significant influence on socio-economic status of male residents in Oyo-state, Nigeria. It was therefore recommended among others that orientation should be given on productive leisure utilization and empowerment scheme which should be handled by trained and knowledgeable educators. In addition, government should promulgate a law preventing people from setting up gambling centres such as pool house and any body found guilty should be dealt with accordingly.

Keywords: Emotional Intelligence, Socio-Economic Implications, Gambling, Residents, Oyo-State.

Introduction:

Despite all efforts of the religious leaders, counsellors, economists and teachers on psycho-socio effects of gambling on individual's standard of living, youths are still adamant to this social issue. Gambling has become a social and economic problem in contemporary society. In attempt to enrich themselves, many people get involved in gambling acts; to some individuals, it is a way of making quick money without serious labour or sweat and while other people perceived it, as a means of recreation and socialization with others. Socialization of peoples through gambling is a way of encouraging social menace like drug abuse, smoking of cigarette and India hemp, sexual abuse among others. Gambling can be defined as an act of playing games of chance for money, bearing the risk, in hope of the gain that it brings.

From another point of view, gambling can be described as the risk undertaken by the gambler with aims of monetary or property gain; it involves transfer of money or goods between individuals without tangible input. Gambling has become part and parcel of some people's life in the community, to the extent that some cannot do without going to the venue and get involved in gambling act in a day. It has become a hobby, a means of relaxation, socialising and recreating (Shaffer & Hall, 2000).

. Contrary to public opinion, literatures established that money is not the predominant reason why youths actively get involved in gambling, but money is the vehicle which enables individuals to continue playing. Through play, either with video poker machines, sports betting, pools staking, dices throwing, cards playing or other forms of gambling, youths exhibit a number of dissociated behaviours as expressed by Shaffer & Hall (2000; Sherer, 2003) that, the excitement, enjoyment, monetary gain, boredom prevention and leisure utilization are some of the reasons people engage in gambling.

Reports from Indian gaming indicated that some positive effects from increased gaming on reservations. Sherer, (2003) stated that the encouragement received from gambling on reservations to foster economic development and to raise the standard of living on poverty-stricken reservations had influence on economic status of the community members. However, the Wisconsin Policy Research Institute found that the economic impact of gambling casino revenue was not as great when the negative impact on social issues was considered (Thompson, Gazel & Rickman, 2009). Meanwhile, definitive data on the negative effects like crime, suicide, and family problems were not able to be directly connected to gambling (Thompson, Gazel & Rickman, 2009). Although, there are other factors that may course suicide and family problems such as disappointment, frustration, jilted, failure and inability to get on with age mate. Therefore, inability of the gamblers to win may lead to suicide especially when a loan is obtained from a bank or co-operative society, student's final year enrolment fee or salary of co-workers being used for pool staking and at the end of the day, the gambler eventually loses, this may be disastrous.

Recreation according to Auxter (2002) is a diversion from works, a retooling of energy for work or a positive and socially accepted leisure activity. He stressed further that a recreation programme should provide opportunity for the participants to select different form of activities during our free or leisure time. According to Nwankwo (2001) recreation may be said to connote socially acceptable activities voluntarily engaged in during the free or leisure time and which are worthwhile and give individuals some satisfaction.

Bucher (2004) saw it as freely chosen, enjoyable and beneficial activities performed during leisure time, activities which

a person engages in voluntarily because of joy, happiness and satisfaction he gets from doing it. These activities might be fishing, camping, singing, dancing, Photography or play acting. However, Iwaski (2003; Adisa and Oloyede, 2011) expressed that recreation is a worthwhile, socially acceptable leisure experience that provide immediate and inherent satisfaction in the individual who voluntarily participates in the activity.

Bucher (2004) opined that recreational and leisure services are concerned with those activities, which a person participates in during hours other than work period. This means that, the individual has chosen certain activities to engage in voluntarily because of an inner desire and self-motivation, such participation gives him or her satisfying experience and develops physical, mental, social and aesthetic qualities in him contributing to a better existence. More so, numerous benefits could be derived from recreational sport participation if structures are put in place and programmes well intensified and identification of recreational sports programmes and activities, which must enjoy priority funding. There are several benefits derived from participation such as, improved emotional wellbeing, stress reduction, improved happiness, self-confidence, character building, improved interaction with part of the community and diverse sets of people, it strengthens cohesion between institutions and the community, by creating an ideal society. Meanwhile, the creation of an ideal society depends entirely on an increased participation of community members in quality sports and recreational activities or programmes that effectively address the social components of health and wellness.

Stewart (2002) defined leisure as our free or spare time, the time left over after our daily work is done and after our survival needs are met. He stressed that leisure is not the same thing as idleness or fooling around. It is the worthy, positive and qualitative use of our free time that constitutes true leisure. It is during leisure time that recreational activities can take place such as singing, dancing, painting, camping and playing games.

Despite all benefits allotted to recreational leisure, some youths still spend their school fees on gambling while adults on several times spend their salaries, even some have gone to the extent of collecting loan from bank, cooperative society, financial institutions and spend it on gambling. Some top officials in civil service could spent the salary of the co-workers, even principal of

schools have spent final examination enrolment fees in trade for gambling. All those problems are what the society at large is facing. However, recreation is particularly important in view of the claim, confirmed by research that having nothing to do in leisure time adversely affects lifestyle and personality and can also be an incriminating factor (Sherer, 2003).

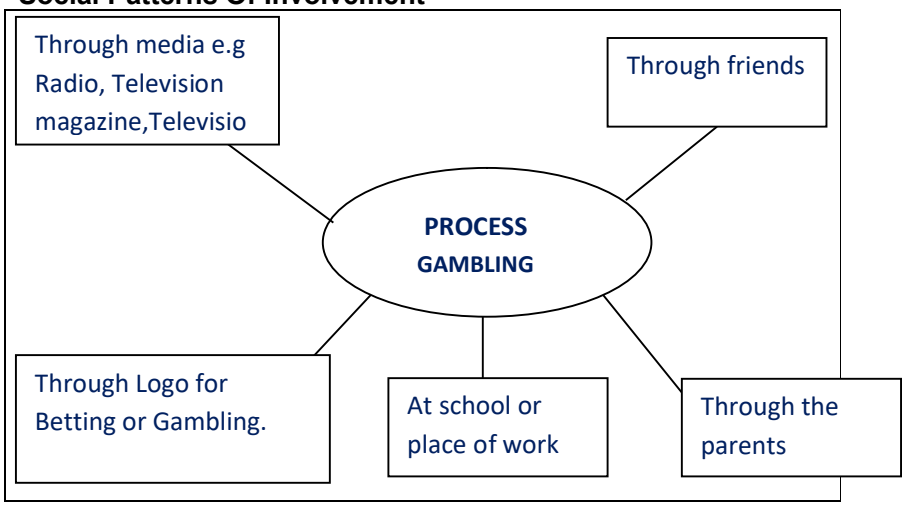
Dattilo and Susan (2003) expressed a lifestyle as the typical way of life of an individual or a group, manifested in their characteristic activities, feeling and the manners in which their needs are satisfied, also in the ways they spend their free time, pursue their interest, express opinions as well as in the values which they treat as important in their life and which they aspire to achieve. Leisure is always connected with the development and improvement of life, both in its social and individual forms. Because of the rate of development of media communication and dynamic social changes, people are often overwhelmed by their daily life. During leisure, being completely free, people should be guided by the criteria of value, interest and their own need.

Whatever might be the level of skill, strength and experience of a gambler, his effort in the face of stiff competition will be largely influenced by his ability to assume the right emotion and achieve an appropriate level of the emotional energy to perform excellently. How you feel is how you will play (Maccoby, 2005). The significance of emotional influence on gambling has often been evident in most comments of economists, health counsellors, psychologists, religious and community leaders on gamblers' attitude during betting. Oftentimes, the comments of gamblers are negative, on their displays of anger, frustration, depression, enthusiasm, determination, timidity and lack of confidence which are forms of emotionality indices for success or failure of their betting (Fonseca, 2011). The implication is that preparation of gamblers for tangible or carrier work, more importantly on training for certainty is very essential, rather than really on betting as a means of living or survival. Meanwhile, emotional training or literacy is the act of developing or preparing of people for emotional and social stability. Mayer, Salovey and Caruso (2000) aver that emotional intelligence is the subset of social intelligence which aims at ability to monitor one's own and others' positions, feelings and emotions. They stressed that emotional intelligence embraces the ability to reason with emotions, and the capacity of emotion to promote thought.

Emotional intelligence is the application of knowledge to separate uncertainty from certainty feeling and how to turn negative feelings into positive ones (Fakolade, 2015). However, the energy and time spending in search for uncertainty can be diverted for reliable, tangible, pleasant and carrier work. Meanwhile, application of emotional intelligence will guide an individual to make the right decision and lay hands on reliable work that will enhance good personality and future prospects.

Conceptual Framework of the Study

Social Patterns Of Involvement



Source: Gambling Model (Adapted from Thompson, Gazel and Rickman, 2009)

Patterns of Involvement

There is no other medium of communication that is so widely embraced as the television. As an educational device, it is powerful and potent, whether for good or evil. It can and does produce positive as well as negative results. Youths are being given the opportunities to see and hear and follow gambling trend. Now, there is more of advertisement of different products, programmes and items on the television than ever before, pool staking and other forms of gambling are not left out. New television technologies, such as satellite, cable and digital

television, have increased the volume of gambling (Cornel, kalt and Taylor, 1998) which motivates the gamblers to be involved with and committed to gambling centres. In essence radio, television, newspapers and magazines, have influence on the way youths are involved with gambling process (Cornel, Kalt and Taylor, 2009). Another means of involving in gambling act is through the influence of friends. Broadly speaking, friends have influence on individual involvement in gambling, through the encouragement received from the friends in accompanying them to attend pool house and other gambling centres may arouse the interest of an individual toward involvement in various methods of making quick money, which embraced gambling or betting (Thompson, Gazel and Rickman, 2009). Home is the first social environment of a person and primary agent of socialization, individual develops and experience many things within the family system. Experience in the family influence one's attitudes, beliefs and values (Anxter, 2002). Encouragement received from elders or parents in the family may influence younger one's involvement in gambling act, either through accompany the elders, parents and friends or send an errand to the pool centres. The school is another agent of socialization, which brings children from different homes together. Meanwhile, children may learn certain skills from their peers. As a result, children who are familiar with various forms of gambling act may introduce it to an innocent child, which invariably such child may emulate the act of gambling. This gambling act can be extended to the place of work, where groups of people working together, gambling act can be introduced among the members of staff or co-workers in the factories. Finally, the attractiveness in the design of gambling logos may create awareness and arouse the interest of gamblers towards involvement in gambling act (Anxter, 2002).

Research Methodology:

The simple random sampling technique of fish bowl method was used to select major towns (Ibadan, Oyo and Ogbomoso) where gamblers are densely populated in Oyo-state. The sample comprised one thousand and two hundred (1,200) male respondents, four hundred (400) students, four hundred (400) civil servants and four hundred (400) businessmen were randomly selected for the study through a snowballing technique which enabled the researcher to identify one respondent, who described

the location of other respondents. A self-developed Gambling Implication Assessment Questionnaire (GIAQ) was used to gather relevant information about emotional intelligence on socio-economic implications of gambling, and why people get involved in gambling act. Statistical method of percentage, mean and standard deviation were used for the demographic data, while inferential statistic of multiple regression was employed to analyse the hypotheses at 0.05 alpha levels.

Study Design and Methods: The descriptive survey research design of causal comparative type was used for the study. The researcher along with the two trained co-researchers were personally administered the instrument. The support of owners of pool houses and betting centres were solicited. Copies of the questionnaire were retrieved from the respondents immediately. This enabled the researcher to have hundred percent returned of instuments.

Table 1: Distribution of the selected towns in Oyo State

Towns	Frequency	Percentage
Ibadan	500	42.0
Oyo	350	29.0
Ogbomoso	350	29.0
Total	1,200	100.0

Table 1 reveals that 500 respondents (42.0%) were from Ibadan in Oyo State, while 350 (29.0%) each were from the other two towns sampled in Oyo-State.

Table 2: Age distribution of the respondents

Age	Frequency	Percentage
18-30	268	22.3
31-40	864	72.0

41and above	68	5.7
Total	1,200	100.0

Table 2 shows that 268 respondents (22.3%) fall between ages 18-30, 864 (72.0%) were between 31- 40years while, 68 (5.7%) were between ages 41 and above.

Table 3: Respondents' distribution according to occupation

Occupation	**Frequency**	**Percentage**
Civil Servants	400	33.3
Traders	400	33.3
Students	400	33.3
Total	1,200	100.0

Table 3 shows that 400 respondents (33.3%) were Civil Servants, 400 (33.3%) were Traders while the remaining 400 (33.3%) were Students.

Hypotheses

HO1: Emotional intelligence and gambling will not compositely be significant indices for socio-economic implications of male residents of Oyo-State, Nigeria.

HO2: Emotional intelligence and gambling will not relatively be significant indices for socio-economic implications of male residents of Oyo-State, Nigeria.

HO3: Age and Occupation will not significantly influence gambling acts of male residents of Oyo-State, Nigeria.

