



# 9<sup>th</sup> Association of West Africa Universities Conference (AWAU 2024)

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**Promoting Quality Tertiary  
Education in West Africa  
Through Collaboration,  
Regional Integration and  
Technology**

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## Book of Abstracts



<https://awau.africa>

## **Association of West Africa Universities (AWAU)**

**AWAU** is an acronym for **Association of West African Universities**

**AWAU** was inaugurated on the 10<sup>th</sup> of January, 2011 for the purposes of:

- a. Addressing relevant issues which include inter-University cooperation, maintenance of academic standards, teaching and research, staff and students' affairs and general university development;
- b. Expressing the views of West African Universities on issues concerning education and other related matters.

The First, Second, Third, Fourth, Fifth, Sixth and Seventh Conferences were held at Ouagadougou, Burkina Faso (2013), Cape Coast, Ghana (2014), Abuja, Nigeria (2015), Abidjan, Cote d'Ivoire (2016), Niamey, Niger Republic (2017) and Dakar, Senegal (2018), Benin Republic (2019) and Banjul, Gambia, respectively.

Our Conferences are devoted to Addressing fundamental issues affecting the West African region. We are committed to changing the narratives in the academic engagement of our people.

AWAU has collaboration with Association of African Universities (AAU), Economic Community of West African States (ECOWAS), Association of Commonwealth Universities (ACU) with its potential positive impacts on academic exploits.

### **Vision Statement of AWAU:**

*To lead in the provision and enhancement of Higher Education for member institutions in the sub-region to meet the national, regional, continental, and global needs and expectations.*

### **Mission Statement of AWAU:**

*To strengthen and develop the leadership of the University Education System in order to make member institutions more responsive to the challenges and development in the education sector in the sub-region.*

### **Core values of AWAU:**

- Pursuit of Excellence
- Transparency and Accountability
- Quality

## **The Strategic Programme, Key Priority Goals (1 – 7)**

**Goal No 1:** To strengthen membership and to encourage active participation in all AWAU activities

**Goal No 2.** To facilitate a good working relationship with ECOWAS, AAU, African Union, Individual Governments of West African States and other relevant organization/institutions in furtherance of aim and objectives of AWAU.

**Goal No 3:** To serve as a training hub for the West African University in conjunction with the Association of African Universities and ECOWAS.

**Goal No 4:** To Support the mobilization of additional Resources through Grants, endowment, fellowship etc for West African Universities.

**Goal No 5.** To promote cooperation among West African Universities and forge strategic Partnership and collaborations with other Universities in Africa and around the world.

**Goal No 6.** To strengthen the Secretariat to achieve its aims and objective and facilitate effective service delivery.

**Goal No 7:** To engage in massive advocacy with policy actors, legislatures, professional and relevant bodies in positive transformation of AWAU.

## MEMEBERSHIP

Membership of the Association is confirmed by annual subscriptions of an amount determined at the Annual General Meeting of AWAU. Such annual subscription entitles members to copies of the Journal, conference proceedings, rebate on conference attendance, referrals and grants by funding agencies.

At the last conference held in Banjul, the Gambia a new Executive Committee was elected which are:

1. Chairman - Prof. Johnson N. Boampong (Vice Chancellor, University of Cape Coast, Ghana).
2. Vice Chairman - Prof. Herbert Robinson (Vice Chancellor, University of The Gambia).
3. Secretary General - Prof. Wahab Egbewole, SAN (Vice Chancellor, University of Ilorin, Kwara State).
4. Financial Secretary - Prof. Akeem O. Lasisi (Vice Chancellor, Federal University of Health Sciences, Ila-Orangun)

The Secretariat is located at 245, Samuel Ademulegun way, Central Business District, Abuja, Nigeria.

**Theme:**

***Promoting quality tertiary education in West Africa  
through collaboration, regional integration and technology***

**Programme Moderators:** Dr. (Mrs.) Salome Amissah-Essel, Dr Kwame Bediako Asare, Mr. Christopher Aggrey, Mr. Sowah Boye and Dr. Kyeremeh Tewiah Dabone

## **Day One - Wednesday 21<sup>st</sup> February 2024**

Time	Activity
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8.30 - 9.30	Arrival and registration
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|--------------|--|
| 9.30 - 11.30 | <ul style="list-style-type: none"><li>Cultural dance/music at background</li></ul> |
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9.30 - 11.30	<b>Opening ceremony                      AUDITORIUM</b>
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|--------------|---|
| 9.30 - 11.30 | <ul style="list-style-type: none"><li>Participants seated</li><li>Opening Prayer</li><li>Introduction of Chairperson and guests for session</li><li>Response from Chairperson</li><li>Welcome Address by VC of UCC and Chair of AWAU</li><li>Cultural display</li><li>Brief comments by GTEC, AAU, Minister of Education</li><li>Keynote Address:<br/>Promoting Quality Tertiary Education In West Africa Through Collaboration, Regional Integration And Technology: An Expanding Frontier - Prof Ishaq Oloyede,</li><li>Good will messages</li><li>Chairperson closing remarks</li><li>Vote of thanks (Secretary General of AWAU)</li><li>Announcements.</li><li>Closing prayer</li><li>Group photographs</li></ul> |
|--------------|---|

11.30 **Health/Snack/Coffee Break**  
-12.00

12.00 **Breakout session 1a AUDITORIUM**

-1.30

Regional integration and educational curriculum (Sub-theme 1)

Chairperson: Prof Samuel Bert Boadi - Kusi

1. Quality-Cum-Functional Education: A Catalyst For Enduring Regional Integration And Sustainable Development In West Africa (Virtual)

Aboyeji, Adeniyi Justus, (PhD) Department of History and International Studies,  
Faculty of Arts, University of Ilorin, Ilorin, Nigeria

2. Predictors Of Physical Activity Participation for Managing Sport Stress And Physical Inactivity Risk Factors Among Students In A Nigerian University (Virtual)

Adeoye, Sikiru Adewale & Dominic, Olufunmilola Leah. University of Ilorin,  
Nigeria

3. Globalization Economy Insecurity And Regional Integration In Nigeria In The 20th & 21st Centuries (Virtual)

Odeigah, Theresa Nfam, Ph.D University of Ilorin Nigeria

4. Developing university sports curriculum as a means to foster peace and development in Nigeria (Virtual)

Bakinde, Tosho Surajudeen, University of Ilorin, Ilorin, Nigeria

12.00 **Breakout session 1b SEMINAR ROOM 2**

-1.30pm

Technology and educational transformation (Sub Theme 2)

Chairperson: Prof. Douglas D. Agyei

1. A Comparison of Computer Mediated Communication (CMC) Inputs on the Teaching and Learning of Yorùbá in Nigeria and the Diaspora

Samiat Olúbùnmi Abubakre (Ph. D.) and Abdul Qahhar Olakunle Abubakre  
University of Ilorin

2. Transforming Education Using Technological Innovations For Achieving Education- For- Self -Reliance In Ghana

Eunice Stella Nyarko (Ph.D.), Kwame B. Bour (Ph.D.) and Kwaku Adu (Ph.D.),  
University of Environment and Sustainable Development, Somanya - Ghana

3. Computer Self-Efficacy, Perceived Ease Of Use And Utilisation Of Computers Among University Students With Visual Impairment In Ghana

Mrs. Rebecca Akosua Afrah Assie, Prof. Irene Vanderpuye, Dr. Gideon Kwesi Obosu, and Prof. Lebbaeus Asamani University of Cape Coast, Ghana.

4. Optimizing Collaborative Learning in Computer Education: The Integration and Impact of Interactive Whiteboards

Abel Oroke, Ebonyi State College of Education Ikwo, State, Nigeria

12.00 **Breakout session 1c SEMINAR ROOM 3**

-1.30pm Partnerships, collaboration and inter university linkages (Sub Theme 5)  
Chairperson: Prof. Adenike Oladiji (Virtual)

1. Partnerships and Inter-University Linkages: A Strategic Tool for Internationalisation of Universities - A Case Study of University of Ilorin

Prof. Lateef Onireti Ibraheem and Dr. Abdulhakeem Zubair

2. Stakeholder Perspectives On The Assessment Of Teaching And Teacher Training In Ghana's Transnational Higher Education Landscape

Wisdom Kwaku Agbevanu (PhD), Hope Pius Nudzor (PhD), Michael Boakye-Yiadom (PhD) and Alfred Ampah-Mensah (PhD), Institute for Educational Planning and Administration, University of Cape Coast, Cape Coast, Ghana

3. Enhancing Connectivity: A Comprehensive Examination Of Inter-University Associations In Higher Education Across West Africa

Prosper Dzifa Dzamesi, Bernice Edinam Amenumey, Comfort Armah and John Ekow Kakraba Directorate of Academic Planning and Quality Assurance, University of Cape Coast, Cape Coast, Ghana

4. Breaking Down 'Silos' And Professional 'Tribes' In The Higher Education Sector: Pathways To Enhanced Interconnectivity And Collaboration

Christopher Mensah Adosi, Hope Pius Nudzor (PhD) and Wisdom Kwaku Agbevanu (PhD), Institute for Educational Planning and Administration, University of Cape Coast, Cape Coast, Ghana.



**12.00 Breakout session 1d Board Room**

**-1.30pm** Regional integration, peace and security (Sub theme 3)

Chairperson: Prof Sarah Darwah

**1. The Role of ECOWAS in Promoting Political Stability: The Case of Nigeria's Fourth Republic**

Dhikrullah Basirat Taiwo & Muhammad Abubakar Ahman Pategi University, Nigeria

**2. Remembering The Dismembered Humanity Towards The Realisation Of The Sustainable Development Goals**

Mawuloe Koffi Kodah, Department of French, University of Cape Coast

**3. United Nations And Peacekeeping: Revisiting Ghana's Contribution To Peace And Security In Africa**

Isaac Nunoo, Centre for African and International Studies, University of Cape Coast, Ghana

**12.00 Breakout session 1e Institute of Education Conference room**

**-1.30pm** Regional integration and quality tertiary education (Sub Theme 7)

Chairperson: Prof. Wahab Egbewole, SAN

**1. Former Liberian Refugees, Repatriation, Re-Emigration: The Role Of The Ghana Educational System**

Joyce D. Acquah (PhD) School for Development Studies, Department of Peace Studies, University of Cape Coast Ghana.

**2. Multiculturalisation Of Tertiary Education In The Context Of African Integration**

Abdul-Jaleel Saani (Ph.D.) College of Education Studies, University of Cape Coast

**3. Motivations And Consequences Of Contract Cheating Among Postgraduate Students Of The University Of Cape Coast: Implications For Educational Policy And Administration**

Victoria Gina Ansah, Michael Boakye-Yiadom (PhD) and Christopher Mensah Adosi (Mr)

Institute for Educational Planning and Administration, University of Cape Coast, Cape Coast, Ghana



#### 4. Smartphones-Solution-in-Waiting to accelerate the transborder education in West Africa

Godfrey E. Akpojotor Delta State University, Abraka, Nigeria

1.30 - **LUNCH**  
2.30pm

#### 2.30 **Breakout session 2a AUDITORIUM**

-4.00pm

Regional integration and educational curriculum (Sub-theme 1)/  
Regional integration and quality tertiary education (Sub-theme 7)

Chairperson: Dr. Vera Arhin

#### 1. Regional Integration, Research and Collaboration Policies in Tertiary Education in West Africa

Barira Mohammed Plateau State University, Boko, Nigeria

#### 2. Revitalizing Biblical Hebrew Studies in Selected Nigeria Universities: A "Devotional-gogical" Approach Centered on Psalms for Language Learning and Spiritual Enrichment.

Bamidele Olusegun FAWENU, Ph.D Kwara State University, Malete, Ilorin, Nigeria

#### 3. Benefits Of Adopting A Common Currency In Ecowas

Adekunle Sherif Olorunrinu (Ph.D) Ahmadu Bello University, Zaria, Nigeria

#### 4. Exploring the problem of integration and its effect on quality education among educational migrants in selected universities in Nigeria

Fagbamila Olumide David, Ph.D University of Ilorin, Nigeria

**2.30 Breakout session 2b SEMINAR ROOM 2**

**-4.00pm** Technology and educational transformation (Sub Theme 2)

Chairperson: Dr, Emmanuel Arthur Nyarko

**1. Digital Humanities for Educational Transformation: A Guide for Scholars**

Dr. Aliy Abdulwahid Adebisi, Department of Arabic,  
Faculty of Arts, University of Ilorin, Ilorin, Nigeria.

**2. Assessment of Technology Enhancement of Pre-Service Teacher Programmes in the West African Sub-Region (Virtual)**

Prof. Abdulraheem YUSUF1 University of Ilorin, Nigeria

**3. The Application of Technology in the Transformation of Libraries: Implications for Policymakers (Virtual)**

Famuyiwa Olushola

**4. Preservation Techniques Among Vegetable Marketers In Ibadan Metropolis Of Oyo State, Nigeria (Virtual)**

Muhammad-Lawal, A. and Okunola, B. A. University of Ilorin, Nigeria

**2.30 Breakout session 2c SEMINAR ROOM 3**

**-4.00pm** Regional integration, peace and security (Sub theme 3)

Chairperson: Prof. Akeem Lasisi

**1. Ward Health System: A National Health Initiative Towards Realization Of Health For All In Nigeria (Virtual)**

Baba Dare Abubakar (Ph.D)

**2. Islamic Education in Nigeria: A Catalyst for Regional Integration, Peace, and Quality Tertiary Education (Virtual)**

AbdulGafar Olawale Fahm, PhD University of Ilorin, Nigeria

**3. Ecological Risk Assessment and Phthalate Ester Concentrations in Sediment Samples from Ilorin Metropolis, North Central Nigeria (Virtual)**

Hussein K. Okoro, Muhaliyu Abdulmojeed, and Kingsley O. Iwuozor University of Ilorin, Nigeria

**4. Deconstructing and Historicising Peace and Security Issues in Two Nigerian Play-texts (Virtual)**

Femi, Y. Atteh University of Ilorin Nigeria

**2.30 Breakout session 2d: Board room**

**-4.00pm** Technology and educational transformation (Sub theme 2)

Chairperson: Prof. Folasade Tolulope Ogunsola, OON, FAS

**1. Strengthening Learning of English Language and STEM among Vulnerable Nigerian Children at the Basic Education Level Using Artificial Intelligence**

Olabode Omoso Jacob, Bamisaye Folorunsho, and Thomas Adewumi University, Oke-Irese, Irepodun LGA, Kwara State, Nigeria.

**2. WASH and Improvement of Learning Environment in Basic Educational Institutions**

B. F. Sule - University of Ilorin, Nigeria

**3. Technological Revolution and Educational Development in Africa: The Nexus**

Raheem Wasiu Mayowa<sup>1</sup> and Abdurraheem Maimuna Orire University of Ilorin, Nigeria

**4. Preparation of Industrial Ammonium diuranate from a Boltwoodite ore as a Mediator in Nuclear Fuel Cell**

Mustapha A. Raji<sup>1</sup>, Alafara A. Baba, Abhilash, Ajeet Gangwar, and Folahan A. Adekola

**2.30 Breakout session 2e: Institute of Education Conference Room**

**-4.00pm** Globalization and quality tertiary education (Sub-theme 6)

Chairperson: Prof Isaac Galyuon

**1. Pathways to Advancing Pharmacy Education in Sub-Saharan Africa to Achieve Sustainable Development Goal 4 (SDG-4)**

Bilqis A. Lawal, Moriam A. Adegbite, Francis A. U. Attah, Sukurat O. Usman, Adekemi T. and Adesulu-Dahunsi

**2. Biodiversity knowledge and attitude of students in a tertiary institution: towards a new perspective for education**

Olaekan Oluwatoyosi Salami, Kehinde Gabriel Olawepo, Anuoluwapo Oluwatosin Akande, Nigeria

**3. Exploring University Undergraduate Students' Knowledge and Attitudes towards Waste Management**

Olaekan Oluwatoyosi Salami, Yusuf Ayodeji Iyanda, and Barakat Adebimpe Ishola Kwara State University, Malete, Nigeria

#### 4. Rethinking Globalisation of Musical Arts Education in 21st Century Nigeria

Oluwatosin John Ibitoye Kwara State University, Malete, Nigeria

6.00 - **Welcome Banquet**  
pm

## Day Two Thursday 22<sup>nd</sup> February 2024

9.00  
-11.00  
am

### **Breakout Session 3a: AUDITORIUM**

Technology and educational transformation (Sub Theme 2)

Chairperson: Prof Kofi Ayebi-Arthur

#### **1. Challenges Of Technology Integration In Technical, Vocational Education And Training (Tvet) Instruction Among Tertiary, Secondary, And Basic School Teachers In Ghana**

Ernest Kofi Davis(PhD) Institute of Education, University of Cape Coast, Ghana.  
Kofi Ayebi-Arthur (PhD) Department of Mathematics and ICT Education,  
University of Cape Coast, Ghana and

Emmanuel Asare Bediako (PhD) Institute of Education, University of Cape  
Coast, Ghana

#### **2. Investigating Creative Prowess Of Senior High School Students In Visual Communication: Case Study Of Grade 'A' Girls' School In Ghana**

Eric Agyarkoh (PhD), James Ekow Appiah (PhD) and Frederick Banfo  
Department of Vocational and Technical education, University of Cape Coast,  
Ghana

#### **3. Challenges And Prospects In The Efficacy Of Technologies In The Transformation Of Education For Tertiary Institutions In Nigeria**

Abubakar Abiola Yusuf and Muritala Adaramaja Sheu

#### **4. Leveraging Artificial Intelligence for Enhanced University Administration**

Kikelomo .W. Sallee (Ph. D.) and Adam Ishola Mustapha (Ph. D)

9.00- **Breakout Session 3b: SEMINAR ROOM 2**

11.00am Partnerships, collaboration and inter university linkages (Sub Theme 5)

Chairperson: Dr. Addae Boateng Adu-Gyamfi

1. Renewing The Role Of University On Manpower Development For A Democratic Settings In Nigeria

Arisekola Azeez Salman Kwara State University, Malete

2. Inter-University Linkage and Sustainable Development : Lessons from MoU that works (Virtual)

Ogunlade, I., Omotesho, K.F. and L.O. Makinde University of Ilorin, Nigeria

3. Harnessing One Health as Cornerstone for Global Health Security (Virtual)

Aiyedun J. O., Oludairo O. O. and Nwoha R. I. O.

4. Sustaining Equitable Quality Education and Research Output through Inter-Institutional Collaboration and Partnerships Among Universities in Kwara State, Nigeria

Adekemi T. Adesulu-Dahunsi, Peter F. Ayodele, Isaac A. Adeniyi, Biliqis A. Lawal and Mutiat O. Mohammed, Nigeria

9.00- **Breakout Session 3c: SEMINAR ROOM 3**

11.00am Partnerships, collaboration and inter university linkages (Sub Theme 5)

Chairperson: Dr Raymond Chegedua Tangonyire, SJ

1. Exploring the links and connections in African diaspora theatre towards the didactic and pedagogical understanding of African culture (Virtual)

Segun Oyeleke Oyewo University of Ilorin, Nigeria

2. Ubiquitous Multiple-Drug-Resistant Salmonella Isolation from Ready-to-eat Canteen-meat and need for Partnership, Collaboration and Intervarsity Linkages in Salmonella-Surveillance

Oludairo O. O. and Aiyedun J. O. University of Ilorin, Nigeria

3. Partnership, Collaboration and Inter-University Linkages (Virtual)

Peter Adebayo (Ph.D.) University of Ilorin, Nigeria

4. Enhancing Higher Education Collaborations in Africa: Unveiling Assumptions and Strengthening Linkages

Dr. Priscilla T. Atte

**9.00- Breakout Session 3d: Board Room**

**11.00am**

Globalization and quality tertiary education (Sub Theme 6)

Chairperson: Dr Francis Ansah

1. Enhancing Graduates' Success and Competitiveness: A Holistic Approach to Basic Skills, Thinking Skills, People Skills and Personal Attributes

Wahab F.K., Adebayo D.B., & Dhikrullah B.T. Ahman Pategi University, Kwara State, Nigeria

2. Does digital literacy influence students' academic performance? Evidence from gender-disaggregated data in Nigeria universities

Egbewole, Halimah Olayinka and Daudu, Abdulrazaq Kamal University of Ilorin, Nigeria

3. Environmental Global Citizenship Education in West African Universities

Kehinde Olawepo, University of Ilorin, Nigeria

4. Incorporating "Hope" Education Model Into 21st Century Tertiary Education For Sustainable Development In Ghana And Beyond.

Kwame B. Bour (Ph.D.), Kwaku Adu (Ph.D.) and Eunice Stella Nyarko (Ph.D.) University of Environment and Sustainable Development, Somanya - Ghana

**9.00- Breakout Session 3e: Institute of Education Conference room**

**11.00am**

Technology and educational transformation (Sub theme 2)

Chairperson: Dr. Kofi Acheaw Owusu

1. Effect of African Apple Star Leaf Extracts as Anti-Corrosion Agent of Aluminum Alloy in 0.25M H<sub>2</sub>SO<sub>4</sub> + NaCl Medium

Enekwe Benedict

2. Using Education to handle Hydrogen storage and transportation technology adoption in West Africa

Akuma Oji, Ibifuro Altrade and Tamunotonye Erekosima

3. Reform in Petroleum Industry and National Development in Nigeria

Otozi John Obashi

4. An Assessment Of Early Childhood And Primary Education of Undergraduate Students' Computer Competency Level In Kwara State

Lukman Ajanaku Hammed and Azeez Arisekola Salman

**11.00 - Health/Snack/Coffee break**

**11.30 am**



11.30 – **Breakout session 4a AUDITORIUM**

1.00pm

Technology and educational transformation (Sub theme 2)

Chairperson: Prof Samuel Bert Boadi - Kusi

1. Cyberethics and E-Learning in Generation Z Computer Science Freshmen at University of Ilorin's Open and Distance Learning Centre (Virtual)

Aderinola Ololade Dunmade PhD

2. The Use of Information, Communication and Technology on Secondary School Students' Academic Performance in Mathematics in Kwara State

Akanmu Morenikeji Alex, Ph.D

3. Cyberethics Education Technology in the Building of Responsible Digital Citizens (Virtual)

Aderinola Ololade Dunmade PhD et al

4. Challenges to Democratic Peace in West Africa Region : Exploring ECOWAS's Limit and Lessons from the Niger Republic (Virtual)

Edun, Abdulkareem Jimoh, PhD

11.30 – **Breakout session 4b SEMINAR ROOM 2**

1.00pm

Partnerships, collaboration and inter university linkages

(Sub theme 5)

Chairperson: Prof. Adenike Oladiji

1. Women's Educational Empowerment and Regional Integration in the 21st Century

Jawondo Mardiyat Hamzat Mrs Kwara State University Malete, Nigeria,

2. Curriculum Linkages in Agricultural Education Programmes at Colleges of Education and Universities in Nigeria

Dr Francis Nwangbo Azunku Ebonyi State College of Education, Ikwo, Ebonyi State, Nigeria

3. Promoting Regional Integration and Quality Enhancement through Faculty-Student Collaboration in Higher Education

Buzome Chukwuemeke

4. A Historical Assessment of the Role of Nupe Scholars of Ilorin Emirate Origin to its Educational Development (Virtual)

Suleiman Abdul-Rahman Adebayo (Ph.D)

11.30 –  
1.00pm

**Breakout session 4c SEMINAR ROOM 3**

Technology and educational transformation (Sub Theme 2)

Chairperson: Prof Kankam Boadu

**1. Artificial Intelligence in Chemistry Tutoring: Enhancing Problem-Solving Skills among Students**

Abdullahi Ola Rajee University of Ilorin, Nigeria

**2. The Use of Climate Smart Agricultural (CSA) Practices amongst Smallholder Farmers: Implications for Agricultural Extension Education in Nigeria**

Olayinka J. Yusuf, Ololade L. Abdulrahman, Iyabo, T. Abiodun (Kwara State University, Nigeria) and Yusuf A. Aina (Yanbu Industrial College, Yanbu, Saudi Arabia)

**3. Teachers' perceptions on E-Learning strategies needed for Effective Government Curriculum Delivery for Sustainable Development in West Africa**

Nwankwo, Leonard Chika, Onuoha-Chidiebere, Uloma D. PhD and Ojide, Makuochukwu PhD

**4. Researchers -Designed App For Learning Improvement And Motivation Among Physics Education Students In Ilorin, Nigeria**

Aishat A. Yusuf, Abdulrasaq O. Akanbi, Ridwan E. Mohammed and Olamilekan Yusuf University of Ilorin, Ilorin, Nigeria

11.30 –  
1.00pm

**Breakout session 4d Board Room**

Globalization and quality tertiary education (Sub-theme 6)

Chairperson: Dr. Nancy Innocentia Ebu Enyan

**1. Reform in Petroleum Industry and National Development in Nigeria**

Otozi John Obashi Ebonyi State College of Education, Ikwo

**2. University Collaboration And Globalization Of Education In Nigeria: Empirical Evidence From The Consortium Of Universities In Kwara State**

Noah Yusuf & Yusuf Suleiman University, Kwara State, Nigeria

**3. The Impact of Globalization on Curriculum Development in Tertiary Education**

Dr Hafees Tosin Sulyman & Dr Busayo Bakare Alao Kwara State University, Malete, Nigeria

#### 4. Perceptions of Stakeholders on Quality of Personnel Recruitment And Management In Universities In Kwara State, Nigeria

Akinnubi, O. P. Al-Hikmah University, Ilorin, Nigeria

#### 11.30 – 1.00pm **Breakout session 4e Institute of Education Conference Room**

Technology and educational transformation (Sub-theme 2)

Chairperson: Dr. Godwin Kwame Aboagye

##### 1. Qualitative Science and Technology Education for Economic Productivity and Positive Transformation in West African Sub-Region

Peter Ali

##### 2. Impact of Mobile Learning and Bring Your Own Device Policies on Lecturers' Productivity in Kwara State Tertiary Institutions

Busayo Oluwabukola Alao, (Ph.D.)

