FEDERAL POLYTECHNIC UGEP JOURNAL OF INNOVATION AND RESEARCH (FPUJIR)

FEDERAL POLYTECHNIC, UGEP

VOLUME 1 ISSUE 1
APRIL 2024

ISSN: Maiden Edition

Sponsored by

TERTIARY EDUCATION TRUST FUND

TETFUND/DESS/POLY/UGEP/ARJ/2022-2024/01

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Printed by

IMT Press

EDITORIAL NOTE

On behalf of the Federal Polytechnic, Ugep, Cross River State, Nigeria, I am presenting Volume 1, Issue 1 of the Federal Polytechnic Ugep Journal of Innovation and Research (FPU-JIR). The Journal established in January 2024, has now published its first issue in April, 2024.

It is with great pleasure that I present this edition of the Federal Polytechnic Ugep Journal of Innovation and Research (FPU-JIR), a platform dedicated to fostering scholarly discourse, innovation, and academic excellence across various fields of study. This journal serves as a repository of cutting-edge research and a catalyst for intellectual engagement among scholars, professionals, and students.

The FPU-JIR is a peer-reviewed, open-access journal committed to promoting interdisciplinary research that contributes to knowledge advancement, policy formulation, and practical applications in science, technology, engineering, vocational studies, management sciences among other disciplines. We welcome high-quality research papers, reviews, and case studies that provide insightful contributions to academic and professional development.

As part of our commitment to maintaining high academic standards, all submitted manuscripts undergo a rigorous peer-review process facilitated by experts in respective fields. Authors are encouraged to submit original research that adheres to ethical publication standards and contributes to scholarly conversations in meaningful ways.

We extend our sincere gratitude to our editorial board, reviewers, and contributors whose expertise and dedication ensure the quality and credibility of this journal. Their unwavering support continues to strengthen our mission of publishing impactful research that addresses contemporary challenges and fosters innovation.

We invite researchers, academics, and professionals to engage with the journal, submit their research, and contribute to the continuous growth of knowledge. Together, we can build a dynamic and inclusive academic community that drives innovation and excellence.

Aims and Scope

The FPU-JIR is a high visibility peer-review academic journal that disseminates evidence-based research works including:

- Promote Interdisciplinary Research: We aim to encourage and publish research that draws on multiple disciplines within the arts and humanities and engages with other fields such as science, technology, social sciences among other discipline.

- Foster Global Collaboration: We strive to unite researchers worldwide to share perspectives, methodologies, and findings, fostering a global community of scholars.
- Advance Open Access: As an open-source journal, we are committed to making research accessible to all and promoting the democratization of knowledge.
- Uphold Academic Rigor: We uphold the highest academic integrity and rigor standards. All submissions undergo a rigorous peer-review process to ensure the quality and relevance of the research we publish.
- Impact Real-World Change: We seek to publish research that has the potential to inform policy, influence practice, and inspire change in the real world.

Guideline to Author

The journal follows twice a year publishing schedule. Also, the journal has a viable online publication platform. All papers must be well-researched, referenced, and conform to the following:

All articles must be the product of interdisciplinary research. All authors are therefore expected to show an interdisciplinary approach to their themes and topics.

It must not have been submitted to any other academic outlet for publication.

Must not exceed 15 pages (A4 Papers), including tables and referencing, with MSWord 12-point Times New Roman font (single line spacing).

Referencing must comply with APA 7th Edition.

Abstract not more than 250 words and complete five keywords.

All articles should contain the title of the paper, author(s) name(s) (surname, middle and last name, institution/addressed to: support@fpujournal.com

Thank you for your continued support and participation.

Editor-in-Chief

Prof. Edward N. Okey

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ADOPTION OF 360 DEGREE STAFF ASSESSMENT TECHNIQUE: AS A VALUE TEST FOR LECTURERS IN NIGERIA TERTIARY INSTITUTIONS REVIEW OF CHALLENGES AND PROSPECTS

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Abstract
This qualitative study reviews the 360-degree assessment technique, as a value test for lecturers in Nigeria tertiary institutions. The current traditional performance assessment technique is no longer valuable because of its non-inclusion of certain fundamental assessment criteria that make it level inappropriate to determine the competencies required and exhibited by the lecturers. Lecturers are rated high on paper qualifications, copy and paste conference papers and publications which in most cases cannot attract any value to the institutions and students. No attention is paid to professional training, development and community service which is one aspects of lecturing job. The paper is aimed at conveying to employees and management an awareness of 360-degree assessment technique as a very distinctive type of performance assessment technique that is based on psychological factors like personal development, self-motivation, constructive criticism, and holistic feedback. Though the technique is challenging if not well designed, implemented, sometimes results to feelings of distrust and uncertainty between employees and co-managers or heads of various departments. It is administratively expensive and time-consuming. However, it creates opportunity that will involve students and lecturers in the assessment process of lecturers on their duties outside paper qualifications, publications, conferences attended and lecturers' performances in classroom. It provides a broader view of lecturers' capabilities, if they are meeting their objectives, targets, or basic job requirements and relationship with people. The 360-degree assessment technique can be applied to recruitment process and for optimum result, it should be used together with traditional performance evaluation method and not interchangeably.

Keywords: Adoption, 360 Degree, Assessment Technique, Value Test, Lecturers in Tertiary Institutions.

Introduction
One of the major concerns of management of tertiary institutions in Nigeria is how to measure the performances of lecturers even though some measures have been provided by the regulators of tertiary education. These measures are often more effective when used for lecturers' compensation and promotions. However, lecturers have been growing in their careers through promotions and appointments, it can be observed that the quality of tertiary education today has dropped and is till dropping when compared to the quality in the past. As appraisals are tied to salary raises and promotion opportunities, the objectives may skew the results if trust and integrity is compromised. Parents, students, and lack of funds has been attributed to the causes of dwindling fortune of tertiary education. The problem however, could be that lecturers in the tertiary institutions are not doing their jobs effectively and unfortunately, the current

Cite this article as:
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performance evaluation method used for measuring lecturers' performance in my view, has become too weak to detect lecturers' inadequacies and unprofessional conducts which some lecturers have been found guilty of in recent times. It is of note that, in the name of collaboration that some lecturers do not do research and write papers; they only pay money to add their names to articles written by other lecturers and use such articles for promotion and advancement. The question that deserves an urgent answer is; why do publications or journal articles bearing several people names, some unknown to the institution be used for assessment and the promotion of a lecturer in tertiary institutions? It is obvious that some lecturers appear not to have capacities for active lecture deliveries rather they soar round passively during lecture delivery and cannot carry out qualitative empirical research to attract research grants to their institutions. This is evidenced in the analysis of the quality of proposals submitted by lecturers to Nigeria Tertiary Education Trust Fund (TetFund) for award of research grant for the period (2012 – 2019) which showed that out of 3,356 proposals submitted by faculties, only 241 or 0.07% of them scaled through TetFund's Screening Panel due mainly to poor articulation and presentation of research proposals (TetFund' NRFS & MC, 2020). Onuoha (2020) has argued that promotion and appointment to positions in tertiary institutions in Nigeria are no longer based on competencies ascertained through performance evaluation; it is now based on favoritism, nepotism and subservient sycophancy. To the best of my knowledge as a lecturer, the evaluation system pays too much emphasis on paper qualifications, publications and conferences to the detriment of other variables that make quality teaching and learning possible. It could also be observed that some lecturers do not have the fundamental academic and professional background and training relevant to the field they teach; and the slogan is, as long as one attended a tertiary institution and can google it up, there is nothing he/she cannot teach in Nigeria. Some do not even dress neatly and appropriately except only when going to attend a conference or academic board meetings. Also, it can be argued that some lecturers have become semi-gods harassing and intimidating students and sometimes colleagues. Some form themselves into cabals to seat on their fellow lecturers' progress, equally, interpersonal conflicts and unhealthy rivalries amongst lecturers are also noticeable. Interpersonal communication among co-lecturers and students are in some cases not cordial.

Students who are critical stakeholders in the tertiary institution do not have any input in the evaluation system; yet, they are the ones who receive the brunt of lecturers' inefficiencies, ineffectiveness, harassment and sometimes victimization and high-handedness. This state of affairs (current evaluation system in polytechnics) cannot continue in the face of more effective techniques like the 360-degree method which has been acclaimed to be more encompassing and objective when compared to the traditional evaluation methods (Umukoro & Nwoko, 2017; Armstrong, 2009, Torrington, et al 2008, Adomii, 2007). 360-degree appraisal plays a vital role in its ability to provide structured, in-depth information about the current performance and the requirements of an employee in future to enable detailed and relevant development plans to be formulated (Baroda et al., 2012). It is now imperative to experiment with new evaluation technique that is elaborate enough to detect lecturers' strength and weakness. Though so many tertiary institutions have various methods to choose from when selecting techniques for performance assessment, but one technique that has gained popularity in developed countries is the 360-Degree performance evaluation Technique. 40% of America companies used the technique in 1995 but by year 2000 this has jumped to 65% (Alexander, 2006 cited in Umukoro & Nwoko, 2017). Nevertheless, the 360-Degree evaluation technique is not yet popular in Nigeria tertiary institutions even when the technique has been described as more encompassing

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and objective (Armstrong, 2009, Torrington, Hall, & Taylor, 2008).

Tertiary institutions in Nigeria today are employing thousands of lecturers to research, teach, and render community service in line with national and institutional mandate. These lecturers are growing in their careers through promotions and appointments. Observations show that the quality of tertiary education today has dropped and is till dropping when compared to the quality in the past. The problem however, could be that lecturers in the tertiary institutions are not doing their jobs effectively and unfortunately the current performance evaluation method for measuring lecturers' performance in my view, has become too weak to detect lecturers' inadequacies and unprofessional conducts which some lecturers have been found guilty of in recent times. This performance measurement technique does not provide a broader view of lecturers' capabilities and cannot be used to understand whether they are meeting their objectives, targets, or basic job requirements; neither does it involve consulting with multiple people and are often more effective when used for promotion and salary increment. Therefore, it is an issue of urgent important for Management of tertiary institutions to adopt the 360-degree assessment technique which is all-inclusive to enhance better planning and effective management of human resources.

Conceptual Review

One method for managing performance is the use of performance evaluations or appraisals. Performance evaluations can be utilized for a variety of purposes, so it is important that appropriate evaluations be used for the desired outcomes: pay, promotability, need for development, and employee success. Performance management includes the collection of appropriate data to analyze and inform the intended purposes. Data collected could be tied to employee's goals and objectives, as related to the duties and performance outcomes for the performance cycle. Multirater feedback is one of several methods used for data collection in recent years. Multirater feedback refers to any performance feedback system in which two or more people provide feedback to an individual employee (McLean, 2006). This approach has become one of the most popular methods for organizations that want to improve the performance appraisal system and make the data collection process more robust (Burke, 2008; Cummings & Worley, 2009; McLean, 2006).

Performance evaluations help managers provide feedback to individual employees for any number of purposes. Performance evaluations can serve as feedback systems that align employee performance to an organization's values and priorities and help link performance to reward (Cummings & Worley, 2009). Additionally, the process of conducting performance evaluations aids strategic human resource departments in pay and performance decisions, planning and organizational/workforce development, and providing necessary information about performance improvement needs and/or excellence among employees (Cummings & Worley, 2009).

In the work place performance is taken as how well or badly an employee or groups of employees do something well or poorly (Ata, Chafik, Razane, & Elalami, 2016). From this point of view, Bhat (2020) defined performance evaluation as the management technique used to measure employees' work and results using their jobs' descriptions as benchmark. Alexander (2006) in Umukoro & Nwoko (2017) see performance evaluation as a management process which involves evaluating employees to see how they are performing or have been performing their jobs based on their job duties as benchmarks with a view to providing feedback to them. It

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is a measurement process of measuring employees' job performance by comparing actual results with desired outcomes with a view to remedying lapses observed. For its functions, (Irby, 1978, Armstrong, 2009, Gareth & George, 2003) have discussed the functions of performance evaluation in organizations but this study aligned with Nor's (2018) view that every performance evaluation policy is designed to provide an appropriate, clear, and consistent framework for the assessment of employees' performance within the context of work improvement; self-evaluation and development planning. Nor further opined that it ensures that managers fairly and equitably review the performance of employees to encourage employee to deliver high quality service to stakeholders and treating colleagues with dignity and respect.

Objectives of the Study

The major objective of this study is to introduce the 360-degree assessment technique as an approach to improve the competencies, skills, and behaviors of lecturers and staff of tertiary institutions.

The specific objectives are to:

i. Review the 360-degree assessment technique and how it can improve the competencies, skills, and behaviors of lecturers and staff of tertiary institutions.
ii. Determine the challenges and prospects of the 360-degree evaluation technique in tertiary institutions.
iii. Appraise the 360-degree assessment technique template developed by Umukoro & Nwoko (2017).

Theoretical Framework

This study is rooted on three theories:

The Kuler-Rose Change Theory; which recognizes that business leaders often approach changes logically and neglects how people react emotionally to change. This theory emphasized that changes bring feelings of denial and angers people, but through bargaining, depression is removed after that acceptance of the change.

Victor Vroom's Expectancy theory; which suggests that individuals are motivated to put in efforts when they believe their effort will lead to performance improvement and that improved performance will be rewarded.

Maslow's Esteem and Self Actualization theory of needs; this recognizes and reward achievement, offers opportunities for advancement to take on more responsibility.

Empirical Review

The 360-Degree technique was developed by Marshall Goldsmith in 1949. General Electric of America was the first organization to use the technique but today Torrington et al (2008). It is being used by Crompton Greaves, Wipro, Infosys, Reliance Industries, and other organizations in India, America and Europe (Verma, 2015). Its popularity is such that 40% of America companies used the 360-Degree Technique in 1995 but by year 2000 this jumped to 65% (Alexander (2006).

Bacal and Fredrick (2000) did a comparative study using one of the traditional technique and the 360-degree method. The results showed that the later yielded more reliable, objective and consistent results. Also, when students were requested to evaluate their teachers using the 360 degree techniques, the outcomes were more revealing when compared to previous evaluations

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with traditional methods (Ece & Cemal, 2015). Furthermore, Marris and Rosemary (2016) reported that since the inception of the 360-degree techniques in Kumasi Polytechnic in Ghana, performance increased consistently. In a recent study (Sok-Foon, Sze-Yin, Yin-Fah, 2012) where students were requested to evaluate their lecturers and tutors, the outcome showed that, generally, the students agreed that their lecturers and tutor fulfilled their job scope and were willing to provide guidance (98.0%). Lecturers and tutors start the class within first five minutes (75.3%); lecturers and tutors were well prepared for each class session (81.2%); class session was well organized (74.0%); lecturers and tutors spoke clearly (72.0%); they provide a fair and clear assessment (73.6%); and they were willing to offer individual help (73.0%). Students' evaluation is now included in the key performance index for lecturers in staff appraisal and teaching effectiveness in most institutions in Europe and America (Griffin, 1999; Liaw & Goh, 2003).

Research Questions

The research questions below guided the study:

i. Can the 360-degree assessment technique improve the competencies, skills, and behaviors of lecturers and staff of tertiary institutions?
ii. Are there challenges and prospects of the 360-degree assessment technique to tertiary institutions?
iii. Is the 360-degree assessment technique Template developed by Umukoro & Nwoko (2017) relevant to tertiary institutions?

Current Traditional Staff Assessment Technique in Nigeria Tertiary Institutions

In Nigerian, the current assessment technique especially for lecturers, could be counterproductive as key resources to carry out adequate teaching, research, or publication, as well as community service, are either insufficient or not available at all. The challenges ranges from financial to inadequate technology. Nevertheless, the line managers and the institution's authority use these same inconveniences as criteria for performance appraisal. The objectivity of the performance appraisal has been called into question (Nurse, 2005) as a result of the authoritarian and punitive pattern in its approach, as well other elements like favoritism-minded, and control driven process.

The process starts with distribution of Annual Performance Appraisal (APA) Forms where lecturers fill in their personal data, qualifications, journals and book published where applicable; conferences attended, etc. The completed forms are then submitted to lecturers' HODs/Deans who also have portions to complete in the form and thereafter all duly completed APA are forward to higher authorities (Igbojekwe & Ugo-Okoro, 2015). This appraisal method is usually carried out by the Head of Departments, who reviews everything from the lecturers' performance through to the goals ensuring they're in line with the Institution's objectives. This method has been used for a very long time without modification or improvement.

However, this method has been criticized by Adoni, 2007; Armstrong, 2009 Umukoro & Nwoko, 2017 it is carried out on lecturer every three or four years and it is for promotion purpose only; whereas performance evaluation exercise is usually aimed at identifying workers' areas of strengths, weaknesses, and encourage improvement. It does not evaluate the actual behaviour of lecturers; Lecturers interpersonal communication or relationship with co-lecturers and students

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are not considered. According to Adomi 2007; Ugbojekwe & Ugo-Okoro, 2015; Umukoro & Nwoko, 2017 students who are direct consumers of lecturers' services are not formally involved in the evaluation of their teachers. The system has also been corrupted because many lecturers have been found to have submitted plagiarized papers and falsified records (Onuoha, 2020). Furthermore, the number of research grants attracted and community services rendered by lecturers are left out yet these are main duties of academics and the current evaluation technique covers what is been done by the lecturers and not what they doing. Generally, performance evaluation focuses on traits, behaviour and results. The types of evaluation are therefore categorized as follows: (1) trait appraisal, (2) behaviour appraisal and (3) results appraisal (Gareth & George 2003, Torrington et al, 2008; Armstrong, 2009). Based on psychological and biological sciences, trait evaluation measures the degree to which employees exhibit a particular trait in relation to jobs while behavioral appraisal looks at specific actions related to a job result evaluation focused on outcomes (Burch, 2018). For it is a management style that receives feedback from more than one source (Smither & Walker, 2004) and from those who knew the worker or instructor best, which could include students, subordinates, bosses, supervisors, peers, and themselves. Mello (2010, p.439) stated that "organizations need broader measures of employee performance to ensure performance deficiencies are addressed in a timely manner...employees' behaviors are being channeled in the appropriate direction toward performance of objectives that are consisted with the work unit…and employees are provided with appropriate and specific feedback". In this paper, academic institutions or public organizations are challenged to move away from the longstanding top-down approach style of performance appraisal to what is all-encompassing, detailed, focused, and always yielding unbiased results that are not usually contested which allows the person being evaluated to chat an all-round corrective measure for him or herself.

The 360 Degree Staff Assessment Technique as a Value Test for Lecturers in Nigeria Tertiary Institutions

Competition is one of the major threats of business and to be competitive, an institution needs to help adapt and evolve its human resource to the highest possible extent. This is because financial resources, latest technology and even the best strategy, does not guarantee effectiveness and efficiency of an institution, rather the degree of how well it is using its committed, inspired and competent employees. The knowledge of how its employees' are currently performing and if there is any necessity to change matters. The 360-degree feedback is playing a vital role in its ability to provide structured, in-depth information about the current performance and the requirements of an employee in future to enable detailed and relevant development plans to be formulated (Baroda et al., 2012). The 360-degree staff assessment technique is a holistic employee review process. It involves gathering the anonymous views and opinions of colleagues, managers, and direct reports, which is used to give an employee well-rounded and constructive feedback. It takes into account all the inadequacies inherent in the traditional evaluation methods by evaluating trait, behaviours and outputs simultaneously (Seldin, 1980; Peiperl, 2001; Alexander, 2006; Akinyele, 2010 cited in Umukoro & Nwoko, 2017). Like other techniques, the 360-degree appraisal method is a formalized process whereby employees are evaluated by multiple raters who regularly interact with the employees but differ from other methods because most of the time the raters are anonymous and the feedbacks are usually more objective (Armstrong, 2009).

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In tertiary institutions at the end of semester, the lecturers and instructors could find students' evaluating their work or teaching (alone in the classroom) freely and anonymously commenting on their overall observation of the supervisor. It could result from peers or supervisor's direct report and one's beneficiaries such as one's immediate students, this approach provides a complete reliable, richer, and open picture of feedback. The 360-degree appraisal technique is team oriented, as it involves a multi-rater (e.g., peers, students, secretaries, clerks, subordinates, managers, customers or clients, and oneself) approach, and involves feedback from anonymous persons. While some of the comments could be very touching or even hurtful it makes one better as the feedback is coming from those who really know the person at the center of the evaluation (Tyson & Ward, 2004). It is all-encompassing, detailed, focused and allows the person being evaluated to chat an all-round corrective measure for him or herself. When 360-degree feedback is applied on a work team it helps in achieving the team goals by fulfilling the individual goals as here each and every individual in the team is given importance and they play a major role in deciding of the team goals Hurley (1998).

From the point of psychology this type of performance feedback could be highly intuitive, subjective, and open to personal bias or halo effect, whereby a rater may have one negative or positive characteristic of the person which influences his total rating of the employee. Edwards (1996). It increases the performance of the employees as it gives a variety of career development opportunities. It is possible to have better performance because 360 degree provides a strong motivation, enhances information quality, increases the staff knowledge, and supports continuous learning.

Umukoro & Nwoko (2017) 360 Degree Assessment Technique Template:
This template was developed to be used to evaluate lecturers in tertiary institutions in Nigeria based on the philosophy and tenets of the 360-Degree assessment method.
Table 2 below presents this template and it shows;

i. **Who is** to do the evaluation
ii. **What** lecturers are to be to evaluated on and
iii. The specific **matrices** to evaluate in the learner.

Table 1.
Who Evaluates, *What* to Evaluate and the *Metrics* to evaluate using the 360-degree technique for lecturers.

Who Evaluates	What to Evaluate	Evaluation Metrics
HODs/Deans/ Rectors	Qualifications and other Variables	1. Qualification (Academic and Professional) 2. Teaching/lecturing experience. 3. Academic publications and conferences attended. 4. Administrative assignment. 5. Loyalty to dept/faculty/institution. 6. Dressing* 7. Temperament*.

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Lecturers Colleagues	Behaviour/Conduct	1. Quality of interpersonal communication. 2. Quality of contribution at department's/committee's meetings. 3. Level of discipline. 4. Dressing* 5. Temperament*.
Students	Behaviour/Conducts	1. Clarity in lecture delivery. 2. How well they teach. 3. Regularity/Punctuality in class. 4. How helpful to students. 5. Moral standing. 6. Dressing*. 7. Temperament*
Employers/Stakeholders/ Society	Quality of Graduates	1. Performance at interview. 2. 2. Performance on the job.

Source: Adapted from Umukoro & Nwoko (2017, p. 165).
"Re-designing performance evaluation technique of lecturers for higher performance", *Management Science Review (8)*1, * *Dressing* and *temperament* could be evaluated by all raters simultaneously.

Using Table 1 above,
Lecturers' immediate bosses (HODs) can rate them on qualifications and other variable, co-lecturers could rate them on interpersonal communication, quality of contributions at meetings, integrity, etc. Students can evaluate them on regularity/punctuality in classes; clarity and how well they understand their lecturers, etc. Dressing and temperament could be evaluated by all raters. The feedback from these multiple raters will then be aggregated, analyzed, summarized, and relayed to the lecturers in an unobtrusive manner. Thereafter, action plan for training/development can be designed and implemented. The development can take the form of coaching, counseling and outright training by resource persons either from within the organization or by external consultants (Alexander, 2006; Armstrong, 2009).

Challenges of the 360-Degree Staff Assessment Technique
Some of the challenges of 360-degree assessment technique are;

i. When it is not well designed and implemented, resulting in feelings of distrust and uncertainty between employees and among co-managers or heads of various departments.
ii. 360-Degree Staff Assessment Technique is time-consuming and costly in terms of administration and addressing many characteristics of an employee; some employees might view this system as a threatening evaluative tool as it could lead to personal attacks. According to Baroda et al., 2012, anonymity and privacy breach may become a major issue since multiple parties are involved in the 360-feedback process. In some cases, evaluators may discuss an employee's appraisals openly and violate his/her privacy.
iii. Feedback providers tend to be less likely to give honest, impartial and fair feedback if they know that it might affect someone's pay or promotion, they are close to. For

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example, in case of upward feedback, implicit or even explicit deals may be struck with subordinates to give high ratings in exchange for high ratings and such manipulation is less likely when feedback is provided strictly for developmental purpose. Maylett, 2009 has it that as many organizations and managers operate in poor feedback environments, the first exposure to this method may be accompanied by some degree of anxiety on the part of both organization and employee.

iv. When employees can anticipate that feedback, they receive will be used purely for their own developmental benefit they tend to be more receptive to the feedback provided. Rather than receiving the feedback from a defense posture, they are more apt to accept the feedback as a "gift" from those they influence.

Prospects of 360-degree Staff Assessment Technique

Though the 360-degree assessment technique has been criticized by many but its benefits outweigh the criticism. It is a deviation from the traditional way in which an employee is being assessed by one person (e.g., one's Head of Department or immediate Supervisor). It is team oriented. Design and implementation of 360-degree feedback is critical and when it is done in a proper and systematic way it has a variety of positive effects Hurley (1998). A proper constructed 360-degree appraisal technique benefits remain profound and serves important purposes in a public setting like tertiary institutions by;

i. Recognizing lecturer's weakness and strengths and helps facilitate appropriate development.
ii. Addressing issues of competencies by providing answers to the 'how' as well as the 'what' to evaluate at the same time allow lecturers and their colleagues to see things from a different perspective, thereby address issues relating to team work, communication skills, and leadership.
iii. It will enable lecturers to identify new potential areas for development, improve working relationships and enhance lecturers' self-awareness and encourage better behavior. It increases the performance of the employees as it gives a variety of career development opportunities; provides a strong motivation, enhances information quality, increases the staff knowledge, supports continuous learning Edwards (1996).
iv. It will help a lecturer or staff member understand how he or she is viewed by others, enhances and improves communication following the identification of certain problems. 360-degree feedback helps individuals in many ways such as improving performance, structuring competencies etc; it is flexible and friendly and is more appreciated than conventional method Pollitt (2004)
v. To determine appropriate rewards and compensations, in the form of promotions, wages, merit pay bonuses, retention identify specific training needed to correct a lecturer's deficiencies.
vi. Management using it in raising an employee's motivation through understanding of one's personal and developmental direction to plan one's career path.
vii. Finally, it provides a broader view of lecturers' capabilities and better understanding of whether they are meeting their objectives, targets, or basic job requirements, relationship with people and the feedback obtained may be used to identify opportunities for improvement, after which an action plan can be established. The action plan could incorporate short and long-term goals with professional development milestones attached. By so doing, the lecturers can receive training that helps with their individual growth and

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career development and the new skills acquired from training and development will also add value to the students and the institution.

Conclusion

Competition is one of the major threats of business and to be competitive, an institution need to help adapt and evolve its human resource to the highest possible extent. This is because financial resources, latest technology and even the best strategy, does not guarantee effectiveness and efficiency of an institution, rather the degree of how well it is using its committed, inspired and competent employees. The knowledge of how its employees are currently performing and if there is any necessity to change matters. The 360-degree feedback is playing a vital role in its ability to provide structured, in-depth information about the current performance and the requirements of an employee in future to enable detailed and relevant development plans to be formulated (Baroda et al., 2012).

The 360-degree assessment techniques can accommodate a good number of categories of raters with academic grading of effectiveness (A to D). It permits a "grade point" interpretation of every item and item cluster; allow for a comprehensive summary of essential strengths and key limitations; and permit all- embracing, sketchy comments as they help provide added insight of understanding. It needs academic leadership's support in order for it to fully proof excellent practices and results. If adopted, it can gradually result in a more academic environment on campuses as well as sustained outcomes and well-defined changes in tertiary educational system in Nigeria. It reduces the usual, inexcusable nature of tertiary institutions in term of student-instructors or administrators-lecturers' relations thereby enhance the overall wellbeing of the tertiary institutions. Other than appraisal and development, the process can also be applied to recruitment with its challenges and prospects. They should not be used interchangeably. To get the optimum result, tertiary institutions in Nigeria should use both 360-degree assessment technique and traditional performance assessment technique together.