Hypotheses Testing

HO1: Emotional intelligence and gambling will not compositely be significant indices for socio-economic implications of male residents of Oyo- State, Nigeria

Table 4: Composite contribution of the sports and recreation as correlates for achieving sustainable development goals

R = .228

R = .052 Adj R= .050						
Model	Sum of Squares	Df	Mean Square	F	Sig	Remark
Regression Residual Total	64.500 1180.813 1245.312	2 1197 1199	32.250 .986	32.692	.000	Significant

Table 4 shows that there was composite contribution of the emotional intelligence and gambling as significant indices for socio-economic implications among male residents in Oyo State, Nigeria. It has been observed that the correlation was R= .228. The adjusted R-square indicates that 52% of the variance accounted for emotional intelligence and gambling as correlates for socio-economic implications among male residents. Also, the table shows the effectiveness of the prediction with the F-ratio 32.692 and significant alpha (.000). Therefore, the results of the findings show significant composite contribution of emotional intelligence and gambling as correlates for socio-economic implications among male residents. Therefore, the null hypothesis was rejected.

HO 2: Emotional intelligence and gambling will not relatively be significant indices for socio-economic implications of male residents of Oyo-State, Nigeria.

Table 5: Relative contribution of emotional intelligence and gambling as significant indices for socio-economic status

Independent variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Standard error B	Beta			
(Constant) Emotional Intelligence Gambling	1.487 146 .090	.022 .022 .024	 .188 .108	17.62 6.642 3.829	.000 .000 .000	 Sig. Sig.

Table 5 shows emotional intelligence and gambling, the unstandardized regression weight (ß), the standardized error of estimate (SEß), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in the table, emotional intelligence (ß=0.188, t=6.642, p<0.05) and gambling (ß=0.108, t=3.829, p<0.05) were relatively tested significant on socio-economic implications. This implied that emotional intelligence and gambling had relative contributions to socio-economic implications of male residents of Oyo-State.
The null hypothesis was therefore rejected.

Discussion

Based on the findings of the study, the results were in line with the opinion of Ibiyemi (2012) who said that there are many options in making money, through engaging in business or buying and selling of goods which is the appropriate channel that individuals can enrich his or her purse or improve his socio-economic status. Among the men, researches have shown that there is need for socialization in order to achieve goals which may be very difficult to achieve single handily. According to Dattilo and Susan (2003) people should be guided by the criteria of value,

interest and their own need, more so in social need and need for socialization. They concluded that gambling should not be seen as a means to socialize with a group in other to gain social prestige. Regular participation in recreational activities contributes to well-being, reduces stress and anxiety, prevents inter-ethnic conflict and builds leadership traits (Sherer, 2003; Wilffried, 2016; Oyedele, 2018). However, involving in gambling act generates more tension, stress and worries to the body which, if care is not taken, it may result in high blood pressure and hypertension. More so, conflict may occur among the gamblers as a result of incredible argument especially when one feels cheated or there is hanky-panky in the game.

Conclusion

On the basis of the findings of the study, it was concluded that gambling should not be regarded as a recreational activity because it has negative implications on social and economic growth of an individual, groups and community at large. In addition, through gambling, youths may get involved in anti-social behaviour such as stealing, fighting, loss of job, divorce, low quality of family life and commit murder or suicide.

Recommendations

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

1. The orientation of people toward gambling as a means of making quick money without sweat should be changed and individuals should be encouraged to engage in tangible business than gambling.
2. Government should propagate a law preventing people from setting up illegal gambling centres such as pool houses and any body found guilty should be dealt with.
3. People should be sensitized on leisure utilization and handled by qualified educators.
4. Significant orders such as religious leaders, the school administrators, parents and Counsellors should educate the youths on the side effects of gambling.

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TIME MANAGEMENT AND ADMINISTRATIVE EFFECTIVENESS OF NON-TEACHING STAFF OF THE UNIVERSITY OF IBADAN

Abiodun-Oyebanji, Olayemi .J.
olayemi.oyebanji@yahoo.com
Department of Educational Management,
University of Ibadan, Ibadan, Nigeria

Abstract
This study examined time management and administrative effectiveness of non - teaching staff (senior) of the University of Ibadan. Descriptive survey research design was adopted for the study and the population consisted of 750 senior non-teaching staff out of which 320 were randomly selected. However, 300 copies of the instrument were duly filled and returned for the anaiysis of data for this study. The instrument for data collection was a questionnaire titled "Time Management and Administrative Effectiveness Questionnaire TMAEQ" with reliability coefficient of r = 0.78. The data collected were analyzed using descriptive statistical tools of simple percentages, frequency counts and inferential statistical tool of Pearson Product Moment Correlation.The result of the study showed that the level of administrative effectiveness of non- teaching staff was moderate with weighted average of 3.27. There was a positive and significant relationship between setting goals and administrative effectiveness of the non- teaching staff of the University of Ibadan (r= 0.071, p< 0.05). It was also revealed that there was a positive and significant relationship between priorities setting and non-teaching staff administrative effectiveness in the University (r = 0.120, P < 0.05). Likewise, the result indicated a positive significant relationship between time utilization and administrative effectiveness among non- teaching staff of the University (r=0.124, p<0.05).The result further showed that there was a positive and significant relationship between time scheduling and non-teaching staff administrative effectiveness in the University (r = 0.119, P <0.05). Based on the findings, it was recommended that non- teaching staff of the University of Ibadan should identify

their most time consuming tasks and find the best way of tackling them, by putting into proper perspectives the time management variables.

KeyWords: Time Management, Administration Effectiveness, Non-Teaching Staff, University

Introduction

The effective administration of an organization can no longer be underplayed due to an increase in competition both in product and in service delivery today, that have posed serious challenges for many organizations', (universities inclusive). Optimal administrative effectiveness of many non-teaching staff is yet to be achieved in many Nigerian universities and this has been one of the major concerns to education stakeholders; if the goals of university education according to Federal Republic of Nigeria (2014) to develop the intellectual capacity of individuals and contribute to national development through high level relevant manpower training are to be achieved.

However, for these goals to be achieved, joint human efforts are needed. For this reason, government therefore, employed the services of some well trained personnel who help to stir and manage the affairs of the university, these personnels are in-charge of the university administration. They include the leadership of the university and some other administrative staff whose task is not to teach but to help and support the headship of the institution to carry out its day-to-day activities. The level of performance of these personnels hence, determines how effective they are to achieve the institutional goals. In a given university, there is a need for proper administrative system to manage and supervise its operation and emphasis must be laid on the effectiveness of such administration in order for the goals of the University to be achieved. Some of the roles of non-teaching staff in the Nigerian universities system include providing students' and staff support services, attendance of meetings, and taking comprehensive minutes of meetings, response to official mails and memos among others. The effective discharging of these duties would go a long way in determining the effectiveness of the entire university system.

Akomolafe (2012) decribed administrative effectiveness as a positive response to administrative efforts and actions with the

intention to accomplish stated goals. Fybin (2012) equally submitted that, administrative effectiveness is the achievement of operative goals, capabilities goals, experiences, energy goals and value as well as the satisfaction derived by members and subsequently the internal structure and operation of an organization. Many scholars have postulated that an ideal administrative effectiveness must have a positive response to administrative efforts and actions with the intention to accomplish stated goals; series of complex nested relations and an interaction pattern in an organization and a balance of skills among many dimensions (Cammock, Nilakant and Dakin, 1995). Thus, the effectiveness in the administrative skills of any educational institution, universities inclusive, is necessary for the efficient and prosperous working of such an institution and the attainment of its goals.

Olawolu and Ahaiwe (2011) argued that administrative effectiveness in university education often manifests in high retention and graduation rates, effective teaching and learning, sustained resource allocation, shared-governance and community involvement. University could therefore be said to be administratively effective when corporate goals and objectives are achieved. The university is committed to the promotion of quality education, character and meeting the challenges of our time through exemplary scholarship and professionalism.

However, in recent time, it seems as if the effectiveness of non- teaching staff in many Nigerian universities is being called to questioning going by the poor way and manner they go about the performance of their duties. Some administrative personnel in the university system have been accused of poor performance as it is evidently revealed in their lateness to work, absenteeism, indiscipline, poor leadership style, poor manner of handling official matters, poor time management among others (Abiodun-Oyebanji, O.J. and Omojola, O. (2020). These entire negative practices seem to be counterproductive to administrative staff effectiveness in the Nigerian university system. Adekanmbi (2016) laid credence to this that, it is apparent that, the administrative staff of many Nigerian universities seems to be working counterproductively by their actions and inactions. The implication of this many at times in the system is that, the attainment of the universities goals may be jeopidised or endangered.

Time is one of the most crucial resources to be considered in the performance of any activity. It determines the imperativeness of any other resources in accomplishing organizational objectives and goals (Ugwulashi, 2011). It is a precious resource which must be well managed along with other resources to achieve the goals of an institution (Ajayi, 2010). Time, according to Wikipidia (2003) is a component of the measuring system used to sequence events, to compare its duration and the intervals between, as well as to quantify the motion of objects. It is an immaterial resource, inelastic, scarce and erodes fast, and once spent, cannot be won back, stored or recalled for use (Kalu, 2012). Time is therefore that gift of nature which keeps all events from happening at once and its effective management will go a long way in facilitating the achievement of goals.

Time is an essential factor in any organization while its management plays an integral role in the realization of the organization goals. In the word of Jedo (2007), time is a continuum during which one event succeeds the other. Time is precious, there is no establishment in which this is the case more than the university system, where there are many resources and various functions to perform. So, management of time is an essential aspect of any organization, such as the university system. Appropriate management of time may likely lead to achieving results easily with limited resources. Time management consequently involves taking conscious control over the amount of time spent on specific activities. It enhances increased productivity,effectiveness, efficiency as well as effective scheduling. It helps in goal setting, priorities setting and choosing what to do and what not to do, delegating tasks, analyzing and reviewing spent time, organizing workspace, keeping concentration and focus at work and motivating one's self to work towards a goal (Fybin, 2012). Time is hence, a critical factor in identifying tasks to be performed, planning and scheduling organizational activities, prioritizing such activities, allocating time to the tasks according to their degree of importance in enhancing productivity, minimizing interruptions and frivolities and then declining with routine tasks in such a way that truly important task could be given due attention (Ajayi, 2010).

Time management is not about getting more things done in a day. It is about getting the things that matter most done. It

refers to the development of processes and tools that increase efficiency and productivity (Claessens, Roe and Rutte, 2009). Mullins (2005), argues that whatever the attributes or qualities of a successful manager and subordinate staff, one essential underlying criterion is the effective use of time. As a result, it is imperative for every administrator to seek ways to improve time management. Everyone has equal amount of time, some invest theirs, while some expend theirs. What makes the difference between effective and ineffective non -teaching staff is the way and manner their time is being managed. Unfortunately, time does not wait for anybody; if it is not judiciously utilized, it goes (Emmanuel, 2003).The main purpose of time management is to set and accomplish organization goals within a given period outside which the goals will be irrelevant. University administrators therefore need to adopt proper time management strategies that will enhance the attainment of their institutional goals within a given period.

These strategies could be in form of prioritizing of tasks, setting of realizable goals, delegation of responsibilities, setting of standard, avoiding distraction, division of labour, and given special attention to a particular task among others. Timely discharge of administrative tasks and responsibilities is of great concern to administrators and managers in various sectors of the economy including the education sector (Akinfolarin, 2017). Therefore, some of the indices of time management strategies captured in this study that could influence administrative effectiveness of non-academic staff of Nigerian universities are goal setting, time scheduling, priorities setting and time utilization.

A goal can be described as a target, the main purpose, a desired attainment towards which conscious and active behaviours are directed (Animasahun, 2016). According to Locke and Lathan (2002), specific, high goals lead to top performance than low and vague goals. For an effectual goal setting to be ascertained by university non -academic staff however, the principle of SMART developed by Conzemius and O'Neil cited in Animasahun, (2016) could be employed as basic features.

S Simple: the goal must be simple
M Measurable: it must be measurable
A Achievable: it must be achievable
R Realistic: it must be realistic to avoid frustration

T Time bound: it must have expected completion time.

Sitzmann and Ely (2011) described goal setting to be the desired work or business outcomes, as well as the intention or plan to act towards them. Goal setting is one of the most researched topics in the field of industrial and organizational psychology (Locke and Latham, 2002). It involves the development of an action plan designed to motivate and guide a person or group toward a goal. As long as university non- academic staff for instance accept the goal, have the ability to attain it, and manage it within the stipulated time, then, effectiveness could be achieved in the system.

According to Sitzmann and Ely (2011), goal setting can be referred to desire work or business outcomes, as well as the intention or plan to act towards achieving them.Schweitzer, Ordóñez, and Douma (2004) describe goal setting in the education context as "the setting, communicating and monitoring of learning goals, standards, and expectations and the involvement of staff and others in the process so that there is clarity and consensus about the goals." It is the process of consciously deciding the goals an organization wants to accomplish and within what timeframe. Patterson, Rick and Wood (2010)also affirmed that self-set goals or goal setting are associated with the improved performance over assigned task.

Therefore, non – teaching staff in the university system must budget and legitimate the time to accomplish set out goals as well as compare the total estimated time for expected maturity task (Ugwulashi, 2011). These tasks and functions can be productively addressed by them; if they acquire the necessary time management skills. Administrators spend a lot of time each day planning, organizing, controlling, holding meetings and communicating. For effective administration and control, time management strategies must be imbibed (Olawolu and Ahaiwe, 2011).

Goal setting as one of the variables of time management is likely to have an influence on the attitude and behaviour of the administrative staff, towards the attainment of the institutional goals. Time cannot only be planned, organized and implemented but must also be evaluated to show its efficient use in accomplishing set objectives and goals. Any goal set by an

administrative staff must be realizable within a given time frame otherwise its purpose will be jeopardized.