##### 3. Availability and Utilisation of ICT Facilities and Biology Students' Academic Achievement in Secondary Schools in Ebonyi State, Nigeria

Dr Chinyere Genevieve, Attamah

##### 4. Healthcare students' readiness for integration of mobile learning technology in College of Nursing and Midwifery, Nalerigu

Edem Kojo Dzantor , University of Health and Allied Sciences, Hohoe Campus, Ghana

1.00 – 2.30 pm Lunch

#### 2.30 – 4.00pm **Breakout session 5a AUDITORIUM**

Globalization and quality tertiary education (Sub theme 6)

Chairperson: Dr. Emmanuel Asare Bediako

##### 1. Factors That Promote Successful Completion Of Master's Theses In University Of Cape Coast.

David Ayesu Abboah-Offei, Marie Afua Baah Bakah (PhD) and Gloria Nyame (PhD) Institute for Educational Planning and Administration, University of Cape Coast

##### 2. Beyond Likes And Follows: Unmasking The Real Impact Of Social Media On Students In Ilorin West Local Government (Virtual)

Aderoju, Musiliu Adekola, Abdulrahman M. R. & Onojah A.O. University of Ilorin, Nigeria

### 3. Quality University Education As The Ultimate Path To Nigerian Greatness (Virtual)

Saliu Danlad Yusuf University of Ilorin, Nigeria

### 4. Research Metrifications and Globafricalization in Research Management: To Be or Not to Be? (Virtual)

Atolani O., Adeyemi O.S., Agunbiade F.O., Asaolu O.S., Gayawan E., Jaiyeola T.G., Usikalu M., and Unuabonah E. I.

## 2.30 **Breakout session 5b SEMINAR ROOM 2**

-4.00pm Technology and educational transformation (Sub-theme 2)

Chairperson: Dr. Abdul-Lateef Yussiff

### 1. Engineering Education in West Africa through Generative Artificial Intelligence: Opportunities and Challenges

Mustapha Deji Dere and Francisca Oladipo, Gwangju Institute of Science and Technology, South Korea Thomas Adewumi University, Oko, Nigeria

### 2. University Education Data management in the advent of Artificial Intelligence (AI) – Focus on Nigerian National Public Universities

Keshinro, Obafemi, and Akinyemi, Mary, University of Lagos, Nigeria

### 3. Exploring Learning Opportunities and Challenges in Higher Education through the Flipped Instructional Strategy: A Literature Review

Abdullahi, K; Akanmu M. A. and Ameen, S. K. University of Ilorin, Ilorin, Nigeria University of Pretoria, South Africa

### 4. Technology and Educational Transformation

Sulaiman, Musa Mohammed Ph.D., Bello, Ganiyu Prof., Alabi, Hafsat Imam Ph.D., Imam, Basirat, Ahmed, Rihanat Aduke Ph.D., and Bello, Zakarriya Adebayo Ph.D.

## 2.30 **Breakout session 5c SEMINAR ROOM 3**

-4.00pm Regional integration, peace and security (Sub-theme 3)

Chairperson: Prof. Wahab Egbewole, SAN

### 1. Organic Crop Protection: A Scientific Approach to Resolving Herders-Farmers Conflict in Sub-Sahara Africa (Virtual)

Dr. Taiye Hussein Aliyu, University of Ilorin, Ilorin-Nigeria

2. Integration and Peaceful Coexistence among Diverse Ethnic Nationalities of Ilorin Emirate, Nigeria in the 19th and 20th Centuries (Virtual)

Rasheed Onagun (Ph.D.) University of Ilorin, Nigeria

3. Security Dilemmas In Integrated Regions: A Multi-Dimensional Analysis

Muhammad Abubakar and Dhikrullah Basirat Taiwo Ahman Pategi University, Patigi, Kwara state

4. The Performing Arts as Catalysts of Regional Cohesion in West Africa Sub-region

Michael Olanrewaju Agboola, PhD Kwara State University, Malete, Kwara State, Nigeria

2.30  
-4.00pm

**Breakout session 5d Board Room**

Globalization and quality tertiary education (Sub theme 6)/ Regional Integration and Good Governance in Tertiary Institutions (Sub-theme

Chairperson: Prof Marie Baah Bakah

1. Globalization And Quality Of Tertiary Education In Nigeria In The 21st Century

Adesina, Abiodun Ezekiel, Ph.D, and Emmanuel Alayande University of Education, Oyo, Oyo State, Nigeria

2. Towards Improving Graduates' Employability Skills for the 21st-Century Workplace

Wahab F. Kayode, Ahman Pategi University, Kwara State, Nigeria and Majeed Fatima Riphah International University, Faisalabad, Pakistan

3. Regional Integration and Good Governance: An Examination of Policies and Practices for Gender-Inclusion in Tertiary Education in Ghana and Nigeria

Janet Serwah Boateng (PhD) University of Cape Coast GHANA

4. Influence of TETfund intervention on information resources development and services for quality undergraduate education in public universities in North

Ibrahim Abdullahi Kuta, Prof. Katamba Abubakar Saka (PhD), and Samuel Jimmy Udoudoh (PhD) Federal University of Technology, Minna, Nigeria

2.30  
-4.00pm **Breakout session 5e Institute of Education Conference Room**  
Regional integration, peace and security (Sub Theme 3)/ Partnerships, collaboration and inter university linkages (Sub Theme 5)/ Regional integration and quality tertiary education (Sub Theme 7)

Chairperson: Prof Rosemary Seiwah Bosu

1. Roles of Higher Institutions of Learning in Promoting Peace and Security to the Host Communities: A Study of Regional Integration

Dr. Ibrahim Ali Lafiagi, Kwara State University, Malete

2. Cross-Border Collaborations in Higher Education: A Catalyst for Enhancing Quality Standards

Dr Hafees Tosin Sulyman and Prof C. O. Dada Kwara State University, Malete, Nigeria.

3. Assessing the Impact of Fieldtrip on Student in Environmental Related Courses in Kwara State University, Malete, Nigeria

Fasilat. O. Rafiu and Lateefat. M. Habeeb Kwara State University, Malete, Nigeria

4. The Nexus between Economic Cooperation and Security Dynamics: Analyzing Nigeria's Participation in West African Regional Integration Initiatives

Idrees Mahmud Gana, Adeleye Oluwaseyi Wisdom and Rabi Tafa Akanbi

4.00pm **Close of day - Announcements**

## Day Three Friday 23rd February 2024

### 8. 30 - Arrival and registration

- 9.00am • Music in the background

### 9.00- Breakout session 6a AUDITORIUM

10.30am Staff-Students performance for quality development and regional integration (Sub-theme 8)/ Partnership and collaboration inter university linkages (Sub theme 5) Technology and educational transformation (Sub Theme 2)/ Regional integration, peace and security (Sub theme 3)

Chairperson: Dr Brandford Bervell

#### 1. Competencies Of Staff In Hospitality Service Units In University Of Cape Coast And University Of Ghana

Lydia Bempong (Ms.) School of Graduate Studies, University of Cape Coast, Cape Coast, Ghana and Edward Akomaning (PhD) Institute for Educational Planning and Administration, University of Cape Coast, Cape Coast

#### 2. Global Classroom'(Gc) As A Tool For Rich Cross-University Collaboration And Learning: Institute For Educational Planning And Administration's (IEPA's) Experience

Michael Boakyee-Yiadom (PhD) and Fr. Raymond Chegedua Tangonyire, SJ (PhD)

Institute for Educational Planning and Administration, University of Cape Coast, Cape Coast, Ghana

#### 3. Intervention strategies for curbing cyber-fraud among tertiary institution students in Kwara State

Bello, Muhinat B. and Odun-Ayo, D. T.

#### 4. Total Quality Management (TQM) In Higher Education In West Africa: A Systematic Literature Review

Prosper Dzifa Dzamesi, Dickson Okoree Mireku, Comfort Armah and Dominic Sabeng Amoateng Directorate of Academic Planning and Quality Assurance, University of Cape Coast, Cape Coast, Ghana



9.00- **Breakout session 6b SEMINAR ROOM 2**

10.30am

Globalization and quality tertiary education (Sub-theme 6)

Chairperson: Dr. Benedine Azanu

1. Pedagogical Approaches on Skill Acquisition And Professional Competence of Graduates of Human Kinetics In A Nigerian University (Virtual)

Dominic, Olufunmilola Leah, Ibraheem, Musa Oluwatoyin, Adeoye, Sikiru Adewale Adeoye, Joel, Kerimu Ikazuwagbe

2. Ecotourism and biology field trips: synergies for assessing educational value in Secondary School in Ilorin, Kwara State, Nigeria (Virtual)

Dr. Abidoye, Florence Omosholape Aladesuyi, David Adeyemi Abidoye Adekunle, Omotayo University of Ilorin, Nigeria

3. Repositioning French Language Studies in Nigeria for Entrepreneurial Development (Virtual)

Sanni-Suleiman, Afsat University Ilorin, Nigeria

4. Relevance Of IEPA's Training: Job Roles Of Iepa's Graduates

Hope Pius Nudzor (PhD), Theophilus Kwasi Odame Danso and Clara Araba Mills (PhD) Institute for Educational Planning and Administration, University of Cape Coast, Ghana

9.00- **Breakout session 6c SEMINAR ROOM 3**

10.30am

Regional integration, peace and security (Sub-theme 3)

Chairperson: Prof. Georgina Yaa Oduro

1. Legitimation in Speeches of President Bola Tinubu and General Abdourahmane Tchiani on Niger Coup

Abiodun Jombadi, PhD Kwara State University, Malete

2. What Does the Resurgence of Coups in Africa Portends for Regional Security in the Sahel?

Babayo Sule Federal University of Kashere Gombe

3. Fostering Peace And Security Through Internationalization In African Universities (Virtual)

Niyi-Gafar, Oluwabunmi Lucy University Of Ilorin

4. Post-traditional and Transborder Texts on Regional Integration, Peace and Security in Africa (Virtual)

Prof. AbdulRasheed A. Adeoye University of Ilorin, Nigeria

9.00- **Breakout session 6d Board room**

10.30am Technology and educational transformation (Sub-theme 2)

Chairperson: Dr. Emmanuel Asare Bediako

1. Technology Integration into Science Teaching: An Investigation of Technological Pedagogical Content Knowledge Self-Efficacy of Pre-Service Teachers in Ilorin

Imam, Bashirat Titilope, Gbigbadua, Dare Abdulraheem, Alabi, Hafsat Imam and Sulaiman, Musa Mohammed University of Ilorin, Ilorin, Nigeria

2. Information Computer Technology for Environmental Sustainability Education in Nairobi Kenya

3. From Play to Pixels: An In-depth Analysis of the Technological Revolution in Early Childhood Education

Hafees Tosin Sulyman (Ph.D.) Kwara State University, Malete, Nigeria

4. Novel Mixed Nano-metal Oxides Compositied with Activated Kaolinitic Clay (CeO<sub>2</sub>/TiO<sub>2</sub>/AKC) for Enhanced Photodegradation of Rhodamine B

Samsudeen Olanrewaju Azeez, Kwara State University, Malete, Nigeria and Folahan Amoo Adekola University of Ilorin, Nigeria.

9.00- **Breakout session 6e Institute of Education Conference room**

10.30am Technology and educational transformation (Sub Theme 2)

Chairperson: Prof Seth Asare Danso

1. Assessment of Efficacy of Artificial Intelligence Integration in Educational Management

Muritala Adaramaja Sheu and Abubakar Abiola Yusuf

2. The Implication of Educational Transformation in the Teaching of Further Mathematics and Mathematics in Secondary School

Bashiru Omotayo Mustapha Kwara State University, Malete, Ilorin, Nigeria

3. The role of digital transformation in inclusive education: Implications for sustainable development

Dr Ngozi Chuma Umeh Imo State University, Owerri Nigeria

#### 4. Structural and Optical Characterisation of WO<sub>3</sub> Thin Film Prepared by Chemical Bath Deposition Method for Optical Gas Sensing

Kelechi Nwifior Ebonyi State College of Education, Ikwo, Ebonyi State, Nigeria

10.30 **Health/Snack/Coffee break**  
-11.00am

11.00am **AWAU General Meeting AUDITORIUM**  
- 1.30pm

1.30pm **Closing ceremony: AUDITORIUM**  
-2.30pm

- Introduction of Chairperson and guests
- Music/patriotic songs
- Chief Rapporteur's report on conference proceedings
- Closing remarks UCC VC /AWAU Secretary General
- Vote of thanks
- Announcements
- Closing prayer

2.30 - **LUNCH**  
3.30pm

#### **Excursion / Tour (Voluntary)**

Interested persons should register for the excursion.

# CHALLENGES AND PROSPECTS IN THE EFFICACY OF TECHNOLOGIES IN THE TRANSFORMATION OF EDUCATION FOR TERTIARY INSTITUTIONS IN NIGERIA

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**Sub-theme:** Technology and Educational Transformation

## Abstract

The importance of integration of emerging technologies such as artificial intelligence, robotics, and blockchain cannot be underscored. This is because these technologies are presumed to play a pivotal role not only in revolutionising traditional educational paradigms but also in enhancing various aspects of the academic experience, and thereby contributing to the overall growth and development of tertiary institutions. It is on this premise that this study explored the efficacy of emerging technologies, delving into the myriad of opportunities presented, challenges posed, and prospects for tertiary institutions in Nigeria. The study provides a brief literature review on the emerging educational technologies in artificial intelligence, a conceptual model and theoretical contributions within the emerging technologies in tertiary institutions. In this process, it was demonstrated that access to information and resources, personalised learning experiences, global connectivity, and skill development for the opportunities arising from the use of these technologies are important to the transformation of tertiary education in Nigeria. Apart from these, accessibility, inadequate infrastructures, cost of implementation, privacy concerns, and resistance to change were identified as some of the challenges of most of the tertiary institutions. It was concluded that appropriate utilisation of emerging technologies such as artificial intelligence, robotics, and blockchain would offer exciting opportunities for innovative learning experiences in the institutions. It was suggested that stakeholders in education sectors should collaborate with non-governmental organisations and technology developers through continued research and development to ensure the transformation of education propelled by innovative technological advancements.

**Keywords:** Technologies, Education Transformation, and Tertiary Institutions

# LEVERAGING ARTIFICIAL INTELLIGENCE FOR ENHANCED UNIVERSITY ADMINISTRATION

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**Sub theme:** Technology and educational transformation

## Abstract

University administration in contemporary times is becoming increasingly complex while administering universities for efficient service delivery to meet the yearnings of stakeholders demands a lot of ingenuity, particularly for internationalisation in the face of dwindling allocation to education in Nigeria. Consequently, the study examined leveraging artificial intelligence for enhanced university administration. The study adopted secondary sources relying on existing literature while the concept of artificial intelligence was approached from diverse perspectives. The study was anchored on classical theory and navigates into key facets of artificial intelligence implementation in various administrative domains such as admission, resource allocation, academic planning, course scheduling and student support services. The potential benefits of AI in the university administration were equally examined. In addition, the potential challenges with AI adoption in university administration were addressed. The study concluded that strategic implementations of AI in the administration of universities enhance administrative excellence. It was suggested among others that value re-orientation, capacity buildings and institutional collaboration pave way for the more agile and responsible academic environment.

**Keywords:** Leveraging, Artificial Intelligence and University Administration

# **CYBERETHICS AND E-LEARNING IN GENERATION Z COMPUTER SCIENCE FRESHMEN AT UNIVERSITY OF ILORIN'S OPEN AND DISTANCE LEARNING CENTRE**

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## **Abstract**

With the growing reliance on e-learning in education, the importance of attending to cyberethics and privacy issues, particularly among Generation Z learners, cannot be overemphasised. Consequently, this study examines the perceptions and encounters of Generation Z computer science freshmen at the University of Ilorin's Centre for Open and Distance Learning. Our focus is on the dynamics of cyberethics and privacy in e-learning platforms. The study is rooted in the understanding of ethical decision-making and privacy apprehensions in digital contexts, influenced by the existing literature on cyberethics, privacy, and technology acceptance models. A socio-technical viewpoint is adopted to comprehend the interplay between technical and social structures. Also, the study is underpinned by the Connectivism theory, proposed by George Siemens. Connectivism is a learning theory that emphasizes the role of social and technological networks in learning. This model explores the ethical implications of information sharing, privacy within digital networks, and the responsibilities of individuals and institutions in online learning environments. The study uses a qualitative research methodology, with interviews as the main tool for gathering data. The participants, selected via purposive sampling from the pool of computer science freshmen, are facilitated through semi-structured interviews to convey their thoughts and experiences about cyberethics and privacy on e-learning platforms. The interview data are expected, through the qualitative description of participants' verbatims, to reveal the students' cognisance of cyberethics, their privacy worries concerning e-learning platforms, and their encounters with ethical quandaries in the digital learning space. The results of this investigation are expected to enhance understanding of Generation Z learners' perceptions and handling of cyberethics and privacy issues in e-learning environments. The outcomes are expected to be discussed in the context of formulating educational strategies and policies that promote ethical behaviour and protect privacy in digital learning spaces.

**Keywords:** Cyberethics, Privacy Issues, Online Learning, Generation Z, Connectivism Theory, E-learning, ICTs in Education



# CYBERETHICS EDUCATION TECHNOLOGY IN THE BUILDING OF RESPONSIBLE DIGITAL CITIZENS

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## Abstract

As we navigate the digital era, cyberethics education has become paramount in shaping responsible digital citizenry. This study examines the role of technology in enhancing cyberethics education and fostering responsible online behaviours among Gen Z students at the University of Ilorin's Centre for Open and Distance Learning. Through a qualitative descriptive approach, involving semi-structured interviews with a purposive sample of young Gen Z students. Direct quotations through data provide account of participants' experiences and perspectives. The study reveals that despite being digital natives, Gen Z students' understanding and application of cyberethics varied significantly. Technology, especially digital educational platforms, emerged as a strong influence in shaping students' digital behaviours. The potential of technology in promoting cyberethics education is underscored, especially when integrated into the curriculum and designed to promote ethical digital behaviour. Utilising the Technological Pedagogical Content Knowledge (TPACK) theoretical framework, the crucial role of educators in leveraging technology to impart cyberethics is emphasised. The interplay of technological knowledge, pedagogical knowledge, and content knowledge is of utmost importance in this context. The study suggests revising current technology education policies to more effectively integrate cyberethics education. It also highlights the need for professional development programs for educators, equipping them with the necessary skills to incorporate cyberethics into their teaching practices. This research offers valuable insights into harnessing technology to enhance cyberethics education, contributing to the scholarly discourse on digital citizenship education. It also holds practical implications for education policymakers and educators in devising curricula and teaching strategies that foster responsible digital behaviours.

**Keywords:** Cyberethics, Digital Citizenship, Gen Z, TPACK, Qualitative Research, Educational Policy.



# THE USE OF INFORMATION, COMMUNICATION AND TECHNOLOGY ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS IN KWARA STATE

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## Abstract

This study focused on how to improve secondary school student's performance in mathematics by incorporating the use of ICT into the teaching and learning of Mathematics. The study was a quasi-experimental, non-randomized pre-test, post-test, non-equivalent control group design. A stratified random sampling was used to select two senior secondary schools for the study. The sample of the study comprised 83 SS2 Students consisting of 39 male and 44 female students while the two selected schools were grouped into experimental and control groups, respectively. The experimental group was taught with the use of Information, Communication and Technology (ICT) while the control group was taught without the use of Information, Communication and Technology (ICT). Students' Mathematics Performance Test (SMPT) was used to collect data. A reliability coefficient of 0.76 was estimated for SMPT using the Person's Moment Correlation coefficient. Data obtained were analysed using mean and standard deviation (SD) to answer the two research questions raised for the study while and t-test statistic was used to test the two formulated hypotheses. The result obtained revealed that students taught mathematics with the use of ICT performed significantly better than their counterparts taught without the use of Information, Communication and Technology (ICT). The result also showed that the use of ICT in the teaching and learning of mathematics was gender friendly as the students' gender did not influence their performance in mathematics when taught using ICT. It was recommended, among others, that mathematics teachers should adopt the use of ICT in the teaching and learning of mathematics to help students effectively learn and apply mathematical knowledge in their daily activities.

**Keywords:** ICT, Mathematics, Performance, Gender.

# **QUALITATIVE SCIENCE AND TECHNOLOGY EDUCATION FOR ECONOMIC PRODUCTIVITY AND POSITIVE TRANSFORMATION IN WEST AFRICAN SUB-REGION**

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## **Abstract**

Science and technology are known to hold the key to the progress and development of any society. In modern times, technology has played a fundamental role in wealth creation, improvement of the quality of life and bringing about real economic transformation and development in any society. There is no doubt that in economic studies, technology has been identified as the key driver of economic growth of cities, regions and countries. Advancement in technology brings about more efficient production of better goods and services, which is what socio-economic prosperity depends on. These twin concepts of science and technology cannot be acquired without proper and qualitative education aimed at their development. Qualitative science and technology education raises productivity and creativity among the people, as well as stimulates entrepreneurship and technological breakthroughs, which in turn leads to greater output and economic growth. Consequently, this paper examines the concept of quality science and technology education, and analyses the necessary steps to be adopted to achieve this quality education in the West African sub-region. This is done by discussing in real terms the steps taken by developed nations, deriving lessons from their histories and also considering the development and integration of indigenous scientific and technological skills. The method generally adopted in this work involves an extensive review of relevant literature, sequencing and presenting ideas to drive home the inevitability of qualitative science and technology education for economic productivity and positive transformation in the West African sub-region.

**Keywords:** Qualitative, science and technology education, veritable tool, economic productivity, positive transformation

# IMPACT OF MOBILE LEARNING AND BRING YOUR OWN DEVICE POLICIES ON LECTURERS' PRODUCTIVITY IN KWARA STATE TERTIARY INSTITUTIONS

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**Sub-theme:** Technology and Educational Transformation

## Abstract

The integration of mobile learning and BYOD (Bring Your Own Device) policies in schools has become a topic of significant interest and debate. The digital age has transformed how we communicate, operate, conduct business, and even learn today. Technology has brought a new meaning to all spheres of life at the same time, reducing costs and increasing efficiency. Internet and global learning platforms provide huge support to people of all ages across the globe and deliver for working professionals. It supports the lecturers of institutions by helping them learn new life skills. Mobile technologies in the educational process have re-directed the attention of many researchers in this field and have created an important body of academic research. The purpose of this study was to determine the impact of mobile learning and BYOD on lecturers' productivity. A descriptive survey type was adopted as the research design of this study. The population consisted of 14000 lecturers in Kwara State tertiary institutions while 350 lecturers were the target population. A researcher-designed questionnaire was used to obtain data. Mean and Rank Order of the same statistical package were employed to analyse the research questions raised for the study while Pearson Product Moment Correlation was used to test the research hypotheses @ 0.05 level of significance. The findings indicated that teachers made instructional decisions based on their level of use and that personal experience with technology and lesson planning for student-centred learning was a greater indicator of successful BYOD implementation than age or teaching experience. It was recommended that lecturers' should create more time to attend professional development training.

**Keywords:** mobile learning, bring your own device (BYOD), implementation, lecturers' productivity

# **AVAILABILITY AND UTILISATION OF ICT FACILITIES AND BIOLOGY STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA**

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**Sub theme:** Technology and educational transformation

## **Abstract**

This study examined the extent of influence of the availability and utilisation of ICT facilities on the academic achievement of Secondary School Biology students in Ebonyi State, Nigeria. Ex-post facto research design was employed for the study. A sample of 750 Senior Secondary 2 biology students selected from a population of 2,885 Senior Secondary 2 biology students was used for the study. Two instruments namely; Availability and Utilisation of Learning Facilities Questionnaire (AULFQ) and Biology Achievement Test (BAT) were used to obtain data for the study. Three research questions and three hypotheses were formulated to aid the study. The research hypotheses were (1) Availability of ICT facilities has no significant influence on secondary school biology students' academic achievement in Ebonyi State, Nigeria. (2) Adequacy of ICT facilities has no significant influence on secondary school biology students' academic achievement in Ebonyi State, Nigeria. (3) There is no significant influence of the utilisation of available ICT facilities on secondary school biology students' academic achievement in Ebonyi State, Nigeria. The research questions were answered using mean and standard deviation. While ANOVA was used to test the hypotheses. The findings of the study revealed that Availability and Utilisation of ICT showed significant influence on biology students' achievement scores. The researcher recommended among others that Science teachers, particularly Biology teachers should regularly use ICT facilities during classes and also introduce the facilities to the students early enough. This will help the students to get over the excitement that could divert their attention from the lesson content. Also, science teachers should regularly update themselves cognitively and in skills acquisition to be able to meet the challenges of utilising new technology in the class while teaching.

**Keywords:** ICT Facilities, Availability, Utilisation, Biology Students, Academic Achievements

# HEALTHCARE STUDENTS' READINESS FOR INTEGRATION OF MOBILE LEARNING TECHNOLOGY IN COLLEGE OF NURSING AND MIDWIFERY, NALERIGU

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## Abstract

Mobile Learning (ML) has useful applications in contemporary education and the training of nurses in Ghana. Ghana faces an infrastructural (classroom) deficit in nursing training institutions by restricting access to ML. The adoption of ML in contemporary nursing education and training in Ghana will not only address issues of access but also speed up the process of the adoption of digital health, such as mobile health. The study examined students' readiness, perceptions and attitudes towards the application of mobile devices in their training. This is a cross-sectional study conducted at the College of Nursing and Midwifery, Nalerigu in October 2022 in which a structured questionnaire was used to collect data from participants. The data was analysed using Stata (V.16) and presented in frequencies, charts and tables for clarity. The study recruited 1040 participants with the majority being females

(58.94%), aged 20-25 years (69.52%), in second year (46.92%) and nursing assistant-clinical students (42.40%). The majority of the participants were device-ready (72.87%), and had good basic and advanced ML skills (84.62%). More than half of the participants had a favourable perception (55.29%) towards ML and 60.38% showed good acceptance of ML. However, 67.69% indicated challenges to use ML. The study found high device readiness with good usage patterns, for both basic and advanced forms of ML skills combined with moderately good perception and acceptance of ML and high ML challenges. It is, therefore, important to address the gaps in usage patterns, moderate perception and acceptance of ML and especially the ML challenges. The study concluded that through education and training on the use of ML devices and applications among students by Management, the implementation of the ML system in the College will be easy.