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Cite this article as:
Marcels, N.I. (2024). Adoption of 360 Degree Staff Assessment Technique: As A Value Test for Lecturers in Nigeria Tertiary Institutions Review of Challenges and Prospects. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 1-11.

Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 12-22.

PUBLIC DEBT AND FINANCIAL SECTOR PERFORMANCE: EMPIRICAL EVIDENCE FROM NIGERIA.

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Abstract

The seeming impossibility of financing government goals has continued to be a thorny issue with most developing countries. Therefore, borrowing is regarded as one of the means by which government expenditure is financed. This research work therefore aimed at examining the correlation between public debt and financial sector in Nigeria. It specifically investigated the effect of external debt, domestic debt, total debt and debt servicing on the financial sector. The study's independent variables were; external debt, domestic debt, total debt and debt servicing, while the dependent variable was financial sector output. Hence, to achieve the articulated objectives, time series data for the period 1981-2022 were obtained from the Central Bank of Nigeria Statistical Bulletin and the Ordinary Least Squared (OLS) technique was used in the analysis of the data. The Augmented Dickey Fuller (ADF) unit root test was used to ascertain if each of the variables were stationary at the first difference or not. The analysis of the result of the OLS revealed that external debt and the performance of the financial sector in Nigeria is negative and significant. But domestic debt and the aggregated public debt- total debt enhanced financial sector performance in Nigeria by 0.6307 and 0.811397 units respectively. Therefore, it is advised that the domestic debt component of public debt should be used to finance the financial sector. It further recommended that since government borrowing from external source has negative multiplier on financial sector output, it should reduce debt servicing by decreasing borrowing from the external sources.

Keywords: Public Debt, Financial Sector, Total Debt, Debt Overhang, Ordinary Least Squared.

Introduction

Public debt is an integral part of any nation's economic framework, serving as a mechanism for financing government operations and development initiatives. In developing economies like Nigeria, public debt has become a critical tool for bridging the gap between limited domestic resources and the demands of public expenditure. Nevertheless, the increase in Nigeria's public debt has elicited some concerns on sustainability of public debt and its implication for financial sector. The research questions of this study are as follows:

1. What is the nature of the relationship between public debt and financial sector performance in Nigeria?
2. What are the challenges and possibilities associated with the interaction of these significant economic factors?

The study focuses on external debt, domestic debt, total debt, and debt servicing as the independent variables, while financial sector output serves as the dependent variable.

The Nigerian economy has experienced significant fluctuations in public debt levels over the past decades, influenced by both external and domestic borrowing. Public debt accumulation has been driven by diverse factors, including budget deficits, infrastructure financing, and responses to economic crises (Adedayo, 2020). Despite its potential benefits, excessive public debt can pose significant risks to the economy. High debt levels may crowd out private investment, elevate borrowing costs, and strain government revenues, which in turn could undermine financial sector stability and efficiency (Akinlo, 2021).

This study focusses on the financial sector of Nigeria, the sector consists of banks, capital market, insurance companies and any other financial institutions that exist in Nigeria. However, its performance is often intertwined with the government's debt management strategies. Public debt influences the financial sector through various channels, such as interest rate dynamics, credit allocation, and liquidity conditions (Bamidele & Englama, 2018). For instance, when government borrowing dominates the financial markets, it may limit the availability of credit to private enterprises and dampen economic activity.

Recent trends in Nigeria reveal a growing reliance on domestic and foreign debt, which raises critical questions about the sustainability of the debt profile and its implications for financial sector performance. As of 2022, Nigeria's total public debt stood at over $100 billion, with debt servicing consuming a significant portion of government revenues (World Bank, 2022). Despite efforts to implement fiscal reforms and debt management strategies, the persistent rise in public debt suggests underlying structural challenges. The financial sector's ability to support economic growth while, maintaining stability is increasingly being tested under these conditions. This research aims at filling these gaps by analyzing the link between public debt and the performance of the financial sector in Nigeria, with a view to establishing the main factors and policy implications. To examine the effect of external debt on financial sector performance in Nigeria; to examine the effect of domestic debt on financial sector output in Nigeria; to examine the effect of total debt on financial sector performance in Nigeria; and to examine the effect of debt servicing on financial sector output in Nigeria financial sector performance in Nigeria; evaluate the impact of domestic debt, on financial sector output in Nigeria, analyze the impact of total debt on financial sector performance in Nigeria and identify the effect of debt servicing on financial sector output in Nigeria.

The knowledge of the link between public debt and financial sector performance is crucial to the policy makers, financial institutions and other stakeholders in Nigeria. This research work therefore adds to the existing literature by presenting findings and recommendations that can be useful in the formulation of debt management strategies and financial sector development initiatives. By identifying the linkages and potential trade-offs between public debt and financial sector performance, the findings of this research aim to support efforts to achieve sustainable economic growth and financial stability in Nigeria.

Despite extensive research, several gaps remain in the understanding of public debt and financial sector performance in Nigeria; however, most studies focus on individual debt components (e.g., external or domestic debt) without considering their combined effects. An integrated approach that examines external debt, domestic debt, total debt, and debt servicing together is essential to fully capture the dynamics affecting financial sector performance. Furthermore, there is little research that has examined the differential effects of public debt on individual sub-sectors of the financial sector including banking, insurance and capital markets. Research findings at sectoral levels are required for policy interventions that are relevant to particular sectors.

Theoretical Review

Keynesian Theory of Public Debt

The Keynesian theory of public debt, rooted in the works of John Maynard Keynes (1936), emphasizes the role of government borrowing as a tool for economic stabilization and growth. Keynes argued that during periods of economic downturn, public debt could be used to finance government spending, stimulate demand, and create jobs. In this context, borrowing is not inherently harmful as long as it leads to productive investments that generate economic returns exceeding the cost of debt. For the financial sector, well-managed public borrowing can enhance liquidity and create opportunities for growth by increasing the velocity of money. However, in Nigeria, challenges such as inefficient allocation of borrowed funds and high debt servicing costs often erode the benefits of this approach, leading to negative effects on financial sector output

In Nigeria, the Keynesian theory provides a framework for understanding the potential benefits of public debt when used for infrastructure development, education, and healthcare. These investments can enhance human capital and productivity, leading to long-term economic growth and financial sector development. However, the theory also highlights the risks associated with unproductive debt usage. Inefficient allocation of borrowed funds or excessive reliance on debt to finance recurrent expenditure can undermine economic stability and strain the financial sector.

Empirical evidence supporting the Keynesian perspective includes studies by Blanchard and Perotti (2002), who found that public debt-financed fiscal stimulus could have positive multiplier effects on the economy. However, Nigeria's experience with high debt servicing costs and limited fiscal space raises concerns about the sustainability of such benefits. The challenge lies in ensuring that debt is used effectively to support sectors that contribute to financial and economic stability.

Crowding-Out Effect Theory

The Crowding-Out Effect Theory is attributed to early proponents like David Ricardo (1817) and later developed by James Tobin (1965) & Diamond (1965**)**. These economists explored the macroeconomic impacts of public borrowing on private sector investment and the broader economy. The crowding-out effect theory posits that high levels of government borrowing can lead to increased competition for financial resources in domestic markets, resulting in higher interest rates. As a result, private entities may find it more expensive to borrow, reducing their access to credit and slowing economic activity. In the Nigerian context, this theory is relevant as domestic borrowing by the government often limits credit availability to the private sector, stifling financial sector growth. The crowding-out effect can constrain financial institutions by redirecting funds away from productive investments to meet government borrowing needs.

Empirical Review

Several empirical studies have explored the relationship between public debt and financial sector performance, shedding light on critical dynamics and regional peculiarities. For instance, Adedayo (2020) investigated the impact of public debt on Nigeria's financial sector and found that while short-term public debt could stimulate economic activity, long-term debt accumulation,

particularly external debt, imposed adverse effects on financial stability. The study highlighted inefficiencies in debt management as a primary factor limiting positive outcomes.
Similarly, Akinlo (2021) analyzed the interplay between debt servicing and financial development in Nigeria, revealing that high debt servicing costs divert resources away from productive sectors. This resource misallocation constrains credit growth, reduces liquidity in the financial markets, and negatively affects sectoral output.

Bamidele & Englama (2018) focused on domestic debt and its implications for financial intermediation. Their findings emphasized the crowding-out effect, whereby government borrowing in the domestic market raises interest rates and reduces private sector access to credit. The study also noted that domestic debt offers a more predictable repayment structure compared to external debt, but excessive reliance still poses systemic risks.

Globally, Reinhart & Rogoff (2010) provided a comprehensive analysis of public debt levels and financial crises, identifying critical debt thresholds beyond which economic growth and financial stability deteriorate. Their insights, though not Nigeria-specific, offer a valuable benchmark for understanding the implications of high debt ratios in emerging economies.

Oladipo, et al (2020) employed the Autoregressive Distributed Lag (ARDL) technique for the assessment of the variables in the study on the impact of foreign debt in relation to promoting economic growth and made focus on public sector financial management functional. The variables used in the study were the debt to Gross Domestic Product (GDP) ratio, interest service ratio, inflation ratio and the foreign debt to export ratio as the independent variables and the gross domestic product as the dependent variable. The analysis indicated that the debt-to-GDP ratio, the foreign debt-to-export ratio, and the exchange ratio were positively and significantly related to GDP. However, the study found out that the level of inflation and interest saving ratios had a negative and significant relationship with the GDP in Nigeria. The data also showed that both exchange and interest rates had an inverse and negligible impact on the real GDP.

Edo & Ashakah (2023) examined the accumulation of foreign debt in four main African countries. This paper analyzes the 2000Q1-2018Q4 period and applies the generalized method of moments (GMM), auto-regressive distributed lag (ARDL), and vector error correction mechanism (VECM) to evaluate the relative effect of fiscal imbalance and financial development on foreign debt. The estimation results from the three approaches, which are relatively similar, reveal that both factors exerted a significant positive impact. Fiscal imbalance is a more serious problem than financial development**.**

Ezenwobi & Anisiobi (2021) examined the effect of government borrowing on economic development in Nigeria. This study covered the period 1990–2020, and secondary data were obtained from the World Development Indicators database (2020) and the CBN statistical bulletin. Data analysis was done using multiple regression model with ADF unit root test, Johansen co-integration test and ECM. Foreign debt (EXD), domestic debt (DOD), interest rates (INTR), and inflation (INF) were used as independent variables while human development index (HDI) was used as the dependent variable and a measure of development. The study established that there is a significant positive correlation between external debt and economic development in Nigeria, as is the case with a negative statistically significant relationship between interest rates and economic development. But inflation was established to be statistically insignificant to economic growth in Nigeria.

Method of Data Analyses

This study, adopted the ex-post facto research design to evaluate the relationship between public debt components and the financial sector in Nigeria. Ex-post facto method facilitates the gathering of numerical and quantitative data on historical events, which are inherently fixed and cannot be altered. Given the historical nature of the study variables—such as public debt components and the performance of the financial sector—the ex-post facto design ensures that the analysis is based on actual, observed data rather than speculative or hypothetical scenarios. This approach is widely used for analyzing historical data to understand cause-and-effect relationships in a context where experimental methods are impractical or impossible. The study utilizes secondary data collected from reliable and authoritative sources. Specifically, annual time series data for the period 1981 to 2022 were employed, focusing on variables related to public debt and the financial sector. The primary source of data for this research is the Central Bank of Nigeria (CBN) Annual Statistical Bulletin 2022 edition, a widely recognized and credible source for macroeconomic and financial data in Nigeria.

Model Specification

The functional form of the model is specified below:

FIS = f(EXD, DOD, TOD, DSE)…………………………………...…Eqn 1.1

The econometrics form of the model is stated as:

FIS = d_o+ d_1EXD +d_2DOD +d_3TPD + d_4DSE + µt……………… ….Eqn1.2

Where:

NOS = Non-oil Sector
PUD = Public Debt
EXD = External Debt
DOD = Domestic Debt
TPD = Total Public Debt
DSE = Debt Servicing
FIS = Financial Sector output
d_o= Constant parameters
d_i = Slope parameters, i= 1,2,3,4,

A priori Expectation; On the a priori, a_1-a_4 <0

Data Analyses

Cite this article as:
Gbarayorks, *et al.* (2024). Public Debt and Financial Sector Performance: Empirical Evidence from Nigeria. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 12-22.

Table 1: Summary of the Descriptive Statistics

	FIS	EXD	DOD	TPD	DSE
Mean	1300.724	2702.228	4038.054	6740.283	1208.924
Median	252.4500	669.3250	1091.485	3107.870	125.2750
Maximum	6701.130	18702.25	22210.36	40912.62	10369.72
Minimum	7.750000	2.330000	11.19000	13.52000	2.660000
Std. Dev.	1770.832	4281.546	5852.148	9816.273	2387.255
Skewness	1.354774	2.353025	1.592670	2.031677	2.484928
Kurtosis	3.851830	8.076075	4.541301	6.478005	8.457899
Jarque-Bera	14.11772	83.84852	21.91350	50.06290	95.35422
Probability	0.000860	0.000000	0.000017	0.000000	0.000000
Sum	54630.40	113493.6	169598.3	283091.9	50774.81
Sum Sq. Dev.	1.29E+08	7.52E+08	1.40E+09	3.95E+09	2.34E+08
Observations	42	42	42	42	42

Source: *Researchers' Computation using E-Views 9* (2024)

Table 1 above illustrates the summarized statistics of the variables. The mean value of the distribution of the financial system is ₦1.300 billion. Also the external debt for the period averaged ₦2,702 billion, while that of domestic debt is ₦4,038 billion and debt servicing ₦1,208 billion. This revealed that Nigerian debt servicing value nearly equal to the output of the financial sector. The skewedness of the distribution indicated that all the four variables have long tail, this is shown by their positive elasticity. This implied the data on the variables are positively skewed and credibility.

Table 2: Augmented Dickey Fuller Unit Root Test Results

Variable	At Levels	1st Diff	Order of Integration
FIS	-1.8965	6.3404	
	-0.6382	[0.000]	1(1)
EXD	-1.9849	-4.8441	
	[0.5916]	[0.0018]	1(1)
DOD	-1.6369	-4.9772	
	[0.7601]	[0.0013]	1(1)
TPD	-2.1971	-4.7193	
	[0.4782]	[0.0026]	1(1)
DSE	-3.5133	-7.5185	
	[0.0511]	[0.000]	1(1)

Source: Researchers Computation using E-VIEW 9.0(2024)

The Unit Test Result on the Table above shows data on financial sector output and data on public debt variables such as external, domestic, total and debt servicing achieved stationarity after first differencing. This indicated that they are integrated at order one. Thus, the data has statistical properties that do not vary over the period of the study**.**

Table 3: Johansen Cointegration Test

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None	0.475264	65.98099	69.81889	0.0974
At most 1	0.403237	40.18659	47.85613	0.2159
At most 2	0.270840	19.53716	29.79707	0.4548
At most 3	0.146377	6.902662	15.49471	0.5890
At most 4	0.014199	0.572022	3.841466	0.4495

Source: Researchers' Computation using E-view 9 (2024)

Table 4: Unrestricted Cointegration Rank Test (Maximum Eigenvalue)

Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	0.05 Critical Value	Prob.**
None	0.475264	25.79441	33.87687	0.3334
At most 1	0.403237	20.64943	27.58434	0.2980
At most 2	0.270840	12.63450	21.13162	0.4864
At most 3	0.146377	6.330640	14.26460	0.5712
At most 4	0.014199	0.572022	3.841466	0.4495

Source: Researchers' Computation using E-view 9 (2024)

The outcome of the Unit root test paved the way for the determination of the long-run relationship between the variables using the Johansen co-integration approach. From the results of the Johansen co-integration test in Table 3 and 4 above, there is no long-run relationship between the variables. This is because none of the Trace Statistical value is greater than the 0.05 critical values. This was further confirmed by lower values of the Max-Eigen statistic value, which do not exceed the 0.05 critical values.

Table 5: Ordinary Least Square (OLS) Results

	OLS Estimates			
	Coefficient	***Std. Error***	**t-stat**	***p-value***
C	-1.042255	0.438549	-2.376601	0.0228
EXD	-0.587251	0.220934	-2.658043	0.0115
DOD	0.630670	0.273044	2.309774	0.0266
TPD	0.811397	0.470447	1.724735	0.0929
DSE	0.043698	0.076656	0.570047	0.5721
R-squared = 0.9798; F-stat = 44.804 (p-value =0.0000*); DW = 1.5738				

Note: * indicates that the *p-value* of the test statistic is significant at the 5% level
Source: Researchers' Computation using E-view 9 (2024)

The data were analyzed using the Ordinary Least Squared method. Results from Table 5 above displayed the outcome of the OLS. The R squared indicated that 97 percent changes in the output of the financial sector are explained by variation in public debt variables. The DW value indicated that there is no serious serial correlation problem.

The result revealed that external debt decreased the output of the financial sector by 0.587251 units, this negative impact had statistically significant impact on the sector with a probability value of 0.0115. Conversely, domestic debt has positive and significant impact on the financial sector. It increased the output of the sector by 0.63067 units. Furthermore, when public debt is aggregated into total debt, has aa overall positive but, insignificant impact on the performance of the financial sector. Specifically, from the result above, total public debt increases the financial sector output by 0.811397 unit. Finally, debt servicing has a direct impact but non-significant impact on the financial sector.

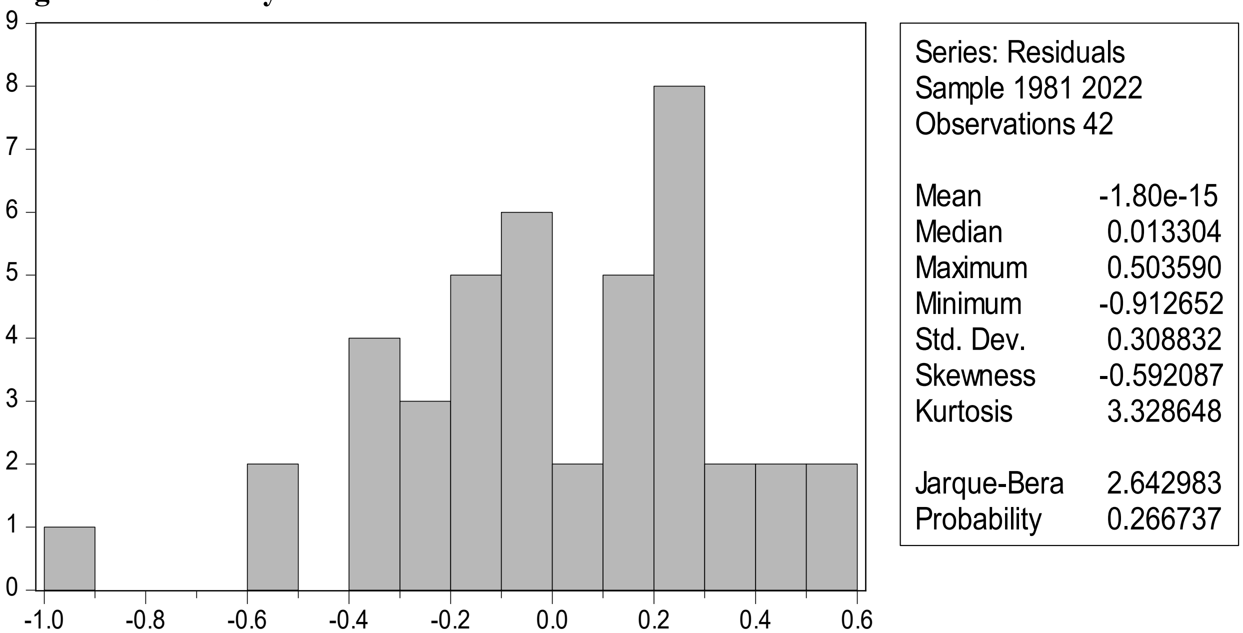
Table 5: Diagnostic Tests with Decision Rules

	Diagnostic test statistics		
	F-statistics	**Durbin Watson Statistics**	**ARCH Heteroscedasticity Test**
Model IV	44.804 (p-value=0.000)*	1.5738	0.633 p-value = 0.5377
Decision	There is joint effect on financial sector output	No autocorrelation in the model (DW value tends to 2)	residuals are distributed with equal variance

Note: * indicates that the p-value is significant at the 5% level
Source: Researchers' Computation Using E-view 9 (2024)

The diagnostic tests result of the post estimation evaluation in Table 5 showed that there is no autocorrelation in the model as the Durbin Watson statistics value tends to 2 than to zero while, the Arch Heteroscedasticity test revealed that the model has equal variance.

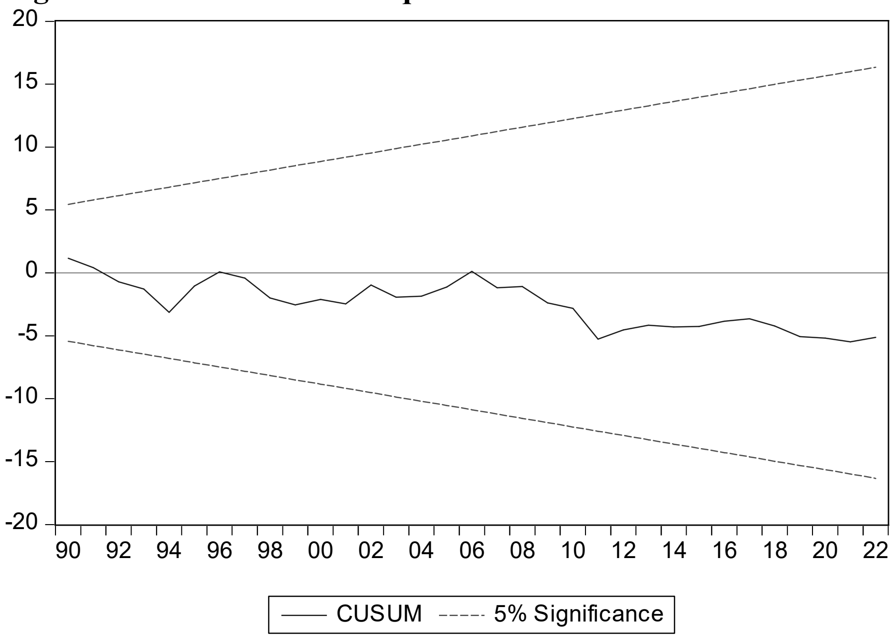
Figure 1: Normality Test Result



Source: Researchers' Computation using E-view 9 (2024)

From the Normality test outcome in Figure 1 above, the Jacque-Bera Statistics value of 2.64289 and its accompanied probability value of 0.266737 are above 0.05 level of significant. This indicated that the variables are normally distributed.

Figure 2: Cumulative Sum Square Plot



Source: Researchers' Computation using E-view 9 (2024)

The Cumulative Sum (Cusum) line in Figure 2 above illustrates that the blue line remains consistently within the upper- and lower-5 percent bounds throughout the observation period. This result suggests that there are no significant deviations or structural breaks in the model over time, which supports the conclusion that the model exhibits stability. Stability in this context implies that the model's parameters have not changed significantly and that it continues to accurately capture the underlying patterns and relationships in the data. This is particularly important for ensuring reliable predictions and consistent performance in applications where the model is used.

Discussion of Findings

The financial sector is one of the important sectors within the non-oil sector in Nigeria. The study discovered that external debt severely reduces the production of the financial sector in the short term. This suggests that a rise in Nigeria's external debt reduces finance sector growth. Oladipo et al. (2020) observed a similar negative effect of external debt on economic development. Akinlo (2021) discovered that the effect of foreign debt cost considerably surpasses the good side of external debt. As a result, the study observed that external debt has a negative influence on financial sector performance.

The study also discovered that a rise in domestic debt boosts banking sector productivity dramatically. This is consistent with the findings of Bamidele & Englama (2018) who stated that a growth in domestic debt leads to an increase in development in the short term, however external debt of the federal government has not resulted in an improvement in development in

Nigeria. The study also discovered that overall public debt had a beneficial influence on Nigeria's financial progress. The above findings agreed with a priori expectation. The effect of debt servicing was positive but not significant and this proves that debt servicing exerts positive effect on the financial sector which gives an insight into the productive nature of these debts. However, Edo & Ashakah (2023) observed that increased debt servicing does not always come from proceeds from investments but from budgetary provisions and this has long term potential negative effect on the overall development of Nigeria's financial sector.

Conclusion and Recommendations

This study analyzed the effect of public debt on growth of the non-oil sector of the Nigerian economy. The study can be said to be from a sectorial perspective as it improved on previous studies which examined public debt on the growth of the overall economy. This gives a new dimension and interesting outlook for the study. The emphasis on public debt (both external and domestic) emanates from the fact that the Nigerian government has in recent times proposed and actually executed external borrowings coupled with domestic borrowings in order to raise funds for various developmental projects. This study examined the key sub-sectors in the non-oil sector and the analysis gave some useful insight.

The conclusion emanating from the findings is that both external and domestic debt profile of Nigeria have exerted significant effect on the growth of the agricultural, manufacturing, ICT, financial and transportation sectors in Nigeria. However, external debt appears to be significantly detrimental to growth of the non-oil sector mainly due to the over-bearing effect of debt servicing on the economy. The effect of domestic debt on these key non-oil sectors has been substantially mild.

Overall, the study found that public debt explains more than 70 per cent of the changes witnessed in Nigeria's financial sector and for this reason, the Nigerian government needs to effectively device a means to fund projects from sources other than external borrowings. We therefore recommend a reduction in debt servicing in order to support the financial sector.

Since, the financial sector's output has been negatively impacted by high debt servicing obligations, which deplete resources that could otherwise be used to stimulate economic activities. To address this, the government should focus on reducing the external debt profile, as external debt servicing often places a significant burden on the national budget. A shift toward domestic borrowing, which has a less severe impact on the financial sector, was advisable.

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Cite this article as:
Gbarayorks, *et al.* (2024). Public Debt and Financial Sector Performance: Empirical Evidence from Nigeria. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 12-22.

Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 23-37.

RURAL DEVELOPMENT INNOVATIONS AND SOCIO-ECONOMIC IMPACTS IN AKWA IBOM STATE.

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Abstract
The study assessed the rural development innovations and socio-economic impacts in Akwa Ibom State, Nigeria. The hypothesis of the study was stated in null form that rural development innovations have no significant socio-economic impacts in the rural areas of Akwa Ibom State. Survey design was adopted and questionnaire was used for data collection. Systematic random sampling technique was used while Multiple Regression Analysis was employed in testing the hypotheses. The result of hypothesis testing yielded a correlation coefficient (R-Square) value of 91% meaning that the availability of rural development innovations accounted for 91% improvement in the life of the rural inhabitant. Furthermore, the hypothesis testing shows that rural development innovations have significantly influence the socio-economic life of the rural inhabitants. Thus, the major economic impact is in the expansion of the rural economy, increase access to employment opportunities, increase in agricultural production, among others. Therefore, it was recommended that since over 70% of Nigerian population live in the rural areas and produce the greatest wealth of the nation, the rural areas should be accorded more recognition in terms of budgetary provisions and provision of social and economic amenities.

Keywords: Rural areas, Development, Innovations, Social, and Economic Impacts.

Introduction
Rural development is a process whereby a set of social, technical, cultural and institutional measures are being put in place for inhabitants of rural areas with the objectives of improving their socio-economic condition in order to accomplish balance both on the national and regional levels. Rural development innovation is a drastic transformation of the rural areas through development innovations and programmes, hinge on eradication of poverty, enhancing living standard, income, and productivity. Sustainable rural development innovation is an integrated approach towards food production, and institutional infrastructural provision for the basic goal of qualitative and quantitative change that aim at improving the living standard of the rural populace and economy of its nation within the context of sustainable development goals.

Sustainable rural development innovation is the process of increasing per capital income and the quality of rural dwellers life to enable them become prime movers of their own destiny through food security, employment, and skill acquisition among others (Ijere, 2019). Sustainable rural development innovations involve creating and widening opportunities for rural individuals to realize their full potentials through education, sharing in decision making and action which affect their lives (Ogidefa, 2017). Also, it is the effort towards increased rural output and create

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employment opportunities while eliminating fundamental or extreme cases of poverty, diseases and ignorance as stipulated in sustainable development goal one. Therefore, combining all the important elements of development, rural development can be termed the integrated approach to food production as well as physical, social and institutional infrastructural provisions with an ultimate goal of bringing about both quantitative and qualitative changes which result in improved living standard of the rural population (Ogidefa, 2017).