Another crucial element of time management that could influence the effectiveness of non- academic staff of the Nigerian universities is priorities setting. This depicts the process whereby an individual or agency determines which task should receive the highest priority and which should receive the lowest according to the available resources. Priorities setting are the way by which an organization allocates its available limited resources, effort, energy and time in the attainment of some set goals in accordance to their level of importance and necessity (Nwankwo, 2014). According to Abiodun-Oyebanji (2010), resource allocation depends on priority setting, availability of adequate human resources, contractual status of staff and knowledge management among other factors. Normally, where a strategic plan is adopted, non-teaching staff could translate this plan into operational priorities. This exercise allows the non- teaching staff to establish an optimal portfolio of activities and to realize the objectives set out in the strategic plan.

From a performance point of view, priority setting seeks to maximize administrative effectiveness and makes use of the time, ability and resources available. In this sense, the use of an analytic hierarchy process to prioritize different forms of resources can help the institution like university to maximize the scarce resources for a project or activity (MacKenzie, 1972). For effective administration, the non- teaching staff need to control their time, have a very clear understanding of their priorities not only for a particular day, but also for the week. In the words of Akomolafe (2005), the key to effective time management is to be proactive in one's thinking. It is very essential in time management for one to identify long term goals, break them down into projects and prioritize activities. Olaniyi (1998) also posited that managers need to set short and long-range goals and allocate specific blocks of time to each. Therefore, it is imperative for non-teaching staff to begin each day's work with a plan of the task to be performed according to the order of priorities and these priorities must be borne in mind by them at all times, in the course of using their time for effecting the set priorities. If priorities are well set and the time is well managed, there may be sufficient time for all non - teaching staff to bring about efficiency and effectiveness in their activities vis-à-vis the achievement of the university goals.

However, some scholars have criticized rigid adherence to tasks list. One of them is Hendrickson (2010), who argued that rigid adherence to tasks list can create a tyranny that forces one to waste time on unimportant activities. Therefore, to avoid getting stuck in a wasteful pattern, the task system should also include regular monthly, quarterly and annual planning vis-à-vis system evaluation session to eliminate non- teaching staff administrative ineffectiveness. Chapam (2009) also supported the task system practice of regular planning and reviewing of activities in terms of long-term and short-term goals; prioritizing activities accordingly.

Following priorities setting is time scheduling. Activities take different forms and different amounts of time. So, to effectively use one's time, it is important to estimate how long a task will take and allow that amount of time for the task. To get a more accurate estimate, an administrator needs to keep track of how he spends his time for a week. This will help him on how to get a better idea of how much he needs to spend on each activity, assignment and programme. Likewise, time scheduling involves keeping a schedule of the tasks and activities that are important. Keeping a calendar, daily and weekly plans seem to be helpful to stay on the task; however, self-discipline is also required in achieving this.

Akomolafe (2005) emphasized the use of Personal Time Analysis Charts which show the various activities the individual spend their time on; apart from the general schedule of activities for realizing the school objectives. Personal Time Analysis Chart will help universities non- teaching staff to study their use of time and prepare a more useful personal time tables for other activities during the day and each week. This will also allow individual staff to identify their time wasters. A very close monitoring of how universities non- teaching staff use their time on daily basis may help reveal certain activities that are time wasters. Ajayi (2007) defined a time-waster as something that occurs during staff's corporate time that is not necessary to the day or an activity that consumes more than necessary time. Time wasters eat into one's time unnecessarily and could be a barrier to effective administration of the university system.

Akomolafe (2005) listed the following as time wasters at both private and public organization levels: telephone interruptions, drop-in visitors, conversation with colleagues, unscheduled meetings among others. Animasahun (2016) argued

that some of the common time wasting outlets that must be prevented in order to enhance effective universities administration include: failure to set goals of pursuance; poor self-image; failure to determine who you are now; poor reasoning faculty; lack of planning for daily activities; 'there is time' mentality; carry over syndrome; procrastination; harbouring professional time wasters; lack of division of labour; lack of courage to say 'NO'; over reaction to issues and unconsciously involving in unplanned activities, among others. However, despite time scheduling of goals by non-academic staff in many Nigerian universities, most of them still find it difficult to achieve their set goals. For many of them, lack of proper planning, poor communication, unclear direction, indiscipline, inadequate follow-up by supervisory personnel among others have endangered their effectiveness..

Time utilization is another important step to take in order to effectively manage time. It is another indicator of time management that could enhance university non-teaching staff administrative effectiveness if properly put into use. Time utilization, according to Nwankwo (2014) is the useful engagement of staff in their areas of specializations for effectiveness and efficiency in the performance of their duties. Sometimes, a staff piles up their tables with books and some other unnecessary materials for the day's work causing time wastage in looking for 'buried' items on the table. Richard (2003) states that, the time we have depends on the time we use. Non – teaching staff works can therefore be effectively done with proper planned time for the various activities, utilizing the available resources toward their realization. There is therefore a need to utilize time effectively and committed to the programmes and tasks at the right time before the time lapses.

Abimiku (2014) revealed that time utilization determines the commitment that staff members show towards specific tasks and programmes of activities in the interest of enhancing goals achievement of their organization. If a staff does not do what he/she ought to do before time lapses, it may lead to individuals or organization frustrations and such individuals may lag behind in the performance of his or her duties. It is important that, the non – academics utilize their time to the maximum advantage of their institutions, so as to facilitate the achievement of the institutional overall goals.It is apparent that set goals may be difficult to achieve within a given time frame in any institution where time is

wasted or where strict bureaucratic order is enforced. However, effective time utilisation among non–teaching staff may alleviate the situation.

In the light of this, this study then investigated time management and administrative effectiveness of non-teaching staff of the University of Ibadan.

Statement of the Problem

Over the years, non-teaching staff in many Nigerian Universities have been complaining about inadequacy of time to complete their official assignments which many at times have resulted to working overtime, inability to meet deadline and poor work output as well as unnecessary stress on their parts. Suffice to say a good staff must make effective use of his or her time so as to achieve all that he or she plans to do. Effective university administration therefore rests on time management abilities of the non-teaching staff in workplace. However, the Nigerian universities non- teaching staff duties seem to be characterized with time management challenges in terms of setting goals, setting priorities, time scheduling, and time utilization among others. It has been observed that poor time management has been the common features of many Nigerian universities non - teaching staff, most especially the publicly owned universities and this appears to be the bane of the effective administration of the system, which often results to the poor job performance of the non- teaching staff, and ultimately, the feeble achievement of universities goals.This study therefore investigated time management and administrative effectiveness of non- teaching staff of the Universityof Ibadan (as a template) and suggest possible ways of addressing the assumed poor time management challenges among the non – teaching staff of the Nigerian universities and its attendant problems which hitherto had posed a dangerous threat to the attainment of Nigerian universities goals.

Research question

1. What is the level of administrative effectiveness of non-teaching staff in the university of Ibadan

Hypotheses

The following null hypotheses were raised to guide the study:

H_{01} There is no significant relationship between goals setting and administrative effectiveness of non- teaching staff of the University of Ibadan.

H_{02} There is no significant relationship between priorities setting and administrative effectiveness of non- teaching staff of the University of Ibadan.

H_{03} There is no significant relationship between time scheduling and administrative effectiveness of non-teaching staff of the University of Ibadan.

H_{04} There is no significant relationship between time utilization and administrative effectiveness of non- teaching staff of the University of Ibadan.

Methodology

The research design adopted for the study was descriptive survey of the *ex-post facto* type.The rationale for adopting this design includes its ability to collect data, describing existing phenomena for comparison and evaluation purposes. This design is therefore suitable to investigate and describe the existing time management variables and make necessary analysis to answer the hypotheses raised.The Population of this study is seven hundred and fifty (750) senior non-teaching staff. Multi stage sampling technique was used, at the first stage, Simple random sampling technique was used to select 77% of the faculties: i:e (10 out of 13 faculties in the University) from which forty (40) departments representing four (4) departments from each of the ten (10) faculties were randomly selected for the study. At the second stage, 8 senior administrative staff members were randomly selected from each of the departments to make a total sample of 320 participants. However, 300 copies of the instrument were duly filled and returned for the anaiysis of data for this study.The instrument used for the data collection activities was a questionnaire titled "Time Management and Administrative Effectiveness Questionnaire (TMADEQ) which the validation yielded a Crombach Alpha reliability coefficient of 0.78. The collected data were analyzed through Pearson Product Moment Correlation At 0.05 level of significance.

Findings and Discussion

Research question 1: What is the level of administrative effectiveness of non- teaching staff in the University of Ibadan?

Tabl 1: Level of administrative effectiveness of non teaching staff in the University of Ibadan

Items	Highly effective	Moderately effective	Partially effective	Not effective	Mean	Std. Dev
Responding to mails promptly	115 (38.3%)	164 (54.7%)	19 (6.3%)	2 (0.7%)	3.31	0.617
Taking minute of meetings	77 (25.7%)	181 (60.3%)	37 (12.3%)	5 (1.7%)	3.10	0.662
Solving technical problems	92 (30.7%)	165 (55.0%)	37 (12.3%)	6 (2.0%)	3.14	0.701
Communicating clear policies / procedures to students	186 (62.0%)	77 (25.7%)	35 (11.7%)	2 (0.7%)	3.54	0.621
Weighted average mean					**3.27**	

From the table 1, the weighted average was 3.27 which shows that it is greater than 2.50. Therefore, the level of administrative effectiveness of non-teaching staff is moderately effective. The result depicted that 164 (54.7%), 181 (60.3%) and 165 (55.0%) of the respondents shows that administrative effectiveness of the

non-teaching staff were moderately effective in responding to mail, taking minute of the meeting and solving technical problems with mean value of 3.31, 3.10 and 3.14 respectively but 186 (62.0%) of the respondents affirmed that non- teaching staff were highly effective in communicating clear policies / procedures to students in the institution with the mean value of 3.54.

Hypotheses 1: There is no significant relationship between goals setting and administrative effectiveness of non-teaching staff of the University of Ibadan.

Table 2: Relationship between goals setting and administrative effectiveness of non- teaching staff.

Variable	N	Mean	SD	r	P	Remark
Goals Setting	300	1.67	0.180			
Administrative effectiveness	300	1.99	0.100	.712	0.05	Significant

From table 2, the result shows a positive but significant relationship between goals setting and non- teaching staff administrative effectiveness in the University of Ibadan($r = 0.712$, $N= 300$, $P < 0.05$). Hence the null hypothesis is rejected at 0.05 level of significant.This then implies that, the Pearson correlation coefficient (r) indicated that goal setting contributed 71.2% to the administrative effectiveness of non- teaching staff while the remaining 28.8% are the other variables not considered in the study.

Hypothesis 2: There is no significant relationship between priorities setting and non-teaching staff administrative effectiveness in the University of Ibadan.

Table 3: Relationship between priorities setting and non-teaching staff administrative effectiveness.

Variable	N	Mean	SD	r	P	Remark
Priority Setting	300	12.05	3.136			

Administrative effectiveness	300	1.99	0.100	0.120	0.05	Significant

Table 3 shows the relationship between priorities setting and non-teaching staff administrative effectiveness. It was shown that there is a positive but significant relationship between priorities setting and non-teaching staff administrative effectiveness (r = .120, P < 0.05).The null hypothesis is hereby rejected at 0.05 level of significance. The reliability coefficient shows that priority setting contributed 12.0% to administrative effectiveness of non-teaching staff in the University. This then implies that increase in priority setting will significantly improve administrative effectiveness of non-teaching staff in the University of Ibadan.

Hypothesis 3: There is no significant relationship between time scheduling and non- teaching staff administrative effectiveness in the University of Ibadan.

Table 4: Relationship between time scheduling and non-teaching staff administrative effectiveness .

Variable	**N**	**Mean**	**SD**	**r**	**P**	**Remark**
Time scheduling	300	1.97	0.180			
Administrative effectiveness	300	1.99	0.100	0.191	0.05	Significant

Table 4 shows the relationship between time scheduling and non-teaching staff administrative effectiveness. The result depicted that, there is a positive but significant relationship between time scheduling and non-teaching staff administrative effectiveness in the University of Ibadan (r = .191, P < 0.05). The null hypothesis is hereby rejected at 0.05 level of significant. The correlation coefficient (r) indicated that time scheduling contributed 19.1% to administrative effectiveness of non-teaching staff in the University of Ibadan.

Hypothesis 4: There is no significant relationship between time utilization and non-teaching staff administrative effectiveness in the University of Ibadan.

Table 5:Relationship between time utilization and non-teaching staff administration effectiveness.

Variable	N	Mean	SD	r	P	Remark
Time Utilization	300	11.66	3.072			
Administrative Effectiveness	300	1.99	0.100	0.124	0.034	Significant

Table 5 shows the result of Pearson Product Moment Correlation between time utilization and administrative effectiveness of non-teaching staff. It could be inferred from the table that, there is a positive but significant relationship between time utilization and administrative effectiveness of non-teaching staff in the University of Ibadan ($r = .124$, $P < 0.05$). The null hypothesis is hereby rejected at 0.05 level of significance. This implies that any change in time utilization will bring a significant influence on administrative effectiveness of non-teaching staff in the University of Ibadan.

Discussion of findings

On the hypothesis one which stated that there is no significant relationship between goals setting and non-teaching staff administrative effectiveness, it was revealed that there was a positive and significant relationship between goal setting and administrative effectiveness of the non-teaching staff. The result indicated high significant relationship between goals setting and administrative effectiveness among non-teaching staff of the sampled institution. For every activity and task in the institution, non-teaching staff members need to be committed to the stipulated time for the assignment so that they could complete the assigned task on time and achieved their goals. The result corroborated the findings of Patterson, Rick and Wood (2010) which found out that self-set goals or goal setting are associated with the improved performance over assigned task.