**Keywords:** Mobile learning, Nursing education, Mobile device

# EFFECTS OF AFRICAN APPLE STAR LEAF EXTRACTS AS ANTI-CORROSION AGENT OF ALUMINUM ALLOY IN 0.25MH<sub>2</sub>SO<sub>4</sub> + NaCl MEDIUM

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## Abstract

The anti-corrosion agent of aluminium alloy sheet using African star apple leaf extract (ASALE) in 0.25M acidic – salt solution/medium was investigated. The extracts were extracted by solvent extraction techniques using ethanol as a solvent in a Soxhlet Extractor and characterised to determine the phytochemicals present in them. The inhibition process was done using the weight loss method and effect of process parameters such as concentration of extracts (0.05–0.25mg/mL), time (2–10h), temperature (30–70°C) and concentration of salt in the medium (0.25–1.25mg/mL) on the inhibition efficiency was investigated and optimised using response surface methodology (RSM). The results showed that the leaf extracts contained a significant amount of phytochemicals which are responsible for their anti-corrosion agent features. The African star apple leaf extract (ASALE) is an effective extract for the anti-corrosion agent of aluminium alloy sheets. The machine learning predictive tool RSM optimiser gave a concentration of extract 0.152 mg/mL, time 5.2 h, temperature of 50°C and concentration of salt in the medium 0.46 mg/mL with inhibition efficiency of 80 % (NLE), 88.3% (ASALE) and 82.5 % (PLE) optimal conditions. Therefore, the leaf extract is an anti-corrosion agent of an aluminium alloy sheet in an acidic salt (0.25MH<sub>2</sub>SO<sub>4</sub> + NaCl) medium. The anti-corrosion agent of aluminium alloy sheet using African star apple leaf extract.

**Keywords:** Optimization, African Star Apple leaf, acidic salt (0.25MH<sub>2</sub>SO<sub>4</sub> + NaCl), RSM and weight loss.



# THE APPLICATION OF TECHNOLOGY IN THE TRANSFORMATION OF LIBRARIES: IMPLICATIONS FOR POLICYMAKERS

Famuyiwa Olushola

## Abstract

This study investigates the pivotal role of libraries in the transformation of education, with a specific focus on the integration of technology and its implications for policymakers. The primary purpose is to clarify the evolving importance of libraries as dynamic hubs for learning and to assess how technological advancements contribute to educational innovation. The study's objectives encompass an examination of the current state of technology integration in libraries, the identification of its impact on educational paradigms, and an exploration of the challenges and opportunities faced by policymakers in creating an environment conducive to technological evolution in educational settings. A qualitative method was employed involving the administration of open-ended questionnaires to librarians from six selected federal universities in Southwest Nigeria. The findings of this study revealed that technology-enhanced libraries play a crucial role in facilitating personalised learning, fostering information literacy, and bridging the digital divide. However, challenges such as resource allocation and staff training require strategic attention from policymakers. The recommendations underscore the necessity for robust policies supporting the integration of technology in libraries, advocating for professional development opportunities for educators and librarians, and establishing collaborative frameworks to fully exploit libraries as drivers of educational transformation in the digital era. Policymakers are strongly encouraged to take decisive action in formulating policies that empower libraries to assume central roles in the ongoing educational revolution.

**Word count:** 222

**Keywords:** Educational transformation, Libraries, Technology, Policymakers

# REFORM IN PETROLEUM INDUSTRY AND NATIONAL DEVELOPMENT IN NIGERIA

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## Abstract

This study aimed to x-ray the reform in the petroleum industry and all the associated benefits, which led to national development in Nigeria. After sixty-seven years of oil discovery and exploration in Nigeria, the Petroleum Industry is the major source of revenue in the country, where other sectors revolved, needs to be studied in holistic terms. The Nigerian National Petroleum Corporation established about forty-three years ago, with the responsibility of controlling all the oil and gas companies in Nigeria, which sourced their raw materials from off-shore and on-shore drillings, has to a large extent achieved its core mandate, with regular turn around maintenance. The benefits of the Petroleum Industry Bill, employment opportunities, source of income and human capital Development are fully examined. The involvement of Nigerian Engineers, Technologists, Technicians and local contents in running the Petroleum Industry and the establishment of a good legal framework by the Federal Republic of Nigeria and others were recommended.

**Word count: 155**

**Keywords:** Refinery, Petroleum Industry Bill, Turn Around Maintenance, Off-Shore drilling, On-Shore drilling

# AN ASSESSMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION OF UNDERGRADUATE STUDENTS' COMPUTER COMPETENCY LEVEL IN KWARA STATE

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**Sub-theme** Technology and Educational Transformation

## Abstract

The teaching and learning process within and outside the classroom requires technological competency that will help teachers achieve the stated goals and objectives of education. Consequently, to compete with others around the world, the computer competency levels of preservice teachers cannot be overemphasised, where technology plays an increasingly essential role in educational setting all over the world. This study examined the Early Childhood and Primary Education of undergraduate students' Computer Competency level in Kwara State. The researcher adopted a descriptive research design. The population comprised all 400 level (102 Students) Early Childhood undergraduate students in Kwara State. Kwara State University and the University of Ilorin were sampled. One instrument (Undergraduate Students' Computer Competency Level Test), one research question and two research hypotheses were formulated and tested at a 0.05 level of significance. Data were analysed using mean, and standard deviation for the research questions and t-test for the null hypothesis formulated. The finding revealed that Early Childhood and Primary Education of undergraduate students' Computer Competency level in Kwara State was on average. Two hypotheses were tested at 0.05 level of significance and it was revealed that There was a significant difference in Early Childhood and Primary Education undergraduate students' Computer Competency level in Kwara State based on gender. Another finding also revealed that there was no significant difference in Early Childhood and Primary Education of undergraduate students' Computer Competency level in Kwara State based on University type. The researchers recommended that there is a need for undergraduate students to improve on acquiring technological skills. Indeed Kwara State government should provide technological tools and equipment to all tertiary institutions in the State.

**Keywords:** Assessment, Undergraduate Students, Computer Competency Level



# ASSESSMENT OF EFFICACY OF ARTIFICIAL INTELLIGENCE INTEGRATION IN EDUCATIONAL MANAGEMENT

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**Sub theme:** Technology and educational transformation

## Abstract

The integration of Artificial Intelligence (AI) into educational management systems represents a transformative shift in how institutions administer, deliver, and enhance the learning experience. Hence, this study assessed the efficacy of AI integration in educational management. It discussed the conceptual clarification of AI and the transformative potential of incorporating artificial intelligence (AI) into educational systems, particularly in an era where technological advancements are reshaping various sectors, particularly, the education system. In addition, the theoretical bases of AI and its efficacy in the management of the educational system were also looked into. Equally, the research explored the impact of AI on administrative tasks, student performance analysis, and resource as well as decision-making processes. Through a comprehensive review of existing implementations, challenges, and benefits, the paper provided insights into the potential transformation of educational institutions. The research emphasised the need for a balanced approach, considering ethical implications and the human factor in AI-driven educational management. By evaluating outcomes, the study has contributed, we hope, to the ongoing discourse on leveraging AI for optimising educational processes and fostering a more efficient and adaptive learning environment. The research also considered the perspectives of educators, administrators, and students to capture a holistic view of the efficacy of AI in educational management. Through careful examination of existing AI-integrated educational models and case studies, the paper identified best practices and potential challenges associated with AI implementation. It offered practical insights for educators, policymakers, and stakeholders interested in optimising the educational landscape through the judicious integration of AI. It was concluded that effective utilisation of AI could enhance educational management. It was suggested that stakeholders in the education sector should show more interest in the optimal utilisation of AI positively to achieve the desired result in educational management.

**Word count:** 290

**Keywords:** Assessment, Efficacy, Artificial Intelligence, Integration and Educational Management

## THE IMPLICATION OF EDUCATIONAL TRANSFORMATION IN THE TEACHING OF FURTHER MATHEMATICS AND MATHEMATICS IN SECONDARY SCHOOL



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**Sub-theme:** Technology and Educational Transformation

## **Abstract**

The teaching of Further Mathematics and Mathematics in secondary schools is a critical component of educational systems worldwide. However, there exists a pressing need to assess the current state of instruction in these subjects to identify the presumed challenges and explore the implications for educational transformation. Based on this, the study employed a comprehensive approach by giving concise and relevant literature related to Further Mathematics and Mathematics. It presented theoretical contributions related to the study. Thereafter, the study further examined the strengths and weaknesses of the existing educational practices by considering pedagogical methods, curriculum design, teacher training, and the overall learning environment. It was revealed that outdated teaching methods, inadequate teacher training programmes for teachers, and limited access to modern teaching resources and technology hindered student engagement, understanding, and the application of mathematical concepts to the real world to achieve the goals of educational transformation at the secondary school level of education. The study concluded that Further Mathematics and Mathematics in secondary schools are essential subjects that enhance the exciting learning experiences of the students. Therefore, it was recommended that policymakers, educators, and other stakeholders in education should work harmoniously to enhance the quality of Further Mathematics and Mathematics education in secondary schools.

**Word count:** 203

**Key Words:** Teaching, Furthermaths, Mathematics, Secondary Schools and Education Transformation, Tertiary Institutions

# THE ROLE OF DIGITAL TRANSFORMATION IN INCLUSIVE EDUCATION: IMPLICATIONS FOR SUSTAINABLE DEVELOPMENT

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**Sub Theme** Technology and educational transformation

## Abstract

The normative content of inclusive education focuses on the elimination of barriers to learning and achieving effective participation for students with diverse learning needs, including those with disabilities. Digital transformation in inclusive education refers to the integration of digital tools and practices into educational settings, to enhance teaching and learning experiences, increase access to education and improve the general effectiveness and efficiency of educational processes. The paper discusses the implications of digital transformation in inclusive education for sustainable development. It argues that digital transformation in inclusive education has the potential to significantly impact sustainable development goals by improving access to education, fostering knowledge sharing, empowering students and reducing the environmental impact of traditional teaching tools. The paper utilises neo-natural law theory as a qualitative interpretive tool for appraising understandings of digital transformation in inclusive education for sustainable development. The research methodology is of a qualitative nature that consists of library-based text analysis. While digital transformation in inclusive education is promising, complexities persist. Limited access to technology, unequal distribution of resources and a lack of digital literacy among teachers and students are challenges that need to be addressed. More so, ethical considerations regarding data privacy, cyber security, and ensuring the inclusion of the diverse needs of learners with disabilities must be carefully navigated. The paper concludes that unlocking the potential of digital technology in inclusive education for sustainable development requires collaboration among stakeholders. It recommends that systematic efforts and collaboration among stakeholders in education, policymakers, and technology developers are necessary to fully harness the benefits of sustainable digital technology and ensure inclusive educational experiences for all learners.

**Keywords:** Technology; Digital transformation; Inclusive education; sustainable development; Neo-naturalism

# **STRUCTURAL AND OPTICAL CHARACTERISATION OF WO<sub>3</sub> THIN FILM PREPARED BY CHEMICAL BATH DEPOSITION METHOD FOR OPTICAL GAS SENSING**

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## **Abstract**

The fast developments in the field of science, especially nanoscience have been good drivers in the progress of sensor technologies and educational transformation in the mechanical engineering sectors. Tungsten Oxide (WO<sub>3</sub>) Nanostructured thin films were successfully developed on glass substrates using the chemical bath deposition method at a temperature of 300K. The sources of W<sup>+</sup> are Na<sub>2</sub>WO<sub>4</sub>.2H<sub>2</sub>O and EDTA. EDTA was used as a complexing agent. WO<sub>3</sub> nanostructured thin film was prepared at a deposition period of 29 hours. The film was characterised by crystal structure using Drawell artist of science. DW-XRD-2700A X-ray diffractometer with a wavelength of 1.5418Å. The crystal structure investigated using XRD analysis reveals that the film is polycrystalline with a monoclinic structure. The optical characterisation was done using a Prolab-U756S UV-Vis Spectrophotometer. The optical characterisation of the film reveals that there is no transmittance in the UV region but high absorbance and high reflectance observed also show no UV region. High transmittance accompanied by high values of absorbance and reflectance in visible and infrared regions was also observed. The high transmittance property of the film in the visible and infrared regions makes the film transparent and a suitable material for optical gas sensor which will be steady in service. The average energy band-gap of WO<sub>3</sub> nanostructured thin film at room temperature of 300K is 2.83eV. The wide energy band gap exhibited by the film reveals that the film is suitable material for gas sensors, sensing material for gas detection and optoelectronic devices.

**Word count: 246**

**Keywords: Tungsten oxide, transmittance, band gap, optical gas sensing**

# THE USE OF CLIMATE SMART AGRICULTURAL (CSA) PRACTICES AMONGST SMALLHOLDER FARMERS: IMPLICATIONS FOR AGRICULTURAL EXTENSION EDUCATION IN NIGERIA

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**Subtheme:** Technology and educational transformation

## Abstract

Agriculture is a major contributor to global greenhouse gas emissions responsible for climate change. The adoption of climate-smart agricultural (CSA) practices portends great potential to mitigate these changes. Despite this, the use of CSA practices amongst farmers has been abysmally low. We thus explored farmers' perception of CSA practices, and examined their level and determinants of use, drawing implications for extension education in Nigeria. We focused on smallholder farmers in Nasarawa State, Nigeria, employing 3-stage sampling procedures to select 160 respondents. A QUAN-Qual research design was employed with a structured interview schedule to obtain quantitative data supported with qualitative data. Quantitative data were summarised with mean scores and multiple linear regression used for inferential deductions, while ATLAS.ti software was used for qualitative data analysis. Results showed that 29% received information about CSA practices from extension, 58% had formal education and 65.8% were members of farmers' association. Farmers opine that 'climate change is taking place' with 'drastic changes occurring in the past 5 – 15 years' and that 'climate change resulted into high temperature and moisture reduction in soil'. Irrigation accounted for (0.65), crop rotation (0.60), mixed cropping (0.58), and planting early maturing varieties (0.55) were the most used CSA practices while the least used were green-house technology (0.06), construction of water retention structures (0.11), planting crop varieties requiring little water (0.21) and planting drought resistance varieties (0.18) with respective index scores in parenthesis. The significant determinants of the use of CSA practices were knowledge ( $B=0.202$ ), education level ( $B=1.107$ ), and perception ( $B=0.120$ ) at  $p<0.05$ . This indicates that increasing farmers' knowledge and positively shaping and reshaping their perception through continuous climate education



would significantly enhance the use of CSA practices. We recommend the need for agricultural extension organisations to rise to the occasion by promoting climate change sensitisation among farmers in Nigeria.

**Word count: 299**

**Keywords:** greenhouse gases; climate change; climate-smart technology; extension education; climate education.

# CHALLENGES TO DEMOCRATIC PEACE IN WEST AFRICA REGION : EXPLORING ECOWAS'S LIMIT AND LESSONS FROM THE NIGER REPUBLIC

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## Abstract

The Economic Community of West African States (ECOWAS) was established in 1975 to principally promote economic integration among member states which comprise fifteen member nations. The organisation's journey has been impaired by conflict and in recent times, by democratic interregnum which, often obliges ECOWAS to toggle among economic, security, and democratic governance routes. The wave of democratic instability in the region that was ignited by military coup d'état in Mali, Burkina Faso, Guinea, and recently in the Niger Republic has become a serious challenge to the sustenance of democratic governance in the region and therefore becomes a threat to peace, security and integration process of the region. This paper examines the trajectory of the ECOWAS from an organisation saddled with responsibility for economic matters to a Regional Security Community to address the insecurity facing the subcontinent in achieving good governance. Using democratic theory as a framework, it explores the factors behind such takeovers and their adverse effects. Key informant interview (KII) was employed as an instrument of primary data collection and available literature on challenges to democratic governance in West Africa was also consulted. The finding reveals that bad governance coupled with the sit-tight syndrome of West African Leaders were the major causes of the trend ECOWAS was challenged not only by the geopolitics of the region but also by the principle of noninterference in the domestic affairs of member nations. . The study recommends, among others, that ECOWAS should take proactive steps in the sustainability of democratic governance in the region by ensuring the spread of dividends of democratic governance among the masses of the member nations.

**Word count: 268**

**Keywords:** ECOWAS, Peace Regional Integration, Good Governance, Security

# PROMOTING REGIONAL INTEGRATION AND QUALITY ENHANCEMENT THROUGH FACULTY-STUDENT COLLABORATION IN HIGHER EDUCATION

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## Abstract

The study examines faculty-student collaborations within higher education institutions as a potential catalyst for addressing regional challenges and enhancing the quality of education. These collaborations present a plethora of opportunities for the co-development of solutions that optimise the quality of the institution and address the needs of the West Africa region. A descriptive survey research design was used for the study while three research questions guided the study. The study population was 1,500 undergraduate students who were purposively selected in three tertiary institutions in 3 Local Government Areas of Delta Central Senatorial District and all the undergraduates in the area of study were sampled for the study. Three instruments with reliability coefficients of 0.70, 0.69, and 0.73 using Pearson Product Moment Correlation Coefficient were used for data collection. The study was subjected to descriptive analysis of mean and standard deviation while inferential statistics of analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 alpha level using R and Stat packages. Our findings show that schools where instructors prioritise active and collaborative learning strategies, emphasise higher-order cognitive activities in their teaching, and involve students in enriching educational experiences report higher levels of student engagement and learning. However, the study also identifies significant limitations, such as prevalent pedagogical transmission mentalities and inadequate reward systems, which can hinder the effectiveness of faculty-student collaborations. In conclusion, West African Universities must build strong academic ties by proposing four necessary modifications to enhance the effectiveness of faculty-student collaborations. These include institutionalising an egalitarian framework that minimises power hierarchies, attributing recognition to faculty-student collaborations for career advancement, resolving logistical scheduling issues that can impede collaborations, and offering sustained coaching for student-staff teams to enhance the quality of education and promote regional cohesion.

**Word count:** 288

**Keywords:** Faculty-Student Collaboration, Higher Education, Promotion, Regional Integration, Quality Enhancement

# **A HISTORICAL ASSESSMENT OF THE ROLE OF NUPE SCHOLARS OF ILORIN EMIRATE ORIGIN TO ITS EDUCATIONAL DEVELOPMENT**

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**Sub-themes: Regional Integration and Educational Curriculum**

## **Abstract**

Education is the basis of uprightness, morality, credible and reliable technology, and security, which are essential ingredients for life sustenance. The foundation of standard education lies on a sound curriculum. In the thirteenth and fourteenth centuries, the University of Timbuktu in the defunct Songhai Empire of West Africa competed successfully with European Universities in all spheres of knowledge. However, in the twenty-first century, none of the West African universities possesses the quality attained by their counterpart in the industrialized countries. This indicates that many things went wrong in the evolutionary trends and development of our universities. This study examined the historical contribution of Nupe scholars of Ilorin Emirate origin to the educational development of the geographical entity, to enable the reform of our educational system for positive development. The paper adopted a historical research method, which involved a case study approach, the use of archival materials, oral interviews, text content analysis and internet materials to assess the cause and courses of the dysfunctional educational system in Ilorin Emirate. The study concluded that the scholars of Nupe extraction from the Ilorin Emirate contributed immensely to the enrichment of the educational curriculum of the Emirate. Although, this was sustained there was a slow pace in its further reformation and development, the result of which adversely impacted the educational development of Ilorin Emirate.

**Keywords:** Educational Institutions, Curriculum Analysis, Reformation, Ilorin Emirate and Sustenance

# **CURRICULUM LINKAGES IN AGRICULTURAL EDUCATION PROGRAMMES AT COLLEGES OF EDUCATION AND UNIVERSITIES IN NIGERIA**

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**Sub-theme:** Regional Integration and Educational Curriculum

## **Abstract**

The study was carried out to determine areas of curriculum linkages in agricultural education programmes at Colleges of Education and Universities in Nigeria. The study has four purposes, four research questions and four hypotheses. The study adopted a descriptive survey research design. The population of the study was 239 made up of 76 lecturers from the Universities, 106 lecturers from Colleges of Education and 57 final-year students of agricultural education in Colleges of Education from South-East Nigeria. All the lecturers and students were used for the study, therefore no sampling was done. In all a total of 239 respondents were used for the study. The instrument for data collection was a questionnaire titled ‘Colleges of Education and Universities Linkage Programmes Questionnaire (CEULPQ)’. The instrument was developed by the researcher and was validated by three experts. The instrument was tested for reliability using Kuder-Richardson (K-20) formula and the reliability index was 0.72. The instrument was administered with the help of five research assistants. The instrument was distributed and collected after two weeks and all were returned representing a 100% return rate. The data collected were analyzed using ANOVA. The result showed that the courses in agricultural education in Colleges of Education in Nigeria need to be properly linked with that of the universities. It was recommended that relevant agencies responsible for curriculum development at both levels should reconcile the courses to include skill acquisition and a reduction in the period of graduation, among others.

**Keywords:** Curriculum, Linkages, Agricultural Education, Colleges of Education, Universities

# WOMEN'S EDUCATIONAL EMPOWERMENT AND REGIONAL INTEGRATION IN THE 21ST CENTURY

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## Abstract

This paper examines the connection between educational empowerment of women in the 21st century and regional integration. It explores the effect of gender inequality on access to education for women, and its consequent implications for regional integration. It further outlines the ways in which educational opportunities can benefit the women of a region, and how regional integration can have positive economic, social, and political impacts. Drawing on existing literature and data from different contexts, the paper delves into the current challenges faced by women and emphasizes the importance of investing in their education. The paper argues that although gender inequality remains a major obstacle in the quest for educational empowerment, regional integration can offer new opportunities for progress. The paper finds that women's educational empowerment is fundamental for regional integration as investments in girls' education enable them to participate in the local and regional economy, access better health care, and improve their decision-making power within the family and society. Additionally, the paper reveals that barriers to women's access to education are deeply rooted in socio-economic factors, which can be addressed through policies that ensure equal access to education for all and the elimination of gender-based discrimination. Finally, the paper suggests that regional integration should be tailored to meet the needs of the region, as programmes and policies that promote women's educational empowerment play an essential role in creating a more just and equitable society. Furthermore, initiatives should be put in place to promote collaboration between countries, to achieve gender balance in politics and business. In conclusion, this paper contributes to the understanding of the role of women's educational empowerment in regional integration and provides a wide range of policy recommendations on how to achieve a more equitable society in the 21<sup>st</sup> century.

**Keywords:** Women, Empowerment, integration

# **INTERVENTION STRATEGIES FOR CURBING CYBER-FRAUD AMONG TERTIARY INSTITUTION STUDENTS IN KWARA STATE**

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## **Abstract**

From time immemorial, there has been a continuous and persistent issue of cyber-fraud among youths and students alike in Nigeria and Kwara State in particular. The menace has caused several problems among undergraduates and made some tertiary institution students drop out of school while others have also been sent to jail. Several efforts have been made to overcome this menace to no avail but the issue is still unabated. Accordingly, the study investigated the intervention strategies for curbing cyber-fraud among tertiary institution students in Kwara State, Nigeria. The study adopted a phenomenal study approach. The population of the study comprised all the tertiary institutions in Kwara State, Nigeria. Six stakeholders were sampled at random from each of the selected four tertiary institutions in the Ilorin metropolis of Kwara State. An unstructured questionnaire was the only instrument used to elicit the needed data for the study, with psychometric properties of content validity and a reliability index of 0.73. The data collected from this study was analysed using NVivo. The findings of the study revealed the following intervention strategies are required to curb cyber fraud in tertiary institutions. These strategies include among others, cybersecurity awareness, educational awareness programme, including incorporating cybersecurity ethics into the educational curriculum, rehabilitation/reintegration, and stricter enforcement of laws and punishment. Consequently, the study concluded that the best strategies for curbing cyberfraud are mentoring, value reorientation, family involvement, awareness, and collaborative campaigns by stakeholders, among others. The study recommended that there is every need for all stakeholders like parents, students, lecturers, non-academic staff, community members, and traditional and religious leaders at all levels to overcome this harmful and ugly occurrence.

# TEACHERS' PERCEPTIONS ON E-LEARNING STRATEGIES NEEDED FOR EFFECTIVE GOVERNMENT CURRICULUM DELIVERY FOR SUSTAINABLE DEVELOPMENT IN WEST AFRICA

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**No subtheme**

## Abstract

This study was carried out to investigate the e-learning strategies needed for effective government curriculum delivery for sustainable development. This descriptive survey design study provided baseline information for updating government teachers' knowledge on e-learning strategies for effective government curriculum delivery. Two researcher-made questions and one hypothesis were formulated for the study while the related pieces of literature were reviewed. 500 government teachers were sampled out of 4,988 government teachers in the southeastern region of Nigeria. A 24-item questionnaire in a modified 4-point Likert scale of Higher needed (HN) =4, Needed (N) =3, Slightly needed (SN) =2, and Not needed (NN) =1, titled "Teachers' Perceptions on E-learning Strategies needed for Effective Government Curriculum Delivery for Sustainable Development" (TPELSNEGCDSD) was used to collect information from the respondents. Data was statistically analyzed using mean to answer the research questions while z-test was used to test the hypothesis at 0.05 level of significance. Results revealed that computer-based training and web-based learning strategies are needed for effective government curriculum delivery for sustainable development in Africa. Considering the lofty importance of e-learning strategies as recorded from the results of the findings, recommendations were made that computer-based training and web-based learning strategies are highly needed and thus should be adopted by government teachers to facilitate effective government curriculum for sustainable development in Africa.