Rural development in Nigeria has been of great concern to the different levels of government due to the rate of rural-urban migration. As a matter of fact, Onah (2017), observed that Nigeria has had many Development Plans including the 1st National Development Plan (1962-1968); 2nd National Development Plan (1970-1974); 3rd National Development Plan (1975-1980); 4th National Development Plan (1981-1985); the three Rolling Plans 1990-1992, 1993-1995, 1996-1998. There was also Vision 2010 and Nigeria 20:20, and the National Economic Empowerment and Development Strategy (NEEDS) among others. Onah (2017) highlighted that the strategies have been rather numerous and not too many successes have been recorded.

Nigerians have experienced numerous rural community development innovation initiated by successive civilian and military governments beginning with the National Development plans which have not yielded desired results. It is also noted that rather than being a process of evolution from one stage of strategy to another stage and thus a process of building on past programmes, innovations and experience, it has been a process of total change from one strategy to another. It is on this premise the study assessed rural development innovations and socio-economic impacts in Akwa Ibom State, Nigeria.

Rural development is crucial for the structural transformation and economic development of Nigeria. Notwithstanding the role of rural development in the country's development is crucial and indispensable, it is obvious that even in not-too-distant past, the virtual neglect of these areas and their population has led to widespread poverty, underdevelopment and inequality. The recent phenomenon of massive importation of food and growth of slums in our major cities along with its attendant social, political and economic consequences have been the result of the collapse of the rural economy and infrastructure. There is little doubt that Nigerians have reaped more deficits than dividends of rural development innovations. Several methods to remove rural urban development gap have been carried out in Nigeria with little success, therefore the rural areas still remain highly underdeveloped in comparison with the urban areas Eboh (2011).

Furthermore, in a quest to alleviate this problem from the masses, various policies, innovations and programmes have been put in place by governments, NGOs and corporate organizations. However, such policies, innovations and programmes have been found to end up with the regime that introduced them as it faces lots of bottleneck during its operation. Also, various agricultural policies and innovations, which differed in nomenclature and perhaps, organizational structure and advisory procedures, have been carried out in Nigeria, yet, the country is still striving to feed her citizens. On this note, there is urgent need for this research to assess the rural development innovations and its socio-economic impacts in Akwa Ibom State, Nigeria.

The exploration of rural development and their socio-economics impacts has garnered significant attention. Mabogunje (2018) observed that rural development is concerned with the self-

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sustaining improvement of rural areas and implies a broad-based re-organization and mobilization of the rural masses so as to enhance their capacity to cope effectively with the daily task of their lives and with the change's consequent upon this. In the opinion of Gana (2020), rural development is important not only for its impact on rural places and people but also for its contribution to the overall development of the nation. In line with Uba (2018), who observed that, the Nigerian experience where bulk of the people and land are rural, and where the level of rural output is very low, while rural mobilization provides the quickest and most direct route to national development. This would require the adoption of appropriate technology for raising rural productivity and efficient utilization of resources, creation of efficient transport network for rural and urban areas to ensure easy transportation of agricultural produce for massive food production and supply of industrial raw materials.

Thunder (2019), also observed that the ambit of rural development is very wide indeed, and it requires a comprehensive approach. It includes generation of new employment, more equitable access to arable land, equitable distribution of income, widespread improvement in health, nutrition and housing, creation of incentives and opportunities. It also involves the ability of the local government to create wider opportunities for individuals to realize their full potentials through education and sharing in the decisions and actions which affect their lives. The development of efficient basic infrastructure would enhance the access for social communication devices, the growth in economy and the environment sustainability (Lokesha & Mahesha, 2018). Also, Lokesha & Mahesha (2018) emphasize the importance of the infrastructure development towards the village communities which is to change the policy of isolation and seclusion. This can be realised with the availability of road network that allows contact to other people. Access to communication devices such as telephones which enhanced the rural community's communication with the outside world, including borderless world. This view is in tandem with (Anderson and Taylor, 2019), definition of globalization as a process that increases the network and inter-dependency between communities. The World Economic Forum (2018), emphasized on the importance of enhancing the basic infrastructure as the advancement in this aspect would reduce the isolation among different areas and it can also integrate the local market and the local economy with minimal cost incurred unlike in the past.

Rajwani & Zakiyah (2019), on the impact of infrastructure development on rural communities in Utara and Sintok, Malaysia. The study viewed the relationship between social wellbeing and provision of complete infrastructure facilities. It was revealed that infrastructural facilities contributed immensely towards the enhancement of the living standard of some rural inhabitant. Rural development projects are an important element and a sure way to the speedy development of the rural areas of Nigeria and is well attested to in development literature (Okafor 2017, Udoye 2015, Muoghalu 2019 & Agboola 2016). The need to develop rural areas to a large extent would reduce the contrasting scenario of urban opulence and rural decadence. It has equally received ample documentation in literature, (Hansen & Schulz, 2019). Strategic option for the liquidation of these imbalances traceable to social class distinctions, regional disparities in economic development and intra urban variations in achievement of economic well-being have been recommended (Solomon 2016, Friedman 2016, FGN 2016).

The development of the basic infrastructure in the rural areas is seen as a holistic approach where it could be the solution for the problems of inequality and social justice for rural areas in general.

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The importance of infrastructure for rural areas has also been discussed by (Adeyoye, Yusuf, Balogun and Carim-sanni, 2018). The lack of basic amenities is the main factor that can affect the quality of life of rural communities as well as the factor that can undermine the effort in enhancing the rural communities' economic transformation which generally rely on the agricultural resources. Aziz (2019) who did a study on the relationship between the infrastructure and the economic growth in India revealed that the basic infrastructure is essential for a good quality of life especially in the socio-economic aspect. The lack of basic amenities in the rural areas has direct negative impacts on the village residents such as increasing the rate of poverty, declining the agricultural products and hindering the ability to continue living a good life. All these negative impacts will definitely affect health services and has access to education for the village communities. The need to develop the basic amenities for rural areas should be considered as a part of an overall development which needs to include the economic growth, the increase in the health services, access to education and the community development itself.

The provisions of sufficient and good quality of infrastructure can maintain the balance in the quality of life between rural and urban areas (Bulus & Adefila, 2018). The provision of sufficient and efficient basic infrastructure is the basis of a good quality of life among rural communities. The development of basic infrastructure in the rural areas such as roads can be considered as the medium of communication between the rural communities with the outside communities (Sangwan, 2019). According to Yusoff, et.al, (2017) rural areas also have distinctive demographic characteristics such as social aspects, infrastructure or basic amenities as well as economic production scales Hlavsa, (2018). Basic infrastructural facilities such as roads, clean water supply and communication are the main keys to the wellbeing of a community, notably those in the rural areas. The matter of infrastructural development, specifically those that pertain to the provision and improvement of basic amenities in rural areas have long been considered by the government. Several policies have been advocated and implemented to ensure that the much-needed development takes place (Yusoff, Talib, & Pon, 2017).

United Nation (2017) noted that, the advancement in the aspect of basic infrastructure for rural communities is seen as an accelerator for the growth of the rural communities' economy which it will give a positive impact for the quality of life for the community as a whole (Ale, et al., 2020). At the same time stated that, the development of the infrastructure such as road infrastructure is seen as the key for the development in the rural areas because by having these developments, basic amenities such as clean water, electricity and communication network will be brought into the rural areas as well (Straka & Tuzova, 2016). The Nigeria government is committed to develop the rural areas by establishing various relevant Ministry of Rural Development. This shows that the government is aware of the importance of developing the infrastructure, utilities and basic amenities to enhance the well-being of the rural communities (Portal, 2017).

The impact of the infrastructural development is also related to the quality of social services especially in the aspect of education, health and the quality of life of rural communities in general. This is in-line with the study carried out in Nigeria by Egbetokun, (2019) who found that, basic infrastructure is an integral part of the rural development strategies. This is because the infrastructural development is integrated with all other aspects, including agriculture, education, health, nutrition, electricity and clean water, which subsequently be developed as well. The development of the basic infrastructure in the rural areas is seen as a holistic approach where

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This can be realised with the availability of road network that allows contact to other people. Access to communication devices such as telephones which will enhance the rural community's communication with the outside world, including borderless world. This view is in tandem with (Anderson and Taylor, 2018) definition of globalization as a process that increases the network and inter-dependency between communities. The World Economic Forum (2018), emphasized on the importance of enhancing the basic infrastructure as the advancement in this aspect will reduce the isolation among different areas and it can also integrate the local market and the local economy with minimal cost incurred unlike in the past. The supply of treated clean water is one of the necessary facilities for rural communities.

Global Energy Network Institute (2014) & Fong (2020), explained that most of the rural communities that do not have access to electricity supplies are among those in the developing countries. Since Nigeria is a country classified as a developing country Yusof (2019), explained that, the government has initiated several efforts to improve the quality of the people's life, be it those in the urban or rural areas. Nevertheless, there is a huge gap between the population living in the urban and rural areas. Geographical, educational, income, gender and ages, as well as language and race gaps are some of the gaps that need to be bridged in Nigeria (Mohamed, Mohamad, Judi, Noor and Yusof, 2019). The gaps are closely related to accessibility aspects and the level of quality of life of the community, most notably those who live in the rural areas. (Ali, et.al, 2018).

Tenuche (2017), opined that, the need to develop the basic amenities for rural areas should be considered as a part of an overall development which needs to include the economic growth, increase in the health services, access to education and the community development itself. Seers, (2020), also viewed that, the rural communities with no access to electricity supplies is seen as having a low quality of life compared to their counterparts in the urban areas because electricity supply is a necessity for everyday life. Fong (2020), in the same study done before also revealed that, there are several negative implications caused by the absence of electricity supplies in rural areas such as the inability to store materials in the cold storage facilities especially food and medicines, low exposure of lightings which can impact the education sector and economic productivity, the hindering of modernization process and the limitation of communication network and its effects during emergencies.

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Mosca (2018), accepted that the development of basic amenities is essential for a better quality of life. The reduction inefficiencies in the provision of basic infrastructures such as roads, clean water supply, electricity supply and communication systems can affect the quality of life of the rural communities. It is pertinent to develop the network of basic amenities in the rural areas in order to reduce the gap between rural and urban areas community. Furthermore, it is necessary to close this gap in order to maintain the quality of life in general.

Research objectives

The objective of the study is to; assess the rural development innovations and socio-economic impacts in Akwa Ibom State, Nigeria.

Research Hypothesis

Hypothesis generated to guide the study.

H_o: Rural development innovations have no significant socio-economic impacts in Akwa Ibom State.

Method

Akwa Ibom's 6,900 sq Km land area is located between Cross River, Abia, and Rivers on the sandy coastal plain of the Gulf of Guinea. It is bordered on the south by the Atlantic Ocean which stretches from Ikot Abasi to Oron. A sprawling volume of water seemingly kissing the skyline from flank to flank. Akwa Ibom State lies between latitude 40 32’ and 5 0 53’ North; and Longitudes 70 25’ and 80 25’ East. In terms of structural make up, Akwa Ibom is triangular in shape and covers a total land area of 8,412 km^2, encompassing the Qua Iboe River Basin, the western part of the lower Cross River Basin and the Eastern part of the Imo River Basin. With an ocean front which spans a distance of 129 kilometers from Ikot Abasi in the west to Oron in the east, Akwa Ibom presents a picture of captivating coastal, mangrove forest and beautiful sandy beach resorts (Bissala, 2019). The main economic activities of the people are fishing (for riverine and coastal dwellers), farming (mostly for upland dwellers), trading, artisanship and white-collar services. A robust public sector employs significant proportion of the State labour force.

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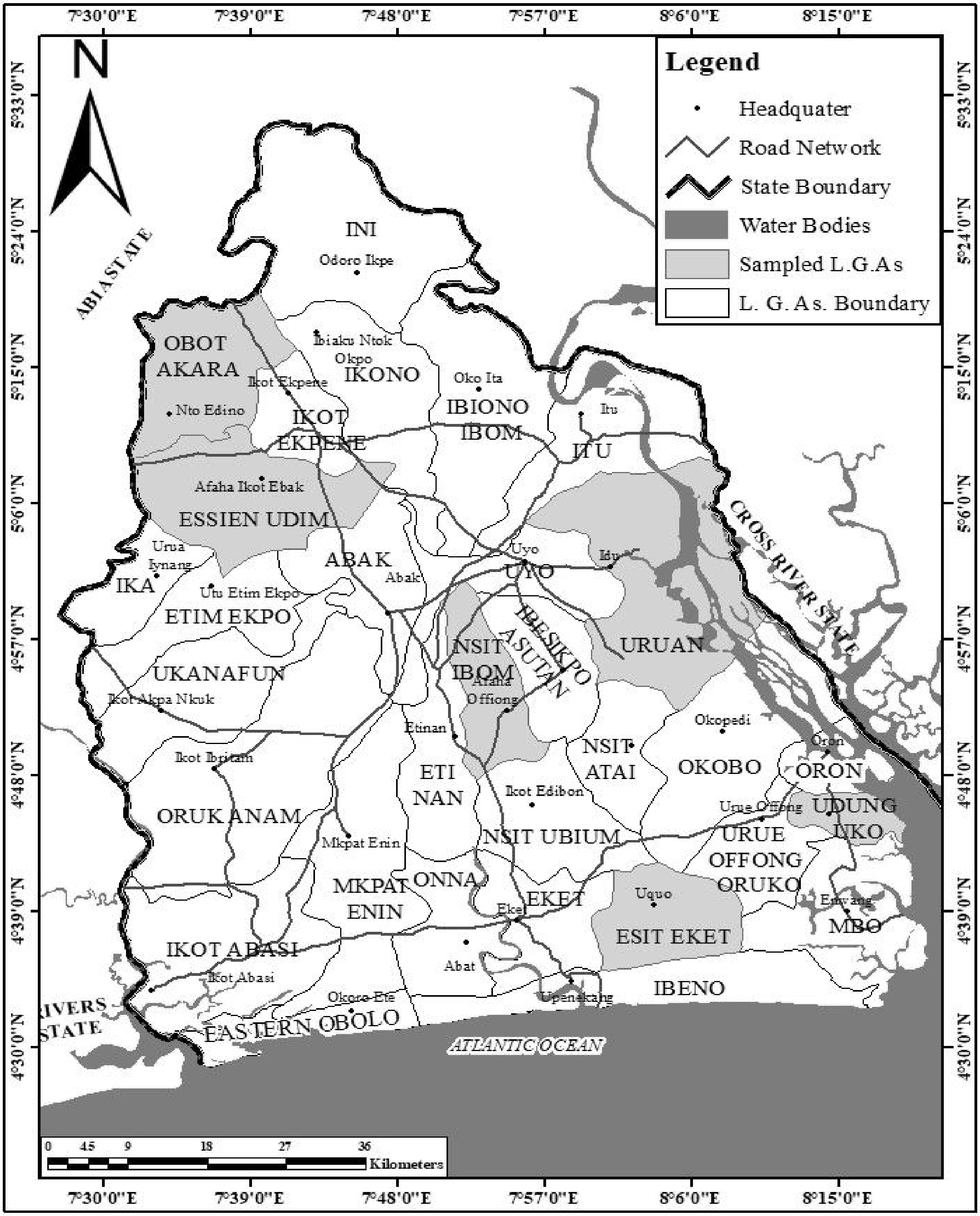

Figure 1: Akwa Ibom State Map Showing the Study Area

Source: Ministry of Lands and Town planning

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The survey research design was adopted for this study because sample that can represent the whole population of the study was chosen and inferences drawn from the results of analysis of data. It involved the collection of data using observational method such as questionnaires to accurately and objectively describe variables as related to socio economic impact of rural development programmes in Akwa Ibom State, Nigeria. The study relied on both primary and secondary sources of data. The primary source was generated from the questionnaires developed by the researcher sources included academic journals, government bulletins, magazines, articles, internets and work of other researchers. The total projected 2023 population of the selected six local government areas was 938,059 (Figure 3.2). Thus, Taro Yamane's formula for finite population was adopted in determining sample size.

$$N0 = \frac{\text{N}}{1 + (Ne)2}$$

Where:
N_0 = Sample size
e = Level of significance = 0.05
e^2= Error level = 0.0025
N = Finite population = 938,059
= 399.9, Approximately 400

Out of the 400 questionnaires administered 315 were correctly filled and retrieved by the researcher from the respondents.

Table 1 : Number of Allocated Questionnaires per LGA

S/N	LGA	2006 population	2021 population projection	No. of Administered Questionnaire	% of Administered Questionnaire
1	Obot Akara	147286	202518	86	21.59
2	Essien Udim	193257	265728	113	28.33
3	Nsit Ibom	108095	148631	63	15.84
4	Uruan	117169	161107	69	17.17
5	Esit Eket	63358	87117	37	9.29
6	Udung Uko	53060	72958	31	7.78
	TOTAL	**255834**	**938059**	**400**	**100.00**

The sampling techniques adopted for this study was systematic random sampling technique. This technique becomes necessary to give all the rural communities in the selected local government areas from three senatorial district equal and independent opportunity of being. The procedure for data collection involved a written request by the researcher to the village heads for permission to administer the questionnaire instrument on the residents. On granting the request, the researcher met with the respondents in their houses for the administration of the copies of questionnaire. The copies of questionnaires were administered to the respondents in their various houses by the researcher with the help of a research assistants. To ensure confidentiality, the respondents promised that the information provided will only be used for academic purposes and not on political reasons. The researcher also explained issues and answered questions raise by the respondents. Out of the 384 questionnaires administered, 315 representing 81.2 percent were correctly filled and retrieved by the researcher from the respondents.

Analysis and Discussion of findings

Multiple Regression Analysis was employed in testing the hypothesis. The reason for employing multiple regression is because of the interest in assessing the extent to which different social and economic determinants (variables) impacted (effect) on rural development innovation. Hence, rural development is the dependent variable while the social and economic factors are the independent variables.

Rural development innovations have no significant socio-economic impacts in Akwa Ibom State. The variables here include: increase in the demand for local products (X1), expands the rural economy (X2), increases farming and local income (X3), create new business investment opportunities (X4), improve access to employment opportunities (X5), decrease traveling cost (X6), ensures long-term business profitability (X7) and increase agricultural production (X8) and rural development programme (Y).

Table 2: Inter-correlation Matrix of the Variables

	Rural development innovations	Improve access to employment opportunities	Increases farming and local income	Increase agricultural production	Create new business investment opportunities	Expands the rural economy
Rural development innovations	1.000					
Improve access to employment opportunities	.494	1.000				
Increases farming and local income	.473	.241	1.000			
Increase agricultural production	.575	.095	.393	1.000		
Create new business investment opportunities	.422	.071	-.081	.390	1.000	
Expands the rural economy	.426	.139	-.028	.044	.217	1.000
Mean	3.3127	3.4984	3.3619	3.2603	3.4381	3.4000
Standard Deviation	.57983	1.20343	1.16578	1.28273	1.27387	1.32059

Table 2 shows that multicollinearity is not present among the variables predictor variables to include increase in the demand for local products, expands the rural economy, increases farming and local income, create new business investment opportunities, improve access to employment opportunities, decrease traveling cost, ensures long-term business profitability and increase agricultural production and rural development innovation because the zero-order correlation are less than 0.85. More importantly, none of the correlations among the variables is greater than 0.85. The result in Table 2 shows that the combinations of the above mentioned predictor variables are joint predictors of rural Development Innovation. The predictors accounted for 56.8% of the variance in rural Development Innovation.

Table 3: Model of the Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1
	.969[a]	.940	.938	.14437	.940	594.902	8

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	99.189	8	12.399	594.902	.000[b]
Residual	6.377	306	.021		
Total	105.566	314			

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	.191	.047		4.038	.000
Improve access to employment opportunities	.112	.007	.233	15.446	.000
Increases farming and local income	.117	.008	.236	14.176	.000
Increase agricultural production	.116	.008	.258	14.799	.000
Create new business investment opportunities	.100	.007	.219	13.369	.000
Expands the rural economy	.117	.007	.267	16.691	.000
Ensures long-term business profitability	.124	.007	.275	16.790	.000
Decrease traveling cost	.119	.007	.268	16.799	.000
Increase in the demand for local products	.111	.007	.256	15.314	.000

(**Source: Researcher's Field Survey)**

Table 3 is the model summary with R-Square value of 0.940 which indicates that the predictors (independent variables) accounted for 94% effect on the dependent variable. Furthermore, Table 3 indicates an F-value of 594.902, degree of freedom (df) of 8 and a significant value of 0.000 (H_o rejected). This therefore implies that rural development programmes have a significant impact on the economic life of the rural areas in Akwa Ibom State

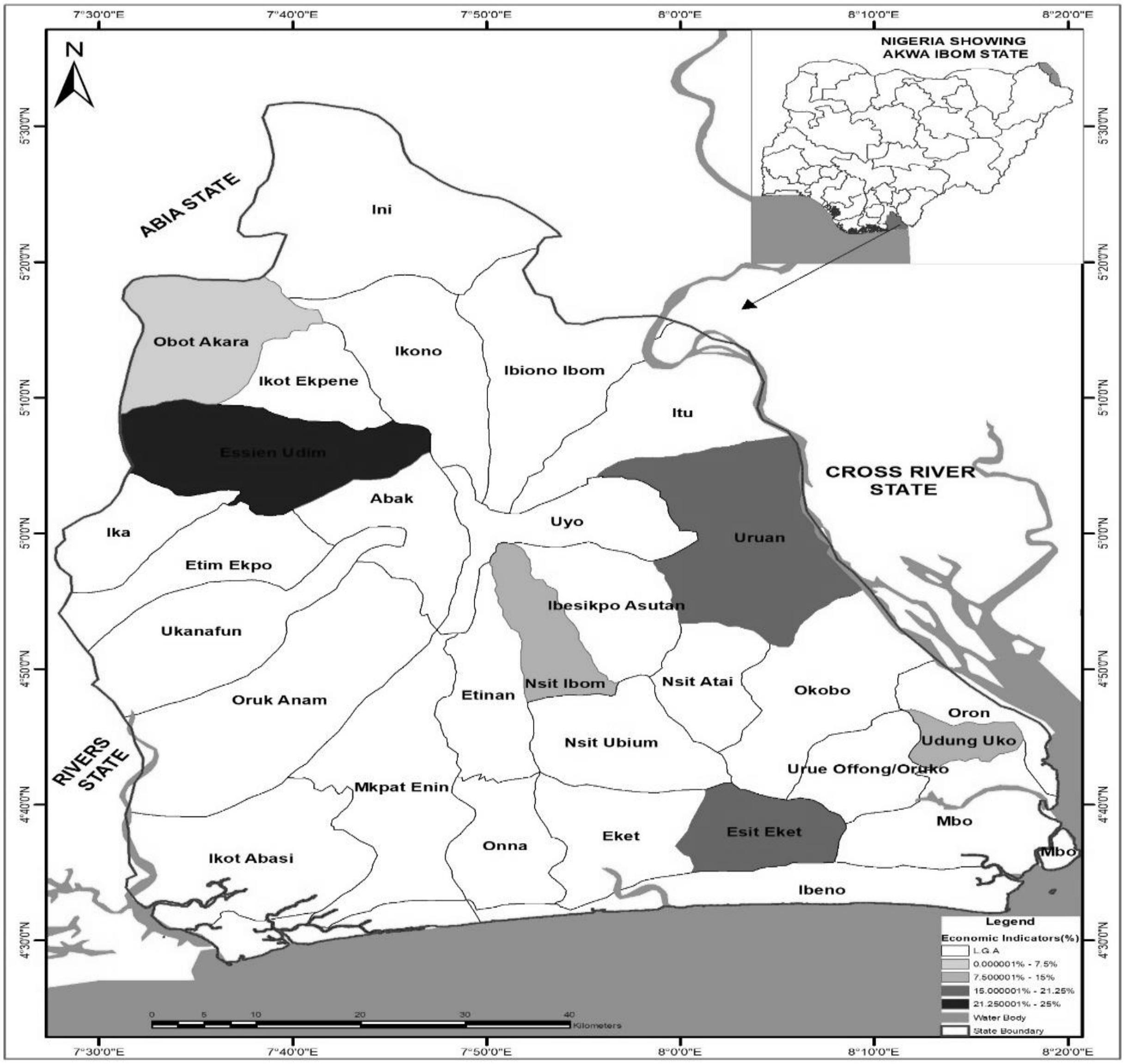

Figure 2: Economic Indicators of Rural Development in the Study Area
Source: Field Survey (2024).

The economic indicators of rural development were rated based on improve access to employment opportunities, increases farming and local income, increase agricultural production, creation of new business investment opportunities, expansion of the rural economy, long-term business profitability, low traveling cost and increase in the demand for local products. As shown in the map (Figure 2), the economic indicators were dominant in Essien Udim and Esit Eket local government areas. In Esit Eket for instance, the availability of vast land for agriculture and water bodies for fishing as well as crude oil has boasted the economic viability of the local government area. In Essien Udim, the availability of good road network, increase demand for local products (such as raffia) and new business opportunities are the major economic indicators in the area. Other local government areas are: Uruan, Nsit Ibom, Udung Uko and Obot Akara respectively.

In the light of the above result, numerous economic activities such as provision stores and other forms of trading, oil palm processing and other agricultural activities were observed across the study area. These activities remain the major source of income for the rural dwellers which they depend for their family upkeep, maintain their standard of living, among other demands. Similarly, the result of the study shows various economic impacts of rural development innovations witnessed in the state include: improve access to employment opportunities, increases farming and local income, increase agricultural production, create new business investment opportunities, expands the rural economy, ensures long-term business profitability, decrease traveling cost, increase in the demand for local products, among others.

In testing the formulated hypothesis, the result shows that economic variables determine 94% effect on rural development. This result is in accordance with of Aziz, (2018), who did a study on the relationship between the infrastructure and the economic growth in India revealed that the basic infrastructure is essential for a good quality of life especially in the socio-economic aspect. The lack of basic amenities in the rural areas has direct negative impacts on the village residents such as increasing the rate of poverty, declining the agricultural products and hindering the ability to continue living a good life. All these negative impacts will definitely affect health services and halt access to education for the village communities. It was also observed in a study that the need to develop the basic amenities for rural areas should be considered as a part of an overall development which needs to include the economic growth, the increase in the health services, access to education and the community development itself. The provisions of sufficient and good quality of infrastructure can maintain the balance in the quality of life between rural and urban areas (Bulus & Adefila, 2017).

Conclusion

In assessing rural development innovations and its socio-economic impact in Akwa Ibom State, Nigeria, the result shows that most of the rural development innovations include: government agricultural programmes, electrification programme, water supply scheme, government credit scheme, public health care facility, public transportation programme and low-cost housing project, among others. These innovations were observed to have played a pivotal role in improving the quality of life and overall social and economic development of the people. These innovations executed in the rural areas are carried out by the government agencies, non-governmental organizations, cooperative society, World Bank, and World Health Organization among others. In spite of the interventions, the rural development innovations are undermined with several challenges which among others include: lack of political will, inadequate funding and poor management.

Recommendations

Base on the finding of the study, the following recommendations were made;

1) Since over 70% of Nigerian population live in the rural areas and produce the greatest wealth of the nation, the rural areas should be accorded more recognition in terms of budgetary provisions and provision of social and economic amenities;
2) Rural development in Nigeria should not be the concern of only Federal, State and local governments. It is important that individuals, communities, corporate organizations, nongovernmental organizations and international organizations and agencies must be

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deeply involved in the efforts at eradicating poverty, enhancing rural development and the overall national development of the country.