On hypothesis two which stated that there is no significant relationship between setting priorities and administrative

effectiveness. The result found out that there was a significant relationship between setting priorities and administrative effectiveness of non-teaching staff. This then implies that, lack of setting regular or daily work priorities could affect administrative work, keeping in mind that administrators may be performing their duties as they come without paying attention to its order of importance, which may make the achievement of organizational goals unrealistic. The finding is in agreement with the contributions of Akomolafe (2005) and Abiodun-Oyebanji (2010) that placing priorities on activities in order of importance in an organization will make work easier and effective. However, the work of Chapman (2009) and Hendrickson (2010) which argued that strict adherence to tasks list can create a tyranny that forces one to waste time on important activities contradicted the finding.

The third hypothesis stated that there is no significant relationship between time scheduling and administrative effectiveness. It was found out from the result that, there was a significant relationship between time scheduling and administrative effectiveness among non- teaching staff of the University of Ibadan. The result was supported by the findings of Abimiku (2014) that, both staff and students in the university system are usually programmed towards completing the assigned task because of the way the system was structured. For instance, there are scheduled times for meetings, outside duties and time for attending to other activities in the university system, adherence to these scheduled times for all of these activities is very germane to organizational administrative effectiveness. If time is allocated to every event, one can be sure of convenient and successful actions, it can also bring about less stress. Likewise, the study is in agreement with the view of Kalu (2012) who maintains that time scheduling has a lot of influence on administrative effectiveness.

On the hypothesis four which says time utilization have no significant relationship with administrative effectiveness of non-teaching staff; the result revealed that there was a significant relationship between time utilization and administrative effectiveness of non- teaching staff in the sampled university. The finding is in consonant with the work of Ibitoye (2008) who stated that, time utilization rate determines the rate of commitment that staff members have towards specific tasks, assignments and

programme of activities, all in the interest of enhancing goals achievement of their organization.

Conclusions

The increased competition both in product and in service delivery today posed challenges for university administrators to increase effectiveness. Optimal administrative effectiveness of non-teaching staff is yet to be achieved in many Nigerian universities, especially the university of Ibadan which is the focus of this study. Time management variables of goal setting, setting priorities, time scheduling and time utilization have been established to make significant contributions to non- teaching staff administrative effectiveness; hence, a need for non – teaching staff of Nigerian universities to pay adequate attention to these elements of time management, failure of which achievement of overall university goals would be a mirage, considering the important roles the non –teaching staff play in the overall attainment of the university goals and objectives.

Recommendations

The researcher therefore made the following recommendations based on the findings from the study:

The university of Ibadan non-teaching staff should take into cognizance all the elements of time management captured in this study, since they all significantly contributed to administrative effectiveness. This could be achieved by proper goal setting and prioritization of their duties, right time scheduling for their different activities and maximum utilization of their time, all these geared towards the overall achievement of the university goals. The University management also should likewise provide enabling environment that would facilitate effective administration via better time management of the non – teaching staff members.

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SECONDARY SCHOOL SYSTEM CONTROL MECHANISMS AND TEACHER PRODUCTIVITY IN IBADAN NORTH EAST LOCAL GOVERNMENT AREA OF OYO STATE

Salami, M .O.
salamimuideen9@gmail.com
Department of Educational Management
Faculty of Education
University of Ibadan

Abstract

Issues surrounding productivity of teachers has been of concern for decades with little improvement in all efforts made so far, evident in the performances of students as one of the indicators for measuring level of teacher productivity. The study examined the influence of secondary school system control mechanisms on teacher productivity in Ibadan North East Local Government of Oyo state. A descriptive survey design method was adopted and 510 respondents were selected through simple random sampling technique. Data were collected through 'Influence of Secondary school System Control Mechanism Scale (r=0.73) and Teacher Productivity Questionnaire (r=0.86). Five hypotheses were tested and data analyzed through multiple regression. The findings of the study revealed that the four elements of the control mechanisms which constitute the independent variable jointly predicted teacher productivity(R=0.99). Precisely, the predictors contributed 83% (adjusted R^2 *=0.83) to the variance of the criterion variable. Also, each of the independent variables significantly (P<0.05) predicted the dependent variable. Task expectation* (F= 169.159; P = 0.00. p< 0.05), *work culture* (F= 157.404; P = 0.002. p< 0.05), *Organizational norm (*F= 217.597; P = 0.00. p< 0.05), *performance measurement* (F= 170.36; P = 0.003. p< 0.05) *Based on the findings, it was suggested that school administrators at different levels of Nigeria educational system especially at secondary level, should exercise these control mechanisms to optimize human and material capacities in their educational institutions.*

Key words: Task expectations, performance measurement, work culture, Organizational norms, Teacher productivity

Introduction

The primary aim of secondary education in Nigeria includes the acquisition of knowledge and production of graduates with intellectual competencies in readiness for transition to higher level of education. Despite awareness of the laudable objectives of secondary school education by all stakeholders involved in the educational system and relevance of teachers towards the attainment of these objectives, performances of students, especially in external examination which is a potent indicator of how productive the teaching force is, has not been impressive. Quality education in Nigeria is a function of the quality of teachers that are implementing the curriculum at various levels of our educational system. In the view of Getange (2016), teacher productivity could be described as the duties performed by a teacher at a particular period in the school system towards the achievement of the school goals. The productivity is achieved when human and material resources are effectively and efficiently utilized to improve the teaching learning process. The level of dedication of these teachers is what determines the grades of students in internal and external examinations. Getange (2016) further noted that measures of teacher productivity which include timely lesson note preparation and delivery, supervision of instruction, following scheme of work, monitoring of students' performances are fundamental measures which a qualified teacher must uphold at all times. It therefore means that the level of productivity of teachers can be assessed by looking into these measures or indicators especially performances of students in both internal and external examinations.

Going by this, it can be deduced that most teachers implementing the curriculum at the secondary school level of Nigeria educational system, are lacking in these qualities, sequence the performances of students especially in Oyo state, in external examinations.

It is disheartening that students' performances especially in external examination such as the Senior School Certificate Examinations conducted by the West African Examination Council yearly continue to reflect how deplorable the state of education is in Nigeria. In Oyo state as a case study, the 2018 results released

by the examination body ranked Oyo state 26th nationwide, in terms of students' performance in the exam. In that of 2017, there was no huge difference as the state was still nowhere to be found on the top ten chart, having emerged 26th nationwide again. In 2016, the state was the least performing of the south west states having emerged 29th

In position nationwide. The implication is that, if the educational goals and objectives remain largely unachieved, achievement of the overall national goals and objectives will also remain elusive.

The roles of teachers at various levels of Nigeria educational system cannot be overlooked in the course of working towards the attainment of these national goals and objectives. Thus, teachers play crucial role in the teaching learning process in Nigerian educational system. Achimugu (2005) perceived teachers as the fulcrum on which the lever of educational system rests. Also, Fadipe (2003) posited that, apart from students, teachers are the largest and most crucial inputs of educational system who influence to a greater extent the quality of educational output. Teachers are the instruments that will facilitate the attainment of these laudable goals and objectives only if their efforts in teaching process are properly monitored and controlled towards goals attainment. No educational system will become instrument of excellence when the teachers are deficient in the vital areas, necessary to ensuring effective communication in teaching – learning process.

Increasing decline in the productivity of secondary school teachers especially in public secondary schools in Nigeria is evident in research literature. Adu (2012) noted that the education sector has workers with poor attitude to work which has implication of decreasing the level of productivity in the sector. The declining productivity may not be easily corrected without putting in place a workable system control mechanism that will ensure proper coordination and implementation of educational goals and policies at this level. High productivity in the educational system is the hall mark of growth and development of nations all over the world, for educational system to achieve its set goals and teacher efforts are expected to be properly coordinated towards unity of purpose in building lives and character**.** Adu, Olatundun and Adu (2016) also explained that, when teacher productivity declines, it will reflect in the standard of

education both in the short and the long term. Issues surrounding productivity of teachers has been of concern for decades with little improvement in all the efforts made so far. As far back as Okebukola in Ngada (2008), while remarking on teacher productivity, observed that over 80% of respondents in a survey research were of the view that teachers are carriers of weaknesses. These weaknesses include among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism. It is agreed that not all of these problems can be surmounted within the school system but a workable system control put in place by school administrators will no doubt put an end to some of these problems. It seems some of these teachers have imbibed habit of not being punctual to their places of work, absent themselves from school at the expense of the students that they are supposed to teach, exhibit poor classroom management and the will to perform their duties enthusiastically is no doubt lacking.

Jaiyeoba (2008) asserted that teacher occupies a central position in instructional setting. There is no way productivity can be enhanced in an environment where unpleasant behaviours are exhibited by teachers and these ultimately affect the quality of outputs. The quality of any educational system depends to a great extent on the quality of teachers in terms of professional qualifications, experiences as well as their level of competency in their primary functions. Infact, the teachers count more important than any other factor which contributes to the quality of education at any level of our educational system. Adenuga, in Ige and Ogunleye (2016) made a contribution by attributing the decline in education quality to low and declining level of key inputs such as infrastructural materials, laboratories, teaching facilities and manpower (classroom teachers) among others.

Achievement of educational goals and objectives can be facilitated through teacher prompt attendance to classes, prompt lesson delivery, coverage of syllabus, effective teaching of students and classroom management.

Meanwhile, one of the major factors that seem to affect teacher productivity are the mechanisms being used by school administrators to coordinate human and material resources in their educational institutions. Adeolu (2012), in his study, faulted the supervisory control capacities of school principals towards

instructional activities in their schools. He identified a wide gap in the ability of these school principals to exercise control over human and material resources in Nigerian Secondary schools. He recommended that school administrators should be more proactive in coordinating human and material resources. Nwite (2016) also identified weaknesses in the approaches used by school administrators at ensuring supervisory control over instructional activities in schools which have contributed significantly to the non-realization of educational goals and objectives. It therefore means that an effective and efficient system control mechanism is no doubt necessary before a conducive learning environment can be created in our educational system as there will always be teachers and students, who will always be unwilling to comply with standards even when all the needed learning facilities are available due to certain reasons which could be formal or informal to the organization. It can therefore be asserted that the declining state of productivity in Nigerian secondary schools could as well be linked to the control mechanisms which school administrators are putting in place.

The increasing decline of quality in this level of education further attests to the fact that the various approaches that have been put in place to improve the level of teacher productivity, none has produced a significant result. This motivated the researcher to find out what influence will the identified variables of secondary school system control mechanisms have on teacher productivity in Oyo State as literature has revealed that control measures such as setting task expectations, bureaucratic control, performance measurement among others are studied to a very little extent despite their prominence (Sitkin, Cardinal and Bijlsma-Frankema, 2010). The existing works available to the researcher did not focus empirically on system control mechanisms as factors that could influence teachers' productivity hence the gap this study intends to fill.

System control mechanism is defined as any process or processes put in place by an administrator or group of persons, which institutionally affects the behaviour of another person, group, or the organization at large. System control mechanisms comprise the specification of institutional standards which ensures that actions of employees are in line with organizational goals and objectives. It also involves remunerating or rewarding the extent to which the standards are adhered to or met. The aim of control

practices is generally to ensure that employees are provided with information on relevant performance standards, to correct deviant behaviour, and to stimulate effective performance (Sitkin, et al, 2010). It ensures that group and individual behaviours are moderated in line with institutional visions and missions. These mechanisms as administrative tools could be used to ensure unity of purpose or direction in an educational institution. It deters situations where individual's interests are placed above organizational interests. The mechanisms facilitate coordination and communication within and among teams as they define essential common goals and common rules of engagement (Gittell, 2001). When effective coordination and communication are facilitated in an organization, it brings clear direction of instructions among the various levels of authorities in the organization.

The principal of a school is saddled with numerous responsibilities in the administration of secondary schools. It is an office occupied by an administrator charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives and ultimately to avoid all forms of wastages in the system. Ugboko (2012) stated that the school principals are the management team whose responsibility is to provide varieties of supervision control techniques for teachers to see the need for change, plan for change and practice new behaviour for effective teaching and learning.

Among the key elements of secondary school system control mechanisms captured in this work that studies such as Baldauf, Cravens and Piercy, (2005) have shown to be relevant and could be beneficial in achieving continuous improvement in teacher productivity are: task expectations, performance measurement, organizational work culture and organizational norms

Thus, the study combines fundamental elements of system control mechanisms such as task expectations, performance measurement, work culture and organizational norms.

Task expectations involve setting objectives that must be measurable and its quality management processes designed to meet those objectives. Liu (2009) sees it as a participatory system of managing in which managers look ahead for

improvements, set performance objectives at the beginning of a time period, develop actions and supporting plans and, ensure accountability for results at the end of the time period. It involves a joint activity between the superior and subordinate in the school system to jointly identify objectives, identify roles each party is expected to perform and means of assessing performance. The expectations set are used as guides for rating the performance of each party involved in setting the expectation. The superiors highlight specific goals to be accomplished for the subordinate and they jointly identify means through which the goals could be accomplished. The teacher as the subordinate as well identifies specific objectives and measures that he or she sees as appropriate towards accomplishing the assignment given. Together, they design strategies, time frame, results expectations and means of assessment of the level of accomplishment of the task given. The subordinate is then held accountable after the expiration of the project time duration. One of the benefits of this control approach is that when these teachers develop their own job performance expectations, they would readily be available to present themselves for task assessment. They feel motivated to work as management could now trust their strength and judgments rather than in a situation where they are handed instructions with rigid performance measures.

Organizational culture as another measure of Secondary school control mechanisms in the study is a set of important values, beliefs, and understandings that organizational staff share in common, which help managers in decision making process. It is a pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organization's history, and which tend to be manifested in its material arrangements and in the behaviours of its members. Martins and Terblanche (2003) stressed that organizational culture creates a feeling of identity among members of an organization. This will no doubt create an acceptable behaviour which will serve as control on the behaviour of old and new teachers in a school system. Emerole, Kenneth and Edeoga (2013) asserted **t**hat organizations in the country should give adequate attention to the development of corporate cultures to enhance employee productivity performance. Since school itself is an organization, work place culture could therefore be used as a very powerful force in influencing the level of teacher productivity.