**Keywords:** E-learning, government, curriculum, curriculum delivery and sustainable development.



# REPOSITIONING FRENCH LANGUAGE STUDIES IN NIGERIA FOR ENTERPRENEURIAL DEVELOPMENT

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**No subtheme**

## **Abstract**

In a rapidly globalised world, proficiency in multiple languages is paramount for effective communication, cultural exchange, and economic growth. This paper explores the imperative need for repositioning French language studies in Nigeria. Nigeria has a strong affinity for the French language, stemming from its colonial past and diplomatic relations with Francophone countries. However, recent trends indicate a decline in the popularity and effectiveness of French language programs across the nation's educational institutions. This is because, it has been observed over decades that the graduates of French language program have limited or no opportunity for employments in the Nigerian labour market. Apart from the teaching jobs that are scarcely made available to them, French language graduates of Nigerian origin often find it difficult to be employed in the professions that are related to their discipline. It is in this perspective that this article tries to examine how the narrative could be reversed owing to the fact that entrepreneurship studies have been injected into the curriculum of higher education in Nigeria. The pragmatic approach of Dewey (1938), a great advocate of progressive educational reform, is used for the study, while suggesting the various strategies that could be put in place to improve French language studies in Nigeria. The paper concluded that for French language to have a headway in the development of Nigeria, its teaching and learning methods should be functional and task-based, i.e., it had to focus on the needs and innovation of the 21<sup>st</sup> century.

**Key words:** French language, teaching, learning, entrepreneurship

# USING EDUCATION TO HANDLE HYDROGEN STORAGE AND TRANSPORTATION TECHNOLOGY ADOPTION IN WEST AFRICA

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## Abstract

The environmental and sustainability advantages have placed hydrogen as the energy of the future. This is not without demerits due to the properties of hydrogen compared to other fuels that have found earlier applications. A technical review of the mechanisms, techniques and challenges of safe storage and transportation of hydrogen are presented here. The increased volumetric storage and haulage of Hydrogen has been forecasted and handling devices and equipment including compressors, valves, battery vessels, and tube-trailers have been identified as key areas of safety concern. Failure consequences and risk criterion standard goals evaluation have been suggested borrowing from incidents and accidents recorded in fossil fuel product storage and handling systems. The benefits of applying artificial intelligence and machine learning adaptation in the storage, transportation and handling of hydrogen systems have been strongly recommended.

**Keywords:** Hydrogen, Safety, transportation, storage, equipment failure.

# ASSESSMENT OF TECHNOLOGY ENHANCEMENT OF PRE-SERVICE TEACHER PROGRAMMES IN THE WEST AFRICAN SUB-REGION

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**Sub Theme:** Technology and Educational Transformation

## Abstract

This study examines the enhancement of technology into pre-service teacher programmes in West African sub-region., with the objective of determining efficacy and competence of technology users on pedagogical abilities and identifying potential obstacles. The study raises six research questions and their accompanying null hypotheses. This study involves the inclusion of teachers on training and the educators from universities in West African sub-region. Mixed-methods of research approach is

employed. The quantitative phase of this study employed a survey questionnaire to assess the degree of technology integration and its impacts on pre-service teachers. Concurrently, the qualitative phase encompasses semi-structured interviews used on pre-service teachers and educators. Stratified random sampling technique is employed to ensure adequate representation of institutions, while simple random sampling technique is used to sample students and educators and in the selection of respondents that would include a wide range of experiences and opinions. Statistical techniques such as independent t-tests and one-way ANOVA are used to test the null hypotheses postulated while thematic analysis is employed in the examination of qualitative data that offers a comprehensive understanding of the intricate complexities and perspectives surrounding the incorporation of technology. The study's findings indicate that there are different levels of technology integration observed in educational institutions, and this integration has been found to have a good impact on the pedagogical capability and technological competency of pre-service teachers. One of the challenges is inadequate infrastructural facilities and disparities in technological accessibility. The recommendations, therefore, prioritize the implementation of standardized principles for the integration of technology, and the improvement of professional development opportunities for educators.

**Keywords:** Assessment, Pre- service Teacher, Technological enhancement, Pedagogy

# OPTIMIZING COLLABORATIVE LEARNING IN COMPUTER EDUCATION: THE INTEGRATION AND IMPACT OF INTERACTIVE WHITEBOARDS

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**Sub-theme:** Technology and educational transformation

## Abstract

In the rapidly evolving landscape of computer education, the integration of technology has become a cornerstone for fostering effective and dynamic learning environments. This paper explores the potential of Interactive Whiteboards (IWBs) as a catalyst for optimizing collaborative learning environments within the context of computer education. Drawing on collaborative learning theories and acknowledging the multifaceted benefits of technology integration, particularly IWBs, this study aims to investigate how these tools can be strategically harnessed to enhance collaboration, problem-solving skills, and overall academic performance in computer science courses. Collaborative learning is increasingly recognized as a crucial pedagogical approach for developing essential skills in computer science students, such as problem-solving, critical thinking, and effective communication. The IWB, with its interactive touch surface and multimedia capabilities, holds the potential to augment collaborative learning experiences by providing an interactive platform for student engagement. The underpinning theories and concepts for optimizing collaborative learning in computer education through the integration of IWBs involve a blend of educational technology, collaborative learning theories, and pedagogical frameworks. By grounding the research in these theories and concepts, the study can establish a solid theoretical framework for understanding how the integration of IWBs optimizes collaborative learning. Overall, the research contributes to the broader discourse on technology-enhanced learning by focusing specifically on the integration of IWBs in computer education. The conclusions drawn emphasize the need for intentional design and strategic implementation to harness the full potential of IWBs for collaborative learning. By aligning policies with the need for professional development, curriculum integration, equitable access, research support, and flexible learning spaces, stakeholders can collectively contribute to the transformation of computer science education in the digital age. Understanding the features that contribute to effective collaboration and the overall impact on student outcomes can inform decisions related to technology adoption and curriculum design in computer education.

**Keywords:** Collaborative Learning, Computer Education, Interactive Whiteboards, Pedagogy, Educational Technology.

# WASH AND IMPROVEMENT OF LEARNING ENVIRONMENT IN BASIC EDUCATIONAL INSTITUTIONS

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## Abstract

The provision of WASH (wash, sanitation, hygiene) in basic educational institution will transform the environment and support effective learning in the institution. The purpose of the study was to assess the level of application WASH concepts and practices in selected schools in Bode Saadu, Kwara State, Nigeria. The objective was to see how WASH practices can improve academic performance in the schools. Data was collected using a survey instrument and analyzed using SPSS (Version 27.0). Thirty-four (34) semi-structured questionnaires were administered to schools (primary and secondary) within the community. All the questionnaires were retrieved and analyzed. The results showed that 14.7%, 64.7%, 14.7% and 2.9% of the respondents have good, adequate, poor and no water supply respectively. Also 38.2% and 50% of the respondents use public taps and boreholes as sources of supply respectively while 11.8% had no water source to use. The sanitation situation showed that 35.3%, 52.9% and 11.8% of the respondents use flush toilets, pit latrines and no sanitation facility (toilet) respectively. These sanitation facilities do not have adequate water, show difficulty in cleaning and lack of soap for washing after use of toilets. The key finding is that WASH plays a crucial role in improving the learning environment in basic schools when there is adequate access to clean water for drinking, hand washing, and maintaining overall hygiene; and provision of clean and functional toilets, urinals, and hand washing stations. It is recommended that WASH programs and practices should be adopted in basic educational institutions to create a healthier and more conducive learning environment which will lead to improved attendance, academic performance, and overall well-being of students and staff.

**Keywords:** WASH, Learning environment, Sanitation facilities, Water supply, Academic performance

# QUALITY UNIVERSITY EDUCATION AS THE ULTIMATE PATH TO NIGERIAN GREATNESS

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## Sub Theme: Globalization and Quality Tertiary Education

### Abstract

Western education made its inroad into the area later known as Nigeria with the advent of elementary school in Lagos around the middle of the 19<sup>th</sup> century. From there, western education, promoted primarily by the missionaries, spread to the other parts of what was to be later known as Southern Nigeria before the end of that century. As a matter of fact, a different type of education, the oriental type, or to be precise, Islamic education had been going on in the northern part of the country for centuries before the advent of the western education in the whole of the geographical area later called Nigeria. Before the close of the 19<sup>th</sup> century, a number of Nigerians, especially from the south-western part of the country had had university degrees in one area of specialization or another from universities in Europe. This trend continued through the 20<sup>th</sup> century until 1948 when the University College, a college of the University of London was established in Ibadan. Universities were also established in Nsukka, Zaria, Ife and Lagos in the early 1960's to complement the existing one in Ibadan. From then on, Nigeria had been a hub of university education in African continent. The purpose of this study is therefore to examine how the early gain made by Nigeria in tertiary education was lost in the course of the country's history. It is also the purpose of this study to examine the Nigerian tertiary education's failure to address the country's myriad socio-political and economic problems through the prism of development theory. Historical and structural approaches are used in carrying out this research, relying principally on secondary sources. Conclusions are drawn from the key issues discussed in the paper and recommendations are offered.

**Key words:** Education, University, Economy, Development, Tertiary Education

# ISLAMIC EDUCATION IN NIGERIA: A CATALYST FOR REGIONAL INTEGRATION, PEACE, AND QUALITY TERTIARY EDUCATION

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**Sub-theme:** Regional integration and quality tertiary education

## Abstract

This paper explores the role of Islamic education in Nigeria as a transformative force, acting as a catalyst for regional integration, fostering peace, and contributing to the enhancement of quality tertiary education. It aims to provide insights into the multifaceted impact of Islamic education on societal development within the Nigerian context. The primary objectives of this research are to analyse the influence of Islamic education on regional integration, assess its contribution to peace-building efforts, and evaluate its role in enhancing the quality of tertiary education in Nigeria. The study seeks to answer key questions regarding the mechanisms through which Islamic education fosters these outcomes and whether variations exist across regions and institutions. A comprehensive mixed-methods approach is employed, combining qualitative interviews with educators, students, and community leaders, along with quantitative surveys to gather a holistic understanding of the subject. The study spans multiple regions of Nigeria to capture diverse perspectives and employs statistical analyses to identify correlations and trends. The research reveals that Islamic education plays a pivotal role in promoting regional integration by fostering a sense of common identity and shared values. It significantly contributes to peace-building efforts by emphasizing tolerance, understanding, and conflict resolution skills. In addition, Islamic education positively influences the quality of tertiary education by instilling a strong ethical foundation, critical thinking skills, and a sense of social responsibility among students. Based on the findings, this paper advocates for the integration of Islamic education into mainstream educational policies. Policymakers are encouraged to recognize and leverage the positive aspects of Islamic education to strengthen regional ties, promote peace, and enhance the overall quality of tertiary education. Collaborative initiatives between government bodies, educational institutions, and Islamic educators are recommended to achieve these objectives effectively.

**Keywords:** Islamic education, Nigeria, regional integration, peace, quality tertiary education



# REVITALIZING BIBLICAL HEBREW STUDIES IN SELECTED NIGERIA UNIVERSITIES: A “DEVOTIONAL-GOGICAL” APPROACH CENTERED ON PSALMS FOR LANGUAGE LEARNING AND SPIRITUAL ENRICHMENT.

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**Sub-theme:** Regional Integration and Quality Tertiary Education

## Abstract

The study of Biblical Hebrew is essential for scholars, theologians, and students aiming to comprehend and engage with the Old Testament texts. However, there is a growing concern about the declining enthusiasm for the study of Biblical Hebrew, particularly in Nigerian universities. In addition to the existing obstacles of skepticism about practicality and apprehension related to language challenges, this research aims to identify additional factors contributing to the diminishing interest and proposes remedies. Therefore, the research introduces a unique pedagogical approach termed "Devotional-gogical," which integrates language learning with spiritual enrichment, focusing on the wisdom found in the Psalms. The primary goal is to harmonize academic rigour with personal devotion to rekindle interest in Biblical Hebrew studies. The "Devotional-gogical" approach acknowledges two major barriers—impracticality and intimidation—that often discourage students from engaging with biblical languages. Drawing inspiration from Communicative Language Teaching (CLT) principles and infusing a devotional aspect, the research introduces a transformative educational paradigm. The Psalms, known for linguistic richness and profound spiritual themes, become the focal point for this innovative pedagogy. The study employs a comprehensive methodology, combining qualitative and quantitative assessments to evaluate the effectiveness of the current approaches used for teaching the language and predisposition to a new approach among students in Universities of Ilorin, Ibadan, and Kwara State University. Surveys, interviews, and collaborative discussions with students and teachers would be done. Emphasizing inclusivity and addressing the unique cultural context of Nigerian students, the research contributes to the academic landscape and to the preservation of cultural and religious heritage. Anticipated outcomes include a renewed interest in Biblical Hebrew studies, empowerment, and spiritual enrichment for students. The research aspires to offer a replicable pedagogical model applicable beyond the African context, inspiring a holistic approach to language education that unites the mind and spirit.

**Keywords:** Biblical Hebrew, Language learning, Pedagogy, Psalms, Old Testament texts.

# **EXPLORING THE PROBLEM OF INTEGRATION AND ITS EFFECT ON QUALITY EDUCATION AMONG EDUCATIONAL MIGRANTS IN SELECTED UNIVERSITIES IN NIGERIA.**

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## **Abstract**

Yearly, the number of foreign students' enrolment in Nigeria tertiary institutions is increasing. Such increase is triggered by quest for access to quality education as well as intellectual exposure on the parts of the migrants who are mostly Africans from other countries. However, some of these migrants are faced with some challenges which may pose difficulties for them in their academics and may eventually impede the actualization of sustainable development goals in the area of quality education. This study therefore seeks to examine the problem of integration faced by educational migrants in Nigerian universities and its consequences on quality education. It seeks to answer the question: To what extent does problem of integration affect the quality of education of educational migrants in Nigerian universities? Exploratory research design would be adopted for this study. The preliminary outcome of the study has shown that majority of the foreign students were faced with language barriers and other forms of cultural shock. The study thus recommends that the host university community should assist in putting in place measures which would assist the foreign students towards proper integration into the school system which in turn would enhance the quality of educational skills acquired therein.

**Keywords: Migration, Integration, Quality Education.**

# **PREDICTORS OF PHYSICAL ACTIVITY PARTICIPATION FOR MANAGING SPORT STRESS AND PHYSICAL INACTIVITY RISK FACTORS AMONG STUDENTS IN A NIGERIAN UNIVERSITY**

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## **Abstract**

**Purpose of the Paper:** There is a plethora of scientific evidence on the efficacy of physical activity (PA) as a non-pharmacological strategy in the prevention and management of chronic non-communicable diseases. Despite the benefits of PA, participation has continued to decline globally. Therefore, this study investigated the predictors of physical activity participation among University students. **Research Objectives:** To determine indices of participation in PA and management of risk factors for non-communicable disease among university students. **Summary of Methodology:** This study was a cross-sectional design, modified Slovin's formula was used to calculate the sample size and a total of 400 students were randomly selected as sample. Validated questionnaire was used to collect data from the students (aged between 15-24yrs) with reliability of 0.74 using Cronbach Alpha. Data was described using Percentage, mean and standard deviation and multiple regression was conducted to test the hypotheses at significance of 0.05 confidence level. **Key Findings:** The results indicated that; health status predicted participation [ $F(5,385) = 0.186, p = 0.04$ ; Adjusted  $R^2 = 0.031$ ], previous experience was also a good fit for the model as it explained 7.7% of the variation [ $F(5, 387) = 7.567, p = 0.00$ ; Adjusted  $R^2 = 0.077$ ], Self-esteem also contributed 9.9% to students' participation [ $F(5, 385) = 9.569, p = 0.000$ , Adjusted  $R^2 = 0.099$ ]. Conversely, parents' income was not a good fit for the model, it only explained 0.2% of the variation in the dependent variable [ $F(5, 389) = 1.120, p = 0.349$ , Adjusted  $R^2 = 0.002$ ]. **Recommendations:** Since health status, previous knowledge, self-esteem and knowledge of benefits of PA significantly predicted physical activity participation, strategic interventions is imperative for students' knowledge and practice of PA to optimise healthy lifestyle.

**Keywords:** physical activity, participation, health status, university students

# ASSESSING THE IMPACT OF FIELDTRIP ON STUDENT IN ENVIRONMENTAL RELATED COURSES IN KWARA STATE UNIVERSITY, MALETE, NIGERIA.

\*Staff-Students performance for quality tertiary education\*

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## Abstract

Field experiences offer crucial chances for environmental studies students, specifically to explore and implement holistic, diverse problem-solving skills in real-life circumstances. This study investigates the level at which a field trip activity in environmental studies improves practitioners prepare to solve challenging environmental problems. It was ambiguous whether students were obtaining or were substantially acquiring the pertinent knowledge on the existing field trips. The study therefore assesses the influence of a fieldtrip among the environmental studies students at Kwara State University in Malete, Nigeria. Fieldtrip will only be an accomplishment if proper knowledge was gained while it will be a waste of time, money, and efforts if nothing was gained by the student. The objectives are to assess the attitude of students towards fieldtrip, evaluate the factors influencing the fieldtrip and evaluate the impact of the fieldtrip on their research skills. The technique of purposive sampling was employed with four environmental courses chosen: Environment Management and Toxicology, Environmental Health Science, Plant and Environmental Biology, and Geology. One hundred students in their penultimate year were chosen at random from the four departments for a questionnaire survey. However, it was reasonable to conclude that important knowledge was not attained consistently as expected or sought by the student because they were generally taken to areas that were unrelated to their topic of study due to financial constraints or the country's vulnerability to insecurity. It was suggested that the institution help offer additional funding for fieldwork activities, either entirely or partially, because most students pay for the exercise and lecturers must find ways to handle the monies earned by the students. It was also suggested that the country's security concerns be addressed so that fieldtrip activities can take place in the most appropriate location, rather than anyplace nearby and irrelevant to the field of study.

**Keyword:** Fieldtrip, Environment, knowledge, Students, Malete, and Kwara

# ECOTOURISM AND BIOLOGY FIELD TRIPS: SYNERGIES FOR ASSESSING EDUCATIONAL VALUE IN SECONDARY SCHOOL IN ILORIN, KWARA STATE, NIGERIA

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## Abstract

This study Ecotourism and biology field trips: synergies for assessing educational value in Ilorin, Kwara, Nigeria, the research engaged 250 secondary school biology students. Two hundred and fifty (250) questionnaires were analyzed using percentage and mean. The findings revealed ecotourism has a positive impact on rural livelihoods, contributing to increased income and job opportunities in biodiversity hotspots. The result showed that ecotourism initiatives are effective in implementing conservation measures, protecting the environment, and preserving biodiversity in targeted regions. In addition, individuals with a background in biology education are better equipped to comprehend and apply environmental laws and principles in real-world situations. The study therefore recommended that there should be encouragement and support for greater involvement of local communities in the planning and management of ecotourism initiatives to ensure sustainability. Furthermore, community should encourage outreach programs as part of biology education, fostering a sense of responsibility for environmental conservation

**Keywords:** Ecotourism, biology field trips, synergies, educational value, Secondary School

# PEDAGOGICAL APPROACHES ON SKILL ACQUISITION AND PROFESSIONAL COMPETENCE OF GRADUATES OF HUMAN KINETICS IN A NIGERIAN UNIVERSITY

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## Abstract

**Purpose of the Paper:** Quality education, extent of skill acquisition in practical-based lessons in Physical Education is positively associated with pedagogical approaches and learning outcome. Purpose of the study is to determine the effective pedagogical approaches for students' skill acquisition and optimal professional employability of physical education graduates.

**Research Objectives:** To determine the suitable and effective pedagogical approach to skill acquisition for professional competence and employability of graduate students of Human Kinetics graduates.

**Summary of Methodology:** This study was a Mixed Method design (survey and Focus group interview). The sample was an intact class of 230 students offering skill-based courses. Questionnaire and interview was used for data collection. Data was described using percentage, mean and standard deviation and multiple regression to determine the relative and composite contribution of the regressors (team-learning, individualised, game of low organisation and demonstration) on skill acquisition and professional competence.

**Key Findings:** It was found that team-learning [ $F(5, 230) = 0.60, p = 0.02$ ; Adjusted  $R^2 = 0.51$ ], individualised approach was also a good fit for the model as it explained 9.9% of the variation [ $F(5, 230) = 12.567, p = 0.00$ ; Adjusted  $R^2 = 0.099$ ], individualised-approach also contributed 9.9% to skill acquisition [ $F(5, 385) = 9.569, p = 0.000$ , Adjusted  $R^2 = 0.099$ ]; demonstration method accounted for 18.6% [ $F(5, 230) = 7.120, p = 0.04$ , Adjusted  $R^2 = 0.186$ ]. Interview/focussed group discussion expressed students' preference of team-learning for large classes while demonstration/game of low organisation for small class. This implies that teaching learning pedagogical approach had the highest contribution to skill acquisition of students in skill-based courses especially when the classes are large in Physical Education.

**Recommendations:** This study recommends use of team-learning approach for large class and demonstration/game of low organisation for small class by Physical Educators for improved skill acquisition and enhanced employability.

**Keywords:** pedagogy, skill acquisition, professional competence, graduate students, employability

# PERCEPTIONS OF STAKEHOLDERS ON QUALITY OF PERSONNEL RECRUITMENT AND MANAGEMENT IN UNIVERSITIES IN KWARA STATE, NIGERIA

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**Sub-Theme:** Globalization and quality tertiary education

## Abstract

This study investigated perceptions of stakeholders on quality of personnel recruitment and management in Universities in Kwara State, Nigeria. The purposes of the study were to examine: (i) the quality of personnel recruitment (ii) the quality of personnel management (iii) the significance difference in perceptions of academic and non-academic staff in Universities in Kwara State, Nigeria. Descriptive research design of correlational type was used. A sample of 150 academic and non-academic staff were selected through purposive sampling technique and used as participants in the study from Al-Hikmah University, Ilorin, University of Ilorin, Ilorin and Kwara State University, Malete. A researcher-designed instrument titled: "Perceptions of Stakeholders on Quality Personnel Recruitment and Management Questionnaire" (PSQPRMQ) was used to elicit relevant information from the participants. The questionnaire was validated by experts in the fields of Educational Management and Educational Test and Measurement. A reliability test was also conducted on the instrument which yielded 0.87 coefficient. Two research questions and One research hypothesis guided the conduct of the study. Descriptive statistic of mean rating was used to answer the research questions raised, while inferential statistic of t-test was used to test the research hypothesis formulated at 0.05 level of significance. The findings of the study indicated that the quality of personnel recruitment in Universities in Kwara State was high. The quality of personnel management in Universities in Kwara State was moderate. There was no significance difference in the perceptions of academic and non-academic staff on quality of personnel recruitment and management in Universities in Kwara State. Based on the findings of the study, it was recommended, among others, that academic and non-academic staff should be encouraged to attend both national and international conferences in order to enhance their job performance.

**Keywords:** *Quality, Personnel, Recruitment, Management, Universities*

# RESEARCH METRIFICATIONS AND GLOBAFRICALIZATION IN RESEARCH MANAGEMENT: TO BE OR NOT TO BE?

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## Abstract

**Background:** There is a growing skepticism and resistance to metrics adoption in the evaluation and management of researches globally. The gradient based on traditional metrifications is reportedly ridden with flaws that triggers globafricalization and other insalubrious consequences that obscures scholarships and reputations.

**Methodology:** The perspectives of researchers from the developing countries were sought through the administration of online survey and data obtained were analyzed by subjecting it to a descriptive frequency distribution statistical model. The phenomenon of globafricalisation which include the pressure to fit into this western-imposed model despite the deficit of research support infrastructures may in part be fueling the push for global institution and researchers rating by various institutions. The validity, acceptability, neutrality and reputation of various research metrification were assessed.

**Results:** Data revealed that overemphasis on the flawed journal impact factor, citation indices bleed severe consequences particularly on the developing nations; it not only impairs development of sound science but limits the development and sustainable exploration of indigenous knowledge for regional sustainable development. Numerous major flaws in researchers and institutions rating are highlighted and the detail perspective of researchers in the region presented. Globafricalization undermines the full exploration of African potentials to tackle her peculiar challenges and resource utilization. Therefore, the 'deglobafricalization' of knowledge production, indigenous knowledge sharing and the general paradigm of the developing countries' perception must be a priority for all stakeholders.

**Conclusion:** Obviously, developing countries must steer innovation and creativity and re-evaluate their overall priority, dependence on the western researchers and institution ranking/metric system, develop a sustainable metrification needed for their regional development and profitable exploration of indigenous knowledge, rapid sustainable regional development, healthy competition, visibility and global relevance.

**Recommendation:** The globafricalization crave that seems to promote the inter-continental collaborations and publications at the expense of national growth should be ultimately jettisoned.

**Keywords:** Metrification; Globafricalization; Indigenous knowledge; Regional development; Innovation

## ENVIRONMENTAL GLOBAL CITIZENSHIP EDUCATION IN WEST AFRICAN UNIVERSITIES

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### **Sub-Theme 6: Globalization and quality tertiary education**

#### **Abstract**

This paper delves into the critical exploration of Environmental Global Citizenship Education (EGCE) within the higher education systems of West African universities, investigating the profound influence of globalization on shaping environmentally conscious and responsible global citizens. The paper's primary objective is to analyze the intricate interplay between globalization and the integration of environmental awareness and responsibility into educational frameworks, aiming to cultivate a cohort of individuals equipped to tackle prevalent environmental challenges on a global scale. Grounded in theoretical frameworks of global citizenship, environmental education, and the transformative effects of globalization on higher education, this research offers an in-depth examination of the strategies, challenges, and pivotal components of EGCE. It elucidates the essence of fostering environmental awareness, cultivating a sense of responsibility, and instilling a comprehensive global perspective on environmental issues among students. The paper explores the dynamic impact of globalization on curriculum development in West African universities, delineating prevalent trends, challenges, and opportunities associated with infusing global perspectives into environmental education. Through case studies and the presentation of best practices, this paper underscores successful models of integrating environmental education into higher education, emphasizing innovative pedagogical approaches shaped by the forces of globalization. Conclusively, the paper underscores the paramount importance of EGCE in addressing pressing global environmental concerns and advocates for its continuous integration within West African higher education. The implications of this paper extend to policymakers and practitioners, advocating for the formulation of supportive policies that facilitate EGCE integration, fostering collaborations among universities, and emphasizing the need for robust research and assessment mechanisms to evaluate the effectiveness of environmental education initiatives. Ultimately, this paper advocates for concerted efforts to nurture a cadre of global citizens equipped with the knowledge and skills to navigate and resolve intricate environmental challenges in our interconnected world.