3) The rampant and endemic corruption, greed and mismanagement associated with institutions for rural development should be ripped in the bud. This requires the intensification of the crusade against these vices by the government and her agencies like EFCC, ICPC, among others. This requires the change of attitude by the political leaders to deal with the situation squarely. Therefore, the Nigerian state should make deliberate efforts to create a virile and credible institutions and structures that would enhance rural development;

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Cite this article as:
Addo, *et al.* (2024). Rural Development Innovations and Socio-Economic Impacts in Akwa Ibom State. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 23-37.

Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 38-50.

SCHOOL FACILITIES AND EFFECTIVE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.

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Abstract
The study investigated the school facilities and effective teaching and learning in secondary schools in Calabar South local government area of Cross River State, Nigeria. It specifically focused on relationship between existence of good classroom buildings and use of functional Information and Communication Technology (ICT) and effective teaching/learning respectively. Relevant and related literature was reviewed based on these themes. The research design adopted was the survey. Data were generated from 372 respondents using a 28-item questionnaire. The census method was adopted for the study. Data obtained were analysed using percentages and Pearson Product Moment Correlation Coefficient. The analyses revealed that a significant relationship exists between the existence of good classroom buildings and efficacious teaching/learning; use of functional ICT and teaching/learning; and effective teaching/learning. It was concluded that school facilities such as existence of good classroom buildings, use of functional ICT, when combined is capable of enhancing effective teaching and learning in schools. The study recommended amongst others that government should ensure that effective class room buildings are available given its role in facilitating teaching and learning in schools.

Keywords: School, Facilities, Effective, Teaching, Classroom.

Introduction
Effective teaching and learning activities 'involve students in their learning and individual development which is therefore associated with students practising how to learn instead of simply piloting information or copying techniques from teachers or other students. Although there are many different ways to teach effectively, good instructors have several qualities in common. They are prepared, with transparent and fair expectations, have a positive attitude, are patient with students, and assess their teaching regularly. Effective teaching and learning focus significantly on learning climate, classroom assessment and reflection, instructional rigour and student engagement, instructional relevance, and content knowledge' (Delvin, et al, 2012).

Effective teaching and learning is the end product of prepared teachers who

> *"set transparent and proper expectations, have positive attitudes, are patient with students, and assess their teaching regularly. They can adjust their teaching strategies to fit the students and the material, recognising that different students learn differently. Students must construct meaning regardless of how teachers or books tell them things. Mostly, a person does this by connecting new information*

> *and concepts to what they already believe. Ideas—the basic units of human thought—that do not have multiple links with how a student thinks about the world are not likely to be remembered or valuable. Alternatively, if they remain in memory, they will be tucked away in a drawer labelled 'Biology course, 1995' and will not be available to affect thoughts about any other aspect of the world. Concepts are learned best when encountered in various contexts and expressed in various ways, ensuring more opportunities to become embedded in a student's knowledge system*" (Najumba, 2013).

The issues of effective teaching and learning in secondary schools have raised serious concerns among stakeholders in educational growth. This poses a serious concern to both parents and society. Though the government of Cross River State provides tangible resources to raise the standard of the education system, in some secondary schools, students cannot read nor write. Students perform poorly in their Senior School Certificate Examinations. Thus, the bane of our educational pursuits is non-effective teaching and learning. The students, teachers, general public, educational authorities, curriculum planners and government officers express growing concern over the worrisome rate of low performance by students in school.

However, the educational sector in Nigeria has experienced rapid expansion in the area of enrolment amid scarce/inadequate resources and dilapidated educational facilities without corresponding increase in teaching and learning facilities. This recurrent situation makes our children study in the open or under the trees, in empty classrooms in addition to using non-functional instructional materials. Based on these, the study set out to investigate the school facilities and effective teaching and learning in secondary schools in Calabar South Local Government area of Cross River State. The main question that the study sought to answer was: to what extent is school facilities associated with effective teaching and learning in secondary schools?

The objective of the study was to examine the school facilities and effective teaching and learning in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, the study has the following objectives:
Determine the relationship between the existence of good classroom buildings and effective teaching/learning in secondary schools.
Determine the relationship between functional Information and Communication Technology (ICT) laboratory and effective teaching /learning in secondary schools.

The study and its findings will be of benefit to different stakeholders including the parents, guardians, student, school administrators, and policy makers, among others. The findings of this study will benefit the above-listed stakeholders in the sense that it will sensitize educational planners about the importance of school facilities to the teaching/learning process as lack of facilities limit the ability of a student to achieve various learning and extra curricula activities. The teachers will have job satisfaction, which motivates them to teach'.

Cite this article as:
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Literature Review

Education is a tool for national development, the single most potent weapon against poverty, and a fundamental human right to which we all are entitled. It allows people to improve health, raise productivity and help foster participation in civil society. Education is a process of keeping the world and our community intact and promoting the development and growth upon which human survival and progress depend" (National Policy on Education 1979).

The result from data gathered to check the impact of school-related variables and quality of academic outcome. The analysis revealed a significant correlation between teacher's quality, classroom ergonometric and student learning outcome. Hence there is a need for improvement in the school environment climate, especially classroom designs and its atmosphere (Etana et al 2022). School facilities are material resources in the school which are enablers of teaching and learning which will increase the production of results. Combined with adequate quality and quantity resources, it constitutes vital inputs for achieving desired educational goals (Kenneth, 2023).

Review of related literature

Good classroom building and efficacious teaching/learning in secondary schools

The belief is that teaching is most effective when lessons are planned and designed with the knowledge of students, including evidence-based practices and strategies, and offer learning goals and instructional activities that are directly related to expectations for what a student should know and be able to do at the end of the instructional chunk (Akube, 1991). When 'this belief is upheld, educators create classroom blocks and environments that encourage engagement by designing lessons based on their knowledge of child and adolescent development to offer age-appropriate learning experiences and grouping. A positive classroom environment helps improve attention, reduces anxiety, and supports students' emotional and behavioural regulation. When educators foster a positive learning culture, learners are more likely to acquire higher motivation, which leads to excellent learning outcomes' (Asiyai, 2012).

The 'classroom environment is one of the most critical factors that affect student learning. An ideal learning classroom is when students view their classrooms as positive and supportive. It is a space where they feel safe and secure. A positive, nurturing environment is an indispensable part of learning. A positive environment makes a student feel comfortable, where healthy relationships with peers and teacher's flourish. In a positive environment, the learning process becomes something that students quickly adapt to and look forward to. To achieve this environment, young students must be nurtured with love, Care and Support' (Deniyi et al, 2016).

Functional Information and Communication Technology (ICT) and effective teaching/learning

The ICT-Driven 'Instructional Aids mostly adopted by Nigerian institutions those days are in the form of prepared lectures on floppy diskettes and CD-ROMs that can be played when needed. This has limited advantages because of the number of students per computer system in which most of these facilities are not interactive enough as compared with when the lecture is received in real time over the internet' (Kamba, 2009). As 'the case is with most new generations' standard institutions, especially in the advanced societies. Today, some basic ICT-Driven

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Instructional Aids echo in our minds when we talk of ICT-Driven Instructional Aids would not be far from the following: Television, Scientific Tools, Computers, Mobile Phones, Satellite Receivers, Technical Instruments, Storage Devices, Memory Reader, Radio, Medical Apparatus, Internet/ email/ social media iPod, Projectors/Beams Art Costumes, Robots, iPhone etc.

The use of ICT-driven instructional aids in any educational process has been stated y many scholars as a necessity (Kamba, 2009). ICT-driven instructional aid media has enhanced teaching and learning through its dynamic, interactive, and engaging content, providing real opportunities for individualised instruction. Information and communication technology (ICT) driven instructional aid have the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; help to relate school experiences to work practices; help to create economic viability for tomorrow's workers; contribute to radical changes in school; strengthen teaching, and provide opportunities for connection between the school and the world. Information communication technology (ICT) can make the school more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' professional activities' (Yusuf, 2005).

The importance and usefulness of ICT-driven instructional aids in teaching and learning are examined by (Yusuf, 2005 & Okam, 2013) below:
Stimulation of Students' Interest**:** In the teaching-learning process, there is the need to generate, arouse, motivate and maintain students' interest. Learning can take place effectively if the learners' interest is built correctly. ICT-driven instructional aides have the potential if effectively used, to regulate the pace of information flow among different classes of learners in the same classroom. ICT-driven instructional aid address individual differences. Students are aroused by nature and the beautiful appearance of the materials, which will make them Settle down and learn what the teacher has prepared to teach (Yusuf ,2005; Okam 2013). Nzewi (2008) agreed and, based on investigations, that pictures-stimulates and help further study, helping children to take an active interest in the topic presented

Social learning theory
The 'social learning theory was propounded by Bandura and Walters (1977) and is the preferred theory for this study. The social learning theory is based on modelling and limitation, the belief that learning occurs through observing other people, things and events in the environment. The information gained from observing other people influences the way we act' (Elliot et al, 2000). The "major point of this theory is that learners must interact with the environment for learning to take place. There should be a significant relationship between the learner and the environment. Learning takes place in a social context, that is, through interaction. Children learn about somebody or something from something or somebody. Thus, this theory is commonly referred to as observational or imitation theory. The relevance of this theory is that teachers learn how to use different educational amenities to become more efficacious in teaching, and students are rewarded with good results or learning outcomes" (Bandura, 1986).

Methods
In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton and Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or

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both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research' (Singleton and Straits, 2009). Thus, it was 'used to study availability of educational amenity and efficacious teaching/learning in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria.

The study population, thus, comprised public secondary school teachers in Calabar South local government area of Cross River State, Nigeria. The total population being 323 teachers. The public secondary schools are: Government secondary school, Henshaw Town; Government Secondary School Anantigha; Pinn Margeret Secondary Commercial School, Atakpa; Government Secondary School Atu; Government Secondary School, Idang; Government Secondary School, Uwanse; Government Secondary School, Lagos Stret and Government Secondary School, Howell Street'.

The sample of 'the study was made up of 372 respondents that were selected from 8 secondary schools (public) in the study area. The study comprised secondary school teachers. A census sampling technique was employed to select respondents for this study. The census method was adopted because only 372 respondents were available in the 8 public secondary schools. Based on this statistical list, all members of the population participated in the study. This implied that data were collected for each and every respondent in the study area. This method is also known as complete enumeration or 100 percent enumeration or complete survey.

Firstly, the 12 wards in Calabar South local government area constituted the 12 strata of the study. Purposive sampling procedure was used to study all the eight (8) public secondary schools from these strata. Thus, the 8 public schools represented the eight clusters of the study. Therefore, Henshaw Town represented cluster 1; Government Secondary School Anantigha represented cluster 2; Pinn Margeret Secondary Commercial School, Atakpa represented cluster 3; Government Secondary School Atu represented cluster 4; Government Secondary School, Idang represented cluster 5; Government Secondary School, Uwanse 6; Government Secondary School, Lagos Street represented cluster 7 and Government Secondary School, Howell Street represented cluster 8. From cluster 1, total number of respondents was 46; cluster2 total number of respondents was 41; in cluster 3, total number of respondents was 58; in cluster 4, total number of respondent was72, in cluster 5, total number of respondents was 36, in cluster 6, total number of respondents was 44; in cluster 7, total number of respondents was 51and in cluster 8, total number of respondents was 24. Thus, the overall total was 372 respondents'.

Data 'used in the study were collected from both primary and secondary sources. Primary source was direct information obtained from respondents in the field, while the secondary source comprised information obtained through the use of internet materials, journal articles and textbooks.

The main instrument was a 28-item questionnaire entitled ''School facilities and Effective Teaching/Learning in Secondary Schools Questionnaire.'' It consisted of three sections.
Section A: This section contained 5 items drawn from the participant's demographic data which include: age, sex, marital status, religion, educational qualification.
Section B: This was made up of 16 items that measured opinion of the teachers about educational facility in effective teaching/learning. The section was further subdivided into 2 sub sections (sub-scale) that measured educational amenity variables.

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Sub-scale B1: Good classroom building
Sub-scale B2: Functional ICT laboratory
Items in these sub-scales were measured in a 4-point Likert scale of:
SA for Strongly Agree
A for Agree
D for Disagree
SD for Strongly Disagree

The ‘questionnaire was administered to the 372 purposively selected respondents in Calabar South Local Government Area with three research assistants. A self-introduction by the researcher and her assistants was done to the participants in their offices and explanation of their mission. The copies of the questionnaire were then distributed to the secondary school teachers of the study area. This method was adopted to ensure accurate response. They were retrieved same day in each of the clusters visited. This was to ensure 100 percent questionnaire return rate for the study’.

Descriptive and inferential statistics were used to analyse the data. Percentages were used to report the demographic characteristics of respondents while the hypotheses were tested at 0.05 level of statistical significance using the Chi-square Statistics as implied in the hypotheses.
In computing the questionnaire items, the response scale and their corresponding values were as follows:

Scaling points	Values
Strongly Agree (SA)	4
Agreed (A)	3
Disagreed (D)	2
Strongly Disagreed (SD)	1

Analysis was done hypothesis by hypothesis testing each one at 0.05 level of significance using Pearson Product Moment Correlation Coefficient.

Hypothesis one
The existence of good classroom buildings has no significant relationship with effective teaching/learning in secondary schools.
Pearson Product Moment Correlation Coefficient was used to measure the relationship between the variables

Hypothesis two
There is no relationship between functional Information and Communication Technology (ICT) laboratory and effective teaching/learning in secondary schools.
Pearson Product Moment Correlation Coefficient was used to measure the relationship between the variables.
The data are presented in tables showing simple percentages statistical analysis.
Table 1.1.1 revealed the respondents’ responses on personal and demographic information is indicated. It is observed in age category that 34 (9.1 percent) aged 17-21 years; 56 (14.9 percent) fell between age brackets of 22-26; 103 (27.5 percent) were within the age brackets of 27-31; 132 (35.2 percent) were between 32-36 years while 50 (13.3 percent) respondents were between the age brackets of 37-41 years. The table indicated that majority of respondents, 210 (56.8 percent) were female while 162 (43.2 percent) were female teachers. It implied that majority of

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respondents were female teachers. Again, this may also indicate that most of our teachers in the state are of the female sex.

In terms of ‘religious affiliation, it shows that 373 (99.5 percent) respondents were Christians while 2 (0.5 percent) respondents were others. This means that the majority of respondents were Christians. Responses on marital status showed that 11 (2.9 percent) respondents were single; 337 (90.7 percent) respondents were married; 7 (1.9 percent) respondents were divorced while 6 (1.6 percent) respondents were others. 11(2.9 percent) respondents were widows. This means that the majority of respondents were mothers or married women. They show keen interest to the questionnaire items.

In respect to educational level, it is observed that 70 (18.66 percent) respondents had obtained NCE/OND in terms of educational attainment; 293 (78.13 percent) respondents had obtained BSc/BEd/HND while 22 (5.86 percent) respondents had obtained MSc/Med/PGDE education. This implies that majority of the teachers had obtained BSc/MEd/HND educational qualifications.

Table 1.1.1 Respondents response on personal and demographic information

S/n	Items	Variables	No of respondents	Percentage (percent)
1.	Age	17-21	34	9.1
		22-26	53	14.24
		27-31	103	27.68
		32-36	132	35.48
		37-41	50	13.44
		Total	372	100
2.	Sex	Male	162	43.2
		Female	210	56.8
		Total	372	100
3	Religion	Christianity		
		Islam	-	-
		Traditional religion	-	-
		Others (Specify)		0.5
		Total	372	100
4	Marital status	Single	11	2.9
		Married	337	90.7
		Divorced	7	1.9
		Widows	11	2.9
		Others (Specify)	6	1.6
		Total	372	100
5.	Educational qualifications	NCE/OND	70	18.66
		BSc/HND/BA	290	78.13
		MSc/MEd	22	5.86
		Total	372	100

Source: Field survey, 2024

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Is there any relationship between good classroom buildings and efficacious teaching/learning in secondary schools?

Table 1.1.2: Responses on good classroom building/environment and effective teaching/learning in secondary school.

S/N	Items	Responses SA/A (%)	SD/D (%)	Total (%)
6	It is necessary to create good classroom blocks that encourage creativity	322 (86.66%)	50 (13.33%)	372(100)
7	Students participate well in learning where classrooms are conducive	342 (92%)	30 (8.6%)	372(100)
8	A positive classroom environment helps improve attention and reduces anxiety	362 (97.33%)	10 (8.6%)	372(100)
9	When educators foster a positive learning environment/culture, learners are more likely to acquire higher motivation for learning.	342 (92%)	30 (6.7%)	372 (100)
10	A good classroom makes teaching enjoyable as teachers are able to assess students' learning needs.	342 (92%) 348 (93%)	30 (6.7%)	372 (100)

Source: Field survey, 2024

Responses in Table 1.1.2 were categorized into two: (SA and A for Strongly Agree and Agree) and (SD and D for Strongly Disagree and Disagree). Based on the table, 86.66 per cent (N=322) agreed that it is necessary to create classroom blocks and environments that encourage students' engagement with teachers, on the other hand, 13.33 per cent (N=50) disagreed. The table indicates that 92 per cent (N=342) of total respondents agreed that students participate well in learning where classrooms are conducive while 8.6 per cent (N=30) admitted on the contrary. Again, 97.33 per cent (N=362) decided that a positive classroom environment helps improve attention and reduce stress. However, 8.6 per cent (N=30) disagreed.

From the table again, 92 per cent (N=342) of 'total respondents asserted that when educators foster a positive learning environment /culture, learners are more likely to acquire higher motivation for better learning'. Again, 92 per cent (N=342) admitted that a good classroom environment facilitates one –one-meeting with students while 8.06 percent (N=30) had a contrary opinion. Finally, 93 percent (N=348) accepted that a good classroom makes teaching enjoyable as teachers are able to access students' learning process.

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4.2.2: To what extent is adoption of functional Information and Communication Technology (ICT) significantly related with efficacious teaching/learning in secondary schools?

Table 1.2.2: Responses on adoption of functional Information and Communication Technology (ICT) and effective teaching/learning in secondary schools.

S/N	Items	Responses		
		SA/A (%)	SD/D (%)	Total (%)
11	Use of ICT makes learning more effective	351 (94.35%)	21 (5.64%)	372(100)
12	Use of ICT driven instructional aids explain graphics maps, video, picture etc better	346 (93%)	26 (7%)	372(100)
13	ICT provides opportunities for individualized instructions.	352 (95%)	20 (5.37%)	372(100)
14	ICT accelerates, enriches and deepens skills.	347 (93.27%)	25 (6.7%)	372 (100)
15	ICT relates school experiences to work practices.	350 (94%)	22 (6%)	372 (100)
16	ICT strengthens teaching and provides opportunities for connection between the school and world of work.	346 (93%)	26 (7%)	372(100)

Source: Field Data (2024).

From Table 1.2.2, responses indicating a relationship between 'adoption of Information and Communication Technology (ICT) efficacious teaching/learning in secondary schools are indicated'. Responses on question 12 showed that 93.35 percent (N=351) respondents agreed that use of ICT makes learning engaging, interactive and dynamic in content while 5.64 percent (N=21) responded in the negative. In question 13, 93 percent (N=346) respondents agreed that use of ICT driven instructional aids explain graphics maps, video, picture etc better while 7 percent (N=26) respondents responded in the negative. In question 14, 95 percent (N=352) admitted that ICT provides opportunities for individualized instructions while 5.37 percent (N=20) disagreed. In question 15, 93.27 percent (N=347) agreed that ICT accelerates, enriches and deepens skills while 6.7 percent (N=25) responded in the negative. In question 16, 94 percent (N=350) agreed that ICT relates school experiences to work practices while 6 percent (N=22) responded in the negative. Finally, in question 17, 93 percent (N=346) responded 'that the adoption of ICT strengthens teaching and provides opportunities for connection between the school and the world of work'.

Test of hypotheses

This section deals with the testing of research hypotheses. In this section, hypotheses were re-stated in null form. Variables as well as analytical technique adopted for the hypotheses were

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presented. The 0.05 level of significance was used for statistical measuring of the hypothesis for the study.

Hypothesis one

The independent variable was existence of good classroom/environment while the dependent variable was efficacious teaching /learning in secondary schools. To test this hypothesis, Pearson Product Moment Correlation Coefficient was used. The result is as presented in tables 1.3.1.

TABLE 1.3.1

Pearson product moment correlation analysis of the relationship between existence of good classroom building/environment and effective teaching/learning in secondary schools (N=372)

Variable	**Σx** **Σy**	**Σx²** **Σy²**	**Σxy**	**r-cal**
Existence of good classroom buildings (x_1)	1580	6455	5945	0.786*
Effective teach./learning (y)	1480	5550		

*Significant at <0.05, df=370, Crit-r = 0.195

From table 1.3.1, the 'summarized results of the statistical analysis showed that the calculated r-value of 0.786 was found to be greater than the critical r-value of 0.195, needed at 0.05 level of significance, with 398 degrees of freedom. With this result, it means that the null hypothesis is rejected while the alternate hypothesis is accepted'. This implies that good classroom building/environment has a significant relationship with effective teaching/learning in secondary schools in Calabar South Local Government area of Cross River State, Nigeria.

Hypothesis 2

The independent variable was adoption of Information and Communication Technology (ICT) while the dependent variable was effective teaching /learning in secondary schools. To test this hypothesis, Pearson Product Moment Correlation Coefficient was used. The result is as presented in tables 4.3.2.

Table 1.3.2

Pearson Product-Moment Correlation analysis of the relationship between adoption of information and Communication Technology (ICT) and effective teaching/learning in secondary schools (N=372)

Variable	Σx Σy	Σx² Σy²	Σxy	r-cal
Information and Communication Technology (ICT) (x_2)	2223	3516	7255	0.619
Effective teaching/learning in secondary schools (y)	1480	5550		

Significant p<0.05, df=370, crit-r=0.195

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From table 4.3.2, the 'summarized results of the statistical analysis showed that the calculated r-value of 0.786 was found to be greater than the critical r-value of 0.195, needed at 0.05 level of significance, with 398 degrees of freedom. With this result, it means that the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that Information and Communication Technology (ICT) has a significant relationship with efficacious teaching/learning in secondary schools in Calabar South Local Government area of Cross River State, Nigeria. This means that adoption of Information and Communication Technology makes teaching and learning very effective in secondary school. The result therefore implies that adoption of Information and Communication Technology has a significant association with effective teaching and learning in secondary schools. This means that these materials assist teachers to logically and sequentially present lessons to learners.

Discussion of findings

Good classroom buildings and efficacious teaching/learning.

The'result of hypothesis one indicated that a good classroom building and environment has a significant relationship with efficacious teaching and learning in secondary schools'**.** The findings 'are in consonance with the earlier observations of Akube (1991**)** that teaching is most effective when lessons are planned and designed with knowledge of students, including evidence-based practices and strategies, and offer learning goals and instructional activities that are directly related to expectations for what a student should know and be able to do at the end of the instructional chunk' (Akube 1991).

Also, the findings of this study links to Asiyai (2012) 'emphasized that when assumptions about effective teachings are upheld, educators create classroom blocks and environments that encourage engagement by designing lessons that are based upon their knowledge of child and adolescent development to offer age-appropriate learning experiences and grouping. A positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioural regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes.

Use of functional Information and Communication Technology and effective teaching/learning.

The analysis 'of hypothesis two stated that a significant relationship exists between the adoption of Information and Communication Technology (ICT) and efficacious teaching and learning in secondary school'. The findings support Yusuf (2005) 'that ICT-driven instructional aids media has enhanced teaching and learning through its dynamic, interactive, and engaging content; it has provided real opportunities for individualized instruction. Information and communication technology (ICT) driven instructional aids has the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; help to relate school experiences to work practices; help to create economic viability for tomorrow's workers; contribute to radical changes in school; strengthen teaching, and provide opportunities for connection between the school and the world. Information communication technology (ICT) can make the school more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers professional activities' (Yusuf, 2005).

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Conclusion

The benefits of school facilities in teaching and learning has been empirically confirmed. These 'are material resources in the school which are physical and spatial enablers of teaching and learning which will increase the production of positive results. When combined with other resources in adequate quality and quantities, constitutes vital inputs for achieving desired educational goals. Based on this completed study, it is validated that educational amenities such as existence of good classroom buildings and use of ICT when combined is capable of enhancing effective teaching and learning in schools.

Recommendations

In view of the importance of a good class room block/environment, educators should endeavour to 'foster a positive learning culture so that learners are able to acquire higher motivation that leads to wonderful learning outcomes. Since the importance and the usefulness of ICT-driven instructional aids in teaching and learning in stimulation of students' interest cannot be underestimated there is the need for the school to ensure a functional ICT unit to generate, arouse, motivate and maintain students' interest. This will ensure that the learners' interest is built properly for learning to take place effectively'.

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Cite this article as:
Kenneth, et. al. (2024)., School Facilities and Effective Teaching and Learning in Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 38-50.

Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 51-60.

EVALUATING THE EFFICACY OF SECURITY INITIATIVES: A STUDY OF THE LAGOS STATE SECURITY TRUST FUND IN CRIME REDUCTION AND SECURITY INVESTMENT

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Abstract
The increasing inadequacy of state institutions to ensure public security globally has necessitated exploring alternative crime-prevention strategies. This study focuses on the Security Trust Fund (STF) introduced in Lagos State, Nigeria, in 2007. The STF aims to enhance public safety through investments in modern security equipment and fostering collaboration between state and community efforts. This paper examines the effectiveness of the STF in the Lagos East Senatorial District, addressing its impact on crime control and investment in security equipment. A survey design and quantitative research methods were employed, targeting residents aged 18 and above in Lagos East Senatorial District. A sample of 222 respondents was selected using purposive, convenience, and simple random sampling techniques. Data was collected through structured questionnaires and interviews, with regression and chi-square analysis. The regression analysis revealed a significant relationship between the STF and the reduction of insecurity, with an R-value of 0.062 and a significant F-ratio of 8.827. The chi-square analysis indicated that the STF significantly improved investment in security equipment, with a calculated X^2 of 22.534. The STF has significantly enhanced crime control and investment in security equipment in Lagos East Senatorial District. By fostering collaboration between state and community efforts, this community-based strategy offers a sustainable and resilient approach to crime prevention, suggesting its potential applicability in regions with similar security challenges.

Keywords: Security Trust Fund, crime control, investment in security equipment, Lagos, Efficacy.

Introduction
The bustling metropolis of Lagos, Nigeria's economic powerhouse, is a testament to urban development and security challenges, resulting in High rates of crime and insecurity. From armed robbery and kidnapping to cultism and ritual killings, the region has become a hotbed of criminal activity that threatens the safety and well-being of its residents. As crime continues to evolve in complexity and scope, the establishment of the Security Trust Fund has emerged as a pivotal initiative in the fight against criminal activities.

Cite this article as:
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Table 1: Crime Statistics for Lagos

S/N	Crime Rate Statistics 2017 to 2020	Percentage
1	home burglary and theft	62.10
2	Mugging	68.71
3	Car theft	60.42
4	Theft from parked cars	65.41
5	Attacks and communal clashes	60.78
6	Homophobic, religious and ethnic attacks	47.28
7	Drug addiction	64.49
8	property crimes such as vandalism and theft	69.64
9	assault and armed robbery	72.45
10	corruption and bribery	87.66
11	Homicide	38.32

Source: NUMBEO (2020).

The capacity of state institutions to prevent these crimes and ensure public security is increasingly overstretched and inadequate globally (Achumba, Ighomereho & Kpo-Robaro, 2013). This has necessitated the exploration of alternative or complementary crime-prevention approaches. One promising alternative is the promotion of community-based crime-prevention strategies (Fennelly & Perry, 2018). While it may seem unconventional, leveraging community efforts alongside state measures can provide a more effective and comprehensive approach to crime prevention. This collaborative effort is often more sustainable and resilient, particularly in regions where state capacity is limited.

In Africa, where state capacity has historically been insufficient, communities have developed robust mechanisms to cope with and recover from conflicts (Nubani, L., Fierke-Gmazel, H., Madill, H., & De Biasi, A. (2023); Vanguard News Nigeria, 2024). For instance, Nigerian communities affected by the Boko Haram insurgency and Acholi communities in northern Uganda, devastated by a 20-year war, have demonstrated remarkable resilience and determination to rebuild. These experiences suggest that community-based strategies can play a critical role in crime prevention and recovery in contexts where state interventions alone are inadequate (Trojanowicz, Trojanowicz, & Moss, 1975; Nwagboso, 2012).