It creates a strong managerial-staff relationship in a school system. Thus, it can be inferred that organizational culture is likely to have strong influence on teachers performance and work attitude.

Organizational norms as another measure in the study forms an integral aspect of organizational culture. These norms constitute informal control mechanism in an organization. Organizational norms are collective representations of acceptable group conduct as well as individual perceptions of particular group conduct. They influence workers attitudes to work in one way or the other. According to Stewart (2010), norms and values have high impacts on all those who are directly or indirectly involved with an organization. These norms are not seen but they could be of high influence on the level of productivity of teachers within the school system. Organizational Norms are the unwritten rules, moderating behavioural conducts in an organization (Armstrong, 2011).They are shared assumptions among individual teachers and in groups in an educational institution. These norms as well could be seen as values and beliefs that guide teachers towards appropriate behaviour in an educational institution as against attitudes that could jeopardize the attainment of institutional goals and objectives. Organizational norms influence thinking and behavioural patterns of every member of the organizational towards the attainment of predetermined goals and objectives in the organization. This therefore means that, these norms could be of significant impact towards teacher level of productivity. Norms that will motivate workers to work must be carefully factored into institutional strategic decisions. The ones that encourage good behaviours could be reinforced among teachers and strict deterrent be made to those ones that are negating institutional visions and missions. It is therefore apparent for school administrators to identify norms that could motive higher level of productivity and reinforce them.

Performance measurement as the last measure of system control mechanisms in the study, is the measure of the extent of effectiveness and efficiency against indicators of an organization's mandate. Performance measurement or appraisal is a key aspect of personnel administration in an organization. It is used for employee performance assessment as well means or methods through which performance could be enhanced. Performance measurement is a potent managerial tool which can be used to

increase the level of efficiency and effectiveness in an organization. It gives teachers the opportunity to find out what is expected of them in carrying out duties and responsibilities assigned. It is also a yard stick to measure or indicators through which promotion judgment or the need for trainings could be based upon. Staff capacities and level of goal attainment are as well revealed by this tool. Performance measurement is a regular or systematic evaluation of the performance of an employee on his current job and also in relation to future jobs that he/she may be required to take up (Hartzell, 2006). It shows how well teachers are doing on the given task and also indicating areas of weaknesses or deficiencies that need to be looked into for redress. It is therefore the job of a school administrator to design a participatory evaluation system or an appraisal system for quality control over instructional activities in schools. Performances of students will improve when the weaknesses of teachers are addressed. When a good appraisal system is designed or established in a school system, those employees who contribute more will be effectively rewarded and they are likely to be promoted into positions of greater responsibilities (Stonner, Freeman and Gilbert, 2005). When such happens, teachers become motivated to deliver a better service in the teaching – learning process

Considering the fundamental roles which these four key measures of system control mechanisms discussed occupy in organizational productivity and performance, it becomes pertinent to find out the influence these control mechanisms will have on the level of teacher productivity in public secondary schools as it seems there will be a connection between secondary school control mechanisms and productivity of teachers as employees in schools as organizations. A well designed system control mechanism is likely to have positive influence on teacher productivity. This study therefore investigated the influence of the measures of system control mechanism on teacher productivity

Hypotheses

H_{01}: Task expectation will not have significant influence on teacher productivity

H_{02}: Organizational work culture will not have significant influence on teacher productivity

H_{03}: Organizational norms will not have significant influence on teacher productivity

H_{04}: Performance measurement will not have significant influence on teacher productivity.

H_{05}: Task expectations, organizational work culture, organizational norms and performance measurement will not have significant joint influence on teacher productivity

Methodology

The research design adopted for the study was descriptive survey. The population of the study was made up of all the 878 teachers and 28 principals in Ibadan North East Local Government. Simple random sampling technique was used to select 80% of the total population of (28 secondary schools and 878 teachers) which was 22 secondary schools, 22 principals and 702 teachers. Furthermore, 80% of teachers in each of the sampled 22 secondary schools was used as sample for the study. This gave a total of 564 respondents for the study. The instrument used for data collection was a questionnaire tagged system control mechanisms and teachers productivity; (SCMTP). Data were collected through impact of system control mechanism scale (r=0.73) and teacher productivity questionnaire (r=0.86) structured on a modified 4 point Likert scale. From the total of 564 copies of the questionnaire administered, 556 copies were retrieved but only 510 copies, representing 98.5% rate of return, were found valid for analysis. Data obtained were analyzed using multiple regression analysis at 0.05 level of significance.

Findings and Discussions

H_{01}: Task expectations will not have significant influence on teacher productivity

Table 1: Summary of regression analysis showing influence of task expectation on teacher productivity

R=0.89 **R^2** = 0.79 **R^2 adj=**0.8694					
Model	**Sum of squares**	**DF**	**Mean Square**	**F**	**Sig**
Regression	176977.40	4	44244.35	169.159	0.00
Residual	132346.16	506	261.554		

Total	309323.56	510			

The results as shown on table 1 (F= 169.159; P = 0.00. p< 0.05) with adjusted R value of 0.8694, this revealed that the independent variable (task expectation) has a significant influence on the dependent variable (teacher productivity). This was a statistically significant result because the p value was less than 0.05. Thus hypothesis 1 is rejected. This result showed that task expectation was a good predictor of teacher productivity

H_{02}: Organizational work culture will not have significant influence on teacher productivity

Table 2: Summary of Regression Analysis Showing the influence of work culture teacher productivity

R = 0.591 **R^2 =** 0.35 **R^2 adj =**0.50					
Model	**Sum of squares**	**Df**	**Mean squares**	**F**	**Sig**
Regression	175773.20	4	43943.3	157.404	0.002
Residual	141263.2	506	279.176		
Total	317036.4	510			

The result on table 2 showed the level of significance of the independent variable (work culture) on the dependent variable (teacher productivity). This implies that the independent variable has a positive influence on teacher productivity to an average extent because the adjusted R^2 is just 0.50 of the variance. This means that there are some other factors which might be outside the scope of this work contributing to teacher productivity other than work culture. Despite this, hypothesis 2 will still be rejected because the P value is less than 0.05 with other results that are all statistically significant on the table. With the adjusted R^2 value of 0.50, it means that the influence of the independent variable on the dependent variable will be up to fifty percent (50%)

H_{03}: Organizational norms will not have significant Influence on teacher productivity.

Table 3: Summary of regression analysis showing the influence of organizational norms on teacher productivity

R= 0.682 **R^2** = 0.4651

R^2 adj =0.58					
Model	**Sum of squares**	**Df**	**Mean square**	**F**	**Sig**
Regression	225773.14	4	56443.3	217.597	0.000
Residual	131253.20	506	259.394		
Total	357026.34	510			

The result as shown on table 3 shows a p-value of 0.00, adjusted R^2 value of 0.58 and R^2 value of 0.682 which were all statistically significant. This implies that the independent variable (organizational norms) will also have an influence on the dependent variable (teacher productivity) just like other independent variables discussed earlier in this study. The fourth hypothesis was rejected.

H_{04}: Performance measurement will not have significant influence on teacher productivity

Table 4: Summary of regression analysis showing the influence of performance measurement on teacher productivity

R=0.6534 **R^2=**0.43 **R^2 adj =** 0.573					
Model	**Sum of squares**	**Df**	**Mean Square**	**F**	**Sig**
Regression	165976.25	4	41494.063	170.36	0.003
Residual	123244.35	506	243.566		
Total	289220.6	510			

The result on table 4 showed that the identified independent variable (performance measurement) has significant influence on the dependent variable (teacher productivity). This was so because the independent variable made a significant impact of R=0.6543 and adjusted R^2 value of 0.573 with a P value of 0.003 which was statistically significant because it was less than 0.05. The result further established that the independent variable couldn't have occurred by chance since F ratio value of 170.36

lends credence to the significant influence of the independent variable on the dependent variable.

H_{05}: task expectations, performance measurement, work culture and organizational norms will not have significant joint influence on teachers' productivity

Table 5: Summary of regression analysis showing the joint influence of system control Measures (task expectations, performance measurements, work culture and organizational norms) on teachers' productivity

R= 0.99 **R^2** = 0.98 **R^2 adj** =0.83					
Model	**Sum of squares**	**Df**	**Mean squares**		**Sig**
Regression	198673.34	4	49668.335	166.160	0.000
Residual	151253.13	506	298.919		
Total	349926.47	510			

The result on table 5 shows that the identified measures of system control mechanisms when taken together are potent predictors and effective in predicting teacher productivity. The composite influence made a joint significant influence of R=0.99 and adjusted R^2 Value of 0.83. This implies that all the measures put together accounted for 83% of the variance in perceived influence of system control mechanisms on teacher productivity. The result further established that the composite contributions of these measures couldn't have occurred by chance since F ratio value of 166.160 and P value of 0.000 ($p < 0.05$) lent credence to the effectiveness of the measures of system control mechanisms in the study. The measures can therefore said to be highly significant

The result of the multiple regression analysis revealed that task expectations, performance measurement, work culture and organizational norms (which are measures of system control mechanism), either collectively or separately are potent predictors of teacher productivity in public secondary schools. The magnitude of the influence among the independent variables in

predicting teacher productivity in public secondary school is reflected in the values of co-efficient of multiple regressions. This finding corroborates the findings of a study carried out by Weibel and Skinner (2016), they asserted that Organizational control measures may help foster employees' trust in their employing organizations. They asserted further that, it signals fairness and reliability in an organization and makes employees to have more trust in their organization.

It was also found in this study that task expectation has significant influence on teachers' productivity in public secondary schools. The finding support the work of Abe, Ilobu and Madueke (2013), where goal setting intervention for task to be performed was recommended in secondary schools. The results further corroborate the findings of Liao and Chuang (2004), where it was reported that organizations should provide relevant resources in adequate level to ensure that employees are able to achieve their performance expectations and to minimize the expectation gaps.

Performance measurement as one of the measures of the independent variable of this study was also found to be significant when considering teachers productivity. The findings was in line with that of Abbas and Cross (2019), that recommended that organizations should enhance their employee's productivity by appraising employee's performance measurement. They further recommended that organizations should develop and implement performance appraisal methods that would facilitate effective appraisal of the employees through which employee training needs would be met.

Work culture is as well one of the measures of the independent variables of this study**,** which was also found to be significant when considering teachers productivity. The findings supports the view of Emerole, Kenneth and Georgina (2013), they asserted that organizations in the country should give adequate attention to the development of corporate cultures to enhance employee productivity performance. Also, Morrill (2008) also acknowledge the unwitting role of culture in an organization.

Organizational norms is the last of the independent variables of this study, and was also found to be significant. This finding does not corroborate the work of Hammer, Saksvik, Nytro, Torvatn, and Bayazit (2004), in their study, Organizational norms was said to be positively related to stress. The findings discussed so far have shown that system control mechanisms is an

administrative supervisory tool that would bring about efficiency and effectiveness in the administration of secondary schools in Nigeria.

Conclusion

In the course of investigating the influence of system control mechanisms on teacher productivity in Ibadan North East Local Government, the study found out that all the measures of system control mechanisms identified in the study (task expectations, performance measurement, work culture and organizational norms) are found to be significant to the study. They are all potent predictor of teacher productivity, even though, with different levels of prediction. This paper contributed more to the understanding of the concept of teacher productivity on how it can be improved. The study showed to a great extent that there is a significant influence of system control mechanisms on teacher productivity. It is research based to conclude from the findings of this study that the identified measures of system control mechanisms for this study are potent tools that will bring significant improvement into the level of teacher productivity.

Recommendations

In view of the above findings, it was therefore recommended that school administrators should apply these system control mechanisms in a bid to improving the level of productivity of teachers. Educational bodies at state level, should optimize the capacities of school administrators by exposing them to modern styles of administration that will improve efficiency and effectiveness in the teaching learning process. conferences and seminars should be organized at regular interval for school administrators in this regard.

School administrators should start giving attention to informal control techniques such as organizational cultures and norms in their schools as their neglects could hamper attaining maximum efficiency from these teachers. Work culture and norms in schools as an organization are vital in shaping individual and group behavioural attitudes. They could be used to make teachers exhibit behaviour that will facilitate or support the attainment of educational goals and objectives.

Also, from the findings of the study, it is recommended that schools should further enhance their teacher productivity by

appraising teacher performances as this study has shown that performance measurement is a good predictor of teacher productivity. Schools should therefore develop a participatory appraisal method that would facilitate effective and efficient appraisal of teachers as this provide opportunities for identifying staff training needs. Management by objectives could be adopted in this regard.

Lastly, there should be autonomy in implementation of plans once the expectations behind a given task has been agreed upon. Individual teachers should enjoy wide discretion in choosing the means for achieving the objectives.

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EDUCATIONAL POLICY AND THE MANAGEMENT OF FEDERAL GOVERNMENT COLLEGES IN NIGERIA.

Modebelu, M N & Josiah, Udoka U
[1]modebelu.melody@mouau.edu.ng,
[2]udokajosiah@rocketmail.com
Dept. of Educational Management, Michael Okpara University of Agriculture, Umudike Abia State

Abstract
The study investigated the impact of educational policy on the management of federal government colleges in south-south Nigeria. It focused on admission, class size, teachers' education and certification, privatization, school infrastructural investment, curriculum and appointment of principals. The study adopted a descriptive survey. Proportionate simple random sampling technique was used to select the sample size of 87 teaching staff and 87 non-teaching staff in the south-south region. A twenty (20) items questionnaire was developed, validated and administered to these respondents. Using Cronbach Alpha formula yielded a reliability index of 0.81 was obtained for the instrument. The impact of educational policy on federal government colleges was identified. The findings of the study revealed that educational policies of the government impacted on the management of federal government colleges in the following context admission, class size, principal's appointment, teacher's educational certification, privatization etc. the study recommend the following, that merit should be the yardstick for admission and perimeter for appointment of principals, consistent training and retraining of teachers, upgrading of existing infrastructure, curriculum should be in tendon with realities of academic and environment over time etc.