**Keywords:** Environmental Global Citizenship Education (EGCE), Globalization, Environmental Awareness, Sustainability



# DOES DIGITAL LITERACY INFLUENCE STUDENTS' ACADEMIC PERFORMANCE? EVIDENCE FROM GENDER-DISAGGREGATED DATA IN NIGERIA UNIVERSITIES

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**Sub-theme:** Globalization and quality tertiary education

## Abstract

**Background:** The important role of digital literacy in the path of sustainable development is recognized in the SDGs as well stating, “the spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and develop knowledge societies”. It is directly referenced in four goals as catalysts for education (Goal 4) and gender balance (Goal 5). However, to improve students' academic performance, there is a need to address the existing digital divide, social stratification owing to several factors aggravated by lack of education and poverty.

**Research objective:** This study assessed the effect of digital literacy on student's academic performance in Nigerian high institution. Specifically, we determine the knowledge level of students on digital skills, factors influencing digital literacy among Nigerian students, and the perceived impact of digital literacy on students' academic performance in Nigeria.

**Summary of the methodology:** The study adopted a multi-stage random sampling technique in order to obtain data from a cross-section of students from selected Universities in Nigeria. Data collected were disaggregated by gender. We used teacher-made test to assess students' knowledge level on digital skills and reduction analysis to estimate variables influencing digital literacy among Nigerian students, while the effect of digital literacy on students' academic performance was assessed using Likert-type scale.

**Key findings:** We found that digital literacy enhance students' academic performance especially among the more digitally-inclined students compared to less knowledgeable on digital skills. Also, factors such as socioeconomic, educational level, and institutional variables drives digital divide across gender among Nigerian students.

**Recommendations:** Therefore, our results suggest that effort by relevant agencies of government and stakeholders toward improving access to digital education could enhance students' academic performance and subsequently narrow gender gap in digital literacy among Nigerian students.

**Keywords:** Academic, Digital literacy, performance, students, gender inequalities, Nigeria

# ENHANCING GRADUATES` SUCCESS AND COMPETITIVENESS: A HOLISTIC APPROACH TO BASIC SKILLS, THINKING SKILLS, PEOPLE SKILLS AND PERSONAL ATTRIBUTES

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## Abstract

In today`s dynamic job market and the era of rapid technological development, employers seek graduates who possess a diverse set of skills and attributes beyond traditional academic achievements. This conference paper explores the multifaceted nature of graduates` success and competitiveness in various organisations, with a focus on the critical role played by a combination of basic skills, thinking skills, people skills and personal attributes. The integration of these elements forms a holistic approach that not only contributes to the graduates` success and competitiveness but also cultivates a well-rounded and adaptable professional. The dynamic nature of the 21st-century workplace, technology and global markets necessitates a paradigm shift in educational approaches to better prepare graduates for the challenges of the corporate world and career success. As education administrators and industry stakeholders collaborate to reform curricula and professional programs, emphasis on these interconnected skills will contribute to the continued evolution of a highly skilled and adaptable workforce.

**Keywords:** Graduates` Success and Competitiveness; Basic Skills; Thinking Skills; People Skills; Personal Attributes

# TECHNOLOGY AND EDUCATIONAL TRANSFORMATION

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## Abstract

This paper examines the relationship between technologies as well as the ways through which technical advancements have impacted the field of education. The rapid advancement of technology in recent times has brought about not able transformations in the delivery, accessibility, and experience of education. This paper also examines the various ways technology has impacted education, including how it has affected student participation, transformed learning settings, and pedagogy. The paper begins with a summary of the state of technology in education today, emphasizing significant developments and trends that have affected the field. After that, it discusses how technology has transformed education and explains how it has altered conventional teaching strategies, and ethical issues related to the integration of AI in the education industry while opening up new avenues for individualized and flexible learning. The article ends by outlining the potential uses of technology in education going forward, including cutting-edge tools like augmented reality, virtual reality, and artificial intelligence. The statement underscores the necessity of continuous research, professional growth, and policy frameworks in order to facilitate the efficient incorporation of technology into educational environments. Overall, by offering a thorough examination of the existing situation, difficulties, and potential of utilizing technology to improve teaching and learning, this paper adds to the conversation on technology and educational change.

**Keywords:** Technology, Education, Transformation, Artificial Intelligence, Pedagogy

# ARTIFICIAL INTELLIGENCE IN CHEMISTRY TUTORING: ENHANCING PROBLEM-SOLVING SKILLS AMONG STUDENTS

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## Abstract

The integration of Artificial Intelligence (AI) in chemistry tutoring represents a revolutionary approach to educational transformation, particularly in enhancing students' problem-solving skills. This research explores the development and implementation of an AI-based tutoring system designed to augment traditional chemistry instruction. The primary objective is to assess the impact of AI on students' problem-solving abilities within the context of chemistry education. The AI tutoring system employs advanced algorithms to adapt to individual student needs, providing tailored learning experiences. Through interactive modules, the system engages students in real-time problem-solving scenarios, addressing diverse topics within the chemistry curriculum. The platform utilizes Natural Language Processing (NLP) to understand and respond to students' inquiries, fostering a dynamic and personalized learning environment. The study employs a mixed-methods approach, combining quantitative assessments of student performance with qualitative analysis of user experiences. Preliminary results indicate a significant improvement in students' problem-solving skills, with the AI system effectively identifying and addressing individual learning gaps. The adaptive nature of the platform ensures that students receive targeted support, promoting a deeper understanding of complex chemical concepts.

**Keywords:** Artificial Intelligence, Chemistry Education, Educational Technology, Student Engagement, Educational Transformation.

# REFORM IN PETROLEUM INDUSTRY AND NATIONAL DEVELOPMENT IN NIGERIA

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## Abstract

The aim of this study was to x-ray the reform in petroleum industry and all the associated benefits, which led to National Development in Nigeria. After Sixty-Seven years of oil discovery and exploration in Nigeria, the Petroleum Industry is the major source of revenue in the country, where other sectors revolved, needs to be studied in holistic term. The Nigerian National Petroleum Corporation established about Forty-three years ago, with the responsibility of controlling all the oil and gas companies in Nigeria, which sourced their raw materials from off-shore and on-shore drillings, has to large extent achieved its core mandate, with regular Turn Around maintenance. The benefits of Petroleum Industry Bill, employment opportunities, source of income and human capital Development are fully examined. The involvement of Nigerian Engineers, Technologists, Technicians and local contents in running the Petroleum Industry and the establishment of good legal framework by the Federal Republic of Nigeria and others were recommended.

**Keywords:** Refinery, Petroleum Industry Bill, Turn Around Maintenance, Off-Shore drilling, On-shore drilling.

# BEYOND LIKES AND FOLLOWS: UNMASKING THE REAL IMPACT OF SOCIAL MEDIA ON STUDENTS IN ILORIN WEST LOCAL GOVERNMENT

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## Abstract

Social media, encompassing platforms like Facebook, Twitter, and Instagram, has transformed global communication, especially among youth. Social media refers to internet-based platforms and technologies that enable people to create, share, and exchange digital content, such as text, images, videos, and audio, with a large virtual audience (Onyemaechi, 2019). Students have embraced contemporary technology not just for socializing, but also as a powerful tool for deeper academic engagement. In education, social media has blossomed into a valuable platform for fostering interaction and communication among students, instructors, and researchers. Its impact on academic performance in Ilorin West Local Government Area, Kwara State, Nigeria, was studied using a questionnaire-based descriptive survey involving 100 secondary school students from five selected schools. The study identified prevalent social media platforms, gauged addiction levels, and assessed their influence on academic performance. Results were analyzed using SPSS version 20.0, employing frequency count, percentages for demographic data, and t-tests to test hypotheses at a 0.05 significance level. The research found that students were extensively engaged with social media with Facebook, WhatsApp, and YouTube being the top rated in preference list. The study showed the perceptions of students on the influence of social media on their different academic engagements with a considerable number, varying from 25% to 51%, struggle to find a balance between social media use and studying. The study concluded that the use of social media has tremendously increased and has become a significant aspect of the daily life of students and it is important to note that excessive usage of social media is damaging to the academic performance of secondary school students. Hence the study recommends that school students should prioritize academic activities over social media usage by scheduling their social media usage effectively, such that it does not interfere with their academic activities.

**Keywords:** Social Media; Students' Performance; Social media addiction; Technology Bane, boon

# LEGITIMATION IN SPEECHES OF PRESIDENT BOLA TINUBU AND GENERAL ABDOURAHMANE TCHIANI ON NIGER COUP

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## Abstract

Deconstructing legitimization strategies in political discourse is a means to analyse specific ways in which language represents an instrument of control (Hodge & Kress, 1993, p.6) and manifests symbolic power (Bourdieu, 2001). This is even more evident in a case of conflict where political actors flex power and seek to influence perceptions of the populace while justifying specific actions. The paper, therefore, focuses on ways in which legitimization is expressed in speeches of the Nigerian President, Bola Tinubu and the Nigerien military junta leader, General Abdourahmane Tchiani in the wake of the Niger Coup of 26th July, 2023. Its specific objectives include: (i) to examine how through the speech events, the two leaders create and enforce both authority and legitimacy within their official statements on Niger Coup; (ii) to identify legitimization discursive structures within the data in relation to its linguistic features; and (iii) to establish the processes for positive self-representation and negative others-representation. Data will be obtained by downloading the speeches online analysing them qualitatively using Theo van Leeuwen's (1996) Grammar of Legitimation theory, van Dijk's Socio-cognition theory and Halliday's Systemic Functional Grammar. The expected results will unravel the mappings of ideologies and powers present in the discourses of a civilian leader with the mandate to uphold the survival of democracy within a region and a military leader championing a political revolution.

**Key words:** legitimization, legitimization strategies, political discourse, socio-cognition, systemic functional grammar

**Note:** Research findings and recommendations do not feature in this abstract as the research is still ongoing.



# WHAT DOES THE RESURGENCE OF COUPS IN AFRICA PORTENDS FOR REGIONAL SECURITY IN THE SAHEL?

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## **Abstract**

The world of the 21st century is a theatre of democracy and democratisation. But this is not the situation in Africa, where coups occur again and again. There have been about six coups in three years. It is believed that democratically elected leaders in Africa have worked tirelessly to forge a regional economic and security alliance. However, the occurrence of coups has led to the imposition of sanctions and other boycott measures on the affected states. This has implications for the proposed collective security. The most affected region is the Sahel, which is currently facing numerous security challenges. This study therefore critically analyses how the resurgence of coups in Africa will affect the fragile regional security in the Sahel. This sub-region is affected by armed conflict and violence bordering on insurgency, banditry, political violence, communal clashes and other forms of transnational criminal organisations linked to the illicit trade in Small Arms and Light Weapons (SALW). The study utilised documented sources to collect data. The content analysis method was used for the analysis. The study reveals that the recent coups in Africa reflect a rebellion against French excess and undue influence and economic exploitation of Francophone countries. The challenge, however, is the setback to the proposed regional security co-operation to combat insecurity, especially in the Sahel, the region most affected by the insecurity monster. Therefore, the study proposes that all forms of sanctions and blockades imposed by member countries on the states affected by coups should be lifted immediately. This will facilitate the realisation of regional security in the Sahel and help immensely in addressing the security challenges in the region.

**Keywords:** Africa, Coups, Regional Security, Resurgence, Sahel.

# THE ROLE OF ECOWAS IN PROMOTING POLITICAL STABILITY: THE CASE OF NIGERIA'S FOURTH REPUBLIC

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**Sub-theme:** Regional Integration, Peace, and Security

## Abstract

ECOWAS, a West African regional Organisation is basically established to promote economic integration within the member states. However, going by the dynamic landscape of West African politics and the incessant pressure on matters political, attention is shifted towards ensuring stability and democratic governance. Within this context, ECOWAS has played a significant role in mediating political crises, promoting democratic norms, and contributing to regional stability in West African countries including Nigeria. Hence, this research seeks to unravel the impact of ECOWAS interventions on Nigeria's political landscape, shedding light on the organisation's efficacy in fostering stability within the specific context of the Fourth Republic. Our main focus was to find out how ECOWAS had contributed to political stability in Nigeria and challenges it faced on the way. This is, however, done by examining specific instances of involvements such as resolution of electoral disputes and the management of internal conflicts. Data for this study was primarily based on secondary sources of data collection while the theoretical framework that guided the study was System Theory. The study found that ECOWAS served as Electoral Monitoring Group in Nigeria's election, collaborated to address security challenges, promoted economic reforms to pave way for political stability and many more. Some of the challenges faced in this regard include weak enforcement authority, absence of common language, bad national government, trade barriers, persistence of insurgency among others. The work therefore concluded that as much as ECOWAS tried in promoting political stability in Nigeria, the challenges on its way affects perfect deliverance of the role. It is recommended that ECOWAS requires stronger sense of purpose as well as enforcement institutions and authority to tackle most of these challenges.

**Keywords:** ECOWAS, Regional Integration, Political Stability, Nigeria's Fourth Republic

# WARD HEALTH SYSTEM: A NATIONAL HEALTH INITIATIVE TOWARDS REALIZATION OF HEALTH FOR ALL IN NIGERIA

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## Abstract

The provision of health care services has taken different dimensions since adoption of global goal of Health for All by the year 2000 and beyond through effective implementation of primary health care in Nigeria. In an attempt to actualize Health for All, series of laudable programmes, strategies and policies had evolved. The strategies and policies include Basic Health service scheme, 52 pilot local Government Areas Scheme with Bamako initiative that were introduced as support to the pilot study, Midwifery Scheme, Ward Health System and so on. The stated objective above necessitates the study on Ward Health System: A National Health Initiative Towards Realization of Health for All in Nigeria. Out of all strategies and policies identified above, Ward Health System has been a unique approach towards realization of goal of Health for All. This review examined the relevant concepts such Health for All and primary Health Care, principle and component of primary health care. The appraisal examined Ward Health System Strategy and its effectiveness in realization of Health for All. The paper also delves into benefits accruable from adoption and application of Ward Health System as well as its hindrances towards realization of Health for All. The appraisal concludes that the initiation and application of Ward Health care system has assisted in improving the quality of Health Care at the grassroots. The health approach also helps in effective mobilization of resources for viable health development at the grassroots among others. The library search recommended that local government administration should ensure adequate funding of different intervention programmes for valuable development; Health Workers should mobilize members of the community to give their full support to the ongoing programme; There should be adequate monitoring and evaluation of the programme for better performance.

# BENEFITS OF ADOPTING A COMMON CURRENCY IN ECOWAS

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## Abstract

Regional integration is perceived as a way of eradicating mass poverty and enhancing rapid economic growth among member nations. The Economic Community of West African States (ECOWAS) activities includes the preferential treatment of intra-regional trade, transport and communication. This study, therefore, offered an integrated analysis of the benefits of adopting a common currency in ECOWAS spanning 2001 to 2019. A two-step methodological procedure, based on the Optimum Currency Area (OCA) and the New Optimum Currency Area (NOCA) frameworks, were used to estimate the benefits of monetary union in ECOWAS. The behavioural models, capturing the elements of benefits, were estimated. The result showed that Trade creation shared 89.0% of the total benefits for ECOWAS. Policy coordination gains had the lowest share of 1.6% for the region. Trade creation gains ranged between 41.0% and 3.0% among the countries with Sierra Leone and Nigeria sharing the highest and lowest gains, respectively. It was revealed that even though the benefits of a common currency in the ECOWAS sub-region would be low at the initial stages of implementation, largely due to the existence of multiple currency in Anglophone West Africa, the benefits elements become lower with time; Thus, in the long-run the benefits of adopting a common currency is high. The study recommended that member nations should fast-track the attainment of the minimum convergence criteria to enable the rapid adoption of a common currency as this will go a long way in ensuring greater monetary integration, exchange rate stability, lower inflation rate, increased trade openness and improved economic growth in the sub-region.

**Keywords:** Optimum Currency Area, Behavioural models, Trade creation effect, Policy coordination gains, Inflation rate.

# ECOLOGICAL RISK ASSESSMENT AND PHTHALATE ESTER CONCENTRATIONS IN SEDIMENT SAMPLES FROM ILORIN METROPOLIS, NORTH CENTRAL NIGERIA

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## Abstract

The presence of phthalate esters in aquatic environments, common components of plastics and consumer products, is causing increasing concern due to potential adverse impacts on ecosystems and human health. Ilorin metropolis, situated in north-central Nigeria, is not immune to this environmental challenge. Recognizing the urgent need for a thorough evaluation, this study is dedicated to determining the levels and risk assessment of five phthalate esters (diethyl phthalate (DEP), dibutyl phthalate (DBP), benzylbutyl phthalate (BBP), di-n-octyl phthalate (DnOP), and di-(2-ethylhexyl) phthalate (DEHP)) in seven sediment samples obtained from farms and discharge pipes across Ilorin metropolis. It was observed that the total concentrations of the five phthalates ranged from 1.0126 to 27.7196 ng/g in the sediment. Among them, DBP exhibited the highest concentration in sediment samples, with an average value of 12.87 ng/g, followed by DEHP (average, 10.87 ng/g), DnOP (1.865 ng/g), BBP (1.099 ng/g), and DEP (1.042 ng/g). Significant positive correlations were observed between the concentrations of DBP, DEP, and DEHP and the physico-chemical parameters of the sediments. Ecological risk assessment revealed that only DEP likely posed a minimal risk. DEP was identified as a phthalate of concern in the sediment risk assessment. While the findings indicate that the phthalates pose minimal or no risk, there is a need for comprehensive phthalate monitoring in these locations to minimize the influx of these substances. This proactive measure is essential to prevent potential disruptions to the delicate equilibrium of the ecosystem, which could result in a catastrophic loss of biodiversity.

**Keywords:** Environmental toxicology, Hazard quotient, Sediments, Phthalates, Risk assessment

# **ROLES OF HIGHER INSTITUTIONS OF LEARNING IN PROMOTING PEACE AND SECURITY TO THE HOST COMMUNITIES: A STUDY OF REGIONAL INTEGRATION.**

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## **Abstract**

Peace and security are the bedrocks and prerequisites for the delivery of quality education which serves as a positive change agent for the desired development in any nation. The purpose of this study is to investigate key indicators used by some selected Kwara State Higher Institutions of Learning in promoting peace and providing security to their host communities and regions. 300 participants will be sampled using snowballing sampling technique from three Kwara State Higher Institutions of Learning namely; Kwara State University Malete, Kwara State Polytechnic and Kwara State College of Education (Technical) Lafiagi. The data will be analyzed with SPSS for windows using percentage, mean and standard deviation. The key findings of the study will be revealed in accordance with the suggestions of the participants and the recommendations will be made for the future studies, research regions, the Nigeria state governors and the Federal government of Nigeria on how to integrate regional efforts of the Nigerian Higher Learning Institutions in maintaining peace and providing security to the nation.

**Keywords:** Higher Institution, Peace, Security, and Host Community.

# FOSTERING PEACE AND SECURITY THROUGH INTERNATIONALIZATION IN AFRICAN UNIVERSITIES

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**Sub-Theme:** Regional Integration, Peace And Security

## Abstract

Many African states have been tagged “insecure” or “states in conflicts” globally. These African states such as, Burkina Faso, Cameroon, the Central African Republic (CAR), the Democratic Republic of the Congo, Ethiopia, Mali, Mozambique, Nigeria, Senegal, Somalia, South Sudan and Sudan are notable countries where there are armed conflicts which involve citizens fighting against the government or each other. Armed conflicts against the government in some African countries are as a result of a lack of respect for fundamental human rights and/or inadequate access to fundamental rights such as food, water and education. Considering that the youths are the largest number in many states, it is argued that quality accessible education, where available, may help foster peace and understanding such a society. This arguably may also bring about a more civilized way of addressing issues for growth and development in Africa. The internationalization of African universities through collaborations, linkages and mobility are proposed ways of addressing insecurity in African states. Exchange of students and faculty from one African state to another would help foster understanding of culture and religion which may help address the challenges of conflicts. This research adopts a multidisciplinary comparative approach and proffers recommendations to the challenges of insecurity in Africa.

**Keywords:** *Africa, human rights, peace and security, internationalization*

# THE NEXUS BETWEEN ECONOMIC COOPERATION AND SECURITY DYNAMICS: ANALYZING NIGERIA'S PARTICIPATION IN WEST AFRICAN REGIONAL INTEGRATION INITIATIVES

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## Abstract

This study dives into intricate relationship between economic cooperation and security dynamics, with a particular emphasis on Nigeria's active participation in West African Regional Integration attempts. The primary objective is to examine how Nigeria's involvement in these initiatives has shaped the region's economic and security landscape. Security Community Theory served as the theoretical framework of analysis for this study. The theory focuses on the development of a sense of community among states. Analyzing Nigeria's role in West African Integration through this lens could explore how economic cooperation fosters a shared regional security identity. Data were gathered through secondary source and analyze through qualitative content analysis. The findings show a complex relationship between economic cooperation and security dynamics in West Africa. The study identifies situations in which growing economic interconnectedness has benefited regional security by promoting mutual understanding and shared interests. It does, however, identify problems, such as the possibility of economic inequalities exacerbating security issues in some circumstance. Based on the findings the study recommended that bolstering diplomatic efforts, addressing economic inequalities and strengthening regional security frameworks will enhance the effectiveness of Nigeria's participation in Regional Integration Initiatives.

**Keywords:** Cooperation, Economic, Security, Regional Integration, Nigeria



# THE PERFORMING ARTS AS CATALYSTS OF REGIONAL COHESION IN WEST AFRICA SUB-REGION

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**Sub-theme:** Regional Integration, peace and security

## Abstract

This paper argues that the Performing Arts, being veritable vehicles of culture, and a strong audio-visual communication (representational, demonstrative, and entertaining) discipline could constitute a potent medium of regional integration, particularly in Africa. Existing literature has shown that several efforts had been made toward regional integration by successive postcolonial African leaders with notable acts, such as the formation of the Organisation of African Unity (OAU), which later metamorphosed into the African Union (AU), and the Economic Community of West Africa States (ECOWAS), and economic initiatives like the Lagos Plan of Action which targeted an integrated African Market by the year 2000. Despite this and other policy inventiveness like the Abuja treaty which came into force in 1994, and efforts at alleviating poverty in Africa and its sub-regions, the issue of regional cohesion appears to be a persistent mirage. This emanates from different problems such as leadership failure, insecurity, cultural differences, and territorial disputes that often result in the breach of peace. Using the Peacebuilding Theory as a framework, this paper interrogated Abdullahi Abubakre's *Citizens or Strangers*. It is, therefore, discovered that various interventions, of which theatre is one can resolve many of the problems associated with regional integration, and enhance peaceful co-existence, good neighbourliness, and economic prosperity. Drawing from the theoretical premise that theatre itself is a social institution that derives from society, the paper concludes that the intermingling of cultures through exchanges facilitated by multiple and multifaceted performances, such as drama, music, and dance that possess culture-entrenching and conciliatory dramaturgical concerns would constitute a fruitful window of opportunity for cultural integration, peacebuilding, and security between and among African countries, especially in the West African sub-region; and this is recommended as a possible alternative for regional cohesion.

**Keywords:** Regional integration, Performing Arts, Citizens or strangers, Peacebuilding, and Conciliatory dramaturgy.

# SECUTY DILEMASS IN INTEGRATED REGIONS: A MULTI DIMENTIONAL ANALYSIS

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## Abstract

The greater challenge facing regions today is security dilemmas. Security dilemmas is a situation in which action taken by a state to increase its own security causes reactions from other states, which in turn lead to a decrease rather than an increase in the original state's security. This paper explores the intricate web of factors contributing to the security dilemmas in such integrated regions characterized by economic interdependence, shared structured often faces and security threats that transcend traditional boundaries. The interplay between economic, political and cultural dimension crates a dynamic land scape were security concern multifaceted. The paper adopts realism as a theoretical frame work in the analysis. The study data were collected through documentation of secondary sources which include textbook, journal and other relevant library material. The paper discovered that security dilemmas is conditional and not universal. Secondly, security dilemmas is structural not perceptual in origin. The conclusion of the article indicates that, the sources of cooperation in the area of regional security can be perceived as a result of the natural desire of states to cooperate with each other, striving for regional integration and expression of identity and regional culture. The paper recommends sustainable social security which discourage conflict and good sharing of resources.

**Keywords:** Security, regions , regional integration, and security dilemmas

# INTEGRATION AND PEACEFUL COEXISTENCE AMONG DIVERSE ETHNIC NATIONALITIES OF ILORIN EMIRATE, NIGERIA IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES

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**Sub-theme:** 3. Regional integration, peace and security

## Abstract

The nineteenth century Yoruba historical quagmire transformed Ilorin from scattered micro settlements to a Fulani emirate, a centralized polity and a cultural melting point. Establishment and consolidation of the Fulani emirate hegemonic rule in a Yoruba geographical domain, culminated to the solid foundation of Ilorin's political and economic prominence. Ilorin became a conqueror and a safer haven for the oppressed. It turned out to be a scent of attraction for migrant settlers from Yoruba land, Nupe land, Hausa Fulani, Borno, Sudan, Mali and several other parts of Western Africa. Diverse cultural features of these peoples excessively complicated her heterogeneity and turned the tribal ownership of Ilorin emirate into an unending controversial academic debate. The paper adopts qualitative and historical method of data collection, interpretation and analysis to juxtapose the impact of diplomacy on peaceful coexistence among the multiethnic entities of Ilorin Emirate in the nineteenth and twentieth centuries. Thus, readings from extant literature, oral testimonies and archival documents were utilized in examining the extent of tribal and cultural diversity of a united sovereign entity of Ilorin emirate. The paper employs purposive sampling technique and focus group discussion in conducting field work and gathering valuable oral information from Magajis, Alanguas and Daudus, Baloguns, religious leaders, community associations, elder statemen and oral historians among others. The findings of the study was that, political and administrative structuring and restructuring, which allocated rightful places to major and significant minor ethnic groupings, transfigured Ilorin emirate to a distinct and unique cultural breed. Ilorin emirate became one of the most formidable political and economic heavy weights of the nineteenth century. The study recommended the adoption of Ilorin Emirate's 19<sup>th</sup> century diplomatic models in solving the security scourges such as ethnic division and crises, religion crises, kidnapping, terrorism and political violence currently experienced in Nigeria.