The prevalence of crime globally undermines social cohesion and the sense of safety, impacting societies economically, socially, physically, and psychologically. In Nigeria, the rising crime rates have exposed the weaknesses of the centrally controlled security apparatus. Despite various initiatives, crime prevention strategies have often been ineffective, leading to a state of helplessness and calls for alternative solutions such as the establishment of state police and Security Trust Funds (Akinyetun, Ebonine & Ambrose, 2023).

This study focuses on the Security Trust Fund (STF) introduced in Lagos State, Nigeria, in 2007 as a novel approach to crime control. The STF aims to enhance public safety by investing in modern security equipment and fostering collaboration between state and community efforts (Vanguard News Nigeria, 2024).

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This paper examines the effectiveness of the STF in Lagos East Senatorial District, specifically addressing the following research questions.

Understanding the practical impact of the STF is crucial, as crime significantly affects local and foreign investments, quality of life, social capital, and the relationship between citizens and the state. Filling the knowledge gap on the efficacy of such community-based interventions is essential for informing policy and enhancing crime-prevention strategies in contexts with limited state capacity. This study aims to provide valuable insights into the potential of the Security Trust Fund to improve security outcomes in Lagos East Senatorial District, contributing to broader discussions on innovative crime-prevention mechanisms in Nigeria and beyond.

Objective of the study

The general objective of this study is to examine the Security Trust Fund and Crime Control in Lagos East Senatorial District of Lagos State, Nigeria. Specifically, this study seeks to:

1. Examine the Security Trust Fund and insecurity reduction in Lagos East senatorial district.
2. Determine if the Security Trust Fund improves investment in security equipment in the Lagos East senatorial district.

Hypothesis of the study

The study is, however, guided by the following hypotheses

1. Ho: There is no significant relationship between the Security Trust Fund and insecurity reduction
2. Ho: There is no significant relationship between the Security Trust Fund and improvement investment in security equipment.

Theoretical framework

Structural-functionalist of Radcliff-Brown

Alfred Radcliffe-Brown existed between January 17th, 1881 and October 24th, 1955. He was an English social anthropologist who developed the theory of Structural Functionalism.

Radcliffe-Brown focused attention on social structure. He suggested that a society is a system of relationships maintaining itself through cybernetic feedback, while institutions are orderly sets of relationships whose function is to maintain the society as a system. Radcliffe-Brown, following Auguste Comte, believed that the social constituted a separate "level" of reality distinct from those of biological forms and inorganic material. Furthermore, he believed that explanations of social phenomena had to be constructed within the social level. He believed that individuals were replaceable, transient occupants of social roles (Goldschmidt 1996).

He investigated what principles account for different structures which in turn leads to function which is to investigate how structures maintain society. For him, function is the role of structure in social continuity. He stated that the social system (society) has a functional unity: All parts work together well enough to maintain society. (Turner, 1991). Functional analysis provided a novel alternative; Analyze structures such as kinship or activities such as rituals in terms of their functions for maintaining the society. It was Radcliffe-Brown who sustained the Durkheimian

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tradition by emphasizing the importance of integrative needs and then analyzing how structures operate to meet such integrative requisites.

However, the crux of this theory is that social structure is an abstraction based on social relationships with which the society can be analyzed into three main levels individuals, institutions and sub-systems. Like society, in applying this assumption to security and crime prevention, the agency was established as part of the social system of structure to mitigate crime as it affects individuals in the social system which is seen as a functional, structural whole with different parts. This implies that aspects of the funds aid significantly through a network of sub-systems to report and invest in security equipment that will in turn cause individuals to be subject to the norms, values, and folkways which are integral parts of the institutional system of crime and social control and other behavioural patterns (Adetula. Adutula & Fatusin. 2010).

Materials and Methods

This research employed a survey design, complemented by a quantitative research method. It focused on the Lagos East Senatorial District, which comprises five Local Government Areas: Ikorodu, Ibeju-Lekki, Epe, Kosofe, & Somolu. The study aimed to assess the perceptions and attitudes of residents aged 18 and above in this area. The population of Lagos East, using projected data from the Lagos Bureau of Statistics for 2019 at a Growth rate of 3.2% is 4,626,483. The population of interest for this study was residents aged 18 and above in the Lagos East Senatorial District. However, due to the unavailability of age-specific data, the study sample comprised 222 persons. The total sample size for the study stands at two hundred and twenty-two (222). This was derived from using the Survey Monkey sample size determinant technique at a 95 per cent confidence level and a margin of error of 6 per cent. The sampling technique uses a sample formula and computer software for easy access and reduced error, the researcher made use of the computer software. Out of the 267 questionnaires sent out, 222 amounting to an 87% return rate, were returned and subsequently used for analysis. To select the sample, a combination of purposive, convenience, and simple random sampling techniques was employed.
The sample was purposively selected from two Local Government Areas within the Lagos East Senatorial District. This approach ensured that the selected participants were representative of the diverse demographic characteristics and perspectives within the district. Convenience sampling was also used to select participants who were easily accessible and willing to participate in the study. Additionally, a simple random sampling technique was employed to further enhance the representativeness of the sample.

The research instruments used for data collection included structured questionnaires and interviews. These instruments were designed to gather information on the participants' perceptions, attitudes, and behaviours related to the study topic. The data collected were analyzed using statistical techniques such as descriptive statistics, regression and chi-square analyses to conclude the population of interest.

Result

To examine the relationship between the Security Trust Fund and crime control in the Lagos East Senatorial District of Lagos State. The regression model statistics, as detailed in Table 1 (a, b, and e), were used to assess this relationship. The model summary revealed an R-value of 0.062,

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indicating a significant relationship between the Security Trust Fund and the reduction of insecurity (crime control). The adjusted R square value of 0.000 suggests that the Security Trust Fund is a predictor of varying degrees of importance in curbing the crime rate in Lagos East Senatorial District. Further analysis using the ANOVA model demonstrated a significant F-ratio of 8.827, compared to a critical F-ratio of 3.053 at a 0.05 level of significance and 1 degree of freedom. This significant F-ratio indicates that the model is a good fit for the data. Additionally, the model coefficients showed a t-value of 14.428. Since the calculated values exceeded the tabulated values, it implies that the Security Trust Fund has a significant impact on crime control in the Lagos East Senatorial District of Lagos State, Nigeria.

Table 1 Regression analysis for the security Trust fund and insecurity reduction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.062[a]	.004	-001	.35759

a. Predictors: (Constant), Security Trust Fund
b. Dependent Variable: reduction of insecurity (crime control)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	.106	1	.106	8.827	.364[b]
1	Residual	27.109	212	:128		
	Total	27.215	213			

a. Dependent Variable: reduction of insecurity
b. Predictors: (Constant), Security Trust Fund

coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	1.085	.075		14.428	.000
Security Trust Fund	.032	.035	.062	.909	.364

a. Dependent Variable: reduction of insecurity

We employed chi-square analysis to check the relationship between the security Trust Fund and improved investment in security equipment in the Lagos East senatorial district of Lagos state. Accept the analysis if the critical value is greater than the calculated value at 0.05 level of significance and 1 degree of freedom. Since the calculated X^2 of 22.534 is greater than the essential X^2 of 3.84 we hereby reject the Ho and accept the Hi, therefore implies that the Security Trust Fund significantly improves investment in security equipment in Lagos East senatorial district of Lagos state, through the provision of batons, customized patrol vehicles, Car Trackers, Pen Recorders, CCTV and provision of Uniforms.

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Table 2: Chi-square Analysis of Security Trust Fund and investment in security
Investment in security equipment * Security Trust Fund Cross tabulation

			Security Trust Fund			Total
			Yes	No	Indifferent	
Investment in security equipment	Provision of batons	OF	21	49	27	97
		EF	21.8	48.5	26.7	97.0
	Security vehicles	OF	4	9	12	25
		EF	5.6	12.5	6.9	25.0
	Car trackers	OF	3	12	2	17
		EF	3.8	8.5	4.7	17.0
	Pen recorder	OF	9	9	0	18
		EF	4.0	9.0	5.0	18.0
	CCTV	OF	7	12	18	37
		EF	8.3	18.5	10.2	37.0
	Provision of uniforms	OF	4	16	0	20
		EF	4.5	10.0	5.5	20.0
Total		**OF**	**49**	**107**	**59**	**214**
		EF	**48.0**	**107.0**	**59.0**	**214.0**

Discussion of findings

From the two hypotheses tested, the result revealed that there is a significant relationship between funding and crime control in the Lagos East senatorial district. These findings agree with the earlier studies done by Dambazau, (2007) who observed that it is preposterous that in Nigeria, there is no adequate will and genuine intention by any government to rid the society of criminal tendencies and manifestations, as people in the leadership positions are also guilty of corruption and crime. The establishment of the Security Trust Fund in Lagos state has been a potent measure that has in recent times helped to reduce insecurity in the state.

It is also the anticipation, recognition and appraisal of crime risk and the initiation of some action by the Trust Fund to reduce criminal activities or acts that promote security."(Robert, 2003). Crime control involves the idea of solving crime problems, arresting suspects, prosecuting and incapacitating offenders (Okunola, 2002). The control of crime, therefore through Security Trust Funds, deals with the immediate situation and rests on the discovery of past criminal behaviour.
Okunola (2002) further observed that the capacity of the police and other security agencies in Nigeria to effectively prevent and control crime has often been called into question. Many have lost faith in security agencies because of the incessant increase in the crime rate. According to Okunola (2002), crime prevention involves the disruption of mechanisms, which cause crime events. In other words, the central question to crime prevention is how to disrupt the causes of crime. Through the network system created by the security trust fund, crime prevention was necessitated. Findings highlight the critical role of the Security Trust Fund (STF) in enhancing crime control and improving investment in security equipment within the Lagos East Senatorial District. The results of the regression analysis indicate a significant relationship between the STF and the reduction of insecurity, suggesting that the STF is an effective tool in curbing crime in this region. The adjusted R square value, although modest, points to the STF's varying degrees of

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importance as a predictor of crime reduction, which is further substantiated by the significant F-ratio and model coefficients. These statistical indicators confirm that the STF has a notable impact on improving public safety and security in Lagos East.

Moreover, the chi-square analysis reveals that the STF significantly enhances investment in security equipment. The provision of modern security tools such as batons, customized patrol vehicles, car trackers, pen recorders, CCTV cameras, and uniforms has been significantly boosted by the STF. This investment in security infrastructure is critical in addressing the logistical and operational needs of security agencies, thereby enhancing their capacity to prevent and control crime effectively.

In the context of Lagos State, the STF has been instrumental in addressing the unique security challenges faced by the Lagos East Senatorial District. Lagos State, with its status as Nigeria's economic hub, faces distinct security issues, including high rates of violent crime, property crime, and urban gang activities. The implementation of the STF in 2007 was a strategic move to bolster the state's crime prevention efforts amidst growing concerns over the inadequacy of the centrally controlled security apparatus. Adegoke (2016) argued that the establishment of the STF as part of Lagos State's response to rising crime was long overdue because it would be an effective means to reduce the crime rate in Lagos.

The success of the STF in Lagos East can be attributed to its focus on fostering collaboration between state and community efforts. By engaging local communities in security initiatives, the STF has harnessed local knowledge and resources, thereby creating a more resilient and sustainable approach to crime prevention. Ogbari et al. (2022), emphasize the role of trust and community ownership in fostering the success of any government endeavour, especially in business and security. Shittu, et al (2023) emphasize the need for active participation of local Government, civic and business leaders, and public and private agencies in the security apparatus of a community. This collaborative model not only enhances trust between the public and security agencies but also promotes community ownership of security initiatives, which is crucial in regions with limited state capacity.

The investment in modern security equipment funded by the STF has been pivotal in modernizing the security infrastructure in Lagos East. The availability of advanced tools and technologies has improved the efficiency and effectiveness of security operations, leading to better crime detection, response, and prevention. For instance, the deployment of CCTV cameras and car trackers has enhanced surveillance capabilities, while the provision of customized patrol vehicles has improved mobility and response times for security personnel. This is supported by Ambali, and Araba(2020) and Adama(2017), who reported that investment in modern equipment by the Lagos State Security Trust fund has been crucial in modernizing the security infrastructure of Lagos State. This has helped in improving the effectiveness and efficiency of the Nigerian police in Lagos State.

The positive outcomes observed in Lagos East suggest that the STF model could be replicated in other regions facing similar security challenges. By leveraging community-based strategies alongside state interventions, it is possible to create a more comprehensive and effective approach to crime prevention.

Study Implications

The findings of this study have significant implications for policy and practice in the realm of crime prevention and public security in Lagos and potentially other regions of Nigeria facing similar challenges.

The success of the Security Trust Fund (STF) in Lagos State underscores the need for the government to consider expanding this model to other regions within Nigeria. Policymakers can draw valuable insights from the STF's implementation, especially its focus on collaboration between state and community efforts.

The positive outcomes observed in Lagos suggest that the STF model can be replicated in other regions with similar security challenges. Policymakers and security agencies should consider scaling this model to enhance public safety and crime prevention efforts across Nigeria.

The significant impact of STF on crime reduction and investment in security equipment highlights the importance of continuous funding and support for such initiatives. This calls for sustained governmental and private sector investment to ensure the effectiveness and longevity of the STF and similar programs.

The STF's success highlights the potential benefits of collaboration between the public and private sectors in addressing security challenges. Policies that encourage private sector involvement in funding and supporting security initiatives can lead to more comprehensive and sustainable crime prevention strategies.

Conclusion

This study has provided an in-depth evaluation of the Lagos State Security Trust Fund (LSSTF) in reducing crime and promoting security investment in Lagos State. Findings suggest that the LSSTF has been effective in reducing crime rates in the state, particularly in areas such as kidnapping, armed robbery, and cultism. The fund's security infrastructure, training, and equipment investment has also improved security outcomes.

Our analysis highlights the significance of the LSSTF in promoting security effectiveness through concrete partnerships with critical stakeholders, especially the private sector.

The study further shows that targeted actions may result in increased safety and community trust in law enforcement, highlighting the Lagos State Security Trust Fund's substantial influence on crime reduction and the efficacy of security spending. In the end, the results highlight how crucial strategic financing is to creating a safe atmosphere.

Recommendations

From the analysis above, the following recommendations are made.

1. To have a crime-free society, the government needs to increase its funding or ensure public and private partnerships with security operatives so that modern and adequate equipment to combat crime can be acquired.
2. The government as a matter of urgency should speedily address the bill on security trust funds with the National Assembly.
3. If crime is to be reduced to the barest minimum, the government must take proactive measures towards poverty alleviation.
4. Intelligence gathering is a veritable tool for crime prevention and control. Members of the public should be willing and ready to give information to support intelligence gathering

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Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 61-67.

TECHNOLOGICAL INNOVATION MANAGEMENT AND THE TEACHING OF HEALTH EDUCATION AT THE BASIC EDUCATION LEVEL IN CALABAR MUNICIPALITY: PROSPECTS AND CHALLENGES.

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Abstract
The main thrust of this study was to investigate technological innovation management in the teaching of health education at the basic education level in Calabar Municipality. To achieve the objectives of the study, two (2) research questions were formulated and answered. Literature review was carried out in line with the variables of the study. A sample of one hundred (100) respondents were purposively selected from the population comprising of all health education teachers at basic education level in the area. The selection was done using purposive sampling technique with the questionnaire as the instrument used for data collection. Simple percentage was used for the data analysis. The result of the analysis revealed that to a large extent technological innovation advancement can influence health education teaching and learning in basic education level. Based on the findings of the study, it was recommended that the government and educational stakeholders should always hold periodic seminars, symposiums, workshops and lunch parties to train health education professionals on how to use technological innovative advancement devices so as to be able to teach health education at basic level with minimal technical challenges.

Keyword: Technological, innovation, management, advancement, health education, basic education.

Introduction
Technology has come to stay from the look of things and if properly managed would go a long way to help health education advancement both in rural and urban areas, as well as lower and higher institutions of learning. Health education is being learned as a subject or offered as a professional course in our lower and higher institutions of learning. This technologically innovative outlook will help to promote proper understanding of the teaching of health education in schools and also help to bring about the promotion of healthy habits as well as inculcation and sustainability of them by members of our contemporary society.

Basic education, is education given to children between ages six to fifteen (6-15) to prepare them for functionality in the society (Udida, 2015). To achieve this aim of functionality, health education must be properly disseminated, assimilated and properly understood. Today's generation is definitely a world plunged into darkness without the use of technology, especially the world of students who are faced with every day opportunities to use, explore and manipulate technological devices to their own educational advantage. Through google they have access to a

Cite this article as:
Edet, et. al. (2024). Technological Innovation Management and the Teaching of Health Education at the Basic Education Level in Calabar Municipality: Prospects and Challenges. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 61-67.

wide wealth of digital information, content and resources which all culminate into deep insight, understanding and proper functionality in different spheres of endeavours.

Brooks (2014) opined that this generation of "digital natives" has much lower need for libraries of physical content. By implication the traditional resources used by students half a generation ago alongside learning styles are changing and more teaching professionals are still learning to adapt their teaching styles accordingly. Parker (2014) is of the view that the effect of technological innovation on the advancement of health education most especially has brought about the following detailed effects in the lives of contemporary students and the society as a whole:

1) Solo or group brain storming engagement.
2) Self or group motivation.
3) Self or solo detail exploration and exposure.
4) Independent learning (solo learning).
5) Parental engagement or family involvement in teaching and learning experiences.
6) Enhancement of attention span because of the involvement of audio and visual aids of learning.

This technological innovation effect also births a very strong need for prospective teachers to rapidly adopt benefitting teaching styles that will trigger more interactive connection between them and their students in the classroom most especially in the teaching of health educational curriculum contents.

Technological innovation management in teaching health education has gone a long way to help salvage geographically disadvantaged students as technology tends to answer the question of distance barriers and bridges the gap between urban and rural occurrences through simplified and explanatory topics, themes and write ups that explain in details the existent health related phenomenon.

Agara (2015) is of the opinion that schools serving higher resourced families who are often able to recruit better teachers and administrators, tend to have more access to the teaching of health education practices, but technology has no preferences for such schools, because with the same internet access and cost, in the same area irrespective of different locations or student population, students or learners can now access online educational videos, cartoons and presentations taught about inevitable health education topics such as, personal hygiene, environmental hygiene, mental hygiene, personal health and physical fitness, concept of health education or school health programmes, health care delivery for school children and societal health needs at large and so on.

Erickson (2014) stresses that teachers are at liberty to engage in multitasking learning while giving tutorials because students can go online and access videos that provide instruction on wide variety of topics at their various skill levels or participate in real time video conferences with teachers or tutors located within their states or even a continent away. Nell (2014) also explained that technological effect on the study of health education has helped younger learners a great deal because with the evolution of touch-screen technological innovation which has

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enabled very young children to engage in technological aided instructions on their tablets. Prior to this time, it was difficult for pre-school/kindergarten and even early primary grade students to understand very well certain core concepts of health education, but now with the aid of visuals they are able to see or watch videos, play health related games which go a long way to broaden their understanding of basic concepts of personal hygiene, environmental hygiene, good table manners and so on.

Technological innovation management has helped professional health educators to be able to categorize their teaching instructions into four (4) categories:

1. Steps for slow learners
2. Steps for average learners
3. Steps for fast learners
4. Steps for highly intelligent learners

All of these put together have helped the teaching and learning process less strenuous and cumbersome for both the teachers and their students (Matthew, 2015).

Brooks (2014) in a study carried out a study to access the effect of technology on student's understanding of health practical teaching methods. It was revealed that teaching schemes do not only give teachers opportunities to categorize instructions but also helps them assess pupils or students' current weaknesses then diagnose why it is so as well as seek ways to proffer solution to the problem. This shows that the understanding of health education is hinged on technological application and innovation.

Rexson (2014) identified the following as the possible challenges confronting technological innovation in the teaching of health education:

(i) Poverty: Even if the trend of technology is moving in fast lanes, there are some parts of contemporary society that will not be able to meet up because they are lowest at the strata based on their low-income rate. Due to this fact, many of the students will not be able to access technological devices or afford to own one and these will pose as a big challenge to the teacher in disseminating of health educative information and the assimilation of such health-related information by these categories of learners.

(ii) Illiteracy: The level of education of an individual will also help that individual understand proper functionality of devices using technology. So, without a certain level of education, individuals who are disadvantaged will find it difficult to use or operate such technological devices.

(iii) Language barrier: Although most technological innovation devices use detailed information or instructions which are being interpreted into different languages, not all existent languages and dialects are usually captured, hence individuals or students who do not understand selected languages such as English, Dutch, French, Swahili, Africans, Spanish etc, which are the selected coded languages used for information dissemination in such technological devices will be at a disadvantage to the learners making it more difficult for health education professionals to disseminate information to them.

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Gasam, (2015) in a study carried out to find out challenges of technological innovation in the teaching of health education to students, discovered that one major challenge of technological innovation of health education is students' motivation. Indulgence in technological aided health tutoring often reduced oversight of students, and this could be particularly detrimental for children who are less motivated or who receive less structured educational supports at home. Furthermore, he also found out that 65% of these technological innovation applications are often times less able to engage reluctant learners in the way a dynamic and charismatic teacher should do.

Moreover, approaches that forgo direct interpersonal interaction completely are most unlikely able to teach certain skills because learning is an inherently social activity. While an intelligent tutor might be able to help a student master specific Mathematics or English concepts, it may not be able to teach students to critically analyze a work of literature or debate the ethics of new legislation.

Most broadly, it is important to realize that technologies can be either substitutes for or complements to already existent resources in the school. Technological innovations are not in themselves structured to give both teachers and learners all they need to be able to interact properly. Rather they are to be seen as complements to already existent facilities, equipment, resource rooms, fields, laboratories, the school environment as a whole and they also require seasoned school administrators, skilled teachers and students as well (Jessy, 2014).

The world is going digital educationally, but in Nigeria there is a lag in this respect owing to inadequate information about technological innovation and lack of infrastructural management. The inability to provide adequate technologically innovative devices, that will cater for the needs of both students and teachers of health education, as they both synchronize in the classroom environment to participate in the teaching and learning procedures of health education irrespective of their population or numbers. In this study efforts would be made to find out if technological innovations are required in the teaching of health education at the basic education level?

Aim and objective

The aim of this study was to examine the role of technological innovation management in the teaching of health education at basic education level.

Specially, the objective of the study was to:

1. Identify how technological innovation management influence the teaching of health education at the basic education level.

Research question

1. To what extent does technological innovation management influence the teaching of health education at the basic education level?

Methodology:

The survey research design was adopted for the study. The population of the study comprised of 127 health education teachers at the basic education level in Calabar Municipality Local

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Government. Purposive sampling technique was used for sample selection. A sample of 100 health education teachers were purposively selected as respondents for the study. The study area was Calabar Municipality Council of Cross River State which is located at the Southern Senatorial District of the state. It has an area of 142km2 and a population of one hundred and seventy-nine thousand, three hundred and ninety-nine (179,392) people as at the 2006 census.

The instrument used for data collection was a questionnaire titled Technological Innovation Management and the Teaching of Health Education Questionnaire (TIMTHEQ). Simple percentage was used to answer the research questions. The items in the questionnaire were validated by research experts in the subject area as well as measurement and evaluation lecturers. The reliability of the instrument was established using the test-re-test method and the co-efficient of .76 and .83 respectively was obtained on the two sub variables being studied.

Results

Table 1:

Technological innovations management in the teaching of health education at the basic education level N = 100

S/N	ITEMS	YES	%	NO	%
1.	The use of technology is relevant to the teaching and learning of health education?	72	72.0	28	28.0
2.	The use of technology helps in better understanding of health education?	65	65.0	35	35.0
3.	Concepts are understood in Health Education more clearly with health-related videos	71	71.0	29	29.0
4.	Technological devices help both teachers and students have a better understanding of health education as a subject?	82	82.0	18	18.0

Item 1, 2, 3, 4 were responsible for research question one. The data presented simply indicated that out of 100 (one hundred) respondents to the item, number one, 72 representing 72.0% said “Yes” to the item as against 28 representing 28.0% who said “No”.

Item 2 which dealt with the feeling that technology helps in better understanding of the subject health education had 65 respondents saying “Yes” representing 65.0% as against 35% saying ‘No”.

Item 3 has to do with the understanding of concepts in health education more clearly through the watching of health-related videos. 71 respondents representing 71.0% said “Yes” as against 29.0% saying “No”.

Item 4 has to do with the use of technological devices as it helps both teachers and students have a better understanding of health education as a subject, 82 respondents representing 82.0% said “Yes” as against 18% indicating “No”. The results of the analysis indicate that the percentage of agreement for all four items is higher than 50%. This result therefore signifies that technological innovation management could enhance the understanding of health education at the basic education level.

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Discussion

The result in table 1 of the study revealed that technological innovation management in teaching health education at the basic education plays a vital role in teachers/students dissemination, assimilation and understanding of health related concepts. This is in line with the findings of Nell (2014) who is of the opinion that technological effect on the study of health education has helped younger learners a great deal because with the evolution of touch-screen technology, it has enabled young children to engage in technological innovative aided instruction on their tablets. This is evidenced in the fact that prior to this time, it was difficult for preschool, kindergarten and even early primary grade students to understand very well certain very core concepts of health education, but now with the aid of visuals they are able to see or watch videos, play health related games which go a long way to broaden their understanding of basic concepts of personal hygiene, environmental hygiene, good table manners and so on.

The result is also in agreement with the works of Brooks (2014) who asserted from a study carried out to access the effect of technology on student's understanding of health practices. It was discovered that technologically innovative teaching schemes do not only give teachers opportunities to categorize instructions but also help them assess pupils or students' current weaknesses and diagnose why it is so as well as seek ways to proffer solution to the problem.

The result went further to agree with Gasam (2015) who carried out a study to find out challenges of technological innovation in the teaching of health education discovered that one major challenge of technological innovation advancement of health education is student motivation. That indulgence in technological aided health tutoring often reduces oversight of students, and this could be particularly detrimental for children who are less motivated or who receive less structured educational support at home. Therefore, the results indicates that there are ways technological innovation management could become a challenge to the teaching and understanding of health education at the basic education level.

Conclusion

Today, with the explosion of technology and very easy internet and media access that comes with it, the question more than ever is what is the impact, effect and result on our children in the society undergoing schooling at the basic education level? Most especially in regards to their better understanding of education as a whole and with specificity to health education as it impacts on their general well-being. Children undergoing basic education are of different ages and size so technological innovation advancement as it concerns health education could be processed and understood in different ways depending on their literacy levels, attention span, method of information processing. Also, the amount of mental effort they put in or are willing to invest and the level of operational knowledge of their tutors of these technological devices.

From this study, it was noted that technological innovation management has an effect on the teaching of health education at the basic education level with corresponding prospects and challenges. It is therefore concluded that the ages of the children, their attention span and readiness to learn should be taken into consideration when programming health education applications into technological innovation devices. Also the government at all levels, schools, religious organizations and communities at large should endeavour to encourage involvement of

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health education practical cultures via their teachings as this will go a long way to help enforce already learned theoretical health related educational concepts. This will in turn be translated into practical involvement and proper understanding by these students of basic education level and members of the society as a whole.

Recommendation

The following recommendations were made to back up the study:

1. Government and educational stakeholders should make sure they provide technological devices with programmed application that will aid teachers to teach health education students effectively.
2. The government and educational stakeholders should always hold periodic seminars, symposiums and workshops to train health education professionals on how to use technological innovative devices so as to be able to teach health education with minimal technical challenges.

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Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 68-74.