Keywords: Management, Educational policy, Federal government colleges, Class size, Teacher education, Curriculum, Infrastructure, Investment

Introduction

Education policies are the principles and government policy-making in educational sphere as well as the collection of laws and rules that govern the operation of educational system. Nigeria Educational Research and Development (2013), define it as a statement of intentions, expectation, goals, prescriptions, standard and requirements for quality education delivery in Nigeria.

Digba (2005), posited that educational policy are actions plan of the government at all levels towards activities in the educational sector over a period of time. These policies are the bedrock of the success or failure of federal government colleges. Danyaro (2015), stated that the success attained by these colleges in providing young Nigerians with quality education and at the same time imbibing them with patriotic values was steam from the educational policy as an instrument for patriotism and fostering national unity providing a veritable avenue for national integration and unification. These policies are the framework through which the Federal government colleges were established all over the country in line with national philosophy of education. Hence, this paper x rayed the extent to which frequent or alteration of the nation educational policies affects the realisation of the noble objectives of establishing Federal government colleges as will be pointed out in the following context.

Contextual Framework

Educational policies as stated earlier are the bedrock of federal government colleges all over Nigeria. The facts still remains that since the establishment of the first generation of unity schools such as Queens College Lagos, Kings College Lagos, Federal Science and Technical College Yaba, and others in 1927 there has been a lot of policy shift which has affected and derailed the main objectives of establishing these colleges. Nwanze (2017) outlined some of the policy shift to include admission, class size, principalship appointment, infrastructure investment, curriculum, teacher's education and certification, privatization of the colleges.

According to Abdulrahman (2018), posited that lack of instructional facilities and dearth of trained and dedicated teachers etc. are the bane of all federal government colleges because of inconsistencies in educational policies. Some of these policies that impacted on the management are:

Admission

Lawal (2019), stated that for many parents and stakeholders in the education sector the public notice by National Examination Council (NECO) may well be the start of another unending controversy over who eventually makes it into the final admission list and from what region of the country. To this end, the policy requires candidates from states in south east and south west to score significantly higher marks than their counterpart from the south seeking admission into any of a possible 300 stand a chance of securing admission. But a candidate from the North doesn't need to stress himself as such in order to be considered for admission.

For instance, male candidates from Yobe State in 2018/2019 session needs just 2 point or 4points for Zamfara and Taraba State is only 3points while the minimum scores is 139 points for male or female candidates from Anambra State nursing the hope of getting a place in unity college. This admission policy of the federal government has grossly affects performance of the candidates in the schools and the perception of the public towards the unity schools which is skewed towards the northern part of the country.

Class Size

Historically, large class size or population explosion was not pronounced in Nigeria schools before 1950s this was because the number of people acquiring education was small especially because of its financial implications. However, there seems to be a sudden increase in student's population in the 1950s during the era of self-determination in education. This was when education became regionally provided and controlled. It was at this period that education was free made it attractive to parents hence, schools soon began to witness sporadic increase in classroom population. Molagun (2006), observed that the Universal Primary Education (UPE) which was introduced in 1986 gradually laid the foundation for sporadic increase in the enrolment of pupils and students at both the primary and secondary levels of education in Nigeria. Fafuwa (1974) in Molagun emphasized that upsurge witnessed as a result of free education as canvassed by the government with resulted to overstretching of some basic infrastructures accounted for the failure of both the Universal Basic Education and the 6-3-3-4 system of education policy that

management of various unity schools all over the country are grappling with.

Principalship

The heterogeneous configuration of the country since inception and series of issues surrounding the dominance of one tribe over the other has generated the alternative way of preserving the co-existence of the system.

Joshua, Loromeke and Olanrewaju (2014), pointed out that the heterogeneous nature of the country divided it along ethnic, religious, majority-minority, advantage-disadvantage lines and unfortunately, unity schools has it fair share in the struggle resulting in appointment of incompetent civil servants as principals of these schools. In support of the above, Obiyan and Akindele in Joshua (etal) affirms that the quota and federal character system are premised on the ground that when national institutions and affairs are reflective in composition and conduct of the pluralism of the country then, a sense of belonging is likely to be evoked from the citizenry which has sacrificed merit over mediocre. This policy of federal character and quota system in the education sector especially at the unity school system where principalship of these schools are not based on merit but a certain unproductive principle that have characterized the system with incompetent, unproductive and untrained administrators given the opportunities to head these sensitive institutions hence turning it from known centre of excellence to centre of destruction.

Infrastructure Investment

Over the years stakeholders in the education sector have called on the federal government to improve the facilities in federal government colleges across the country. According to News Agency of Nigeria (2017), stressed out the sorry state of some of the unity schools especially federal government boys college, Abuja. Udeani (2017), lamented the situation of some of the colleges and attributed it to the issue of over population of students. Ibeneme (2017), affirmed that the condition of the schools was not encouraging and deteriorating facilities are decaying and there are need for urgent attention and rehabilitation by the government. The Cable news in 2017 exposed the parlous state of federal government girl's college Langtang, Plateau State this they attributed to the cutting down the unity school budget by ₦3bn despite visible evidence of

infrastructural decay in these institutions. It is because of federal government attitude towards the funding of these institutions prompted the then Minister of Education Ezekwesili to send a memo to former president Obasanjo where she proposed privatisation of the schools to allow competent private sector-driven education organisations to manage the schools.

Curriculum

Okon and Ebuara (2015), stated that the nature of unity schools in south-south paint a picture of lacking proper planning. This development has led to the flood of academic programmes without adequate implementation strategy of academic studies. This seems like under the Federal Ministry of Education in Nigeria, most curricula are not well planned and sometimes irrelevant and in effect, it is attributed to inconsistency in educational policy of the country ranging from the old policies like the various educational ordinances, universal primary education, universal basic education, 6-3-3-4 and the recently launched 9-3-4 system. These policies have grossly affected the curriculum of the schools coupled with the poor planning and implementation of the aforementioned policies.

Teachers Education and Certification

Teachers education and certification has been a barriers to effective teaching in the unity schools all over the country because of their mode employment unlike there counterpart in the state public schools. Teachers of unity schools are seen as more of core civil servants who can be transferred to other ministries not necessarily schools for purpose of teaching. This scenario prompted the Federal Ministry of Education through Teachers Registration Council of Nigeria to embark on massive certification of already employed and upcoming teachers to be professionalized to ensure that only qualified teachers are allowed in the system. The moves by Federal Ministry of Education was debated upon by Association of Senior Civil Servant of Nigeria arguing that by virtue of there employment through the Federal Civil Service Commission teaching staff of unity schools are not teachers but core civil servants whose services was only needed in the schools system this action by the union affected the management of the unity schools all over the country because

there is no proper classification of staff either as teachers or core civil servants while the debate last.

Privatization

Ndukwe (2015), stated that the sweeping change occasioned by the neo-liberal privatization policy of the 21st century has virtually affected all sectors of the Nigeria economy and at the same time a source of public concern and the educational sector is not left out. However, the privatization of the unity schools in the eleven hours of the Obasanjo's administration which was later botched by the late president Yar-adua took its toll on the academic activities in the unity schools. The proponents of these policies sited wide spread corruption, decline in academic performance of the students, high operational cost and lack of managerial capability of the school administration etc. as the barriers to effective management of these schools by the federal government. This policy up till date contributed immensely to the massive deviation and decline in academic activities and infrastructures in these schools leading to poor budgeting allocation and frequent change of academic curriculum and other related programme.

Statement of the problem

From inception of establishment of federal government colleges it has over the years become the centre of excellence through the production of renowned students in different professions in the country today. But the story has changed drastically do to several policy summersault of the federal government ranging from the grammar school system, universal primary education, universal basic education,6-3-3-4 and 9-3-4 system. Hence, this study investigated the extent of the implications of these policies on the management of federal government colleges otherwise known as unity schools.

Purpose of the Study

The broad objective of the study is to investigate the implication of educational policies of federal government on the management on the management of federal government colleges otherwise known as unity schools. Specifically, the study investigated these policies on

1 Admission

2 Principalship
3 Class size
4 Privatization
5 Infrastructural investment
6 Curriculum
7 Teacher's education and certification.

Research Questions

The following research questions guided the study:

1. How does educational policy made by federal government affect the management of unity schools in terms of admission, principal's appointment, class size, teacher's education and certification?
2. How does educational policy such as privatization of unity schools, infrastructural investment and curriculum affects the management of unity schools?

Hypothesis

The following hypotheses were tested at .05 level of significance.

Ho1- There is no significant difference between teaching and non-teaching staff on the impact of educational policy on management of unity schools in terms of admission, principalship appointment, class size, teacher's education and certification.

Ho2- There is no significant difference between teaching and non-teaching staff on the impact of educational policy on management of unity schools in terms of privatization, infrastructural investment and curriculum.

Methodology

The study adopted descriptive survey research. The researcher employed this design because it permits the use of questionnaire to gather information from the sample and to measure their opinions towards examined issues. The population of the study is made up of all teaching and non-teaching staff of the 17 unity schools within the south-south Nigeria. Proportionate simple random sampling technique was used to select the sample size of 354 (30% of teaching staff and 30% of non-teaching staff). The instrument for data collection was a self-structured 20 items questionnaire, titled "Educational Policy and Management of Federal Government Colleges '' (EPMFGC). Three experts (two from educational management and one from measurement and

evaluation) all in Michael Okpara University of Agriculture, Umudike, Abia State determined the content and construct of the instrument which yielded .87 correlation coefficient indicating high reliability. Data collected from the respondents were analysed using mean and standard deviation to answer the two research questions while t-test statistics was used to test the two null hypotheses at 0.0 significant. Any mean score from 2.50 and above were accepted while any score from 2.49 and below was rejected.

Findings and Discussion

Research Question 1
How does educational policy made by federal government affect the management of unity schools in terms of admission, principal's appointment, class size, teacher's education and certification?

Table 1,Mean and standard deviation scores of the impact of educational policy on the management of unity schools in terms of admission, principal appointment class size, teacher's education and certification

S/N	Impact of educational policy	Teaching staff			Non- teaching staff		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Management of unity school is made possible through admission of student's based on performance on the National Common Entrance Examination.	3.05	.98	Agreed	2.98	1.03	Agreed

2	National Common Entrance Council (NECO) for Unity Schools made it possible for proper student's placement on admission for effective management of the Unity School.	2.89	1.00	Agreed	3.20	.99	Agreed
3	Guidelines from the Federal Ministry of Education enhances standard in management of Unity Schools.	3.13	.95	Agreed	3.04	.94	Agreed
4	Admission of students base on Federal character enhances efficient and effective management of the Unity	3.09	.97	Agreed	3.08	.89	Agreed

	Schools						
5	Differences in admission criteria between South and North affect the management of the Unity Schools.	3.21	.78	Agreed	3.03	1.01	Agreed
6	Protest by intending parents and stakeholders against different admission criteria affect the management of the Unity Schools.	3.17	.90	Agreed	3.07	.97	Agreed
7	Admission of student's based on catchment and environment has affected the management of the Unity Schools.	2.98	1.00	Agreed	3.20	.93	Agreed
8	Appointment of principals	3.21	.86	Agreed	3.38	.70	Agreed

	instead of merit has affected the management of the Unity Schools.						
9	Appointment of principals based on federal character has affected the management of the Unity Schools.	3.46	.63	Agreed	3.31	.71	Agreed
10	The guidelines set by Federal Ministry of Education for appointment affects the management of competent principals to manage the Unity Schools.	3.31	.71	Agreed	3.23	.75	Agreed
11	Experience and academics qualification are considered	2.43	1.30	Agreed	2.26	1.10	Agreed

	in appointment of principals for effective and efficient management of the Unity Schools.						
12	Transfer of principals from one Unity School to another affects the management of the Unity Schools.	3.09	.96	Agreed	3.33	.98	Agreed
13	The posting of principals within their state of origin or zone affects the management of the Unity Schools.	2.97	.90	Agreed	3.07	1.08	Agreed
14	Guideline set by Federal Ministry of Education on the number of students	2.66	1.07	Agreed	2.51	1.15	Agreed

	per class affects the management of student's population in the Unity Schools.						
15	Class size is 35 per students to a teacher based on the guideline from Federal Ministry of Education for effective management of the Unity Schools.	2.69	1.35	Agreed	2.62	1.28	Agreed
16	Teacher are recruited by the civil service commission and posted to Federal Ministry of Education in effective management of the Unity Schools.	2.95	.87	Agreed	2.67	1.19	Agreed
17	Teachers of Unity	2.43	1.30	Disagreed	2.26	.95	Disagreed

	Schools are trained regularly for effective the management of the Unity Schools.						
18	Teacher of Unity Schools are considered as teachers for the management of the Unity Schools.	2.27	.59	Disagreed	2.23	.80	Disagreed
19	Teachers Of Unity Schools are recruited based on possession of teaching qualification as required by teacher's registration council for effective the management of the Unity Schools.	2.43	1.30	Disagreed	2.50	1.37	Agreed
20	Teacher progresses on the job	2.71	1.28	Agreed	2.89	1.00	Agreed

	to become principals for effective management of the Unity Schools.						