**Keywords:** Ethnicity, Ilorin, Emirate, Wards, Yoruba land

# ORGANIC CROP PROTECTION: A SCIENTIFIC APPROACH TO RESOLVING HERDERS-FARMERS CONFLICT IN SUB-SAHARA AFRICA

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**Sub - theme:** Regional integration, peace and security

## Abstract

Clashes between herders and local farmers in several communities have increased in recent years threatening security, peace and negatively impacting the economy of sub-Sahara Africa. These incidences do not reflect a positive outlook in the quest to end poverty, hunger, malnutrition, and food security. Crop protection strategies in organic farming are prophylactic rather than curative cropping system, aimed at preventing pests that cause yield reductions. The objective of the study was to proffer a scientific approach to resolving herders-farmers conflict in Nigeria. This was projected to be done using cow dung and cow urine (singly and in combination) as repellents on livestock encroachments on farmlands. The experiment was set up at the Teaching and Research farm of University of Ilorin, located in the Guinea savannah agro-ecological zone of Nigeria. The field was laid out in a Randomized Complete Block Design (RCBD) with three replicates and four treatments on a 104 m<sup>2</sup> area of land and sown to maize. The formulated treatments were applied weekly as pesticides on plants at 2 week after planting (WAP) until appearance of tassels. Data were collected for soil analysis, vegetative growth, yields assessment and all subjected to analysis of variance (ANOVA). The results from the experiment indicated significant ( $p < 0.05$ ) increase in the number of plants, leaf area (LA) and yields of treated plants compared to the control. The treatments caused increased soil organic carbon and considerable reduction in number of livestock foraging on treated maize plants; due mainly to the repellent effect of cow dung and cow urine. The finding offers greater prospect for organic crop protection in assuring food abundance, peace and security in relation to herder-farmer skirmishes in West African sub-region.

**Key words:** Agriculture, conflict, crop protection, food security, peace

# GLOBALIZATION ECONOMY INSECURITY AND REGIONAL INTEGRATION IN NIGERIA IN THE 20<sup>TH</sup> & 21<sup>ST</sup> CENTURIES

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## Abstract

Globalisation has remarkably affected Nigeria's security, economy, peace and integration in the sub-region in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Nigeria has experienced several challenges associated with threats to life and livelihood, crime, criminality, piracy and terrorism among other vices because of interconnectivity as well as our porous borders and poor enforcement. Economically interconnectivity brought challenges and opportunities and Nigeria's global inter-connectedness led to an increase in market volume and investments but it also exposed Nigeria to serious economic fluctuations and general hike in prices. During the period under consideration, Nigeria navigated the complexities of globalisation and enjoyed its benefits while trying to address its challenges to ensure robust intergroup-relations in regional security the economy and regional integration. In the global landscape, the dynamics of ensuring regional security and peace goes through several transformations, posing several challenges as well as opportunities for regional peace, improved economy and security. There has been an increase in trade, access to technology and investments giving room to an improved economy. On the other hand it grappled with the problems of global fluctuations and over dependence on foreign goods. This abstract is generally elucidating the impact of globalisation, technology, innovation, regional security, the economy and peace in Nigeria and the West African sub-region, on the quality of life of the people, the economy, governance and stability of the polity. It scrutinises the existing policies, various organisations generally known as representing the globalisation phenomenon. A historic-structural and multidisciplinary approaches were used in this study drawing insights from successful models, emphasising their applicability and adaptability. In conclusion, in the face of the world's increasing security threats, increase in trade and in response to regional conflict dynamics; integration and regionalization endeavours are increasingly seen as providing opportunities for establishing sustainable economic growth, peace, stability, and securing democratic consolidation.

**Keywords:** Regional security, economy. Peace, integration, globalisation, technology

# RENEWING THE ROLE OF UNIVERSITY ON MANPOWER DEVELOPMENT FOR A DEMOCRATIC SETTINGS IN NIGERIA

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**Sub-theme:** Partnership, collaboration and inter-university linkages

## Abstract

The role of the university is statutory on manpower development in the provisions of humans whose imbibition of relevant values, abilities, skills and knowledge, energies, initiatives and attitudes are socially incline to foster relative peace and harmony for national development. Nigeria and Nigerians are undergoing challenges of times which timely response of the university leadership and management could proffer solutions. This paper is premised on manpower development, *with recourse to community service and national unity. A descriptive survey with population of 77,315 which comprised of university management staff, academic staff and non-academic for the 128 universities in Nigeria as at 2017. Based on the multistage sampling procedure, universities were clustered into six geopolitical zones while 18 were selected on the purpose of ownership. The study adopted KENPRO (2012) sampling size table for 384 respondents. Three research questions were raised. These were answered using percentage. The results show that little was recorded as an achievements of university objectives in Nigeria. It concludes that; manpower development is open to criteria on manpower planning, with a set of guidelines for improving the linkage between universities and the public and private sectors within the framework of existing institutional and policy structures which universities in Nigeria take the lead. The study recommends among others. Universities should acknowledge their unique role in manpower development for national needs, more consideration to occupational projection with relevant statistical data, align all processes, structures, capabilities and capacities strategically to Nigeria environment to meet global outcomes, prioritizing experiential approach in consideration for Nigeria environment in system processes, application of participatory approaches that facilitate work based ethics and behavior through community in classroom techniques.*

**Words count:** 272

**Keywords:** Democratic setting, University education, Manpower development.



# INTER-UNIVERSITY LINKAGE AND SUSTAINABLE DEVELOPMENT : LESSONS FROM MOU THAT WORKS

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## Abstract

West African subregion has the potential to drive sustainable development if strong linkages are established between her universities. This paper examined the implementation of the Memorandum of Understanding signed between University of Ilorin, Nigeria and University of Cape Coast, Ghana. Specifically, it described the nature of collaboration between the two universities, the effectiveness of the linkage, provided insight for Agricultural Sustainability, highlight the constraints and drew lessons from the implementation of the MoU. Interview schedule was used to elicit information from faculty and Administration on the implementation of the MoU. The study shows success in the staff exchange, joint conferences and publications among others. Students exchange has been difficult due to differences in academic calendar. The paper concluded that the MoU could achieve sustainable development through collaborative research along the value chain and transfer of technology.

**Keywords:** Collaboration, Partnership, Sustainable development, Academic staff exchange, Students exchange.

# Harnessing One Health as Cornerstone for Global Health Security

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## Abstract

This paper explores the critical importance of a unified approach to public health through the lens of One Health rooted in the idea that the health of humans, animals and the environment is interdependent and connected. It contends that a collaborative, multidisciplinary, interdisciplinary and transdisciplinary approach is imperative to address emerging problems and mitigate global health challenges as exemplified in the events of the COVID-19 pandemic. This include public training and education which are essential to address challenges posed by climate change and emerging diseases, especially in developing countries in a conscientious paradigm shift towards one health approach to build a healthier globe. In addition, integration and collaboration among stakeholders could result in more rapid prevention and control of diseases and problems in society. One Health has become a rallying call in response to the failing health care need of our world and the lack of collaborative effort of our scientists and professionals who focused on individualized research. Acceptance and practice of the One Health Approach can advance and impact significantly on prevention and control of diseases and problems on a global scale. There is a need to strengthen links between human and animal health workers, environmentalist and other stakeholders by organizing a joint forum on disease surveillance. One Health approach embraces the idea that disease and problems impacting the health of humans, animals, and the environment can only be solved through improved communication, cooperation, and collaboration across disciplines and institutions. There is just one health and the solution requires everyone working together on all the different levels to attain health security for humans, animals and the environment. The One Health approach aims to enhance global health security to mitigate and counter the emergence of diseases and other global health challenges.

**Keywords:** One health, Global Health, Security



# SUSTAINING EQUITABLE QUALITY EDUCATION AND RESEARCH OUTPUT THROUGH INTER-INSTITUTIONAL COLLABORATION AND PARTNERSHIPS AMONG UNIVERSITIES IN KWARA STATE, NIGERIA.

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Sub-Theme 5: 'Partnerships, collaboration and inter-university linkages'

## Abstract

**Purpose/Introduction:** Education is the most powerful weapon for changing the world. Quality education inspires creativity and innovations, thus, quality education at all levels is pivotal to societal transformation, improved nation's economy thereby facilitating sustainable development. Universities and research institutes are hub of ground breaking researches. The responsibilities and impact of researchers in developing nations like Nigeria towards achieving and sustaining equitable quality education are germane to the national growth and development. Collaboration and partnerships are important yardsticks that can be employed in improving the universities' global recognition and ranking, with research excellence at the center.

**Concept:** However, difficulties in securing collaboration, research funding due to financial instability, poor internet infrastructure amongst other factors have served as impediments to its attainment. The Vice-Chancellors of the eight universities in Kwara State, Nigeria (both public and private universities), headed by Unilorin VC in 2023 created a joint consortium (KU8) that is focused on addressing some of these challenges and with the mission of having collaborative teaching and research activities between these universities with vested interest in the revitalization of educational system, thereby empowering and imparting skills and knowledge to the university students and also producing quality and employable graduates. The collaborative efforts have enjoyed a sustainable progress, an international conference organized by the KU8 consortium titled '*Transforming University Education in the 21st Century: The Role of Stakeholders*' which was held between 6<sup>th</sup> -9<sup>th</sup> August, 2023 with many researchers in attendance, series of topics were brainstormed.

**Conclusion:** In conclusion, this collaboration can better address many problems and challenges in Nigerian higher institutions of learning, by proactively establishing collaborative partnerships to pool resources, expertise, and knowledge.

**Implication:** The review seeks to discuss how inter-universities collaboration and partnerships among universities in Kwara State have assisted in sustaining equitable quality education and applicability of their research. Knowledge sharing, research grants, good quality and equitable education and research output are key investment to building a resilient and sustainable nation.

**Keywords:** Education; Collaboration; Sustainable development; Research; Consortium; Inter-universities.

# UBIQUITOUS MULTIPLE-DRUG-RESISTANT *Salmonella* ISOLATION FROM READY-TO-EAT CANTEEN-MEAT AND NEED FOR PARTNERSHIP, COLLABORATION AND INTERVARSITY LINKAGES IN *Salmonella*-SURVEILLANCE

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## Abstract

*Salmonella*, an ubiquitous, rod-shaped, gram-negative facultative anaerobic bacterium belong to the *Enterobacteriaceae* family. It is a common cause of foodborne illnesses at local, regional and global levels. It can be transmitted through the consumption of contaminated or undercooked food items, including ready-to-eat offal. *Salmonella* spp. pose a significant risk to human health, especially through the consumption of contaminated products, which may result in illnesses such as typhoid fever, gastroenteritis, or septicaemia. This research aimed to contribute to the body of knowledge on the surveillance of the organism by isolating *Salmonella* spp. from ready-to-eat rectum (abodi) samples sold in canteens/restaurants within Ilorin metropolis, Kwara State, Nigeria, and to determine the antimicrobial resistance status/ resistance patterns of the isolated *Salmonella* spp. from ready-to-eat offal in the study area. To achieve these, a total of 112 ready-to-eat rectum (abodi) samples were collected and analysed using conventional isolation methods. The antibiotic susceptibility test was carried out on the isolate using the disc diffusion method. One (0.9%) *Salmonella* spp. was isolated from the samples collected. The *Salmonella* isolate was resistant to tetracycline, amoxicillin, ampicillin, oxytetracycline, erythromycin and penicillin G. The isolate was sensitive to gentamicin, ofloxacin, chloramphenicol and sulfamethoxazole. There is a need for local, regional and global partnership, collaboration and inter varsity-linkages in *Salmonella* research, public education on the proper handling of meat products, which can serve as potential vehicles for *Salmonella* infections. Concerned government agencies should assume responsibility for monitoring the hygiene and sanitation practices in restaurants and canteens within the study area to mitigate the risks associated with *Salmonella* contamination.

**Keywords:** MDR-*Salmonella*, Isolation, Collaboration, Surveillance

## PARTNERSHIP, COLLOBORATION AND INTER-UNIVERSITY LINKAGES.

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### Abstract

Partnership, collaboration, and inter-university linkages have emerged as key drivers in fostering knowledge exchange, research collaboration, and academic growth within the higher education landscape. This abstract explores the significance and benefits of partnerships and collaborations between universities, focusing on the role of inter-university linkages and collaboration in promoting academic excellence and fostering innovation. However, there are some problems associated with the study. These are limited resources and budget constraint, trust and relationship building, institutional barriers and bureaucracy, uneven research capacities, research and data sharing challenges, uneven research capacities, time and commitment constraints, sustainability and longer commitment, communication, unequal contributions, conflicting goals and priorities to mention a few.

The methodology for this study is based on the series of conferences attended in Ghana, Burkina Faso, Senegal, United States, Denmark, Lebanon South-Korea and Japan, where interviews were conducted among lecturers and students coupled with scrupulous reviews of literature on educational institutions, scholarly articles, reports and case studies related to partnership, collaboration and inter-university linkages.

The findings of the study have shown that collaborations and partnerships between universities have been found to foster research and innovation, Increased Research Productivity. leveraging specialized facilities and equipment .knowledge and technology transfer, enhanced teaching and learning, addressing societal challenges institutional capacity building, and internationalization and global engagement inter-disciplinary and cross-sector collaboration, regional and global networks such as the various memorandum of understanding signed by the University of Ilorin with some universities of the world.

It is hoped that the study will contribute to knowledge by showing that Partnership, collaboration, and inter-university linkages are dynamic and multifaceted concepts that have gained significance in the field of higher education

**Keywords:** Partnerships, Collaborations, Inter-University Linkages.

# ENHANCING HIGHER EDUCATION COLLABORATIONS IN AFRICA: UNVEILING ASSUMPTIONS AND STRENGTHENING LINKAGES

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## Sub-Theme: Partnerships, Collaborations, and Inter-University Linkages

### Abstract

In the pursuit of advancing higher education collaborations in Africa and strengthening linkages, this conceptual investigation holds profound significance. The primary objective is to critically examine the assumptions underpinning global academic collaborations on the African continent, with a specific emphasis on multi-institutional partnerships and university-industry connections. Leveraging insights from established research, the study endeavors to unravel the intricate assumptions shaping collaborations between African and international partners, providing clarity on cross-cultural expectations. Moreover, the research delves into the dynamics of university-industry linkages in Africa, exploring institutional capacities and gaps that influence collaboration effectiveness. A crucial element is the synthesis of conceptual and theoretical debates on university-industry linkages in Africa, contributing to a nuanced understanding of the factors influencing partnership success. The study broadens its focus to the African perspective on collaborations, investigating how historical abuses and risks impact Higher Education Institutions (HEIs) in their approach to partnerships. This comprehension of reservations held by African HEIs seeks to guide the development of collaborative frameworks addressing historical concerns and aligning with the objectives of all stakeholders. Adopting a holistic approach, the research incorporates a regional dimension, scrutinizing the role of regional integration in shaping collaborations and cooperation in West Africa. The theoretical framework integrates elements from international relations, international political economy, and developments theory to assess the impact of regional policies on the collaborative landscape.

**Keywords:** Higher Education Collaboration, University-Industry Linkages, Cross-cultural Assumptions, Regional.

# CROSS-BORDER COLLABORATIONS IN HIGHER EDUCATION: A CATALYST FOR ENHANCING QUALITY STANDARDS

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## Abstract

This research aims to investigate the impact of cross-border collaborations on enhancing quality standards in higher education. As globalization continues to reshape the landscape of tertiary education, examining the dynamics of international partnerships becomes crucial for understanding their influence on academic quality. The study adopts a mixed-methods research design to provide a comprehensive analysis. The population under consideration includes students, faculty members, and administrators engaged in cross-border collaborative programs across diverse disciplines. The sample was selected using a stratified random sampling method, ensuring representation from various academic disciplines and geographical regions. This approach aims to capture a holistic perspective on the experiences and perceptions of stakeholders involved in cross-border collaborations. Data collection involves both qualitative and quantitative methods. Interviews and focus group discussions were conducted with key-stakeholders to gather in-depth insights into their experiences and perspectives on the impact of cross-border collaborations. The research instrument includes structured survey questionnaires and semi-structured interview protocols, developed based on a thorough review of existing literature and input from experts in the field. The research design was a sequential explanatory strategy, where qualitative data collection and analysis was preceded quantitative data collection and analysis. This design enables a deeper understanding of the contextual factors influencing the impact of cross-border collaborations before quantitatively measuring their broader implications on enhancing quality standards in higher education. The finding shows a positive thread in the quality of education as a result of cross border exchange of knowledge, it was recommended that more cross-country relationship should be promoted.

**Keywords:** Cross-Border Collaborations, Higher Education, Quality Standards

# UNIVERSITY COLLABORATION AND GLOBALIZATION OF EDUCATION IN NIGERIA: EMPIRICAL EVIDENCE FROM THE CONSORTIUM OF UNIVERSITIES IN KWARA STATE

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## Abstract

As the global landscape of higher education continues to evolve, university collaboration has emerged as a pivotal strategy for institutions seeking to enhance academic quality, foster research excellence, and promote internationalization. This empirical study explores the dynamics of university collaboration and its impact on the globalization of education in Nigeria, with a specific focus on the Consortium of Universities in Kwara State. In the context of globalization, the research explores the impact of university collaboration on the internationalization of education in Kwara State. It investigates the extent to which collaborative initiatives have facilitated student mobility, diversified curriculum offerings, and enhanced the global competitiveness of participating institutions. The study assesses the role of the Consortium in fostering a culturally inclusive learning environment and preparing students for the challenges of a globalized workforce. Drawing on a mixed-methods approach, this research investigates the collaborative initiatives undertaken by universities within the Consortium, examining the drivers, challenges, and outcomes of such partnerships. The study utilizes both qualitative data, including interviews and case studies, and quantitative data derived from surveys administered to academic and administrative stakeholders. Findings reveal a multifaceted approach to collaboration within the Consortium, encompassing academic research, faculty exchange programs, joint degree offerings, and the establishment of shared resource centers. The results indicated that trust, resource sharing, compatibility of research strategies, communication, and shared vision of collaboration outcomes are the key factors influencing successful university collaborations in Kwara State. The study also identifies key challenges, such as institutional disparities, resource constraints, and regulatory barriers, which influence the effectiveness of collaborative efforts. The findings aim to inform policy decisions, institutional strategies, and future research directions, ultimately advancing the understanding of how collaborative efforts can shape the landscape of higher education in the context of globalization. The empirical evidence presented in this research contributes to the broader discourse on the globalization of education in developing countries, offering insights into the opportunities and challenges faced by university consortia in Nigeria.

**Keywords:** University Collaboration, Globalization, Consortium, Internationalization

# THE IMPACT OF GLOBALIZATION ON CURRICULUM DEVELOPMENT IN TERTIARY EDUCATION

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## Abstract

This research investigates the profound influence of globalization on the development of curricula in tertiary education institutions. As the forces of globalization continue to shape higher education, understanding how curricular structures respond to these influences becomes imperative. The study targets a diverse population of tertiary institutions globally, encompassing universities, colleges, and technical institutes, ensuring a representative cross-section of educational systems. A systematic random sampling technique was used, in selecting institutions based on geographical location, and academic reputation. The research employs a descriptive survey design. A structured survey instrument was used to elicit information among faculty members, administrators, and curriculum developers, assessing their perceptions of globalization's influence on curriculum content, teaching methodologies, and learning outcomes. Questionnaire was designed to measure various dimensions, including the integration of international perspectives, the inclusion of global competencies, and the adaptation of teaching methods to meet the demands of an increasingly interconnected world. Data were analyzed using descriptive survey and inferential analyses. This research aims to contribute to the existing body of knowledge on the impact of globalization on tertiary education by providing empirical evidence and insights into the curriculum development process. The findings indicated a strong impact of globalization on tertiary education, it was therefore recommended that educators, policymakers, and institutions should follow up in order to produce graduate that can compete globally.

**Keywords:** Globalization, Curriculum Development, Higher Education.



## PATHWAYS TO ADVANCING PHARMACY EDUCATION IN SUB-SAHARAN AFRICA TO ACHIEVE SUSTAINABLE DEVELOPMENT GOAL 4 (SDG-4)

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Sub-theme: Globalization and quality tertiary education

### Abstract

**Purpose:** This research delves into the impact of Sustainable Development Goal 4 (SDG-4) on pharmacy education in Sub-Saharan Africa, with a dedicated focus on fostering access to quality education. The study endeavors to uncover key findings, challenges, and recommendations, aiming to align pharmacy education with the broader SDG-4 agenda.

**Underpinning Theory:** Grounded in the principles of SDG-4, this study adopts a conceptual framework that underscores the transformative potential of pharmacy education in addressing societal challenges, particularly healthcare disparities. The underpinning theories emphasize the role of inclusive and equitable education in contributing to universal access to quality learning experiences. The research examines how pharmacy education, when aligned with SDG-4, can serve as a catalyst for broader societal development. The research reveals significant challenges within pharmacy education in Sub-Saharan Africa, encompassing limited access to quality faculty, outdated curricula, and inadequate resources. These findings highlight the urgent need for systemic changes to overcome obstacles hindering the realization of SDG-4 objectives in the context of pharmacy education. Faculty shortages, curriculum obsolescence, and resource constraints emerge as primary impediments, impacting the delivery of comprehensive pharmacy education and exacerbating healthcare disparities.

**Conclusion:** The study concludes that aligning pharmacy education with SDG-4 is imperative for advancing healthcare and educational outcomes in Sub-Saharan Africa. Recognizing the transformative potential within pharmacy education can catalyze comprehensive reforms to address identified challenges and elevate the quality and relevance of education in the region.

**Implications/Recommendations:** Implications for policymakers and practitioners involve prioritizing investments in faculty development, curriculum revision, and infrastructure improvement to bridge the gap between pharmacy education and SDG-4. Recommendations include strengthening partnerships with international organizations, embracing technology to enhance educational access, and facilitating knowledge exchange. These transformative measures are proposed to empower policymakers and practitioners, fostering a more equitable and accessible educational landscape in Sub-Saharan Africa.

**Keywords:** Pharmacy education, healthcare, policy makers, SDG-4 goal,



# BIODIVERSITY KNOWLEDGE AND ATTITUDE OF STUDENTS IN A TERTIARY INSTITUTION: TOWARDS A NEW PERSPECTIVE FOR EDUCATION

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## Sub-Theme 6: Globalization and quality tertiary education (Paper Presentation)

### Abstract

To mitigate the threats faced by biodiversity, individuals need fundamental knowledge and must exhibit appropriate behavior toward biodiversity and its values. This study addresses a gap in existing research by investigating university students' knowledge, attitude, and participatory behavior related to biodiversity loss in Nigeria. Serving as a pilot study, it aims to offer insights into the current awareness levels of university students on biodiversity conservation, providing valuable information for policymakers.

An online questionnaire type survey was conducted on an expected sample of over 5,000 university students to assess their perceptions and attitudes towards biodiversity. The questionnaire yielded 300 respondents, revealing significant differences in biodiversity knowledge among students from various faculties, with over two-thirds from a background of urban settings.

Among our respondents, 52% are female, 96% are below 28 years old, 5% are pursuing postgraduate degrees, and 40% are in their final year of undergraduate programs. While only 35% lack knowledge about biodiversity, 89% believe in the interdependence of human survival and other living things. Only 52% are aware of and believe in species extinction, and 80% attributing the decline in bush meat to deforestation. Additionally, 74% believe their actions can endanger species, and that humans can be more committed to protect biodiversity on our planet. Ninety two percent express a desire to learn more about biodiversity.

The study highlights varied perceptions and attitudes toward biodiversity, with a notable awareness among final-year undergraduates. However, there is a need for enhanced understanding and knowledge, especially targeting diverse age groups and genders. Recommendations include implementing targeted biodiversity education programs, awareness campaigns on species extinction and deforestation, advocating for increased government involvement in conservation, supporting additional biodiversity research, fostering community engagement, and establishing accessible channels for information dissemination. These measures will address knowledge gaps and promote a comprehensive understanding of biodiversity-related issues.

**Keywords:** biodiversity, biodiversity knowledge, environmental attitude, university students, environmental education

# EXPLORING UNIVERSITY UNDERGRADUATE STUDENTS' KNOWLEDGE AND ATTITUDES TOWARDS WASTE MANAGEMENT

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## Sub-Theme 6: Globalization and quality tertiary education (Poster Presentation)

### Abstract

Waste generation is inherent in various processes, posing environmental and health challenges. Although Nigeria has established laws on waste management, the extent of awareness and enforcement remains unclear. This study focuses on university undergraduates, considering their potential influence as future leaders. Out of an expected 5000 respondents, 332 participated, with 95% being under 28 years old. Results show that 66% of respondents are aware of waste management, 51% have not taken courses on the subject, and 65% are unconcerned about waste-related issues, though 78% are aware that improper disposal poses a health risk. Seventy-one percent would drop garbage in a car or throw it out of the window, or just dump it in a neighboring bush or drainage. The study concludes that the attitude of students towards waste disposal is still inadequate and recommends integrating relevant topics and practical experiences into the undergraduate curriculum for enhanced awareness and better attitude.