EXAMINATION VARIABLES AS DETERMINANT OF ACADEMIC ACHIEVEMENT OF SCIENCE EDUCATION UNDERGRADUATES IN RESEARCH METHODS

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Abstract
The study assessed examination variable of anxiety as a determinant of science education undergraduate achievement in Research Methods in College of Education, Akamkpa. One research question and one corresponding null hypothesis guided the study. A survey research design was used in the study with a sample of 117 science education NCE 2 students. The sampling procedure adopted in the study as census. Two instruments, namely; Examination Variable Questionnaire and Research Method Structured Examination Items were used in gathering data for the study. Data collected were subjected to analysis using simple linear regression at .05 level of significance. Results of the findings show that there is no significant influence of examination anxiety on science education undergraduates' achievement in Research Methods in Cross River State College of Education, Akamkpa. Based on the findings, conclusion was drawn and recommendations made, some of which are that, the fear of not going to perform well in Research Methods Exams due to calculations that may be brought in for assessment should be discouraged.

Keyword: Examination Variables, Determinant of Academic Achievement, Science Education, Undergraduates, Research Methods.

Introduction
Education is the bedrock of every nation. Any society which refuses to make education a priority is bound to be backward in terms of scientifically and technology advancement. This advancement can only be achieved through systematic research in education. Education research therefore is the scientific field of study that examines education and learning processes and the human attributes, interactions, organization, and institutions that shape educational outcomes (Isangaedighi, 2012). Education research embraces the full spectrum of rigorous methods appropriate to the questions being asked and also drives the development of new tools and methods.

Education research is a course of study by university undergraduates and post-graduates. Its relevance in the society cut across all facet of lives. It is a search for acquiring knowledge to address life and health-related problems in the population (Eshiet, 2006). Islam (2023) sees research as a fundamental driving force behind the advancement of knowledge and the progression of society. It serves as a systematic exploration aimed at uncovering new insights, challenging existing paradigms, and solving complex problems. The author stated that with research, complex problem across all areas of studies is made easy. Mendonca (2009) says research is a cornerstone of progress and development across various fields, shaping our

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understanding of the world, solving complex problems and driving innovation. Whether conducted in laboratories, clinical settings, or academic institutions, research forms the foundation upon which new ideas are built and old paradigms are challenged (Lin, 2016). Islam (2023) also stated that research is a systematic inquiring that aimed at acquiring new knowledge, expanding insights and providing evidence-based solutions to questions and problems. It encompasses a vast range of activities from fundamental explorations in the sciences to applied investigations in engineering, social sciences and humanities.

In spite of the numerous importance of research to human and society at large, students in tertiary institutions are still performing below expectation with very minimal interest. According to Ibe (2018), education research informs effective learning strategies and interventions with valuable evidence-based insights and findings. By studying educational outcomes, and evaluating educational practices, researchers can identify areas of improvement and possibly design instructional interventions that enhance students` interest and achievement. He however, defined interest in research as personal orientations towards activities that are intended to develop one`s academic skills and knowledge.

Chain (2023) studied the factors influencing academic achievement of university students in Malaysia. The study aimed to examine the determinants that impact the academic performance of students. The determinants include; students' engagement general knowledge, social skills, classroom interactions (communication skills) and seating arrangement during examination. The study applied a quantitative research design, with an online survey questionnaire distributed to the students of a private university in Klang Valley, and 150 valid responses were solicited. The Pearson product moment correlations in the study demonstrated that student engagement had a positive and strong relationship with students` academic achievement. General knowledge and social skills were found to have a positive and moderate relationship with academic achievement. Multiple regression analysis also proved that general knowledge, social skills and seating arrangement during examination were predictors of academic achievement in research.

Zhou and Mustapha (2022) highlighted literature reviews on the academic achievement of college students in China. The authors stated that through literature review related to academic achievement of college students. It was revealed that the measurement index of academic achievement tends to be diversified and the measurement tools are more perfect. The authors also stated that the parameter for testing students` cognitive ability per semester should be done such that it brings out the true picture of who the test takers are. They further listed mode of communication; seating arrangement and mode of supervision as factors that could make or mar true achievement in general courses in higher institutions of higher learning.

Ibe (2018) examined factors responsible for undergraduate performance in research methods in the University of Calabar. The author aimed at determining the extent to which gender, seating arrangement and anxiety during examination and other examination related issues as the determinant factors of students` performance in research. The author used three classes, namely; Guidance and counseling, Psychology and Special Education Departments with 496 students. Ex-post facto research design was used to direct the study with two null hypotheses. A structured questionnaire that helps in eliciting responses from students to actually know the extent to which the factors under study influences the academic performance in research were used with a reliability index of .83 using Cronbach alpha. Research results for the three groups were used as unmanipulated data alongside the questionnaire. Data collected were analyzed using ANDVA and Regression. Results of the analysis revealed that Psychology students and Special Education students performed better than Guidance and Counselling students significantly. The study also found that seating arrangement and examination anxiety were contributory factors for students` performance in research. Mores, it was recurred that there is no examination, conditions influence on student`s performance in due to gender. The author recommended an itch free examination condition for students during examination in other to help build their interest; confidence and possibly perform better. Similarly, Ikwe (2010) studied the relationship between seating arrangement, nature of supervision and anxiety on students` interest and academic achievement in General Mathematics. The researcher aimed at discovering the extent to which seating arrangement, anxiety and supervision nature could relate with undergraduate interest and academic achievement in University of Uyo. The study design adopted was a descriptive survey type. 368 year one students from three departments formed the study sample. The sample was determined by the number of students who were in school as at the day the researcher visited the University for data collection. Data collected from both the inventory and the Mathematics scores. data were analyzed at 0.05 level of significant using simple linear regression. The results of the findings have it that there is a significant relationship between nature of supervision and students' academic achievement; there is no significant relationship between seating arrangements and students' academic achievement in General Mathematics; there is no significant influence of anxiety on achievement.

Pius (2013) worked on seating arrangement, congested examination and examination anxiety on students' performance among NCE 3 students n Federal College of Education Obudu. The author assessed students using GSE 321 results and a 20 items structured questionnaire with a reliability index of 81. EX-Post facto research design was adopted in this study with 438 students forming the study sample. Data for the study were tested at 05 level of significance using Pearson Product Moment Correlation Coefficient. Results showed that students' achievement and interest are being married by congested examination time table. Also, the study found that seating arrangement has no significant relationship with students' interest and achievement in GSE 321. Congested examination and anxiety all have a significant influence on students' academic achievement.

Uwase (2019) investigated the influence of examination variables on students' academic achievement in COE, Ikot Osurua. The study highlighted examination anxiety, noise pollution, quality of supervision, and seating arrangement as they influence students' academic achievement in General Mathematics. A total of 332 NCE two students were used from five departments of the institution. Ex-Post facto research design was used to guide the study. Examination variables questionnaire with 20 items was used to elicit responses from students Data collected from the EVQ and GSE 222 were analyzed using multiple linear regression. The findings have it that; seating arrangement in GSE 222; quality of supervision has influence in GSE 222 performance; quality of supervision also influence academic achievement. Also, it was reported that noise pollution and examination anxiety though influences students' achievement, but was not significant.

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Moyo (2014) found a significant influence of examination variables of noise pollution and congested examination timetable on students' academic achievement in Bio-123 (Biology Method). Gibson (2009) studied the influence of examination anxiety on students' academic achievement and interest in Research Methods in Ignatus Ajuru University of Education Rumuolumeni, Port Harcourt of River State 198 year four students of both chemistry biology and education management student were used for the study Ex-Post facto research design was used in directing the study. Evidence abound that anxiety is an examination variable that influences both students' academic achievement and aspiration.

Eyo (2012) examined examination anxiety as determinant of students' interest and achievement in financial accounting in Cross River State College of Education, Akamkpa. The study focused on only NCE 2 Business Education students with accounting as an option. 134 students were used following intact class procedure. Ex -Post facto research design was adopted. Data were gathered using examination anxiety questionnaire and the BED 221 results. Data were analyzed using simple linear regression at .05 level of significant. The results revealed that examination anxiety serve as a catalyst to both students' academic interest and achievement in Financial Accounting. The study also has it therefore that, anxiety greatly determine the extent to which students' interest is sustained before and during examination, thereby influencing their academic achievement.

The background provided so far shows that although there is an endorsement that examination variables influences students' academic achievement, it is not clear whether examination anxiety, and seating arrangement among others have any significant influence on undergraduate achievement in Research Method in Cross River State College of Education, Akamkpa.

Statement of the Problem

The study of research method is crucial in all aspect of life. Research in one of the compulsory courses for every student in the higher institution of learning. This underscores its vital recognition in the advancement of science and technology and development of innovative ideas to function effectively in the society. Research by nature ought to have been an interesting subject to students because of its wide application in our daily living and students` interest and academic achievement in the course is supposed to be high or above average yet, the reverse has been the case over the years. Observations have it that poor academic performance in Research Methods has assumed very alarming positions in both undergraduate and postgraduate exams causing a lot of concern across the society over the years. This poor performance in research method, has been of great concern to coordinator of programs, research lecturers, government and students themselves. It has also limited undergraduates` opportunities to offer some professional courses and possibly write proposal for government funding.

Conditions which prevail in the education set-up however discourage good performance in research method. Examination anxiety (phobia for calculation), mode of supervision, noise pollution and seating arrangement have been the commonly noticed examination variables responsible for undergraduates` performance and interest in Research method. Different strategies adopted by lecturers of research methods, government and heads of institutions tend not to substantially address the problem. There is therefore further need to search for possible way to curb students' interest and academic achievement in Research method. The problem of

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this present study put in question is; what is the extent to which examination variables (such as anxiety, and seating arrangement) could influence students' achievement in research method among NCE 2 science education undergraduates.

Purpose of the study

The purpose of this study was to examined the extent to which examination variables could determine NCE 2 science education students of College of Education, Akamkpa academic achievement in Research method. Specifically, the study sought to;

1. Assess the influence of examination anxiety on students' achievement in Research method.

Research questions

One research questions guided the study;

1. In what way dose examination anxiety influence students' achievement in Research method?

Statement of hypotheses

One null hypothesis guided the study;

1. There is no significant influence of examination anxiety on students' achievement in Research method.

Methods

A survey research design was adopted in this study. It is a research approach design to systematically collect data about a group of individuals of the same characteristics through the use of written or oral collection instruments. According to Isangedighi (2012), it is concern with addressing questions about what, why, and how it is happening. The study population consist of 117 NCE 2 science education students of Cross River State College of Education, Akamkpa as shown in table 1. Sampling procedure and Sample. The sampling procedure adopted in this study is known as census. This because researcher studied the entire population of the NCE 2 science education undergraduate of 2023/2024 academic year. Hence, this demand that information be gotten from every member of the population. The sample of this study comprised of 117 students of the School of Sciences, Cross River State College of Education, Akamkpa. The instruments for data collection were Research Method Test (RMT) and Examination Variable Questionnaire (EVQ) with 25 and 15 items respectively. For RMT, each of the items was marked 2 points for correct response which sum up to 50 marks. The RMT as to measure students' achievement in Research method while the EVQ was design to elicit response on how the variables under study could influence their achievement in Research method. EVQ was design using a 4-point Likert type scale for both positively and negatively worded items. However, face and content validation of the instruments was ensured by the supervisor and a measurement expert all in University of Cross River State, UNICROSS. The instruments were administered on the respondents immediately after their Research Examination, hence, the reason for reducing the RMT items to 25. The said instruments were retrieved from the respondents after completion. There were all marked following the allotted marks of 2 marks each for RMT and between 1-4 pints for EVQ. Data collected were analyzed using analysis of variance (ANOVA) and independent t-test at 0.05 level of significance.

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Table 1
Distribution of Science Education NCE2 Undergraduates by Departments and Gender

S/N	Departments	Gender		Total
		Male	Female	
1.	Biology	11	18	29
2.	Chemistry	17	05	22
3.	Mathematics	06	04	10
4.	Physical & Health Education	28	16	44
5.	Physics	09	03	12
Total		67	50	117

Results

Table 1
Regression Analysis of Examination Anxiety on Science Education Undergraduates' Achievement Research Methods

1	**R**	**R-square**	**Adjusted R Square**	**Std. Error of the Estimate**
	.151	.023	,014	9.296

	Source	**sum of square**	**Df**	**mean square**	**f-cal**	**p-values**
1	Regression	231.709	1	231.709	2.296	.104
	Residual	9836.873	115	86.408		
	Total	10188.873	116			

	Unstandardized Coefficients		**Standardized Coefficients**	**t**	**p-values**
	B	**Std. Error**	**Beta**		
(Constant)	33.829	2.215		15.276	.000
Anxiety	.091	.055	.151	1.638	.104

Result not significant at 0.05 level

The results from the analysis show that an R-value of .151 was obtained, giving an R-squared value of .023. This means that about 23% of the total variation in Research Method achievement is accounted for by the influence while the remaining 77% is accounted for by the study. The p-value (.104) associated with the computed f-value (2.682) was greater than the chosen .05. With the results, the null hypothesis which stated no significant influence of examination anxiety on achievement in research methods was not rejected. This means that anxiety has no significant influence on students' academic achievement in Research Method. To determine the contribution of examination anxiety to the prediction of students' achievement, t-test was carried out. The results show that the regression constant (33.829) makes a significant contribution in prediction model. Examination anxiety makes no significant contribution to the prediction of students' academic achievement (t=1.638, p= .104) in Research Method.

Conclusion

Resulting from the findings of the study analysis, it was concluded that examination anxiety among the examination variables is not a good determinant of science education undergraduates' achievement in Research Methods in Cross River State College of Education, Akamkpa.

Cite this article as:
Nsikhe, et. al. (2024). Examination Variables as Determinant of Academic Achievement of Science Education Undergraduates in Research Methods. F*ederal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 68-74.

Recommendations

The following recommendations are made following the study outcome;

1. Lecturers of Research Methods should encourage students to see research like other courses in the tertiary institutions and work toward passing its exams on the average and above
2. Students should be encouraged to learn to promote self-confidence before and during the Research methods Examinations.
3. The fear of not going to perform well in Research Methods Exams due to calculations that may be brought in for assessment should be discouraged.

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Cite this article as:
Nsikhe, et. al. (2024). Examination Variables as Determinant of Academic Achievement of Science Education Undergraduates in Research Methods. F*ederal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 68-74.

Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 75-88.

EXPLORING CORPORATE SOCIAL RESPONSIBILITIES OF FINANCIAL INSTITUTIONS FOR SUSTAINABLE DEVELOPMENT OF EDUCATION IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA.

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Abstract
Epileptic funding of education has been a long-standing challenge inhibiting efforts toward achieving sustainable development of education in Nigeria. Thus, this study investigates the influence of corporate social responsibilities of financial institutions on sustainable development of education in Calabar education zone of Cross River State, Nigeria. Two research questions and hypotheses guided the study. Extant literature review was done based on the sub-independent variables of the study. The study adopted a survey research design to study a population of 189 top management staff of 18 commercial banks in Calabar Education Zone by applying the census sampling approach. A validated researcher's-designed questionnaire titled; "Exploring Corporate Social Responsibilities of Financial Institutions for Sustainable Development of Education Questionnaire" (ECSRFISDEQ) was used for data collection. Using Cronbach Alpha reliability test, a reliability coefficient of .82 was obtained, implying a high consistency level. Descriptive analysis of frequencies, mean and standard deviation was used to answer research questions, while simple linear regression was used to test the null hypotheses at .05 level of significance. The result of the analysis found a significant influence between environmental sustainability initiatives and community involvement of financial institutions on sustainable development of education in Calabar Education Zone of Cross River State. The study concluded that environmental sustainability initiatives and community involvement of financial institutions are key drivers to sustainable development of education in the study area. The study recommended accordingly, that financial institutions should intensify their environmental sustainability intervention programmes by investing more in green infrastructure and renewable energy projects in schools.

Keyword: Corporate, Social, Responsibility, Sustainable Education, Development.

Introduction
Education is one of the most essential social services in every nation that should be given undivided attention in all aspect of its planning, implementation and funding. This assertion holds true because education carries with it an integrative capacity to liberate individuals from the maladies of illiteracy, ignorance, poverty, unemployment, insecurity, and engender inclusive development. Thus, education is a capital intensive and high demand-driven investment that requires a collaborative intervention approach to ensuring effective and efficient achievement of its strategic goals (Ukabi & Enang, 2021; Oche, Ukabi & Odey, 2021; Ukabi, Uba, Ewum &

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Olubiyi, 2023). Accordingly, Nigerian government stated in her major education policy document that the funding of education in the country will be a counterpart responsibility of the federal, state and local governments, and the private sector (Federal Government of Nigeria - FGN, 2014). But in reality, the burden of this responsibility is heavily neglected and shifted to the government, with less or no participation by most private corporate institutions like banks.

The afore stated constitutes a gap, calling the attention of stakeholders to a more inclusive participation involving local communities, individuals, corporate organizations and institutions to effectively fund education for sustainable development purpose. Also, the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends a minimum benchmark of 26% of every nation's fiscal budget should be invested into funding of education annually (United Nations Educational, Scientific and Cultural Organization - UNESCO, 2015). However, despite various intervening policy advocacies and funding initiatives mobilized at various levels, government allocation to education in Nigeria still remains infinitesimal. In fact, Nigerian government have consistently failed to uphold the UNESCO budgetary allocation formula in financing education since its enunciation in 2015, hence, education in the country have witnessed a worrisome trajectory of underfunding over the decades with aftermath implications on the poor quality of education offered to the populace. Thus, the intervention of corporate institutions or organizations toward education development through their Corporate Social Responsibility (CSR) initiatives could be a step in the right direction to step-up educational funding and development, thereby mitigating the negative impact of inadequate funding on educational development and sustainability.

Tracing the historical lens of the concept of Corporate Social Responsibility (CSR) through the United State of America (USA) antecedent shows that the concept originated in the 1950s, but it became prevalent in the early 1970s. At that time, US had lots of social problems like poverty and a huge fall in the exchange rate of their currency (dollar). Corporate social responsibility became a matter of utmost importance for diverse groups demanding a change in the business domain. During the 1980s to 2000, corporations recognized and started accepting a responsibility towards the development of society. CSR focuses on wealth creation for the optimal benefits of all major shareholders including employees, employers, customers, environment and society (Pooja, 2017).

However, Asemah & Olumuji (2013) noted that the goodwill and corporate image of organizations require the instrumentality of corporate social responsibility. This will not only promote productivity and efficient service delivery, but also ensure peaceful co-existence within and outside the immediate host environment. This also applies to educational institutions considering their cardinal role in the development of human capital on one hand and socio-economic development of the society on the other hand. Ibiang (2023), took a cursory look at Corporate Social Responsibility (CSR) to mean an arrangement to enhance the livelihood of a people where environment is exploited for socio-economic activities. Frankental (2018: 96) held that "corporate social responsibility is a vague and intangible term which can mean different things to different people. The author further reiterated that, CSR is a highly subjective concept that does not allow for a universal definition and application. In spite of all these difficulties in defining corporate social responsibilities, the author however sees the concept of CSR as involving the proper conduct of a business in such a way that it is economically profitable, law

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abiding, ethical and socially supportive." According to Ajuluchukwu (2017), to address these aspects of business practices often referred to as corporate social responsibility, practices, rules articulated and implicit are often developed to guide the organization to conduct their services without harming individuals or society as a whole. Since the 1970s, corporations have addressed corporate social responsibility issues in diverse ways.

Looking at financial institutions as a form of corporate institutions, Jombo (2013), refers to financial institutions as companies engaged in the business of dealing with financial and monetary transactions such as deposits, withdrawal, loans, investments and currency exchange. Financial institutions consist of a broad range of business operations within the financial service sector, these include commercial banks, micro finance institutions, insurance companies, brokerage firms and investment dealers. Meanwhile, financial institutions play essential roles in supporting education development in various ways. These roles extend beyond simply providing financial resources, to making targeted efforts toward the advancement and sustainability of education. These efforts include provision of funds either through loans, grants or partnership, scholarships, financial literacy education and awareness creation, promoting entrepreneurship education, supporting research, innovation, community involvement, creation of employment opportunities for school leavers, among others.

Sustainable development of education refers to "initiatives and efforts aimed at improving the quality, accessibility, and inclusivity of education in a way that effectively meets the needs of the present without compromizing its ability to meet the emerging needs of the future generations. These encompasses activities such as infrastructural development, teacher training and development, curriculum innovation, and increasing access to education for the disadvantaged segments in society. Sustainable development of education also embodies mechanisms put in place to improve access to basic education, increase enrollment rates, and enhance the quality of teaching and learning. It entails educational programmes developed to promoting technical and vocational education and training, in order to equip students with practical skills that will enable them address unemployment challenges, and contribute to the well-being of the society. Government also strives to improve access to education through the distribution of free textbooks and the establishment of additional schools and classrooms. Since, governments are unable to provide all the education needs of the citizens, corporate social responsibilities has taken the centre stage globally. In as much as this scenario plays out differently in developed and developing countries, regions and states, the intervention of corporate organizations like financial institutions in the provision of basic educational needs in developing countries like Nigeria has been a welcome initiative and milestone" (Popoola & Egbulefu, 2018: 159).

Furthermore, Pooja (2017) explains that, while other countries are aggressively improving on their educational system and repositioning their economies by leveraging on effective policies and educational reforms that enable them compete favourably in an increasingly knowledge-driven global economy, Nigeria and Cross River State in particular is regrettably moving backward through inadequate funding of the sector. "The situation is aggravated by incessant strike actions on the part of Academic Staff Union of Universities (ASUU), Nigerian Union of Teachers (NUT), among other education-related professional groups" (Praveena & Vijaya, 2015:150).

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Acknowledging the inherent benefits of CSR in gaining competitive advantage, contributing to rounded development and brand building, many corporate brands including banks have channeled considerable resources toward the development of education in their respective host communities, and some have incorporated support for education development as a core part of their respective CSR annual budgets. The broad categories of corporate social responsibility practices according to Nicole (2015), include but not limited to environmental sustainability intervention programmes, community involvement practices, employees' engagement and business involvement. Given the foregoing background, influence of corporate social responsibilities in terms of environmental sustainability intervention programmes of financial institutions, community development services of financial institutions on sustainable development of education in Calabar Education Zone of Cross River State, forms the purview of this academic investigation.

Environmental sustainability intervention programmes refer to organized efforts and initiatives aimed at promoting sustainable practices and mitigating negative impacts on the environment. These programmes are designed to protect natural resources, reduce pollution, conserve biodiversity, and promote the sustainable use of ecosystems. They focus on educating communities, implementing sustainable practices, and fostering policies that align with environmental health and sustainable goals (Cunningham & Cunningham, 2014). Financial institutions can provide funding for projects that focuses on environmental education and awareness creation such as green schools, sustainable campuses, and educational programmes aimed at teaching sustainable concepts. This includes grants, loans, donations, and scholarships specifically tailored towards sustainability initiatives in education (Smith & Green, 2018). Environmental sustainability refers to the responsible and balanced use of natural resources and the preservation of the environment to ensure that the needs of the present generation are met without compromising the ability of future generations to meet their own needs. Revilla, Dodd and Hoover (2021), noted that the most environmentally sensitive practices are based on the premise of the three 'Rs' of environmental management which include reduce, reuse and recycle.

Financial institutions have made considerable attempts to improve educational infrastructure through sustainable intervention programmes. In a study conducted by Adewale, Oluwakemi, & Nwabueze (2023), "the researchers explored how environmental sustainability interventions, particularly focused on green infrastructure and waste management systems, influenced the development of public schools in Calabar Education Zone. Their findings revealed that sustainable building designs, solar panel installations, and waste recycling facilities provided by financial institutions increased the operational efficiency of schools, reduced overhead costs, and enhanced learning environments. The study also demonstrated that these interventions positively impacted students' enrollment and retention rates, suggesting that improved infrastructure encourages a more robust students' participation in education. Based on the findings, it was recommended that financial institutions should expand their focus beyond infrastructure to include environmental education programmes that will further drive sustainable practices among students and educators."

Research conducted by Obot & Emem (2022), "focused on the influence of financial institutions' scholarships tied to environmental sustainability programmes on the academic development of students in the Calabar Education Zone. The study explored how sustainability-focused

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scholarships, awarded to students who demonstrated leadership in environmental projects motivated academic excellence. Additionally, the provision of resource management tools like solar-powered digital libraries and water conservation systems significantly enhanced access to educational resources. Results from the study showed that recipients of these scholarships not only stand out academically but also became ambassadors of sustainability within their schools and communities. Arising from the finding, it was recommended that financial institutions should continue to expand their scholarship programmes, ensuring that sustainability remains a core criterion for eligibility, thus aligning educational achievement with environmental responsibility."

On the other hand, community development services involve collective efforts aimed at improving the well-being and quality of life of individuals within a community. These services are often guided by principles of empowerment, inclusivity, and sustainability. They focus on various areas such as economic development, social inclusion, education, health, and environmental sustainability (Green & Haines, 2015). Community development services are designed to address the specific needs of a community, foster local leadership, and encourage the participation of community members in decision-making processes that concerns the development of their community. The services often include initiatives such as skills development programmes, infrastructure development, public health campaigns, educational projects, among others (Phillips & Pittman, 2015).

A study conducted by Udo-Umoren (2019) to ascertain "interrogating corporate philanthropy in education: The case of Nigeria. The key purpose of the study was to understand how the corporate sector in Nigeria perceives the educational needs of the country and its contributions toward it, and how in turn, researchers may understand the corporate funding status of the country, and its contributions in the overall scheme of global education goals. Finding from the study showed that infrastructural development in the form of construction and renovations of hospitals and community schools, donation of text books, sponsoring sports competitions, and the organization of conferences and seminars were among other CSR activities carried out by corporate organizations to promote community development in Nigeria."

Another study by Chidinma, Chinenye, Nnorom & Igwe (2020), investigated "the strategies for community involvement in the funding of secondary education in Awka South Local Government Area. The study adopted the descriptive survey research design. Four research questions guided the study. The population of the study comprised 18 principals of secondary schools in Awka South Local Government Area. Questionnaire developed by the researcher titled 'Strategies for Community Involvement in the Funding of Secondary Education'(SFCITFSE) was the instrument used for data collection. The instrument was validated by three experts, one in educational measurement and evaluation in Educational Foundations and two from the department of Educational Management and Policy in the Faculty of Education, Nnamdi Azikiwe University Awka. The researcher with the help of eight research assistants distributed and successfully collected all the 18 copies of the questionnaire administered. The research questions were analyzed using the mean. It was found among others, that strategies for involving town union in the funding of secondary education was adequately employed. Based on the findings, it was recommended that workshops and seminars should be

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organized for principals on ways to encourage town unions to attract external investment such as Non- Governmental Organization (NGO)."

However, Ndiyo (2018), carried out a study on "success of community participation in development planning process in Gakenke District in Rwanda. The study adopted a cross-sectional design using both qualitative and quantitative research approaches on a sample of 76 respondents. Quantitative data involved the use of descriptive statistics particularly frequencies, percentages and mean. Findings revealed that the development planning process remains top-down approach, priorities from the community are rarely taken into account and community participation is often used as a word of fantasy wherein the community has no role to play unless and until a comprehensive detailed plan is prepared by the development authority. The needs and priorities from the community are not taken into account as needed to be included into the district development strategy; this situation contributed certainly to the rate of poverty of the district because implemented projects were not responding necessarily to the direct needs of communities. The utilization of community participation tools, empowering people through capacity building for staff and local leaders at all levels of the district, equipping them with knowledge, skills and confidence to address their own needs and advocate on their own behalf and improve their capacity for collective activity for more socioeconomic transformation was strongly advocated for."

The underpinning theoretical framework upon which this study is anchored is the "Triple Bottom Line (TBL) by John Elkington (1994)." This theoretical framework is a critical approach for analyzing the broader impact of corporate activities, particularly in the context of Corporate Social Responsibility (CSR). TBL posits that organizations should commit to focusing on three primary dimensions of performance: Economic (profit), Social (people), and Environmental (planet). This framework expands the traditional business focus on profitability to include considerations of social equity and environmental stewardship, thereby promoting sustainable development. Relating the TBL framework to the corporate social responsibilities of financial institutions, particularly concerning sustainable development of education, the environmental sustainability intervention programmes and community development services emerge as key areas of impact. Financial institutions that integrate TBL into their CSR strategies are likely to invest in programmes that not only contribute to economic growth but also foster social and environmental benefits, like education.