Grand mean/standard deviation: 58.13 19.7
57.86 19.82

The table 1 above showed that the 17 items had their mean above the cut of point of 2.50. This indicated that the educational policy of federal government impacted on the management of unity schools in terms of admission, principalship appointment, class size, teacher's education and certification etc. The table also showed that the standard deviation of 17 items between 1.00 and 1.03 which means that the respondents were not too far from the mean opinion of one another in their responses.

Research Question 2
How does educational policy such as privatization of unity schools, infrastructural investment and curriculum affects the management of unity schools?

Table 2 Mean and standard deviation scores of the impact of educational policy of federal government on management of unity schools in terms of privatisation, infrastructural investment and curriculum.

S/N	Impact of educational policy	Teaching staff			Non- teaching staff		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Privatization policy of Federal Government during former President Obasanjo's administration has	3.55	.47	Agreed	3.66	.54	Agreed

	negatively affected the management of the Unity Schools.						
2	Privatization policy of Federal Government contributed to the poor academic performance of the Unity Schools.	2.98	.72	Agreed	3.03	.73	Agreed
3	Privatization policy contributed to the Federal lackadaisical attitude towards the funding of Unity Schools.	3.40	.58	Agreed	3.50	.63	Agreed
4	Privatization policy contributed towards the negative perception of the Unity Schools by the national assembly, general public, stakeholders and general public	3.55	.47	Agreed	3.66	.55	Agreed
5	Privatization	2.2	.9	Agreed	2.3	.9	Agreed

	policy of government provides alternative ways of funding the schools for effective management.	1	6		5	0	
6	Privatization policy of federal government affected the admission to these schools for a long time.	3.11	.67	Disagreed	3.35	.71	Disagreed
7	Privatization policy of government affected the moral of the teachers in these schools.	3.33	.67	Agreed	3.35	.71	Agreed
8	Privatization policy of government affected teacher's retention and retraining in these schools.	3.50	.51	Agreed	3.60	.65	Agreed
9	The level of infrastructural decay in the Unity Schools is alarming this affects	3.66	.45	Agreed	3.77	.54	Agreed

	effectiveness of management.						
10	Infrastructures are regularly been upgraded and refurnished in the Unity Schools.	2.41	.90	Disagreed	2.33	.91	Disagreed
11	Infrastructures in the unity schools are zonally been provided by the federal government.	2.21	.96	Disagreed	2.35	.90	Disagreed
12	Regular infrastructure evaluation is been carried out by federal ministry education in the Unity School.	2.99	.95	Disagreed	2.82	.50	Disagreed
13	Needs assessment are carried out annually to ascertain the infrastructural needs of the Unity Schools.	2.91	.56	Disagreed	2.71	.54	Disagreed
14	Donor agencies are allowed to make	2.71	.54	Agreed	2.82	.42	Agreed

	infrastructural donation in the Unity Schools						
15	Federal ministry of education provides guidelines on infrastructural investment in the Unity Schools.	2.15	.38	Disagreed	1.20	.63	Disagreed
16	Federal ministry of education provides guidelines for curriculum implementation in the Unity Schools.	3.20	.51	Agreed	2.67	.55	Agreed
17	Curriculum is structured in the Unity Schools for effective management of the Schools.	2.90	.47	Agreed	2.69	.48	Agreed
18	Curriculum of the Unity Schools varies with their counterpart at the state level.	3.43	.63	Agreed	2.84	.61	Agreed
19	Curriculum guideline from the	3.30	.60	Agreed	2.58	.49	Agreed

	ministry constraints the school for effective arrangement.						
20	The present curriculum is sufficient to be implemented in the Unity Schools.	2.14	.93	Disagreed	2.43	.76	Disagreed
Grand mean/standard deviation		57.71	14.44		59.64	12.46	

The data on table 2 also showed that 13 items had their mean above the cut of point of 2.50. This indicated that the educational policy of the federal government impacted on the management of unity schools in terms of privatisation, infrastructural investment and curriculum. The table showed that the standard deviation of items between 0.54-0.76 which means that the respondents were not too far from the mean and opinion of one another in their responses.

Hypothesis 1
There is no significant difference between teaching and non-teaching staff on the impact of educational policy on the management of unity schools in terms of admission, principalship appointment, class size, teacher's education and certification.

Table 3 t-test analyses of respondent's mean scores on the impact of educational policy on the management of unity schools in terms of admission, principalship appointment, class size, teacher's education and certification.

Variables	N	Mean $\bar{X}$	SD	Df	t-Cal	t-Crit	Decision
Teaching	39	58.13	19.70				
Non-teaching	135	57.86	19.82	172	0.33	1.96	Accepted

In the table 3 above, t-calculated is 0.33 which is less than the t-critical of 1.96 at 0.05 level of confidence and 172 degree of freedom. Therefore, the null hypothesis is accepted. This suggest that there is no significance difference between the mean ratings of teaching and non-teaching staff responses on the impact of educational policy on the management of unity schools in terms of admission, principalship appointment, class size, teacher's education and certification.

Hypothesis 2
There is no significant difference between teaching and non-teaching staff on the impact of educational policy on management of unity schools in terms of privatisation, infrastructural investment and curriculum.

TABLE 4 t-test analyses of respondents mean scores on the impact of educational policy on the management of unity schools in terms of privatisation, infrastructural investment and curriculum.

Variables	N	Mean $\bar{X}$	SD	df	t-Cal	t-Crit	Decision
Teaching	39	59.64	12.46				
Non-teaching	135	57.71	14.44	172	0.57	1.96	Accepted

In the above table 4 above, t-calculated is 0.57 less than the t-critical of 1.96 at 0.05 level of confidence and 172 degree of freedom. Therefore, the null hypothesis is accepted. This suggest that there is no significance difference between teaching and non-teaching staff on the impact of educational policy on the management of unity schools in terms of privatisation, infrastructural investment and curriculum.

Discussion of Findings
Results from table 1 shows that teachers and non-teaching staff strongly agree that educational policy of federal government largely impacted on the management of unity schools within the south- south. Also, hypothesis 1, the result on table3 shows that teaching and non-teaching staff in their responses as it relates to

educational policy and its impact on the management of unity schools in terms of admission, class size, principals appointment and teacher education and certification in the south- south . this aspect of the findings of the study is in agreement with the observation made by News Agency of Nigeria who visited Federal Government Boys College, Abuja on a facts finding mission observed that Federal Government inconsistent educational policies was responsible for the current state of unity schools today.

Result on table 2 showed that both teaching and non-teaching staff strongly agree that educational policy of federal government impacted on the management of unity schools especially on the negative perception by parents, stakeholders, national assembly and the general public about the current management style of the schools. Also, result of hypothesis on table 4, showed that teaching and non-teaching staff in their responses as it concerns the impact of educational policy of federal government on the management of unity schools in terms of privatisation of unity schools, state of infrastructure in these schools and the type of curriculum made available to the schools including its implementation as it affects student's academic performance as a model secondary school. In view of the aforementioned, educational policy of the federal government greatly impacted on the management of unity schools especially the level of implementation and the inconsistency associated with it has negatively redefined the once centre of excellence to the centre of destruction as tagged presently especially the poor academic performance and infrastructural decay of the schools.

Conclusions

Based on the findings of this study, it was concluded that educational policies of federal government coupled with its level of implementation and its attendant inconsistency impacted negatively on the management of unity schools in terms of admission, principalship appointment, class size, teacher's education and certification, infrastructural investment and the curriculum of the aforementioned schools.

Recommendations

Merit should be the yardstick for admission of candidates into unity schools in order to maintain high standard of academic performance and ensure fairness.

1. Merit should be the perimeter for the appointment of principals to head the unity schools while also considering the academic qualification which should go beyond the first degree as has been the present situation.
2. Teachers of unity schools should consistently be subjected to training and retraining to ensure high academic delivery within the system.
3. Monitoring and evaluation should not be focused on academic alone but should also be extended to the infrastructures and upgrading of existing ones periodically to ensure optimum performance in service delivery.
4. Curriculum of the schools should be in tendon with the realities of academics, environment and must be consistent over time.
5. Class size should be pegged in the ratio of 35-1 as recommended by the United Nation and unity schools should consistently be monitored to ensure compliance.
6. Position of teachers and there recruitment into the unity schools should be clearly defined in order to remove every bottleneck associated with the categorisation of teachers as core civil servants and transfers should only be within the unity schools system.
7. Principals of unity schools should be given the privilege of been posted to other zone in order to maintain the aim of the founding fathers which is unity.

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SOCIO-CULTURAL FACTORS AND ACCESS TO UNIVERSITY EDUCATION IN NORTH-EAST REGION OF NIGERIA

E.A. Isah [1], S. Yakubu[2] & T.T. Adeleke[3]
[1]emmanisah1959@yahoo.com;
2yakubusuleman261@gmail.com; [3]tayopraise40@gmail.com
Department of Educational Management,
University of Ibadan, Ibadan, Nigeria

Abstract
University education is one of the major prerequisites for rapid development of a country. This understanding necessitates the Nigerian government's commitment in ensuring that university educational opportunity is accessible by all her citizens. However, the willingness of the people of North-East Region of Nigeria to acquire university education is low. Therefore, in line with this worrisome predicament, the study investigated socio-cultural factors and access to university education in North-East Region of Nigeria. The study adopted a correlational survey design. The population of the study consisted of all the 94,378 undergraduate students in the federal and state universities in the North-East Region of Nigeria. Through a multi-stage sampling procedure, 510 participants were sampled out of which 275 participants were from Federal University of Gashua, Yobe and 235 from Taraba State University. A self-structured questionnaire titled "Socio-cultural Factors and Access to University Education Questionnaire (SCFAUEQ)" was used. The instrument was subjected to pilot test and the reliability coefficient of 0.81 was obtained. Data collected were analysed using Pearson Product Moment Correlation (PPMC) and multiple regression analysis at 0.05 level of significance. The three independent variables had significant relationship with access to university education in the North-East Region of Nigeria. These were religion ($r = 0.62$; $P < 0.05$), gender preference ($r = 0.77$; $P < 0.05$) and early marriage ($r = 0.51$; $P < 0.05$). The study therefore recommended that gender discrimination and early marriage should be discouraged in order to allow female students to acquire university education.

Keywords: Access, university education, religion, early marriage, gender preference

Introduction

University education is a critical vehicle for human, economic, social, political and technological development of a nation. This understanding account for the reason behind the Nigerian government's commitment in ensuring that educational opportunity is accessible by all her citizens. For instance, the Nigerian government, in her efforts to ensure equitable distribution of and access to university education, has ensured that each state in Nigeria, including the FCT, has a Federal University and its own funded University. Further effort being put in place by the government is by encouraging proliferation of private universities due to the inability of the available public tertiary institutions to meet the high demand for higher education. According to Mogaji (2019), there are 174 approved universities in Nigeria. As shown in Table 1, it comprises 43 Federal Universities, 52 State Universities and 79 Private Universities.

Table 1: Nigerian Universities across the Six Geo-political zones

Geo-Political Zone	Federal	State	Private	Total
North Central	7	6	11	24
North East	7	7	2	16
North West	10	8	3	21
South East	5	10	13	28
South-South	7	10	14	31
South West	7	11	36	54
Total	43	52	79	174

Source: Mogaji (2019)

Apart from the above, government, in her bid to ensure equal access to university education, also introduced admission quota system. The essence of this policy is to close the widening access gap in the level of educational development between the North and the South caused by the indirect rule policy, that recognized the Islamic education in the Northern Protectorate and restricted the Christian missionaries from spreading both Christianity and

western education to the region (Fabunmi, 2005). Other measures put in place by the government include the establishment of Joint Admission and Matriculation Board (JAMB) Decree No. 2 of 1978, now called Unified Tertiary Matriculation Examination (UTME), Distance Learning, Universal Basic Education and National Open University (Agile, 2018).

However, in-spite of government's commitment to education and other interventions as stated earlier, it has been observed that the willingness and readiness of the people of North-east region of Nigeria to acquire university education is extremely low (Raji, 2014). This is evidenced in the number of people from the North-East region who apply for JAMB admission on yearly basis compared with other regions of the country. As shown on table 2 where the overall percentage of applicants who enrolled in the North-East region for UTME in 2018 was only 8.4% compared to other geo-political zones such as North-Central (18.2%), North-West (13.2%), South-East (18.5%), South-South (18.0%) and South-West (23.7%). The reason for low applicants of UTME in the North-East region is not far-fetched as Orodho, Waweru, Getange and Miriti (2013) opined that the percentage of students completing a full secondary education is extremely higher than those seeking admission into higher institutions and that only few of them, after secondary education, seek entry into higher degree education.

Table 1: 2018 UTME Application by Geo-Political Zones

Geo-Political Zone	States within the Geo-political zones	Number of Application	Percentage
North Central	Benue, FCT, Kogi, Kwara, Nasarawa, Niger, Plateau	301,060	18.2
North East	Adamawa, Bauchi, Borno, Gombe, Taraba, Yobe	138,846	8.4
North West	Kaduna, Katsina, Kano, Kebbi, Sokoto, Jigawa, Zamfara	217,681	13.2
South East	Abia, Anambra, Ebonyi, Enugu, Imo	305,988	18.5
South-South	Akwa-Ibom, Bayelsa,	297,135	18.0

	Cross-River, Delta, Edo, Rivers		
South West	Ekiti, Lagos, Osun, Ondo, Ogun, Oyo	391,872	23.7
Total		1,652,582	100.0

Source: UTME, 2018

This has become a source of concern to all stakeholders in the education sector and as a result, possible solutions must be sought as quickly as possible to arrest this unwanted situation. Otherwise, low access to university education particularly in the North-East region of the country may further widen the educational gap between the North and the South, increase the level of illiteracy and poverty which invariably may jeopardize the future development of the nation. Hence, the need to improve access in order to bridge the already wide gap in the educational development among the regions.