**Keywords:** waste management, knowledge, attitude, waste education, undergraduate students,

# RETHINKING GLOCALISATION OF MUSICAL ARTS EDUCATION IN 21<sup>ST</sup> CENTURY NIGERIA

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**Sub-Theme:** Globalisation and quality tertiary education

## Abstract

The evident contraction of the world into a ‘global village’, the realities of a changing, digital, globalising world and the attendant challenges that come with it, particularly, in Nigeria, such as decline and neglect of the knowledge of indigenous culture as well as identity crisis have made discourses on globalisation and its counter-discourse on glocalisation inevitable. Hence, my study seeks the reinvention and transformation of musical arts education in Nigeria through glocalisation towards combating 21st century global cultural hegemony. Through qualitative design, my study proposes the infusion of the tenets of Robertson’s theory of glocalisation glocalisation vis-à-vis music glocalisation as a way of addressing the challenges of globalisation in musical arts education in 21<sup>st</sup> century Nigeria. Looking inwards through two critical weapons of tactical assimilation of progressive aspects of globalisation and the weapon of deliberate effort on the part of Nigerian music educational curriculum to promote local economy, culture, arts, philosophy, morality, ethics and ethos of their countries, attempting the commodification of culture in the process, I postulate that, to progressively change the tide of musical arts education in Nigeria within the realities of 21<sup>st</sup> century digital and globalising age, music teachers, music researchers, music educators and other stakeholders must begin to think global and act local towards creating glocal in the Nigerian Musical Arts education.

**Keywords:** Music Glocalisation; Music Globalisation; Music Education Curriculum; Music Technology; Music Pedagogy.

# GLOBALIZATION AND QUALITY OF TERTIARY EDUCATION IN NIGERIA IN THE 21st CENTURY

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## Abstract

This paper investigates the intricate relationship between globalization and the quality of tertiary education within a rapidly evolving global landscape. As the world becomes increasingly interconnected, the dynamics of higher education are undergoing profound transformations, posing challenges and opportunities for educational systems worldwide. This abstract elucidates the impact of globalization on the quality, standards, delivery methods, and overall efficacy of tertiary education across diverse cultural, technological, and economic contexts. Through an exploration of global trends and their influence on tertiary education, this abstract analyzes the shifts in curriculum design, pedagogical approaches, and the role of technology in reshaping the educational experience. It delineates the challenges surrounding quality assessment, standardization, and localization of education in a globalized setting, while highlighting the cultural and linguistic complexities inherent in ensuring a universally high standard of education. Moreover, this abstract examines the pivotal role of technology and innovation in enhancing access to higher education, fostering novel teaching-learning practices, and addressing the disparities brought about by globalization. It scrutinizes the existing policies and frameworks governing global tertiary education, evaluating their efficacy in ensuring quality assurance and accreditation. A historic- structural and multidisciplinary approach were used in this study drawing insights from case studies and successful models, this abstract presents a spectrum of best practices and lessons learned from various global contexts, emphasizing their applicability and adaptability in diverse educational settings. Lastly, it forecasts future trends and offers recommendations for policymakers, institutions, and educators to navigate the challenges and leverage the opportunities presented by globalization in advancing the quality of tertiary education. In conclusion, it underscores the necessity for continual evaluation, adaptation, and collaborative efforts to sustain and elevate the standards of tertiary education in an increasingly globalized world.

**Keywords:** Globalization, Quality of tertiary education, Pedagogical technological approaches and innovation.

# TOWARDS IMPROVING GRADUATES' EMPLOYABILITY SKILLS FOR THE 21ST-CENTURY WORKPLACE

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## Abstract

In an era of rapid technological development and evolving workplace dynamics, the employability of graduates has become a major concern. This conference paper explores the critical need for enhancing graduates' employability skills in response to the dynamic demands of the 21st-century workplace. The study examines the transforming landscape of the 21st-century workplace, emphasizing the growing importance of a diverse skill set that goes beyond traditional academic knowledge. The dynamic landscape of industries, technology, and global markets necessitates a paradigm shift in educational approaches to better prepare graduates for successful integration into the workforce. As part of strategies for improving graduates' employability skills to meet the demands of the 21st-century workplace, this paper presents a comprehensive analysis of the key employability skills required in the contemporary job market and proposes strategies for educational institutions to foster these skills among their graduates.

**Keywords:** Employability Skills, 21st-Century Workplace, Higher Education, Curriculum Redesign

**EXPLORING THE LINKS AND CONNECTIONS IN AFRICAN DIASPORA  
THEATRE TOWARDS THE DIDACTIC AND PEDAGOGICAL  
UNDERSTANDING OF AFRICAN CULTURE**

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**Sub-Theme: Partnerships, collaboration and inter-university linkages**

**Abstract**

Africa has a robust creative output fuelled by its rich diverse cultures embedded in its vibrant traditional festivals. These festivals are embodiments of rich performance aesthetics that cut across the diversity of her cultures and arts. These rich traditional theatrical and performance forms have been of great fascination to western and eastern scholars. The object of their fascination has been in the share pathos, aesthetics and inspired fantasy and spectacle. However, the inter African participation in this exploration is insignificant. Ironically there are vibrant Performing, Theatre, Creative and Cultural Studies Departments in most African Universities but there is not much focus on Afrocentric interest in their programmes. The attendant weakness is the lack of full understanding of African culture by fellow Africans, a situation that seriously affects the mutual understanding desired among African countries and has created a serious problem of lack of required dialogue in Afrocentric cultural relations. This paper addresses the cultural imbalance occasioned by this situation through the prism of Universities in Africa. One major way of doing this through concerted cultural diplomacy programs. It is thus desirable to utilize the performing Arts extensively together with tourism to get more people exposed to its inherent, subtle but profound statements beyond the usual mere observer/audience status usually being exhibited. The methodology employed is both prescriptive and the exploratory approach to serve as basis for further enquiries, while data are analysed qualitatively. The desiderata to African unity is to explore interactions in traditional theatre, dance, music and stage craft of African nations through the network of African Universities.

**Keywords: Cultural Diplomacy, African Diaspora Theatre, the Didactic and Pedagogical**

,  
African Culture, African festival and festival Theatre

# DECONSTRUCTING AND HISTORICISING PEACE AND SECURITY ISSUES IN TWO NIGERIAN PLAY-TEXTS

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**Sub-theme:** Regional Integration, Peace and Security

## **Abstract**

The plays, *Come Let Us Reason Together* by Akanji Nasiru and *Farewell to a Cannibal Rage* by Femi Osofisan, present a compelling narrative that intricately weaves together elements of social dynamics, political complexities, and the quest to find a lasting solution to peace and security issues in Nigeria. This is because, issues such as rioting, police brutality, mistaken identities, hooliganism, and other crises continue to endanger the lives of Nigerians today. Through the descriptive method of research that allows us to conceptualise issues in this study and content analysis, this study examines deconstructing and historicising peace and security issues in two Nigerian playtexts. Findings show that; Akanji Nasiru and Femi Osofisan, explore issues such as unrest, ideological clashes, and the impact of external societal forces on the growing community. These writers' compositions are fashioned towards reconstructing knowledge on peace and security issues like killing, police brutality, and mistaken identities within Nigerian institutions. This study recommends that; Nigerian leaders engage in a reevaluation of peace, and security issues with an attempt to deconstruct and historicise the sociocultural essence of the Nigerian people. In conclusion, positive characters like Five in *Come Let Us Reason Together*, Olabisi, and Akanbi in *Farewell to Cannibal Rage* should be emulated, while lascivious characters like Adigun and Titi should be shunned. The selected plays, provide a thought-provoking examination of the Nigerian sociocultural and political system.

**Word count: 228**

**Keywords: Deconstructing, Historicising, Peace, Security, Issues**

# SMARTPHONES-SOLUTION-IN- WAITING TO ACCELERATE THE TRANSBORDER EDUCATION IN WEST AFRICA

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## Abstract

Transborder education provides a range of instructional options and opportunities for anywhere, anytime and any pace path to widen access to education, internationalization and linkages among and beyond higher institutions. One fast-growing path of the transborder education is distance learning driven by the digital advancement. The digital implementation basic requirements (DIBR) for the distance learning are the accessibility to internet and computing devices which are in general very sophisticated and expensive. Therefore, in West Africa wherein there is socio-economic inequality from country to country and within countries, the potential students from these diverse socio-economic backgrounds can be classified as DIBR- Have and DIBR-Have-Not. It follows that for equality and inclusivity, there is need to fathom out a more accessible and affordable DIBR. This was the motivation of adopting the smartphones-solution-in-waiting (SSIW) as the DIBR to drive the distance learning since smartphones have been continually penetrating all socio-economic backgrounds and have all functionalities of computing devices and internet connectivity that are continually being advanced. The report here is on the exploration of the smartphones vast potential for education, kick started with projects to promote the distance learning in physics and related disciplines such as project on using smartphones as the mobile computational laboratory by taking advantage of their slimmed Microsoft packages and programming languages; project on using smartphone diverse toolbox and sensors for various experiments; project on using the smartphones for browsing and accessing online materials and project on using the smartphones for virtual teaching/learning processes. We have been developing updateable compendia of resources for each project suitable to cover the physics curricula both for normal and virtual learning. Remarkably, these SSIW projects with physics coverage, in principle, can be extended to other disciplines to reposition West Africa education to accomplish the Sustainable Development Goal (SDG) for education.

**Keywords:** Transborder education, Distance learning, Digital implementation, smartphones



# DECONSTRUCTING AND HISTORICISING PEACE AND SECURITY ISSUES IN TWO NIGERIAN PLAY-TEXTS

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Sub-theme: Regional Integration, Peace and Security

## Abstract

The plays, *Come Let Us Reason Together* by Akanji Nasiru and *Farewell to a Cannibal Rage* by Femi Osofisan, present a compelling narrative that intricately weaves together elements of social dynamics, political complexities, and the quest to find a lasting solution to peace and security issues in Nigeria. This is because, issues such as rioting, police brutality, mistaken identities, hooliganism, and other crises continue to endanger the lives of Nigerians today. Through the descriptive method of research that allows us to conceptualise issues in this study and content analysis, this study examines deconstructing and historicising peace and security issues in two Nigerian play-texts. Findings show that; Akanji Nasiru and Femi Osofisan, explore issues such as unrest, ideological clashes, and the impact of external societal forces on the growing community. These writers' compositions are fashioned towards reconstructing knowledge on peace and security issues like killing, police brutality, and mistaken identities within Nigerian institutions. This study recommends that; Nigerian leaders engage in a reevaluation of peace, and security issues with an attempt to deconstruct and historicise the sociocultural essence of the Nigerian people. In conclusion, positive characters like Five in *Come Let Us Reason Together*, Olabisi, and Akanbi in *Farewell to Cannibal Rage* should be emulated, while lascivious characters like Adigun and Titi should be shunned. The selected plays, provide a thought- provoking examination of the Nigerian sociocultural and political system.

**Word count: 249**

**Keywords: Deconstructing, Historicising, Peace, Security, Issues**

# REGIONAL INTEGRATION, RESEARCH AND COLLABORATION POLICIES IN TERTIARY EDUCATION IN WEST AFRICA (5. PARTNERSHIPS, COLLABORATION AND INTER UNIVERSITY LINKAGES)

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## Abstract

This research examines the nexus between regional integration, research, and collaboration policies in tertiary education in West Africa. It is the contention of this paper that education in West Africa has not taken its rightful place. For the West African tertiary institutions to tap into the vast resources/opportunities that the Fourth Industrial Revolution presents, it requires not just cutting-edge innovative research agendas, but regional solidarity and collaboration among tertiary institutions within the West African subregion. This research argues that, although ECOWAS has one of the most robust integration frameworks in Africa, the linguistic and political dichotomy between the Anglophone and Francophone West Africa impedes academic synergies among various tertiary institutions on institutional governance in higher education, research policies, curriculum design, capacity development, linkages, and social networks among academics and students. These issues stand in the way of effective regional integration in West Africa. This study aims to examine the language and educational framework of these selected countries: Benin, Cameroon, Gambia, Ghana, Nigeria and Senegal. The research employs a mixed method approach, combining quantitative data analysis and qualitative case studies. On the quantitative data, statistical data on academic and research collaborations will be examined, as well as the resource-sharing of these countries, while the quantitative focuses on in-depth case studies of the selected countries. Preliminary findings have shown the potential benefits of West African regional integration to include increased access to diverse academic resources, improved programme quality, and enhanced research collaboration. It also evidenced challenges such as institutional disparities, policy misalignments, and cultural differences that could make integration difficult.

**Keywords:** Regional Integration, Research, Collaboration, Policies, Tertiary Education in West Africa

**INFLUENCE OF TETFUND INTERVENTION ON INFORMATION RESOURCES DEVELOPMENT AND SERVICES FOR QUALITY UNDERGRADUATE EDUCATION IN PUBLIC UNIVERSITIES IN NORTH CENTRAL NIGERIA-HYPOTHETICAL APPROACH**

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**Sub-Theme:-** Globalization and quality tertiary education.

**Abstract**

The study was conducted to determine the influence of tertiary education trust fund (TETFund) intervention on information resources development and services for quality undergraduate education in public universities in North central Nigeria. Three null hypotheses were formulated to test the significant influence of TETFund intervention on information resources development thus there is no significant influence of TETFund intervention on service provision: there is no significant influence of TETFund intervention on resources development and service provision, and there is no significant influence of TETFund intervention on information resources development and services for quality undergraduate education in public universities in the North central Nigeria respectively using inferential statistics (chi-square). The target population of the study consisted of 166,026 undergraduate students in 13 public universities in North central, Nigeria. Multistage sampling procedure was used to select 384 undergraduate students in seven (7) public universities in the geo-political Zone. Structured questionnaire was designed and subjected to validation; and the reliability coefficient of 0.85, 0.85, 0.68 and 0.51 with average of 0.71 was obtained. Copies of the modified version of the instrument were administered on undergraduate students. Inferential statistical tool of chi-square was used to test the three null hypotheses at 0.05 level of significance. Results showed significant influence of TETFund intervention on information resources development; there was no significant influence of TETFund intervention on service delivery, while there was significant influence of TETFund intervention on resources development and service delivery for quality undergraduate education in public universities in North central Nigeria respectively. The study concluded that with available or otherwise of information resources and services, public university libraries will be in better position to or otherwise render services to enhance quality undergraduate education. It was recommended that state and federal government to commit adequate funds to enhance the provision of adequate information resources and services to public university libraries boost quality undergraduate education in public universities in North central Nigeria.

**Keywords:-** Information resources development; Libraries; Nigeria; Public universities; North central; Service provision; Quality education, TETFund intervention

# POST-TRADITIONAL AND TRANSBORDER TEXTS ON REGIONAL INTEGRATION, PEACE AND SECURITY IN AFRICA

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Sub-theme: **Regional Integration, Peace and Security**

## Abstract

Post-traditional societies are negations and counter-discursive assertions against the main tendencies and characteristics of traditional societies. Consequently, the hybridised post-traditional African societies encourage the use of technology, invention and change which are also within the tenor of border crossing and postcolonial thinking. Through content analysis which is complemented with the post-traditional social order and “social reflexivity” of Anthony Giddens; this paper examines the interface between post-traditional and transborder texts, and their implication on regional integration, peace and security in Africa. The main aim of the study is to interrogate; materially and dialectically, Nigerian and Ghanaian texts of Efua T. Sutherland’s *Marriage of Anansewa*, Zulu Sofola’s *Wedlock of the Gods* and Toyin Abiodun’s *Marriage of Arike within post-traditionality and transborder crossing*. It has come to the fore in the study that; gender equity, change, intergenerational dialogue and innovation, among others are critical to regional integration, peace and security in Africa. The study concludes that post-traditional and transborder texts are creative cum innovative models for the revolution of the mind, cultural synergy and social cohesion which will also promote regional integration, peace and security in Africa.

**Word count: 184**

**Keywords: Post-traditional, transborder, texts, peace, security**

**EXPLORING THE LINKS AND CONNECTIONS IN AFRICAN DIASPORA  
THEATRE TOWARDS THE DIDACTIC AND PEDAGOGICAL UNDERSTANDING  
OF  
AFRICAN CULTURE**

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**Sub-theme:** Partnerships, collaboration and inter-university linkages

**Abstract**

African has a robust creative output fuelled by its rich and diverse cultures embedded in its vibrant traditional festivals. These festivals are embodiments of rich performance aesthetics that cut across the diversity of her cultures and arts. These rich traditional theatrical and performance forms have been of great fascination to western and eastern scholars. The object of their fascination has been in the share pathos, aesthetics and inspired fantasy and spectacle. However, the inter African participation in this exploration is insignificant. Ironically there are vibrant Performing, Theatre, Creative and Cultural studies Departments in most African Universities but there is not much focus on Afrocentric interest in their programmes. The attendant weakness is the lack of full understanding of African culture by fellow Africans, a situation that seriously affects the mutual understanding desired among African countries and has created a serious problem of lack of required dialogue in Afrocentric cultural relations. This paper addresses the cultural imbalance occasioned by this situation through the prism of Universities in Africa. One major way of doing this is through concerted cultural diplomacy programs. It is thus desirable to utilize the performing Arts extensively together with tourism to get more people exposed to its inherent, subtle but profound statements beyond the usual mere observer/audience status usually being exhibited. The methodology employed is both prescriptive and the exploratory approach to serve as basis for further enquiries, while data are analysed qualitatively. The desiderata to African unity is to explore interactions in traditional theatre, dance, music and stage craft of African nations through the network of African Universities

**Key words:** Cultural Diplomacy, African Diaspora Theatre, the Didactic and Pedagogical, African Culture, African festival and festival Theatre

# DECONSTRUCTING AND HISTORICISING PEACE AND SECURITY ISSUES IN TWO NIGERIAN PLAY-TEXTS

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Sub-theme: **Regional Integration, Peace and Security**

## Abstract

The plays, *Come Let Us Reason Together* by Akanji Nasiru and *Farewell to a Cannibal Rage* by Femi Osofisan, present a compelling narrative that intricately weaves together elements of social dynamics, political complexities, and the quest to find a lasting solution to peace and security issues in Nigeria. This is because, issues such as rioting, police brutality, mistaken identities, hooliganism, and other crises continue to endanger the lives of Nigerians today. Through the descriptive method of research that allows us to conceptualise issues in this study and content analysis, this study examines deconstructing and historicising peace and security issues in two Nigerian play-texts. Findings show that; Akanji Nasiru and Femi Osofisan, explore issues such as unrest, ideological clashes, and the impact of external societal forces on the growing community. These writers' compositions are fashioned towards reconstructing knowledge on peace and security issues like killing, police brutality, and mistaken identities within Nigerian institutions. This study recommends that; Nigerian leaders engage in a reevaluation of peace, and security issues with an attempt to deconstruct and historicise the sociocultural essence of the Nigerian people. In conclusion, positive characters like Five in *Come Let Us Reason Together*, Olabisi, and Akanbi in *Farewell to Cannibal Rage* should be emulated, while lascivious characters like Adigun and Titi should be shunned. The selected plays, provide a thought- provoking examination of the Nigerian sociocultural and political system.

**Word count: 228**

**Keywords: Deconstructing, Historicising, Peace, Security, Issues**

# SMARTPHONES-SOLUTION-IN-WAITING TO ACCELERATE THE TRANSBORDER EDUCATION IN WEST AFRICA

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## Abstract

Transborder education provides a range of instructional options and opportunities for any-where, any-time and any-pace path to widen access to education, internationalization and linkages among and beyond higher institutions. One fast-growing path of the transborder education is distance learning driven by the digital advancement. The digital implementation basic requirements (DIBR) for the distance learning are the accessibility to internet and computing devices which are in general very sophisticated and expensive. Therefore, in West Africa wherein there is socio-economic inequality from country to country and within countries, the potential students from these diverse socio-economic backgrounds can be classified as DIBR- Have and DIBR-Have-Not. It follows that for equality and inclusivity, there is need to fathom out a more accessible and affordable DIBR. This was the motivation of adopting the smartphones-solution-in-waiting (SSIW) as the DIBR to drive the distance learning since smartphones have been continually penetrating all socio-economic backgrounds and have all functionalities of computing devices and internet connectivity that are continually being advanced. The report here is on the exploration of the smartphones vast potential for education, kick started with projects to promote the distance learning in physics and related disciplines such as project on using smartphones as the mobile computational laboratory by taking advantage of their slimmed Microsoft packages and programming languages; project on using smartphone diverse toolbox and sensors for various experiments; project on using the smartphones for browsing and accessing online materials and project on using the smartphones for virtual teaching/learning processes. We have been developing updateable compendia of resources for each project suitable to cover the physics curricula both for normal and virtual learning. Remarkably, these SSIW projects with physics coverage, in principle, can be extended to other disciplines to reposition West Africa education to accomplish the Sustainable Development Goal (SDG) for education.

**Keywords:** Transborder education, Distance learning, Digital implementation, smartphones

# DECONSTRUCTING AND HISTORICISING PEACE AND SECURITY ISSUES IN TWO NIGERIAN PLAY-TEXTS

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Sub-theme: **Regional Integration, Peace and Security**

## Abstract

The plays, *Come Let Us Reason Together* by Akanji Nasiru and *Farewell to a Cannibal Rage* by Femi Osofisan, present a compelling narrative that intricately weaves together elements of social dynamics, political complexities, and the quest to find a lasting solution to peace and security issues in Nigeria. This is because, issues such as rioting, police brutality, mistaken identities, hooliganism, and other crises continue to endanger the lives of Nigerians today. Through the descriptive method of research that allows us to conceptualise issues in this study and content analysis, this study examines deconstructing and historicising peace and security issues in two Nigerian play-texts. Findings show that; Akanji Nasiru and Femi Osofisan, explore issues such as unrest, ideological clashes, and the impact of external societal forces on the growing community. These writers' compositions are fashioned towards reconstructing knowledge on peace and security issues like killing, police brutality, and mistaken identities within Nigerian institutions. This study recommends that; Nigerian leaders engage in a reevaluation of peace, and security issues with an attempt to deconstruct and historicise the sociocultural essence of the Nigerian people. In conclusion, positive characters like Five in *Come Let Us Reason Together*, Olabisi, and Akanbi in *Farewell to Cannibal Rage* should be emulated, while lascivious characters like Adigun and Titi should be shunned. The selected plays, provide a thought- provoking examination of the Nigerian sociocultural and political system.

**Word count: 249**

**Keywords: Deconstructing, Historicising, Peace, Security, Issues**



# REGIONAL INTEGRATION, RESEARCH AND COLLABORATION POLICIES IN TERTIARY EDUCATION IN WEST AFRICA

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## Abstract

This research examines the nexus between regional integration, research, and collaboration policies in tertiary education in West Africa. It is the contention of this paper that education in West Africa has not taken its rightful place. For the West African tertiary institutions to tap into the vast resources/opportunities that the Fourth Industrial Revolution presents, it requires not just cutting-edge innovative research agendas, but regional solidarity and collaboration among tertiary institutions within the West African subregion. This research argues that, although ECOWAS has one of the most robust integration frameworks in Africa, the linguistic and political dichotomy between the Anglophone and Francophone West Africa impedes academic synergies among various tertiary institutions on institutional governance in higher education, research policies, curriculum design, capacity development, linkages, and social networks among academics and students. These issues stand in the way of effective regional integration in West Africa. This study aims to examine the language and educational framework of these selected countries: Benin, Cameroon, Gambia, Ghana, Nigeria and Senegal. The research employs a mixed method approach, combining quantitative data analysis and qualitative case studies. On the quantitative data, statistical data on academic and research collaborations will be examined, as well as the resource-sharing of these countries, while the quantitative focuses on in-depth case studies of the selected countries. Preliminary findings have shown the potential benefits of West African regional integration to include increased access to diverse academic resources, improved programme quality, and enhanced research collaboration. It also evidenced challenges such as institutional disparities, policy misalignments, and cultural differences that could make integration difficult.

**Keywords:** Regional Integration, Research, Collaboration, Policies, Tertiary Education in West Africa

**INFLUENCE OF TETFUND INTERVENTION ON INFORMATION RESOURCES  
DEVELOPMENT AND SERVICES FOR QUALITY UNDERGRADUATE  
EDUCATION IN PUBLIC UNIVERSITIES IN NORTH CENTRAL NIGERIA  
HYPOTHETICAL APPROACH**

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**Sub-Theme:-** Globalization and quality tertiary education.

**Abstract**

The study was conducted to determine the influence of tertiary education trust fund (TETFund) intervention on information resources development and services for quality undergraduate education in public universities in North central Nigeria. Three null hypotheses were formulated to test the significant influence of TETFund intervention on information resources development thus there is no significant influence of TETFund intervention on service provision: there is no significant influence of TETFund intervention on resources development and service provision, and there is no significant influence of TETFund intervention on information resources development and services for quality undergraduate education in public universities in the North central Nigeria respectively using inferential statistics (chi-square). The target population of the study consisted of 166,026 undergraduate students in 13 public universities in North central, Nigeria. Multistage sampling procedure was used to select 384 undergraduate students in seven (7) public universities in the geo-political Zone. Structured questionnaire was designed and subjected to validation; and the reliability coefficient of 0.85, 0.85, 0.68 and 0.51 with average of 0.71 was obtained. Copies of the modified version of the instrument were administered on undergraduate students. Inferential statistical tool of chi-square was used to test the three null hypotheses at 0.05 level of significance. Results showed significant influence of TETFund intervention on information resources development ;there was no significant influence of TETFund intervention on service delivery, while there was significant influence of TETFund intervention on resources development and service delivery for quality undergraduate education in public universities in North central Nigeria respectively. The study concluded that with available or otherwise of information resources and services, public university libraries will be in better position to or otherwise render services to enhance quality undergraduate education. It was recommended that state and federal government to commit adequate funds to enhance the provision of adequate information resources and services to public university libraries boost quality undergraduate education in public universities in North central Nigeria.