Financial institutions can utilize their resources to support initiatives like green schools and sustainable campuses, aligning with the environmental dimension of TBL. These initiatives contribute to long-term ecological health by reducing carbon footprints, conserving resources, and promoting environmental education, thus preparing future generations to act as stewards of the environment. The social dimension of TBL is addressed through community development services, where financial institutions fund or facilitate educational programmes that enhances community well-being. By supporting initiatives like scholarships, vocational training, and infrastructure development in underprivileged areas, these institutions can help to bridge educational gaps, promote equity, and contribute to the social fabric of communities.

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Statement of the problem

Despite the increasing recognition of the importance of Corporate Social Responsibility (CSR) in fostering sustainable development, the specific contributions of financial institutions to sustainable development of education through environmental sustainability intervention programmes and community development services remain underexplored. Financial institutions have the potential to significantly impact educational outcomes by funding and supporting initiatives that not only promote environmental stewardship but also enhances community well-being. However, there is a gap in understanding how these CSR activities are strategically harnessed, implemented, and their effectiveness in driving sustainable development of education. This study aims to address this gap by investigating the role of financial institutions' CSR efforts in promoting sustainable development of education, focusing on the effectiveness of environmental sustainability intervention programmes and community development services. The findings will provide insights into how these initiatives can be optimized to achieve greater educational impact, thereby contributing to both social equity and environmental sustainability. Hence, the poser, to what extent does environmental sustainability intervention programmes of financial institutions and community development services of financial institutions influence sustainable development of education in Calabar Education Zone of Cross River State.

Purpose of the study

The ultimate purpose of this study was to determine the influence of corporate social responsibilities of financial institutions on sustainable development of education in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study seeks to determine the influence of:

1. Environmental sustainability intervention programmes of financial institutions on sustainable development of education in Calabar Education Zone.
2. Community development services of financial institutions on sustainable development of education in Calabar Education Zone.

Research questions

The following research questions guided the study:

1. To what extent does environmental sustainability intervention programmes of financial institutions influence the sustainable development of education in Calabar Education Zone?
2. To what extent does community development services of financial institutions influence the sustainable development of education in Calabar Education Zone?

Statement of hypotheses

The following null hypotheses were derived from the research questions and tested at .05 level of significance.

$H0_1$: Environmental sustainability intervention programmes of financial institutions has no significant influence on sustainable development of education in Calabar Education Zone

$H0_2$: Community development services of financial institutions has no significant influence on sustainable development of education in Calabar Education Zone

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Methodology

This study adopted a survey research design because the questionnaire was used as the major instrument to collect data from financial institutions in Calabar education zone. Calabar Education Zone of Cross River State lies between latitudes 4° 541 and 5° 451 North of the equator and between longitudes 7° 541 and 8° 551 East of the Greenwich Meridian. The population of the study comprised 189 commercial banks staff at managerial levels drawn from 18 banks within the Calabar Education Zone of Cross River State. These include Zonal Heads and Branch Managers/Heads as well as other management staff of zonal and branch levels. This choice is based on the fact that activities of corporate social responsibilities are initiated and implemented by management staff of financial institutions in Calabar Education Zone. The census sampling was adopted to study the entire population of 189 top management staff of 18 commercial banks in Calabar education zone.

Exploring Corporate Social Responsibilities of Financial Institutions for Sustainable Development of Education Questionnaire (ECSRFISEQ) was used to generated data for the study. The Questionnaire was validated by three experts, one from Measurement and Evaluation and two from Business Education, University of Calabar for both face and content validation. A reliability coefficient of .82 was achieved using Cronbach Alpha reliability technique. The instrument consists of 14 items on a four-point rating scale of "Very Great Extent (VGE = 4points), Great Extent (GE = 3points), Small Extent (SE = 2points) and Very Small Extent (VSE = 1point)". The data generated after the administration of the instrument was coded and analyzed using descriptive statistics of frequencies, mean and standard deviation to answer the research questions, while inferential statistics of simple linear regression analysis was used to test the hypotheses at .05 level of significance.

Results

Research question one

To what extent does environmental sustainability intervention programmes of financial institutions influence the sustainable development of education in Calabar Education Zone? To answer this research question, descriptive statistics were used with a criterion mean score of 2.50. This implies that all items with a mean score of 2.50 and above are rated to have influence on sustainable development of education in Calabar education zone, while all items with mean scores below 2.50 are rated as not having influence on sustainable development of education in Calabar education zone. The result is presented in Table 1.

TABLE 1: Mean and standard deviation analysis of responses to environmental sustainability intervention programmes of financial institutions for sustainable development of education

S/N	Items	N	Mean	S.D	Remarks
1	Item 1	189	2.7937	.96467	VGE
2	Item 2	189	2.7672	.86835	VGE
3	Item 3	189	2.8677	.91003	VGE
4	Item 4	189	2.9153	.79441	VGE
5	Item 5	189	2.8942	.92220	VGE
	Grand Mean	945	2.8954	1.4321	VGE

**Criterion mean = 2.50*

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Result in Table 1 shows that the 5 items measuring for influence of environmental sustainability intervention programmes of financial institutions on sustainable development of education in Calabar education zone were all rated above the criterion mean score of 2.50 with a grand mean of 2.8954. This avails that all the respondents agreed to a very great extent that environmental sustainability intervention programmes of financial institutions influence sustainable development of education in Calabar education zone.

Research question two

To what extent does community development services of financial institutions influence the sustainable development of education in Calabar Education Zone? To answer this research question, descriptive statistics were used with a criterion mean score of 2.50. This implies that all items with a mean score of 2.50 and above are rated to have influence on sustainable development of education in Calabar education zone, while all items with mean scores below 2.50 are rated as not having influence on sustainable development of education in Calabar education. The result is presented in Table 2.

TABLE 2: Mean and standard deviation analysis of responses to community development services of financial institutions for sustainable development of education

S/N	Items	No	Mean	Std Dev.	Remarks
1	Items	189	2.8995	1.08444	VGE
2	Items	189	2.9418	.85166	VGE
3	Items	189	2.9153	.95829	VGE
4	Items	189	2.8466	.82691	VGE
5	Items	189	2.8836	.96602	VGE
	Grand mean	945	3.722	1.4321	VGE

**Criterion mean = 2.50*

The result in Table 2 shows that all the 5 items measuring for influence of community development services of financial institutions on sustainable development of education in Calabar education zone were all rated above the criterion mean score of 2.50, with a grand mean of 3.7922. The result implies that all the respondents agreed to a very great extent that community development services of financial institutions influence sustainable development of education in Calabar education zone.

Hypothesis one

Environmental sustainability intervention programmes of financial institutions has no significant influence on sustainable development of education in Calabar Education Zone. To test this hypothesis, simple linear regression analysis was used, and the result is presented in table 3.

TABLE 3: Simple regression analysis of the influence of environmental sustainability intervention programmes of financial institutions on sustainable development of education

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	444.99	1	444.99	10.26	.000[b]
Residual	8110.449	187	43.37		
Total	8555.439	188			

R = 0.544, Adj R^2 = 0.295

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Result in Table 3 shows that Adj $R^2 = 0.295$, which implies that the variation in the sustainable development of education could be explained using 29.5% contribution of environmental sustainability intervention programmes of financial institutions in Calabar education zone. Thus, 70.5% of the variance in sustainable development of education in calabar education zone could be traceable to the contribution of other extraneous variables to the study. A cursory look at the Analysis of Variance (ANOVA) table, shows that the result ($F=10.26$, $p<.05$). Since p(.008) is less than p(.05), this implies that there is a significant influence of environmental sustainability intervention programmes of financial institutions on sustainable development of education in Calabar education zone. Hence, the null hypothesis is rejected, while the alternate hypothesis is upheld.

Hypothesis two

Community development services of financial institutions has no significant influence on sustainable development of education in Calabar Education Zone. To test this hypothesis, simple linear regression analysis was used, and the result is presented in Table 4.

TABLE 4: Simple regression analysis of the influence of community development services on sustainable ddevelopment of education

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	367.90	1	367.90	8.399	$.000^{b}$
Residual	8187.539	187	43.78		
Total	8555.439	188			

$R = 0.654$, Adj $R^2 = 0.427$

Result in table 4 shows that Adj $R^2 = 0.427$, which implies that the variation in the sustainable development of education could be explained using 42.7 % contribution of community development services of financial institutions. Thus, 57.3% of the variance in sustainable development of education in calabar education zone could be traceable to the contribution of other extraneous variables to the study. A cursory look at the Analysis of Variance (ANOVA) table, reveals that the result ($F= 8.999$, $p<.05$). Since p (.000) is less than p (.05), this implies that there is a significant influence of community development services of financial institutions on sustainable development of education. Hence, the null hypothesis is rejected, while the alternate hypothesis is upheld.

Discussion of findings

Environmental sustainability intervention programmes of financial institutions on sustainable development of education in Calabar Education Zone.

The finding of the study in this facet revealed that environmental sustainability intervention programmes of financial institutions significantly influence sustainable development of education in Calabar Education Zone. This implies that every effort made by financial institutions toward maintaining a clean and healthy school environment will impact positively on the achievement of sustainable development of education in the study area.

The finding in this aspect of the study is in conformity with that of Adewale, Oluwakemi, & Nwabueze (2023), who "explored how environmental sustainability interventions, particularly

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focused on green infrastructure and waste management systems influenced the development of public schools in the Calabar Education Zone. Their findings revealed that sustainable building designs, solar panel installations, and waste recycling facilities provided by financial institutions increased the operational efficiency of schools, reduced overhead costs, and enhanced learning environments. The study also demonstrated that these interventions positively impacted students' enrollment and retention rates, suggesting that improved infrastructure encourages effective student participation in education." Corroborating with the finding, Obot & Emem (2022), focused on the "influence of financial institutions' scholarships tied to environmental sustainability programmes on the academic development of students. The study explored how sustainability-focused scholarships awarded to students who demonstrated leadership in environmental projects motivated academic excellence. Additionally, the provision of resource management tools like solar-powered digital libraries and water conservation systems significantly enhanced access to educational resources. Results from the study showed that recipients of these scholarships not only excelled academically, but also became ambassadors of sustainability within their schools and communities. Thus, aligning educational achievement with environmental responsibility was seen to be a sure way of achieving environmental sustainability of schools and communities.

Community development services of financial institutions on sustainable development of education in Calabar Education Zone.

The finding in this aspect of the study shows that community development services of financial institutions significantly influence sustainable development of education in Calabar Education Zone. This finding is supported by the study of Chidinma, Chinenye, Nnorom & Igwe (2020), that "investigated the strategies for community involvement in the funding of secondary education in Awka South Local Government Area, and found that strategies for involving town union in the funding of secondary education was adequately employed. Based on the findings it was recommended that workshops and seminars should be organized for principals on ways to encourage town unions to attract external investment such as Non- Governmental Organizations (NGOs)." The finding of the study underscores the importance of participatory funding of education in achieving sustainable development of education. The study of Ndiyo (2018), who carried out research on "success of community participation in development planning process in Gakenke District in Rwanda, is in sharp contrast with the finding of this study. The study by Ndiyo adopted a cross-sectional design using both qualitative and quantitative research approaches on a sample of 76 respondents. Quantitative data involved the use of descriptive statistics particularly frequencies, percentages and mean. Findings revealed that the development planning process remains top-down approach, priorities from the community were rarely taken into account and community participation was often used as a word of fantasy wherein the community has no role to play unless and until a comprehensive detailed plan is prepared by the development authority. The needs and priorities from the community were not taken into account as needed into the district development strategy; this situation contributes certainly to the rate of poverty of the district because implemented projects were not responding necessarily to the direct needs of the communities."

Concluding thoughts

This study explored the Corporate Social Responsibilities (CSR) of financial institutions in the sustainable development of education in Calabar Education Zone of Cross River State, Nigeria,

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focusing on environmental sustainability intervention programmes and community development services of financial institutions. The findings revealed that financial institutions play a pivotal role in promoting sustainable development of education through these CSR activities. Environmental sustainability initiatives, such as eco-friendly infrastructure in schools and energy-efficient projects contribute to creating a conducive learning environment. Additionally, community development services, including scholarships, infrastructure development, and educational outreach, significantly enhances educational access and quality. The sub-variables under consideration shows that CSR activities of financial institutions are integral to the sustainable development of education in the region, thus, advocating for continuous improvement in CSR in order to enhance sustainable development of education as a strategic means of achieving the SDGs advocacy.

Recommendations

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

1. Financial institutions should intensify their environmental sustainability intervention programmes by investing more in green infrastructure and renewable energy projects in schools. This will further improve the educational environment and reduce the ecological footprint of educational institutions.
2. Financial institutions should broaden their scope of community development services to include more scholarships, infrastructure support, and educational resources, targeting underserved schools and communities to bridge the gap in educational equity.
3. Financial institutions should collaborate more with government agencies, non-governmental organizations (NGOs), and educational institutions to create a comprehensive CSR strategy that align with national and regional educational development goals, ensuring that interventions are well-coordinated to meet targeted objectives.

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Cite this article as:
Jonathan, et. al. (2024). Exploring Corporate Social Responsibilities of Financial Institutions for Sustainable Development of Education in Calabar Education Zone of Cross River State, Nigeria. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 75-88.

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Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 89-97.

INFLUENCE OF FAMILY AND TECHNOLOGY-RELATED FACTORS ON THE ACADEMIC INTEREST OF SENIOR SECONDARY SCHOOL STUDENTS IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA.

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Abstract
This study aims to investigate the influence of family and technology-related factors on the academic interest of Senior Secondary School Students in Calabar Education Zone of Cross River State, Nigeria. To achieve this purpose, two research questions and two null hypotheses guided the study. A correlation survey research design was adopted. The population of the study comprised all the 2,735 Senior Secondary School Two (SSS2) students in the zone. The sample of the study was 213 respondents which was determined using Taro Yamane sampling method. The research instrument used for data collection was a researcher-developed questionnaire of Senior Secondary Students Academic Interest Questionnaires (SSSAIQ) which was face validated by experts in Educational Test and Measurements department of the university of Calabar, Calabar. Cronbach's Alpha was used to test the reliability coefficient and 0.88 and 0.94 were obtained. The findings of the study based on the research questions formulated was that, there exists a strong impact of family influence on students' academic interest. Also, that digital resources like educational apps, positively impacted students' interest, and excessive social media which involves the use of technology negatively affected academic motivation. Based on the findings it was recommended among others that the management of schools should implement program aimed at educating parents about their roles in supporting their children's education in Calabar Education Zone of Cross River State, Nigeria.

Keyword: Influence of family, Technology related factors, Academic interest & Senior Secondary School Students.

Introduction
Academic engagement, achievement, and future success of every student or learner can be influenced by various factors. This can be done by either student's intrinsic motivation to learn, their enjoyment of the learning process and their desire to excel in academic pursuit (Akinsoluyo et al, 2019). However, research suggest a decline in academic interest among senior secondary school students in various region, including Nigeria and Calabar Education Zone Area in particular (Shittu, 2015; Afolay, 2018; Adeneye, 2023).

A student's family related factors encompassing family income, parental education level and access to learning resources, can significantly influence academic interest. A study by Ayodele (2020) found that students from lower-income family demonstrate lower academic interest

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compared to their counterpart from wealthier backgrounds. This could be attributed to limited access to educational materials, ineffective learning environment at home and the pressure to contribute to household income hindering academic focus (Esambe & Ajaji 2018). Uche et al (2018) found out from their study that students with parents who had higher level of education exhibited greater academic interest than their counterparts with parents who were illiterates or with lower academic attainment. This might be due to more stimulating environment, parental support for activities and higher educational expectations from better educated parents (Asledu & Agyapong 2021).

Technology related factors such as availability, affordability and effective utilization of educational technologies (like; computers, smart phones, tablets, projectors, smart screen, assistive technologies, etc.) can significantly impact students' academic engagement; while limited access to technology can hinder their ability to research, access educational resources, and participate in online learning activities. A study Owolabi et al. (2023) showed that the effective integration of technology into teaching and learning increased student's engagement and academic interest. However, responsible use of technology is advised as excessive exposure to screens could cause distraction and lead to decreased attention span, reduced focus, and a decline in academic work (Smith & Johnson, 2023). Social media platforms and online games can be highly distracting, diverting students' attention away from their studies and reducing their motivation to engage in academic tasks. The quality and relevance of online educational resources can influence students' academic interest. If students cannot find reliable and engaging content, they may become disengaged and frustrated.

Students in senior secondary school across Nigeria, including Calabar Education Zone of Cross River State are increasingly demonstrating a lack of academic interest. This decline in interest tends to result in poor academic performances in both internal and external examinations, thereby hindering their future prospects. This also accounts for many acts of examination malpractice and desperation moves in order to pass internal and external examinations. Many efforts by stakeholders like the government, school management, teacher, parents and concerned bodies have failed to yield sustainable and replicable solutions to the issue. While the reason for this situation could likely be multifaceted, a clear understanding of the contributing factors is currently lacking. Since the search for lasting solution is still on, the need to empirically address the gap by exploring the various factors that are responsible for the situation cannot be over emphasized. Thus, the researcher seeks to answer the question, to what extent does family and technology related factors serve as determinants of academic interest among senior secondary school students in Calabar Education Zone of Cross River State.

The family's educational level has a profound impact on a child's academic achievement and interest. Research has consistently shown that children from families with higher educational qualifications tend to perform better academically and have higher academic aspirations and interest (Adewale, 2017). This is because educated parents are more likely to provide a supportive learning environment, have high expectations for their children and be involved in their children's education (Oladeji, 2018). In Nigeria, studies have shown that family educational level is a significant predictor of students' academic interest (Adebayo 2019). Furthermore, research has shown that the impact of family educational level on academic interest is intergenerational (Akinbote, 2019). Children from families with higher educational levels are

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more likely to pursue higher education and have higher academic aspirations and interest (Oyedele 2018).

Adewale (2017) examined the Parental Education and Academic Achievement of Students in Nigeria in Secondary school students in Lagos State, Nigeria. A Sample size of 300 students using questionnaire for data collection and Regression analysis for data analysis. The result showed that positive significant relationship was found between family educational level and students' academic achievement.

Another key family-related factor that influence students' academic interest is parental involvement. Researches have shown that when parents are actively involved in their children`s education, they tend to have higher level of academic motivation and interest. Parents who show interest in the schoolwork of their wards, attend parent-teacher meetings, and provide supportive learning environment at home, can positively impact their wards attitude towards learning. Johnson (2021), found out that parental involvement was associated with higher academic interest across all socio-economic levels. The study reported that, on average, parental involvement accounted for approximately 10-15% of the variance in student outcomes. A similar study by Fan & Chen (2021), examined parental involvement in homework assistance and reported that approximately 80% of parents surveyed helped their children with homework regularly. This high percentage highlights the importance parents place on supporting their children's learning outside of school hours.

In the contemporary educational world, technology plays a pivotal role in fostering students' academic interest. The integration of technology in teaching and learning processes has been linked to increased student engagement, improved academic performance, and enhanced learning experiences. The access to information is a fundamental practice that has gained significant attention in the contemporary world. The ability to obtain and process information is crucial for individual empowerment, social development, and economic growth. Several technology-related factors such as, access to technology (computers, tablet, internet, etc.), use of educational technology (online learning platform, digitals tools), digital literacy skills (ability to find, evaluate and use information online) and use of technology for communication and collaboration with peers and teachers.

Access to technology has become a crucial factor in determining the quality of education in today's digital age. It is essential for providing students with the skills they need to succeed in the digital age. However, there are still significant disparities in access to technology, particularly for marginalized groups. Krueger (2018) found that students from low-income families had less access to technology than their peers from more affluent families. Interactive learning environments created by technology have been shown to boost students' academic interest. Interactive whiteboards, educational software, and multimedia resources provide students with opportunities to explore concepts in a more engaging and interactive way (Kebritchi et al., 2020).

Personalized learning facilitated by technology is another factor that can enhance students' academic interest. With the help of adaptive learning platforms and educational apps, teachers can tailor instruction to meet individual students' needs and learning styles (Johnson, 2021). This

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personalized approach can help students stay engaged in the learning process and feel more interested to learn. The use of educational technologies and online learning platforms has transformed the teaching and learning experience in the digital age.

Technology tools such as Google Docs, wikis, and discussion forums allow students to work together on projects from anywhere in the world (Buckingham Shum and Williams, 2016). With the vast amount of information available online, students have unprecedented access to resources that can help them deepen their understanding of complex concepts (Chen et al., 2014). Moreover, digital libraries and e-books offer convenience and flexibility for students who may not have easy access to physical textbooks or libraries. Paul, et al (2020) examined the effect of educational technology on student engagement and learning outcomes of students in higher education. Sample size of 500 students from 10 universities, and an online survey was used for data collection, with descriptive statistics and regression for data analysis. The result showed that the use of educational technology was found to improve student engagement and learning outcomes.

Digital literacy skills refer to the ability to effectively and critically navigate, evaluate, and create information in digital environments. They are essential for navigating the digital world and accessing information, services, and opportunities (Wagner, 2018). Digital literacy skills include technical skills, information literacy skills, and critical thinking skills. Digital literacy skills are critical for academic success, workforce development, and lifelong learning. They can bridge the digital divide and promote social inclusion. A study conducted by Wagner (2018) focused on investigating the relationship between digital literacy skills and academic interest. It covered students in grade K-12 with a sample size of 2000 students from 40 schools. The research employed Standardized test score and survey questionnaire for data collection. Data were analyzed using descriptive statistics and regression analysis. The findings of the study shows that students with strong digital literacy skills tend to perform better academically.

Indeed, technology has revolutionized the way people communicate and collaborate, and its impact on education has been significant. Interactive educational tools, such as educational apps, simulations, and multimedia resources, have been shown to provide students with more engaging learning experiences than traditional method. These technologies can capture students' attention and stimulate their curiosity, leading to a deeper understanding of academic concept. Multimedia resources like videos and animations can help students visualize abstract concepts and make learning more enjoyable. Moreover, interactive technologies can cater to different learning styles and preferences. For example, visual learners can benefit from multimedia resources like videos and diagrams, while kinesthetic learners can engage with interactive simulations that allow them to manipulate objects in a virtual environment (Kolb and Frye, 2015). Furthermore, interactive technology can facilitate collaboration among students by enabling real-time communication and group projects.

Method

This study adopted a correlation survey research design with study area in Calabar Education Zone of Cross River State, Nigeria. Two research questions and two null hypotheses were formulated to guide the study. The population of the study comprised of all the 2,735 Senior Secondary School Two (SSS2) students in the zone. The sampling techniques adopted for the

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study was simple random and accidental sampling techniques. Out of 79 public secondary schools in Calabar Education zone, ten (10) were randomly selected through a lottery method. In each of the sampled schools the senior secondary school two (SS2), twenty-one (21) students who were members of the class from any unit were selected. The sample of the study was 213 respondents which was determined using Taro Yamane. The research instrument used for data collection was a researcher-developed questionnaire of Senior Secondary Students Academic Interest Questionnaires (SSSAIQ) which was face validated by experts in Educational Test and Measurements department of the University of Calabar. Cronbach's Alpha was used to test the reliability coefficient and 0.88 and 0.94 were obtained. Data collected through the questionnaire were scored, coded and analyzed using simple linear regression, particularly, the correlation coefficient (R), coefficient of determination and regression ANOVA which was used to test all the hypotheses at 0.05 level of significance.

Results

Data for testing the hypotheses were analyzed using simple linear regression.

Hypothesis one: Family-related factors do not significantly contribute to students' academic interest.

Table 1: Simple linear regression analysis of the contribution of family-related factor to students' academic interest

		Students' Academic Interest (SAI)	Family-Related Factor (FRF)	R	R^2
Pearson Correlation	Students' Academic Interest (SAI)	1.000	.722	0.722	0.522
	Family-Related Factor (FRF)	.722	1.000		
Sig. (1-tailed)	SUMSAI	.	.000		
	SUMFRF	.000	.		
N	SUMSAI	213	213		
	SUMFRF	213	213		

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1038.124	1	1038.124	229.975	.000
	Residual	952.468	211	4.514		
	Total	1990.592	212			

a. Dependent Variable: Students' Academic Interest (SAI)

b. Predictors: (Constant), Family-Related Factor (FRF)

The result in the table above shows that when the scores from students' responses on family-related factor were correlated with the scores from their responses on academic interest, a correlation coefficient (R) of .722 with a coefficient of determination (R^2) of .522 were obtained from the analysis. The correlation coefficient of .722 signifies that there exists a highly positive relationship between family-related factor and students' academic interest. The coefficient of determination (R^2) of .522 implies that family-related factors contribute to 52.2% changes in

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students' academic interest. Further analysis revealed that family-related factors significantly contribute to students' academic interest, (F (1, 211) = 229.975, Sig. = .000). This is because the associated probability (sig.) value of .000 when compared with 0.05 level of significance for testing the hypothesis was found to be significant because .000 is less than 0.05 ($p < .05$). Therefore, the null hypothesis one (HO_1) was rejected, and the inference drawn is that family-related factors significantly contribute to students' academic interest.

Hypothesis two: Technology-related factors do not significantly contribute to students' academic interest.

Table 2: Simple linear regression analysis of the contribution of technology-related factor to students' academic interest

		Students' Academic Interest (SAI)	Technology-Related Factor (TECHRF)	R	R^2
Pearson Correlation	Students' Academic Interest (SAI)	1.000	.591	0.591	0.350
	Technology-Related Factor (TECHRF)	.591	1.000		
Sig. (1-tailed)	SUMSAI	.	.000		
	SUM TECHRF	.000	.		
N	SUMSAI	213	213		
	SUM TECHRF	213	213		

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	696.138	1	696.138	113.473	.000
	Residual	1294.454	211	6.135		
	Total	1990.592	212			

a. Dependent Variable: Students' Academic Interest (SAI)
b. Predictors: (Constant), Technology-Related Factor (TECHRF)

The result in the above table shows that when the scores from students' responses on technology-related factor were correlated with the scores from their responses on academic interest, a correlation coefficient (R) of .591 with a coefficient of determination (R^2) of .350 were obtained from the analysis. The correlation coefficient of .591 shows that there exists a moderately positive relationship between technology-related factor and students' academic interest. The coefficient of determination (R^2) of .350 implies that technology-related factors contribute to 35.0% changes in students' academic interest. Further analysis also revealed that technology-related factors significantly contribute to students' academic interest, (F (1, 211) = 113.473, Sig. = .000). This is because the associated probability (sig.) value of .000 when compared with 0.05 level of significance for testing the hypothesis was found to be significant because .000 is less than 0.05 ($p < .05$). Hence, the null hypothesis three (HO_2) was rejected, and the inference drawn is that technology-related factors significantly contribute to students' academic interest.

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The findings obtained in the study are discussed based on the research question formulated for the study.

Findings:

Family-Related Factors and Students' Academic Interest

This study found that teacher-related factors contribute to 48.1% changes in students' academic interest. Thus, it was further revealed that teacher-related factors significantly contribute to students' academic interest. This means that there exists a strong impact of family influence on students' academic interest. This could be so because family environments are pivotal in shaping students' attitudes towards learning, as they provide emotional, financial, and motivational support which can either foster or hinder academic interest. Parental involvement, such as encouraging learning, creating a conducive study environment, and setting high academic expectations, often contributes positively to students' interest. Conversely, challenges like lack of support, low socio-economic status, or negative parental attitudes toward education can adversely affect a student's academic motivation.

The finding is in agreement with the findings of some previous studies. For instance, Smith et al. (2023) reported that students with parents who actively engage in their education exhibited higher academic interest and performance. Similarly, Ahmed and Wills (2022) revealed that socio-economic stability within families enables access to resources that enhance students' interest in learning. The finding is also in line with the finding of another recent investigation by Baker and Lee (2024), which showed that parental education levels and positive reinforcement substantially impact academic enthusiasm in secondary school students, thus reinforcing the substantial effect of family-related factors.