Although, some researchers such as Nakpodia (2010), Olaniyan (2011), Abdukarim and Ali (2012), Dichaba, (2013), Aliyu (2015) and Agile (2018) have identified some determining factors that may facilitate or discourage access to university education which include socio-economic status, parental attitudes towards education, insurgency, societal factor and so on. Meanwhile, socio-cultural factors which seem to play key roles in access to university education have not received adequate research attention in Nigeria (Durowaiye, 2017). For instance, Eweniyi and Usman (2013) found that one of the major social factors that shape access to education is parental religious orientation. Religion plays important role in human history that any attempt to overlook it would perhaps fail. It is as old as human and would continue to exist on earth as long as there is human existence. The contributions of religion in human civilizations, especially in the areas of social development, interpersonal and international cooperation, mutual understanding among peoples and most importantly, educational development are quite enormous (Chineke, 2016). It is no longer news that the majority of people in the north-east region are muslims and their religious belief seems to affect their access to university education. For instance, in a study conducted by Bagudo (2007), it was found that due to parental religious beliefs and love for Qur'anic education for their children, children were restrained from

attending formal schools. This was coupled with the trepidation that formal education may expose their children to other religious orientations, western values and teenage pregnancy (Bagudo, 2007; Eweniyi and Usman, 2013). Similarly, Eweniyi and Usman (2013), in their study, found that most parents expressed their fulfillment in adhering to their religious obligation which entails denying their children access to western education.

In another study conducted by Durowaiye (2017), it was found that most of the participants in his study were Christians, hence a number of them mentioned their religion as an important factor that encourages them to go school. References were made to their pastors, church group leaders, and peers in church who have influenced them in different ways to further their education. Similarly, Kazeem, Jensen and Stokes (2010) found that young people belonging to Christian households are five times more likely to embrace formal education and attend school than children from Muslim households. This corroborates existing literatures which argues that some cultures might be academically advantageous to formal education than others (Thernstrom, and Thernstrom, 2003). Another related study conducted in North-East and North-Western Nigeria have also affirmed that the majority of young members from Islamic households in these regions have negative perceptions about western education and are least likely to attend formal education (Lincove, 2009).

In addition, culture has also been identified as a major component which may impede access to university education (Durowaiye, 2017). Nakpodia (2010) defines culture as a complex whole which includes knowledge, beliefs, arts, morals, customs and any other capabilities acquired by man as a member of the society. From this definition, culture is broad in nature as it is involved in all human endeavour but since the emphasis of this study is on access to university education, it can be deduced that culture encompasses individual perception, behaviour and attitude towards education such as who should be educated, for example, male or female, the age that is appropriate for girls to get married and so on. For instance, in most communities in the North-East region of Nigeria, there seems to be a cultural belief that women should marry when in their teens and only men should be educated. On this premise, gender preference and early marriage formed the basis of the cultural factors examined in this study.

Gender preference is another cultural factor that could influence access to university education. Gender preference can be described as the social attributes and opportunities associated with being male and female and the relationships between women and men, girls and boys, as well as the relations between women and those between men (Afu, Gbobo, Ukofia and Itakure, 2017). Gender determines what is expected, permitted and cherished in a woman or a man in a given context. In most societies, there are differences between women and men in terms of responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities (Afu, Gbobo, Ukofia and Itakure, 2017). Girls have always been faced with problems that emanate from gender inequality in addition to the usual problems of childhood and adolescence. In Nigeria, as elsewhere in the world, the level of female enrolment and their access particularly at the second and third levels of education system is low (Agile, 2018). For instance, it has been observed that in the North-East, some parents are reluctant, for cultural reasons, to send their daughters to school, particularly tertiary institutions. Their reason is traceable to old customs and values which see female education as unnecessary as the womenfolk are deemed to have been designed for child birth and domestic chores for the husband to be. This has made it difficult for families to train their daughters. These discriminations towards girl's education act as barriers as fewer girls enroll and many who do often times drop out of school (Nwogu, 2015).

Mucee, Bururia, Reche and Gikunda (2014) examined the socio-cultural factors that influenced students' access to school in Tharaka, South sub-county of Kenya. The study found that gender preference influences young people's access to school in the region. It was further revealed that majority of parents in this setting are from large families (with 5-8 children) with limited economic resources. This led to preference for male children's enrolment in school with a number of parents involving their children in income generating activities. Similarly, Ngoitiko (2008) assessed the multi-facet factors that impacted on girls' education among the marginalized group of Massai. It was found that in spite of the various efforts by the Tanzanian government to promote Massai girls' education notably with the development of MED, that is "Massai Education Discovery" which offers free education to girls in the region, gender disparity was found to

exist as male education were prioritised over their female counterparts.

Also, early marriage, as a cultural factor, seems to influence access to university education. The term "early marriage" according to Kyari and Ayodele (2014) can be described as marriage that takes place under the age of 18. Similarly, UNICEF (2005) described marriage as both formal marriages and informal unions in which a girl lives with a partner as if married before the age of 18 (UNICEF 2005). In the opinion of UNIFPA (2006), early/child marriage can be described as any marriage carried out before the girl is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and childbearing. Child or early marriage, therefore, involves either one or both spouses being children and may take place with or without formal registration, and under civil, religious or customary laws, and involves minors who are deemed incapable of giving informed consent (Itebiye, 2016). It was observed by one of the researchers of this study that parents, in some communities in the North-East region, arranged early marriage for their young girls. In fact, one of the indigenous citizens of the region under study, during interrogation, said their culture allows parents to give the hands of their girls at the age of 15 years old or less in marriage. This cultural practice, therefore, seems to affects girls' education as many school girls may drop out from school to get married.

In line with the foregoing, it is essential that the socio-cultural factors that could influence access to university education are worthy of study especially in an environment with low access to education such as North-East region of Nigeria in order to shed more light and help resolve the controversy. Hence, it is against this backdrop that this study examined the relationship between socio-cultural factors and access to university education in the North-East region of Nigeria.

Statement of Problem

The Nigerian government recognised education as a basic human right, which necessitates the need for ensuring accessibility of eligible citizens to education at all levels. In Nigeria, education, to a large extent, has been made accessible to every citizen who is willing and eligible to schooling. However, it is worrisome to note that in spite of the efforts put in place to ensure that everyone is

educated, access to university education in the North-East is low. The realization of this has led to more several policy formulations and researches so as to help reduce the gap between the north and the south or proffer solutions to the prevailing access problems in Nigeria. The implication of low access to university education particularly in the North-East region of the country is further widening of the educational gap between the North and the South, increase in the level of illiteracy, poverty and insurgency which invariably may jeopardize the future development of the nation.

The gap identified was the fact that most of the studies on socio-cultural factors and access to education were done outside Nigeria. The available ones relevant to the present study were inconsistent because there was no general agreement among the findings. Despite the overwhelming recognition and concern often expressed on many aspects of young people's lives across different societies especially as it relates to their access to formal education, only few studies have attempted to examine the relationship between socio-cultural factors and access to education. The present study further investigated the influence of socio-cultural factors on access to university education in order to shed more light and help resolve the controversy.

Hypotheses

The following hypotheses were tested at 0.05 level of significance;

Ho1: There is no significant relationship between socio-cultural factors (religion, gender preference and early marriage) and access to university education in the North-East Region of Nigeria.

Ho2: There is no joint significant contribution of socio-cultural factors (religion, gender preference and early marriage) and access to university education in the North-East Region of Nigeria.

Ho3 There is no significant relative contribution of socio-cultural factors (religion, gender preference and early marriage) and access to university education in the North-East Region of Nigeria.

Methodology

The correlational survey research design was adopted for this study. It is a design that is suitable for investigating the relationship that exists between two or more variables. The population for this study consisted of all the 94,378 undergraduate students in the federal and state universities in the North-East Region of Nigeria. Through a multi-stage sampling procedure, 510 participants were selected to constitute the sample out of which 275 participants were from Federal University Gashua, Yobe and 235 from Taraba State University. A self-structured questionnaire titled "Socio-Cultural Factors and Access to University Education Questionnaire (CFAUEQ)" was used. The instrument was face, construct and content validated. The instrument was subjected to pilot test and the reliability coefficient of 0.81 was obtained. Data collected were analysed using Pearson Product Moment Correlation (PPMC) and multiple regression analysis at 0.05 level of significance.

Findings and Discussion

Hypothesis One

There is no significant relationship between socio-cultural factors (religion, gender preference and early marriage) and access to university education in the North East Region of Nigeria.

Table 1: Correlation matrix showing the relationship between socio-cultural factors (religion, gender preference and early marriage) and access to university education in the North East Region of Nigeria

	Access to University Education	**Religion**	**Gender Preference**	**Early Marriage**	**Mean**	**S.D**
Access to University	1				30.887	4.1325

Education						
Religion	0.62	1			18.4742	2.5644
Gender Preference	0.77	.594*	1		23.5032	2.8566
Early Marriage	0.51	.411*	.459*	1	20.7903	2.6108

***p< 0.05**

The result from table 3 depicts the test of significant correlations among the independent variables (religion, gender preference and early marriage) and dependent variable (access to university education) in the North-East Region of Nigeria. From the table, the results showed that the three independent variables, namely: religion (r= .062, p< 0.05), gender preference (r= .077, p< 0.05), and early marriage (r= .051, p< 0.05) had significant correlations with access to university education in the North-East Region of Nigeria.

Hypothesis Two

There is no significant joint contribution of socio-cultural factors (religion, gender preference and early marriage) to access to university education in the North-East Region of Nigeria.

Table 4:The significant Joint Contribution of Socio-Cultural Factors (Religion, Gender preference and Early marriage) and Access to University Education in the North East Region of Nigeria.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.209	.044	.025	4.0849

ANOVA						
Model	Sum of Squares	df	Mean of Square	F	Sig	Remark
Regression	229.360	3	38.227	2.291	.035	Sig
Residual	5039.326	506	16.687			
Total	5268.686	509				

Table 4 shows the joint contribution of the three independent variables to the prediction of the dependent variable. i.e access to university education. The table also showed a coefficient of multiple correlation (R = .209 and a multiple R^2 of .044). This means that 4.4% of the variance in access to university education was accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at p< .05. The table also shows that the analysis of variance for the regression yielded a F-ratio of 2.291 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Hypothesis Three

There is no significant relative contribution of socio-cultural factors (religion, gender preference and early marriage) to access to university education in the North East Region of Nigeria.

Table 4:Relative Contribution of Socio-Cultural Factors (Religion, Gender preference and Early marriage) and Access to University Education in the North-East Region of Nigeria.

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.	Remark
	B	Std. Error	Beta Contribution			
(Constant)	29.410	1.047		28.096	.000	Sig.
Religion	.858	.259	.192	3.309	.001	Sig.
Gender Preferenc	4.7859	.111	.087	2.043 1.095	.03	Sig

e Early marriage	1.053				6 .00 5	

Table 4 revealed the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: Religion (β = .192, p<.05), Gender Preference (β = .103, p<.05) and Early Marriage (β = .087, p<.05). Hence, religion, gender preference and early marriage made significant contributions to access to university education in the North-East Region of Nigeria.

Discussion of Findings

The findings of the study revealed that there was significant relationship between socio-cultural factors (religion, gender preference and early marriage) and access to university education in the North-East Region of Nigeria. The result is in tandem with the outcome of work conducted by Bagudo (2007) that due to parental religious beliefs and love for Qur'anic education for their children, children were restrained from attending formal schools. This was coupled with the trepidation that formal education may expose their children to other religious orientations, western values and teenage pregnancy (Bagudo, 2007; Eweniyi and Usman, 2013). Similarly, Eweniyi and Usman (2013), in their study, found that most parents expressed their fulfillment in adhering to their religious obligation which entails denying their children access to western education.

It was also found that gender preference is significantly related with access to university education. For instance, Ngoitiko (2008) found that one of the factors that is accounted for the unequal access to education among the Massai was the dominant patriarchal culture which encourages male dominance and subjugation of women as inferiors with marginalised positions observable by forced marriages, heavy workloads and other physical constraints that limit girls' access to formal education. The result also agrees with the work of Mucee, Bururia, Reche and Gikunda (2014) whose finding showed that gender preference influences young people's access to school in the region. It was further revealed that majority of parents in this setting are from large families (with 5-8 children) with limited economic resources. This led to preference for male children's

enrolment in secondary school with a number of parents involving their children in income generating activities. Similarly, Ngoitiko (2008) found that in spite of the various efforts by the Tanzanian government to promote Massai girls' education notably with the development of MED, that is "Massai Education Discovery" which offers free education to girls in the region, gender disparity was found to exist as male education were prioritised over their female counterparts. In addition, it was also agreed that early marriage had significant relationship with access to university education in the North-East Region of Nigeria. This implies that low access to university education in the North-East Region of Nigeria as established in the study, among others, is as a result of their culture that allows parents to arrange and sometimes force young girls at the age of 15 years old or less to early marriage. The early marriage cultural practice affects girls' education as many school girls drop out from school to get married.

Conclusion

In this study, it was evident that religion, gender preference and early marriage played major roles in access to university education in the North-East region of Nigeria. In other words, allowing children, regardless of socio-cultural practices of the region, to access university education will help improve economic power of the people and also reduce illiteracy to the barest minimum, if not eradicated.

Recommendations

i. Gender discrimination as regards who should be educated between male and female should be discouraged.
ii. Early marriage should also be discouraged in order to allow female students to acquire university education as much as they could before getting married.
iii. The government and other stakeholders in education should sensitize the people of the North-East region on the importance of girls' education for the development of girls themselves, the region and the entire country.

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