Technology-Related Factors and Students' Academic Interest

The study also found that technology-related factors contribute to 35.0% changes in students' academic interest. Further analysis also revealed that technology-related factors significantly contribute to students' academic interest. This suggests that technology has a notable but slightly lesser impact compared to family and teacher factors. This can be true because technology offers students access to interactive and engaging learning resources that can enhance interest in academic activities. However, excessive or unregulated use of technology for entertainment rather than educational purposes may detract from academic focus, leading to a complex relationship between technology use and academic interest.

This finding is consistent with the findings of some previous scholars. For example, the finding is in consonance with that of Brown and Ahmed (2023) who reported that technology use in classrooms, when managed well, can increase students' engagement and interest in learning. Similarly, the finding is in tandem with that of Kang and Zhang (2022) which showed that digital resources like educational apps, positively impacted students' interest. On the other hand, Parker and Hughes (2021) found that excessive social media which involves the use of technology negatively affected academic motivation. Moreover, Foster and Nguyen (2024) indicated that while technology can support learning, without adequate guidance, students may be distracted, thus reducing their academic interest.

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Conclusion:

From the findings, it was concluded that the family and technology related factors contribute significantly to students' academic interest. These results stress the crucial roles that family support, engagement, and responsible technology use play in fostering students' academic interest.

Recommendations.

Based on the finding from the study, the following recommendation were projected.

1. Management of schools should implement program aimed at educating parents about their roles in supporting their children's education. Workshop or seminar could be organized to equip parents with skills necessary for providing academic support
2. Management of schools should implement mentoring programs where teachers can support students beyond academic content, fostering a supportive environment for growth and motivation.
3. School authorities should implement guidelines to help students balance educational and recreational technology use, minimizing distractions and promoting focus on academic content.

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Cite this article as:
Offiong, et. al. (2024). Influence of Family and Technology-Related Factors on the Academic Interest of Senior Secondary School Students in Calabar Education Zone of Cross River State, Nigeria. *Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR), 1(1)* 89-97.

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Federal Polytechnic Ugep Journal of Innovation and Research (FPUJIR)
Maiden Edition
www.fpujournal.com
Volume 1; Issue 1; April 2024; Page No. 98-110.

INSTITUTIONAL MANAGEMENT PRACTICES AND POSTGRADUATE STUDENTS' ACADEMIC COMMITMENT IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH NIGERIA.

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Abstract
This study examined the relationship between Institutional Management Practices and Postgraduate Students' Academic Commitment in Federal Universities in South-South Nigeria. It was guided by two research questions and tested two null hypotheses. A descriptive survey research design was employed, and the stratified sampling technique was used to select participants. The study population comprised 2,097 postgraduate students across six federal universities in South-South Nigeria. A sample of 600 postgraduate students was proportionately drawn from these institutions. The instrument for data collection was a questionnaire titled "Institutional Management Practices and Postgraduate Students' Academic Commitment Questionnaire (IMPPSACQ)." Its validity was assessed by three experts in Educational Management and Measurement and Evaluation at the University of Calabar. The questionnaire was based on a 4-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), scored as 4, 3, 2, and 1, respectively. Reliability testing using Cronbach's Alpha produced indexes of 0.81 and 0.86. Data analysis involved mean and standard deviation to address the research questions, while Pearson Product-Moment Correlation Analysis tested the hypotheses at a 0.05 significance level. Findings indicated a statistically significant relationship between leadership style, facility maintenance, and postgraduate students' academic commitment. The study concluded that effective institutional management practices, particularly participatory leadership and improved facility maintenance, significantly enhance postgraduate academic commitment. It recommended regular leadership training for administrators, emphasizing transformational and participatory leadership approaches to foster a supportive environment that motivates postgraduate students to remain committed to their academic pursuits.

Keyword: Management Practices, Leadership Style, Facilities Maintenance, Postgraduate Students', Academic Commitment, South-South Nigeria.

Introduction
Public universities in Nigeria are state-funded institutions. They are established to provide both undergraduate and postgraduate programs, advance research to expand knowledge, and deliver community services. Beyond academics, they are also responsible for nurturing innovation, intellectual development, and promoting social responsibility geared toward national development. Universities, as tertiary institutions, are expected to, among other things, equip their graduates with the necessary knowledge and skills for empowerment and self-reliance. They also play a vital role in addressing the nation's manpower needs (Obona et al., 2024; Obona,

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Andeshi, & Udang, 2023). Postgraduate programs meant for post graduate students are essential to these universities as they offer advanced academic and professional degrees, such as master's and doctoral qualifications. Postgraduate students in these institutions are those who have completed their undergraduate studies and are pursuing further specialization through higher degrees. Their primary role is to conduct advanced research, contribute to the body of academic knowledge, and enhance the intellectual contributions of the university to the knowledge bank. These students also engage in learning, scholarly publications, and innovation, that make them integral to the university's mission of knowledge generation and addressing key societal issues.

The cost of pursuing a postgraduate program in the midst of current economic challenges is substantial, requiring significant investments of time, energy, and financial resources. Given these substantial expenditures, it is crucial for postgraduate students to maximize their efforts and commitment to their studies in order to derive the best possible outcomes and justify their heavy investment in the programme. Student academic commitment refers to the dedication and effort students put into achieving their academic goals, characterized by their motivation, determination, self-discipline, and effective time management. For postgraduate students, such commitment can be measured by: effective time management, active engagement with academic resources such as libraries and faculty mentorship, research initiative, ability to complete required task and persistence in overcoming challenges, among others. For postgraduate students, strong research initiative is a core responsibility. It helps students to explore new ideas, generate knowledge to builds critical thinking, problem-solving, and innovation skills. Specifically, in some universities, research output is one of the requirements to successfully completing the post graduate program. Many researchers believe that these elements reflect the student's attitude towards learning, ability to handle academic pressures, and determination to succeed despite setbacks (Abd-El-Fattah & Shaalan, 2020; De La Fuente et al., 2021; Paulsen and Betz, 2019).

Maintaining commitment to their studies is essential for post graduate student in achieving academic excellence, advancing knowledge, and successfully completing their programs in set time. However, there are notable concerns over the decreasing commitment levels among postgraduate students in public tertiary institutions in Nigeria. For example, experts complain about high rate of withdrawals from post graduate programmes, delays in completing dissertations or theses which highlight lack of consistent research engagement and poor time management, as well as low attendance at academic events such as seminars and workshops (Jeremiah, 2022; Owusu, 2020; Afolabi, 2019; Abdulkareem & Adepoju, 2021). Research revealed that several factors contribute to this decline, including poorly equipped laboratories, institutional neglect, inadequate supervision, insufficient research facilities, funding issues, lack of motivation, poor infrastructure, and administrative bottlenecks (Ige, 2013; Ojo and Olusola, 2019; Odia & Omofonmwan, 2007; Jeremiah, 2022). Furthermore, Ngene & Obona (2024) highlight that numerous school libraries and laboratories are inadequately equipped with essential resources to support teaching and learning.

The situation is similar in Federal Universities in South-South Nigeria, where many postgraduate students no longer exhibit behaviors indicative of dedication to their programs. A significant number of students discontinue their studies due to insufficient academic support and personal difficulties. Additionally, poor time management, often caused by excessive engagement in social media activities, coupled with low attendance at lectures, further highlights the decline in

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commitment. These factors collectively contribute to the students' inability to maintain the focus and discipline required for successful postgraduate studies.

While it is true that postgraduate students' commitment to their studies has significantly declined, one potential solution to this issue could be the improvement of institutional management practices. Institutional management practices in the context refer the organized methods, strategies, and processes used by educational organization to efficiently manage, direct, and oversee its resources and operations. These practices aim to foster students' personal development, intellectual growth, and skills acquisition. As a result, these practices can significantly influence postgraduate students' commitment to their academic work, either positively or negatively. This is in line with the view of Obona et al. (2023) that the success or failure of any program depends significantly on its effective and efficient management.

They include tasks such as planning, organizing, staffing, leading, and supervising different functions to meet institutional objectives. According to Yellowe & Nwuke (2024), institutional management practices encompass various aspects, including curriculum development, teaching and learning strategies, student support services, and institutional policies and regulations. Obona et al. (2023) emphasize that the success of any organization, including the school system, hinges on the availability and efficient management of both human and material resources. Difoni et al. (2024) define management practices as the strategies and actions adopted by educational administrators to manage staff effectively and enhance their performance. Well-implemented institutional management practices are vital for sustaining organizational stability, boosting productivity, and driving ongoing improvement. These management practices also include recruitment, selection, communication, interpersonal relationships, performance evaluation systems, research and innovation support, and work-life balance initiatives (Onodugo in Yellowe & Nwuke, 2024; Difoni et al., 2024). However, this study will focus specifically on the dimensions of institutional management practices related to leadership style and facilities maintenance.

Leadership Style and Postgraduate Students' Academic Commitment

Leadership styles are key in shaping the dynamics of institutions and organizations. In higher education institutions, effective leadership can boost students' motivation, engagement, and performance, while ineffective leadership may lead to disengagement and diminished commitment. Leadership style in the academic context refers to the approach supervisors or school administrators adopts to influence students' dedication to their academic pursuits. Key Leadership style identified in the literature include transformational, transactional, autocratic, democratic, and laissez-faire (Zhong, 2024). Postgraduate students often face complex academic challenges and require advanced mentorship to have their academic commitment shaped by the Leadership style of their supervisors or school administrators.

Several studies have revealed that Leadership style such as transformational, transactional, empowering and supportive Leadership style correlated with higher student engagement and commitment (Avolio & Bass, 2019; Zhong, 2024; Adewale & Ekanem, 2021). Similarly, Obona et al. (2024) found that digital communication, empowering leadership, and supervisory strategies are statistically significant in enhancing teachers' commitment in the study area. On the

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other hand, Ng and Tan (2020) found that laissez-faire leadership negatively affected academic commitment due to insufficient guidance.

Facilities maintenance and postgraduate students' academic commitment

Facilities maintenance within the school system involves a systematic approach to keeping physical structures and resources in good condition, ensuring a safe and functional learning environment for students and staff. According to Morris (2020), the process of facilities management includes regular inspections, preventive measures, and necessary repairs for buildings, classrooms, laboratories, libraries, and outdoor areas. Effective maintenance is crucial for enhancing students' academic performance and commitment by providing a safe and supportive learning environment. Similarly, research has confirmed that preventive, corrective, routine maintenance, and management of educational facilities significantly enhance students' engagement and commitment to their studies (Obona et al., 2021; Adeyemi & Akinsola, 2018; Mok & Zain, 2021; Baker & Baker, 2022).

In a study Zurainan et al (2021) study, emphasize the critical role of facilities management in educational institutions. They highlight that effective management of facilities can significantly influence students' learning experiences and academic performance. Similarly, Sidi (2019) conducted a study to investigate the impact of school facilities on the motivation and academic achievement of senior secondary school students in Nigeria's Northwest zone. Using a descriptive research design, the study focused on a purposive sample of 50 students from three of the six states in the region. Data were collected using a questionnaire titled "Opinion of Teachers and Students on the Impact of School Facilities" (OTSISF). The findings revealed a significant relationship between the quality of school facilities and students' motivation as well as their academic achievement. In his 2019 study, Olugbenga aimed to determine the impact of school facilities on the academic performance of secondary school students in Kaduna State, Nigeria. The study was driven by two key objectives: examining the influence of school facilities on students' academic performance and identifying how poorly maintained school buildings affect learning. A descriptive survey design was used, sampling 100 students from 10 secondary schools in the state. Data was collected using a questionnaire and analyzed with descriptive statistics, including frequency, percentage, and mean. The findings revealed that inadequate or poorly maintained school facilities negatively impact both students' academic performance and teachers' effectiveness.

Studies focusing on institutional management practices and students' academic commitment within higher education settings have explored how these management practices impact student commitment in different cultural, economic, and political context. However, there is a noticeable gap in the literature related to the relationship between institutional management practices and postgraduate students' academic commitment in federal universities in South-South Nigeria. This study is undertaken to fill the gap.

Statement of the Problem

Postgraduate students' academic commitment is essential for their success in higher education and their future contributions to society. Strong academic commitment helps students navigate the challenges of postgraduate education, which relies heavily on independent study, critical thinking, and extensive research. Students who are dedicated to their academic pursuits are more

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likely to complete their degrees on time and make meaningful contributions to their fields. Key indicators of academic commitment include active participation in academic activities and research projects, timely completion of assignments, regular class attendance, and effective use of learning resources such as libraries and online databases.

Conversely, there are clear signs of poor academic commitment among postgraduate students. The researchers noted cases of prolonged durations in completing theses or dissertations among many postgraduate students. Additionally, many habitually absent themselves from attending lectures, seminars and workshops which are crucial learning opportunities. They are also cases of poorly written assignments, especially those submitted late or not at all, all of these reflect a lack of commitment to academic responsibilities. These behaviors if not eliminated can hinder academic success and compromise the quality of research conducted by postgraduate students.

Despite efforts by the Nigerian government and university administrators to enhance university education such as improving facilities, updating resources, and fostering conducive learning environments, poor academic outcomes among postgraduate students persist. While these initiatives are commendable, they have not resulted in improved academic commitment. This raises concerns about whether institutional management practices can effectively enhance the academic commitment of postgraduate students, ultimately enabling them to become solution providers for societal challenges. Thus, this study aims to investigate the relationship between institutional management practices and postgraduate students' academic commitment in federal universities in South-South Nigeria.

Purpose of the study

The main purpose of the study was to examine relationship between institutional management practices and postgraduate students' academic commitment in federal universities in South-South Nigeria. Specifically, the study sought to investigate the relationship between:

1. Leadership style and postgraduate students' academic commitment in federal universities in South-South Nigeria.
2. Facilities maintenance and postgraduate students' academic commitment in federal universities in South-South Nigeria.

Research questions

These research questions were raised to guide the study:

1. What are postgraduate students' perceptions of Leadership style in relation to their academic commitment in federal universities in South-South Nigeria?
2. What are postgraduate students' perceptions of facilities maintenance in relation to their academic commitment in federal universities in South-South Nigeria?

Statement of hypothesis

The following null hypotheses were formulated to guide the study:

1. Leadership style does not relate significantly to postgraduate students' academic commitment in federal universities in South-South Nigeria.
2. Facilities maintenance does not relate significantly to postgraduate students' academic commitment in federal universities in South-South Nigeria.

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Significance of the Study

The findings of the study may benefit the following stakeholders:
The findings may guide administrators in implementing effective management strategies that foster a supportive academic environment, enhance student commitment, and improve overall institutional performance. For policy makers, the study can inform policies that promote best practices in university management, leading to improved academic outcomes and ensuring that resources are aligned with student needs and institutional goals. Additionally, the study may reveal institutional practices that positively impact student’s academic commitment and provide them with a better understanding of how these practices support their academic journey. Very importantly too, the study may guide researchers as it provides a valuable data source for further research on the relationship between management practices and academic commitment, contributing to the development of evidence-based frameworks for improving higher education.

Research methodology

The study adopted the descriptive survey research design. The design is used to gather detailed and accurate information about the opinions of the population. This design was considered because the researcher is interested in identifying the relationships between variables (e.g., management practices and student commitment) without any manipulation. The study was conducted in federal universities in South-South geopolitical zone of Nigeria, which constitutes part of the oil-rich Niger Delta Region. 6 federal universities are located in this zone. The population of the study comprised 2,097 postgraduate students in 6 Federal Universities in South-South Nigeria. They include: University of Benin (UNIBEN) – Edo State, University of Port Harcourt (UNIPORT) – Rivers State, University of Calabar (UNICAL) – Cross River State, Federal University of Petroleum Resources, Effurun (FUPRE) – Delta State, Federal University, Otuoke (FUO) – Bayelsa State, and Niger Delta University (NDU) – Bayelsa State. The stratified sampling technique was adopted for the study.

Proportionate sampling techniques was used to select 600 post graduate students (100 students which comprised 50 males and 50 females) from each of the six Federal Universities in South-South Nigeria. Data collection was carried out with the use of researcher’s constructed instrument titled “Institutional Management Practices and Postgraduate Students' Academic Commitment Questionnaire (IMPPSACQ)” which contained 23 items. The instrument consisted of 2 sections - A and B. Section A comprised 5 demographic variables, while Section B consisted of 18 items, 6 of which measured each of the 3 variables of the study. The instrument’s validity was determined by three experts in the Departments of Educational Management and Measurement and Evaluation, University of Calabar. The response scale was structured on a 4-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values of 4, 3, 2 and 1 respectively. The reliability was established through a trial test conducted on 50 subjects who have similar characteristics with the sampled subjects, but did not take part in the study. Cronbach Alpha method was used to establish the internal consistency of the instrument. The result yielded a coefficient of indexes of 0.81 and .86 which is indicated that the instrument was reliable for use in achieving the purposes of the study.

The instruments were administered to the respondents in the respective institutions by the researchers with the help of 10 trained research assistants. To do that, the research team visited each of the schools and sought for permission from the school authorities. Next, the respondents

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were properly informed about the relevance of the exercise and the need to provide sincere responses to the instruments. The respondents were equally assured that all the data supplied were for research purpose and shall be treated confidentially. At the end of the process, all the copies of copies of the instruments were retrieved from the respondents. The researcher next sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. However, out of the 628 copies distributed, only 600 questionnaire copies were correctly filled and used for analysis. The questionnaire was collected data were prepared on a person by item matrix using Microsoft Excel spreadsheet. The scoring of the questionnaire was done as follows: For positively worded items, the scale used to score each response was Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point. For negatively worded items, the scale used to score each response was reversed as follows: Strongly Agree (SA) 1 points, Agree (A) 2 points, Disagree (D) 3 points, Strongly Disagree (SD) 4 point. To analyze the data, each hypothesis used for the study was re-stated, both the independent and dependent variables were identified. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation analysis was adopted in testing all the hypotheses at .05 level of significance and the results are presented in tables.

Result

Research questions one

What are postgraduate students' perceptions of Leadership style in relation to their academic commitment in federal universities in South-South Nigeria? The result is presented in table 1.

Table 1: Mean and standard deviation of postgraduate students' perceptions of Leadership style in relation to their academic commitment in federal universities in South-South Nigeria.

S/No	Items	Mean	Std. Dev.	Decision
	The Leadership style:			
1.	Encourages commitment to academic goals.	2.47	.93	Low
2.	Is a motivation to completing academic tasks.	2.52	.75	High
3.	Fosters a strong sense of academic responsibility.	2.64	.86	High
4.	Positively influences academic engagement.	2.55	.89	High
5.	Makes one more committed to attending seminars.	2.43	.81	Low
6.	Encourages dedication to research work.	2.36	.85	Low
7.	Enhanced academic commitment to the program.	2.44	.92	Low
8.	Influences total commitment to achieving academic success.	2.61	.85	High
	Overall Mean Score and Std. Dev.	2.51	86	High

Grand Mean = 2.50

The data in table 1 presents a summary of descriptive statistics of postgraduate students' perceptions of Leadership style in relation to their academic commitment in federal universities in South-South Nigeria. The result showed that items 2,3,4 and 8 have mean scores above the grand mean of 2.50. The items above 2.50 implied the respondent’s high perception of Leadership style in relation to their academic commitment. The results indicated that the respondent’s perception that Leadership style: is a motivation to completing academic tasks, fosters a strong sense of academic responsibility, positively influences academic engagement, and influences total commitment to achieving academic success, was high. However, items 1, 5, 6, and 7, have mean scores below the grand mean of 2.50. The items below 2.50 implied the

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respondent's low perception of Leadership style in relation to their academic commitment. The results indicated that the respondent's perception that Leadership style: encourages commitment to academic goals, makes one more committed to attending seminars, encourages dedication to research work, enhanced academic commitment to the program, was low. The overall mean score of 2.51 indicates that the answer to research question one which state: What are postgraduate students' perceptions of Leadership style in relation to their academic commitment in federal universities in South-South Nigeria, was high.

Research questions two

What are postgraduate students' perceptions of facilities maintenance in relation to their academic commitment in federal universities in South-South Nigeria? The result is presented in table 2.

Table 2: Mean and standard deviation of postgraduate students' perceptions of facilities maintenance in relation to their academic commitment in federal universities in South-South Nigeria.

S/No	Items	Mean	Std. Dev.	Decision
1.	The maintenance of lecture halls meets students' academic needs.	2.57	.93	High
2.	The state of cleanliness in study areas positively impacts students' academic activities.	2.51	.77	High
3.	The maintenance of restrooms on campus is satisfactory.	2.60	.86	High
4.	The condition of research laboratories in the institution supports students' academic work.	2.31	.81	low
5.	Broken facilities are promptly repaired in my department.	2.71	.85	High
6.	The maintenance of library facilities supports students' research activities effectively.	2.54	.84	High
7.	The maintenance of common areas, such as lounges enhances students' commitment to studies.	2.46	.90	Low
8.	The overall maintenance of campus infrastructure is satisfactory.	2.68	.89	High
	Overall Mean Score and Std. Dev.	2.55	86	High

Grand Mean = 2.50

The data in table 2 presents a summary of descriptive statistics of postgraduate students' perceptions of facilities maintenance in relation to their academic commitment in federal universities in South-South Nigeria. The result showed that items 1, 2,3,5, 6 and 8 have mean scores above the grand mean of 2.50. The items above 2.50 implied the respondent's high perception of facilities maintenance in relation to their academic commitment. The results indicated that the respondent's perception that: the maintenance of lecture halls meets students' academic needs, the state of cleanliness in study areas positively impacts students' academic activities, the maintenance of restrooms on campus is satisfactory, broken facilities are promptly repaired in my department, the maintenance of library facilities supports students' research activities effectively, the overall maintenance of campus infrastructure is satisfactory, was high. However, items 4, and 7, have mean scores below the grand mean of 2.50. The items below 2.50 implied the respondent's low perception of facilities maintenance in relation to their academic

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commitment. The results indicated that the respondent's perception that: the condition of research laboratories in the institution supports students' academic work, and the maintenance of common areas, such as lounges enhances students' commitment to studies, was low. The overall mean score of 2.55 indicates that the answer to research question one which state: What are postgraduate students' perceptions of facilities maintenance in relation to their academic commitment in federal universities in South-South Nigeria, was high.

Research hypothesis

Hypotheses one

Leadership style does not relate significantly to postgraduate students' academic commitment in federal universities in South-South Nigeria. The two variables in this hypothesis are leadership style and postgraduate students' academic commitment. The result of the data analysis is presented in table 3. Table 3 showed the correlation coefficients between leadership style and postgraduate students' academic commitment. The correlation coefficient was statistically significant for postgraduate students' academic commitment ($r = .78$, $p<.05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected in terms of postgraduate students' academic commitment. The result of the analysis implied that there is a statistically positive significant relationship between leadership style and postgraduate students' academic commitment in federal universities in South-South Nigeria.

Table 3:

Pearson Product Moment Correlation on the significant relationship between leadership style and postgraduate students' academic commitment in federal universities in South-South Nigeria (n=600).

Variables	$\bar{X}$	S.D	r	Sig.
Leadership style	20.11	3.08		
Postgraduate students' academic commitment	19.47	3.05	$.78^{*}$	.000

*Significant at $p<.05$; df=598

Hypothesis two

Facilities maintenance does not relate significantly to postgraduate students' academic commitment in federal universities in South-South Nigeria. The two variables in this hypothesis are facilities maintenance and postgraduate students' academic commitment. The result of the data analysis is presented in table 4. Table 4 showed the correlation coefficients between facilities maintenance and postgraduate students' academic commitment. The correlation coefficient was statistically significant for postgraduate students' academic commitment ($r = .89$, $p<.05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected in terms of postgraduate students' academic commitment. The result of the analysis implied that there is a statistically positive significant relationship between facilities maintenance and postgraduate students' academic commitment in federal universities in South-South Nigeria.

Table 4:

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Pearson Product Moment Correlation on the significant relationship between facilities maintenance and postgraduate students' academic commitment in federal universities in South-South Nigeria (n=600).

Variables	$\bar{X}$	S.D	r	Sig.
Facilities maintenance	19.31	4.37		
Postgraduate students' academic commitment	19.47	3.05	$.89^*$	.000

*Significant at p<.05; df=598

Discussion of findings

The finding of hypothesis one revealed that leadership style relates significantly to postgraduate students' academic commitment in federal universities in South-South Nigeria. This necessitated the rejection of the null hypothesis, and in its place retaining the alternate hypothesis. This finding may be attributed to the fact that leaders of postgraduate programs, starting from the departmental level, adopt leadership styles that enhance the commitment of postgraduate students in these federal universities. Different leadership approaches indeed impact the learning environment and student morale. Supportive, inclusive, and communicative leadership styles are likely to foster a positive academic climate, where students feel respected, motivated, and empowered to achieve their academic goals. Conversely, authoritarian or disengaged leadership may result in a lack of trust and lower student commitment. The implication of this finding is that university leaders should embrace leadership styles that promote collaboration, mentorship, and open communication to enhance students' academic engagement and commitment.

The finding is in tandem with the different findings that revealed that leadership styles such as transformational, transactional, empowering and supportive leadership styles correlated with higher student engagement and commitment (Avolio and Bass, 2019; Zhong, 2024; Adewale and Ekanem, 2021). However, the finding is in contrast with that of Ng and Tan (2020) who found that laissez-faire leadership negatively affected academic commitment due to insufficient guidance. Similarly, the finding is in harmony with that of Obona et al. (2024) who found that empowering leadership is statistically significant in enhancing commitment.

The finding of hypothesis two revealed that facilities maintenance relates significantly to postgraduate students' academic commitment in federal universities in South-South Nigeria. This necessitated the rejection of the null hypothesis, and in its place retaining the alternate hypothesis. This finding could be explained by the role that a well-maintained learning environment plays in fostering academic focus and motivation. and staff. It showed that school management ensure regular inspections and prompt repairs of buildings, classrooms, laboratories, libraries, and outdoor areas. This enhanced students' academic performance and commitment by providing a safe and supportive learning environment. When students have access to clean, functional classrooms, up-to-date libraries, and efficient utilities, it reduces stress and distractions, allowing them to concentrate more on their studies. Additionally, good facilities signal to students that the university values their education, which can further enhance their commitment. One implication of this result is that university management should prioritize consistent facilities maintenance, as neglecting it could negatively impact students' academic engagement and performance.

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This finding confirmed earlier findings that preventive, corrective, routine maintenance, and management of educational facilities significantly enhance students' engagement and commitment to their studies (Obona et al., 2021; Adeyemi and Akinsola, 2018; Mok and Zain, 2021; Baker and Baker, 2022). The finding is in agreement with that of Zurainan et al (2021) who highlight that effective management of facilities can significantly influence students' learning experiences and academic performance. The finding tally with that of Sidi (2019) who revealed a significant relationship between the quality of school facilities and students' motivation as well as their academic achievement.

Conclusion

Based on the findings that a statistically significant relationship exists between leadership style, facility maintenance, and postgraduate students' academic commitment, the study concluded that there is a significant relationship between institutional management practices and postgraduate students' academic commitment in federal universities in South-South Nigeria. Specifically, improvements in the Leadership style of school administrators and better facility maintenance will increase the academic commitment levels of postgraduate students in these universities, and vice-versa. For university administrators in federal universities in South-South Nigeria, the implication is that improvements in leadership practices and facility management could lead to higher levels of academic commitment among postgraduate students, which might ultimately enhance academic performance and program completion rates.

Recommendation

1. Universities should invest in regular leadership training programs for administrators, with focus on participatory and transformational leadership to create a more supportive and motivating environment for postgraduate students, thereby enhancing their academic commitment.
2. University management should prioritize the regular maintenance and upgrading of educational facilities like classrooms and libraries. This is because a well-maintained physical environment will foster a conducive learning atmosphere, and increase students' commitment to their academic pursuits.
3. Universities should implement an effective feedback system where postgraduate students can report issues related to leadership practices and facility maintenance. This will enable administrators to promptly address concerns and continuously improve management practices, contributing to student commitment and academic success.

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