**Keywords:-** Information resources development; Libraries; Nigeria; Public universities; North central; Service provision; Quality education, TETFund intervention

# **POST-TRADITIONAL AND TRANSBORDER TEXTS ON REGIONAL INTEGRATION, PEACE AND SECURITY IN AFRICA**

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**Sub-theme: Regional Integration, Peace and Security**

## **Abstract**

Post-traditional societies are negations and counter-discursive assertions against the main tendencies and characteristics of traditional societies. Consequently, the hybridised post-traditional African societies encourage the use of technology, invention and change which are also within the tenor of border crossing and postcolonial thinking. Through content analysis which is complemented with the post-traditional social order and “social reflexivity” of Anthony Giddens; this paper examines the interface between post-traditional and transborder texts, and their implication on regional integration, peace and security in Africa. The main aim of the study is to interrogate; materially and dialectically, Nigerian and Ghanaian texts of Efua T. Sutherland’s *Marriage of Anansewa*, Zulu Sofola’s *Wedlock of the Gods* and Toyin Abiodun’s *Marriage of Arike* within post-traditionality and transborder crossing. It has come to the fore in the study that; gender equity, change, intergenerational dialogue and innovation, among others are critical to regional integration, peace and security in Africa. The study concludes that post-traditional and transborder texts are creative cum innovative models for the revolution of the mind, cultural synergy and social cohesion which will also promote regional integration, peace and security in Africa.

**Word count: 184**

**Keywords: Post-traditional, transborder, texts, peace, security**

# STRENGTHENING LEARNING OF ENGLISH LANGUAGE AND STEM AMONG VULNERABLE NIGERIAN CHILDREN AT THE BASIC EDUCATION LEVEL USING ARTIFICIAL INTELLIGENCE

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Sub-Theme: Technology and Educational Transformation

## Abstract

This study proposes solution for improvement and strengthening of learning at the basic education level in Nigeria and possibly other African countries, to bring equality to the vulnerable youths such as the children of nomadic pastoralist, migrant fishermen, girl-child, and other out of school children by developing an AI solution for use, giving particular attention to vulnerable children. This will not only increase their access to basic education but will also meet a wide range of educational needs including improvement of learning outcomes and acquisition of lifelong education skills. The objectives of the study include i. Developing an individualized AI-enabled learning solution platform. ii. Creating awareness and sensitization of the developed learning system to the vulnerable young people. iii. Improve learning of English Language and STEM by vulnerable children at the basic education level through the use of AI, iv. Tackling the problem of exclusion, disparities, and inequalities in access to education and learning outcomes. Implementation of the stated objectives will improve the quality of life, provide better educational outcomes, and lower the barrier of access to formal education, for the target population.

**Keywords:** Artificial-Intelligence, English-Language, STEM, Vulnerable-Nigerian-Children, Basic-Education, Learning

# **PRESERVATION TECHNIQUES AMONG VEGETABLE MARKETERS IN IBADAN METROPOLIS OF OYO STATE, NIGERIA**

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## **Abstract**

Vegetable production and marketing serve as a means for overcoming micronutrient deficiencies and a source of income for the value chain actors. The extremely perishable nature of vegetable which affects its supply could however be managed with appropriate postharvest techniques including storage and preservation. This study therefore identified the major vegetables among marketers; determined the preservation techniques used for vegetables; and assessed the determinants of postharvest losses among vegetable marketers in Ibadan Metropolis of Oyo State, Nigeria. The population for this study comprised vegetable marketers in Ibadan metropolis of Oyo State, Nigeria. A multistage sampling technique was used to select a total of 125 vegetable marketers in five markets across five local government areas in the study area. Primary data were collected using structured questionnaire administered to vegetable marketers. The data were analysed using descriptive statistics, Likert-type scale and multiple regression analysis. The study revealed that common vegetable among the marketers were tomato (47.2%), scotch bonnet pepper (47.2%), jute leaf (39.2%), plumed cockscomb (38.4%), African spinach (36.8%), onions (33.6%), and cayenne pepper (30.4%). Preservation techniques used by the marketers were the use of basket for leafy vegetables (33.6%) fruit vegetables (51.2%), and root vegetables (34.4%); and jute sack for leafy vegetables (7.2 %) fruit vegetables (35.2 %), and root vegetables (20.0 %), respectively. With an average postharvest loss of 5.82%, the regression analysis revealed that education level, marketing experience, perceived weather condition, and access to market stalls accounted for 47.0% of postharvest loss among vegetable marketers. The study concludes that there was low level of usage of improved storage and preservation techniques among vegetable marketers and recommends the need for better access to improved technology for storage and preservation of vegetables among the marketers.

**Keywords:** Preservation technology, vegetable marketers, multiple regression, postharvest losses.

## **PRESERVATION TECHNIQUES AMONG VEGETABLE MARKETERS IN IBADAN METROPOLIS OF OYO STATE, NIGERIA**

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**Sub-theme:** Technology and Educational Technology

# TECHNOLOGICAL REVOLUTION AND EDUCATIONAL DEVELOPMENT IN AFRICA: THE NEXUS

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Sub-theme: Technology and Educational Transformation

## Abstract

The revolution in Technology has advanced educational transformation globally, making learning as comfortable and accessible as possible. This paper examines the interrelationship between technological revolutions and educational development in Africa. It explores the various means by which innovations in technologies could impact on educational development, learning processes and methodologies for better results.

Three theories are drawn to explicitly explain the interconnectedness of technology and educational development. Technological Determinism, generally asserts that technology drives societal change, but in relation to education, it opines that advancements in technology redesign teaching and learning methodologies to influence structures, pedagogies, and learning outcomes.

Constructivism theory on the other hand emphasizes that learners actively construct their understanding and knowledge through experiences. When technology is however integrated into education, it is believed to facilitate this process by providing interactive, experimental, and collaborative learning environments.

The theory of Connectivism emphasizes the power of learning as a network-building process. It suggests that in the 21<sup>st</sup> century, learning goes beyond what people know but also encompasses how to access information which could aid the learning process. In this regards, technology, through its various components such as the internet of things and social media, and artificial intelligence facilitates connections and supports learning through networks.

In conclusion, advancement of education through the various technological innovations cannot be overemphasized, as learning experiences in terms of accessibility and general learning environment have been highly enhanced.

It is therefore recommended that policy makers and stakeholders in education explore and invest more in technologies for curriculum development, knowledge accessibility and delivery.

**Keywords:** Education; Innovation; Technology; Development; Africa

# PREPARATION OF INDUSTRIAL AMMONIUM DIURANATE FROM A BOLTWOODITE ORE AS A MEDIATOR IN NUCLEAR FUEL CELL

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## Abstract

To date, uranium is one of the most crucial energy metals and a high supply-demand gap is forecasted in the coming years. However, the upsurging interest in uranium in nuclear fuel cycles prompted an engineered hydrometallurgical route capable of producing a high-grade ammonium diuranate  $[(\text{NH}_4)_2\text{U}_2\text{O}_7]$  capable of serving as an intermediate in nuclear base fuel. Consequently, the processing of an indigenous boltwoodite ore containing admixtures of *albite* ( $\text{Na}_{2.00}\text{Al}_{2.00}\text{Si}_{6.00}\text{O}_{16.00}$ ), *boltwoodite* ( $\text{Na}_{2.00}\text{K}_{2.77}\text{U}_{3.00}\text{Si}_{6.00}\text{O}_{9.00}\text{H}_{4.00}$ ), *thorite* ( $\text{Th}_{4.00}\text{Si}_{4.00}\text{O}_{16.00}$ ), and *quartz* ( $\text{Si}_{6.00}\text{O}_{6.00}$ ) by the hydrometallurgical process was examined in hydrochloric acid media. The experimental parameters during leaching including lixiviant concentration, reaction temperature, and particle size on the uranium ore dissolution were investigated. At established conditions (2.5 mol/L HCl, 75 °C, 75  $\mu\text{m}$ ), 99.1% of the initial 10 g/L ore was dissolved within 120 minutes. The estimated activation energy of 17.30 kJ/mol indicated a diffusion control reaction mechanism as the rate-determining step for the ore dissolution. The thermodynamic and kinetic tests were also examined to explore dissolution feasibility. The apparent change in enthalpy ( $\Delta H = 73.95$  kJ/mol) and negative values of Gibb's free energy change affirmed that the U(VI) extraction is endothermic and spontaneous for temperatures between 300 K and 348 K. Almost 99.3% U(VI) in the pregnant leach solution (PLS) was quantitatively extracted using TBP in kerosene, and 97% of the total U(VI) was quantitatively precipitated using  $\text{NH}_4\text{OH}$  solution. The precipitate was further crystallized to obtain industrial-grade ammonium diuranate comparable with the international standard specification of nuclear purity ASTM C 788-03; recommended to serve as a mediator in the nuclear fuel cell.

**Keywords:** Boltwoodite ore; Leaching; Nuclear fuel cell; Ammonium diuranate; Mediator.



# NOVEL MIXED NANO-METAL OXIDES COMPOSITED WITH ACTIVATED KAOLINITIC CLAY ( $\text{CeO}_2/\text{TiO}_2/\text{AKC}$ ) FOR ENHANCED PHOTODEGRADATION OF RHODAMINE B

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## Abstract

The textile industry uses large volumes of water in their daily operations, hence discharging large amounts of effluents into the environment which contains high concentrations of dyes, heavy metals, and nitrates among others, which adversely impacts both humans and aquatics. Most of these reactive dyes, such as rhodamine B (RhB) are said to be carcinogenic. The conventional methods of treating textile wastewater are often ineffective. Therefore, this research aimed to investigate the use of a novel prepared mixed nano-metal oxides (cerium (IV) oxide-titanium (IV) oxide) composited with activated kaolinitic clay ( $\text{CeO}_2/\text{TiO}_2/\text{AKC}$ ) as photocatalyst for the treatment of RhB dye in aqueous media. The nanocomposite was prepared by a low-cost hydrothermal technique and characterized using Point of Zero Charge (pHpzc), BET Surface Area, EDX, FTIR, SEM, TEM, Uv-DRS, and XRD. The bare photocatalyst and the as-prepared nanocomposite were applied for the photodegradation of RhB dye and typical textile wastewater under visible light by batch method. And the influence of various operational parameters (pH, initial RhB dye concentration, time, and dosage) were examined by Box Behnken design (BBD) in response surface method. The results showed that  $\text{CeO}_2/\text{TiO}_2/\text{AKC}$  has a BET surface area ( $85.02 \text{ m}^2/\text{g}$ ) and pore diameter (12.5 nm); The average crystallite and particle size of the nanocomposite were found to be 22.09 nm and 23.28 nm respectively with a narrow band gap energy compared to the precursors. FTIR results displayed characteristic peaks that suggest composite formation. The photocatalytic degradation results showed a higher degradation efficiency (96.35%). And the process depends on all the operational parameters. Box Behnken design successfully predicts the optimum conditions (pH 4, 20 mg/L, 0.3 g catalyst dosage, and 90 min) for the degradation process. The photodegradation kinetic data fitted better into the first-order model and its mechanism followed both parabolic diffusion and modified Freundlich models.

**Keywords:** Box Behnken design, Nanocomposite, Photodegradation, Rhodamine B

# FROM PLAY TO PIXELS: AN IN-DEPTH ANALYSIS OF THE TECHNOLOGICAL REVOLUTION IN EARLY CHILDHOOD EDUCATION

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## Abstract

In the dynamic landscape of early childhood education, the integration of technology has undergone a transformative revolution. This research delves into the intricate interplay between traditional play-based learning and the emergent era of digital education, focusing on the profound impacts, challenges, and opportunities that arise from this technological metamorphosis. The study employs a comprehensive approach, combining qualitative and quantitative methods to analyze the multifaceted dimensions of technology's influence on early childhood education. Through a thorough literature review, this research synthesizes current theories and practices, providing a historical context for the evolution of play-based learning and the recent integration of digital tools. Descriptive survey design was adopted for this study. The sample consisted of 67 pre-primary schools and 1540 pupils. Multi-stage sampling was used to select the sample. Researcher-designed questionnaires and interview guide were used to elicit information. All the instruments were subjected to face and content validation. The reliability of the instruments were established using PPMC; Four research questions were generated and answered. Two null hypotheses were formulated and tested. Descriptive statistics of frequency, mean, percentage, and thematic analysis were used to answer the research questions, and inferential statistics of t-test and Analysis of Co-variance were used to test the two null hypotheses at 0.05 level of significance. The finding revealed a positive impact and numerous challenges resulting from the introduction of technology. It was therefore recommended that more technology should be deployed and training should be given on the use of technology.

**Keywords:** Technology, Educational Transformation, Early Childhood Education, Play based Learning

# **INFORMATION COMPUTER TECHNOLOGY FOR ENVIRONMENTAL SUSTAINABILITY EDUCATION IN NAIROBI KENYA.**

Teresia Njeri

## **Abstract**

In the tourism industry the use of ICT improves information sharing about tourist's products and destinations. ICT improves efficiency and cost of doing business in tour and travel operation as well. Moreover, ICT is used as a tool for instructions and environmental conservation. It is therefore important to equip the graduates from Technical Vocational Education and Training (TVET) institutions with ICT skills. This requires the TVET instructors to have high level of competence so as produce well trained graduates. However the information on ICT competence and application among the instructors in TVET hospitality and tourism institutions in Nairobi is not well understood. The study therefore assessed the ICT competencies and mobile phone applications for the management of the environment. The study systematically selected the TVET institutions within the county of Nairobi training hospitality and tourism. Structured questionnaires and telephone interviews were used to correct information from instructors in the selected learning intuitions The results indicated 50% ICT competences for Microsoft word, excel and PowerPoint among the instructors. The competencies on the mobile phone environmental conservation applications such as I-naturalist for plants identification, Marlin for birds identification, OLion for food waste reduction and Refill for reuse of water bottles was below 20%. However, instructors from Kenya Utalii College had the highest level of competences in training the mobile applications. The study recommends specific and focused training of the TVET instructors on the use ICT in environmental conservation.

ICT, mobile applications, competence, environmental sustainability.

# TECHNOLOGY INTEGRATION INTO SCIENCE TEACHING: AN INVESTIGATION OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE SELF-EFFICACY OF PRE-SERVICE TEACHERS IN ILORIN

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**Subtheme:** Technology and Educational Transformation

## Abstract

Teachers' efficacy in Technological Pedagogical Content Knowledge (TPACK) is one of the essential component that influences the integration of technology in teaching and learning of science. This study investigated the TPACK efficacy of pre-service science teachers enrolled in three colleges of education in Ilorin. Specifically, the study examined the influence of gender, area of specialization and school type on TPACK self-efficacy of pre-service science teachers. The study adopted the descriptive research of the survey type. This study involved a federal, a state and a private owned colleges of education within Ilorin metropolis. A multistage sampling technique was used to select 221 pre-service science teachers from the sampled schools while the TPACK self-efficacy questionnaire was used to elicit responses from the respondents. An internal consistency reliability was conducted and Cronbach's alpha statistics was used to determine the reliability index of the instrument. A reliability value of 0.94 was obtained and the instrument was considered reliable. Data gathered were analyzed using non-parametric statistics of the Welche's t-test, and Kruskal Wallis test. Findings showed that pre-service teachers in colleges of education held moderate TPACK self-efficacy towards teaching and a significant difference exist in pre-service teachers TPACK self-efficacy based on gender, year of study, area of specialization and school type. The study concluded that pre-service teachers held moderate TPACK self-efficacy for technology integration into science teaching. This implies that pre-service teachers are yet to be adequately prepared for technology integration in their practice. However, gender, year of study, area of specialization and school type influenced pre-service teachers TPACK self-efficacy. It was recommended that teacher education programs should look inwards into training of pre-service teachers towards equipping them with requisite knowledge on adoption of technology into teaching science.

# RESEARCHERS –DESIGNED APP FOR LEARNING IMPROVEMENT AND MOTIVATION AMONG PHYSICS EDUCATION STUDENTS IN ILORIN, NIGERIA

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**Sub-theme:** Technology and Educational Transformation

## Abstract

Physics has long been thought of as a difficult subject for students because of its abstract concepts and strict mathematical requirements. Many aspiring physicists and scientific enthusiasts find it difficult to understand the complexity of this field, which causes them to lack motivation and perform poorly. The inventive solution to the problems can be provided through technology in the form of quiz apps like this case of Researcher-Designed App. Four research objectives were seek and accomplished through random selection of 50 respondents online survey and additionally interviews was conducted on 10 respondents stratified picked so as to gain insight into students' experiences with the app and influence on their learning motivation and improvement. The quantitative data was analyzed using descriptive and inferential statistics. The results revealed that the quiz app had a positive impact on students' motivation and the students as well expressed enjoyment in using the app as they found its interface easy and simple, recognized academic benefits, and felt motivated to study when using it. The gamification elements incorporated into the app contributed to increased enthusiasm and engagement among students, enabling them to grasp challenging concepts more easily. From the findings, the following recommendations were made; the app needs widespread adoption in educational settings, there is need for the development of similar apps for other subjects, and the provision of training for teachers and students to maximize the benefits of such tools in learning environments is required by necessary stakeholders and so on. It was concluded that quiz app had impact on physics students' motivation and there was a high level of students' engagement with quiz app as a supplementary learning tool among others.

**Keyword:** Quiz App, Gamification, Motivation and Learning Improvement

# EXPLORING LEARNING OPPORTUNITIES AND CHALLENGES IN HIGHER EDUCATION THROUGH THE FLIPPED INSTRUCTIONAL STRATEGY: A LITERATURE REVIEW

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## Sub-themes: Technology and Educational Transformation

### Abstract

The COVID-19 pandemic has disrupted our social and health aspects as well as our educational practices. With the advancement of technology and internet, many educators have adopted the flipped classroom instructional strategy, which reverses the traditional mode of instruction. In the flipped classroom, students learn the content individually before the class, and use the class time to apply and deepen their understanding with the guidance of the teacher. However, the literature on the learning opportunities and challenges of the flipped classroom is fragmented and inconclusive. Therefore, this research aims to review the literature on the flipped classroom in higher education contexts and identify the benefits and drawbacks of this strategy for students. This narrative systematic literature review synthesized literature published from 2012 to 2022 and indexed in 5 international databases. The sources included articles, book chapters, dissertations and conference papers, and the findings were analyzed using a bioecological model of student engagement. The results suggested that the flipped classroom offers students more control over their learning pace, deeper understanding of the concepts, more efficient use of class time, and better collaboration with peers. The challenges include difficulty concentrating on videos outside the class, and the length and pace of videos being unsuitable for some students. This research will provide useful information for lecturers who want to implement the flipped classroom effectively and support their students better. This research will also help mitigate the educational impact of the pandemic in higher education settings.

**Keywords:** Higher Education, flipped classroom, Instructional Strategy

# UNIVERSITY EDUCATION DATA MANAGEMENT IN THE ADVENT OF ARTIFICIAL INTELLIGENCE (AI) – FOCUS ON NIGERIAN NATIONAL PUBLIC UNIVERSITIES

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**Sub-Theme:** Technology and educational transformation

## Abstract

What is clear in this age of fast digital transformation is that academic institutions must become more data-driven and integrate emerging technologies into higher education processes. To do this, sound data management must be implemented with solutions that can turn endless heaps of generated data and records into insights for the advancement of university education. With the rise of artificial intelligence (AI) and machine learning (ML) which are mechanisms that evolved from data management and developing processes, higher education will be faced with how to reap the benefits of AI to improve the education processes and prepare students for this new technology. In this research project, we assess the readiness of the National Public Universities in Nigeria to accept and incorporate AI into the processes involved in data management through a survey research approach. The survey was implemented among students and staff of Nigerian national public universities to generate data and information on how much knowledge of AI is held and deployed in these institutions to determine the understanding of the opportunities and challenges involved in AI within this ecosystem. Obtained data is analyzed using descriptive statistics with cross-tabulation of some of the variables as well as some data filtering. The study addresses critical issues, bothering on best practices regarding usage of AI in higher education in national public universities in Nigeria, to arrive at informed recommendations for the integration of AI in these universities' data management processes.

**Keywords:** National Universities, artificial intelligence, machine learning, higher education institutions, data management

# ENGINEERING EDUCATION IN WEST AFRICA THROUGH GENERATIVE ARTIFICIAL INTELLIGENCE: OPPORTUNITIES AND CHALLENGES.

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**Sub-Theme:** Technology and Educational Transformation

## Abstract

The integration of Generative Artificial Intelligence, specifically large language models (LLMs), has emerged as a significant trend in education. Despite lingering ethical concerns and the challenge of identifying hallucinated responses from LLMs, the potential of harnessing LLMs to promote quality education in specific engineering disciplines is compelling. This study aims to demonstrate how engineering education in West African universities, often hindered by limited access to proprietary software and steep learning curves, can leverage LLMs. The research objectives of this study are to explore LLMs in aiding students in mechanical 3D-design, writing, and understanding computer programming in Python. To achieve this, the study employed ChatGPT, Google Bard, and Perplexity for their free accessibility and user-friendly web interfaces. The LLMs were prompted to design a square-shaped box with OpenSCAD, and both Perplexity and ChatGPT successfully provided OpenSCAD code with detailed explanations. Conversely, Google Bard resulted in a poorly rendered square-shaped box. Additionally, the LLMs were tasked with generating code to print "Hello World" to the terminal, and all models produced functional code with comprehensive explanations. The preliminary findings of this study highlight the potential of revising engineering curricula to incorporate LLMs as a method for learning engineering workloads such as 3D-design and computer programming. Despite recent technological innovations, the pilot investigation demonstrates the significant potential of LLMs in education, particularly in engineering and scientific disciplines. In conclusion, this paper recommends the integration of LLMs into engineering education in West Africa to address the challenges associated with access to proprietary software and complex learning curves. This approach has the potential to elevate the quality of tertiary education in the region through technology.

**Keywords:** Artificial intelligence, Education, Large language models, ChatGPT Correspondence Author email: mustapha.dere@tau.edu.ng



# **PARTNERSHIPS AND INTER-UNIVERSITY LINKAGES: A STRATEGIC TOOL FOR INTERNATIONALISATION OF UNIVERSITIES - A CASE STUDY OF UNIVERSITY OF ILORIN**

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**Sub-theme:** Partnerships, collaboration and inter university linkages

## **Abstract**

In today's globalized world, internationalisation of universities has become crucial for enhancing quality education, fostering standard research outputs, and preparing students for a globalized workforce. These objectives cannot be achieved except by establishing academic linkages and educational collaborations among higher institutions across the globe. University of Ilorin is one of the universities in Nigeria that has choosing a vision of being an international centre of excellence in teaching, learning, research, probity and community services as its core value. Establishing partnership and linkages are part of the vital instruments to achieve internationalisation in a university. This study, therefore, aimed at examining the role of partnerships and inter-university linkages as a tool for internationalisation with University of Ilorin as its case study (Unilorin). The study adopted descriptive method to explore Unilorin's journey towards internationalisation, focusing on its efforts to establish partnerships and linkages with academic institutions across the globe. Through a comprehensive review of literature, official documents, and interviews with key stakeholders, the paper examines the motivations, strategies, and outcomes of Unilorin's internationalisation drives. The findings reveal that Unilorin has recognized the importance of international collaborations in achieving its vision of becoming a world-class university, hence it actively pursued partnerships and linkages with renowned institutions across the globe to achieve faculty and student exchanges, joint research projects, and curriculum development. These collaborations have provided opportunities for Unilorin's students and faculty to engage in cross-cultural learning experiences, broaden their academic horizons, and contribute to global knowledge production. In conclusion, partnerships and inter-university linkages are indispensable tools for the internationalisation of universities. The paper recommends that all Nigerian universities should pursue academic linkages and educational collaborations to be ranked higher in the committee of prestigious citadel of learning in the word.

**Key Words:** Partnerships, Academic Linkages, Internationalisation of Universities, University of Ilorin

# DEVELOPING UNIVERSITY SPORTS CURRICULUM AS A MEANS TO FOSTER PEACE AND DEVELOPMENT IN NIGERIA

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## Abstract

Sport has long been perceived globally as an important contributor to achieving development and peace goals, it promotes tolerance among young people and communities; and also contributes to health, education and social inclusion objectives. The 2030 Agenda – the United Nations’ blueprint to transform the world for the benefit of all has been explicitly recognized by a General Assembly resolution and adopted at UN Headquarter. The resolution encourages UN Member States to emphasize and advance the use of sport as a vehicle and “foster sustainable development...and respect and facilitate social inclusion, conflict prevention and peacebuilding,” and reiterates the UN’s call for States to leverage sport to achieve the Sustainable Development Goals (SDGs), in collaboration with all the interested stakeholders, including the sports community and institutions. Sports programmes have been adopted as a tool to raise community awareness, integrate radicalized/marginalized groups into the society by creating an inclusive learning environment. This research therefore aims to identify role of Nigerian universities in developing an inclusive curriculum adopting the instrumentality of sports in peace building and development focusing on youths and stakeholders when designing and implementing sports activities. This could assist in redirecting the attention of the government to non-kinetic solutions in addressing youth restiveness and insecurity bedeviling the country.

**Key words:** University, Curriculum, Peace and Development, Crisis Resolution and Economic Impact

# DIGITAL HUMANITIES FOR EDUCATIONAL TRANSFORMATION:A GUIDE FOR SCHOLARS

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## Abstract

Digital Humanities (DH), an interdisciplinary field integrating humanities research with digital tools, holds transformative potential for education. This paper traces the historical evolution of DH, emphasizing its capacity to revolutionize humanities research and reshape pedagogical practices. By leveraging digital technologies, such as virtual and augmented reality, scholars can enrich their research methodologies and enhance teaching strategies. Embracing DH is imperative for scholars and students in the humanities to prepare for the challenges of the digital age. This paper aims to guide scholars in acquiring essential DH skills, offering insights into collaboration, data analysis, access and preservation, visualization and engagement, pedagogical innovation, ethical considerations, and professional development. The overarching goal is to inform humanities scholars about the transformative potential of DH in education and equip them with the knowledge and skills necessary for relevance in the competitive ICT-driven employment market.

**Keywords:** Digital Humanities, Interdisciplinary, Educational Transformation, Scholars, pedagogical innovation, professional development.

# A COMPARISON OF COMPUTER MEDIATED COMMUNICATION (CMC) INPUTS ON THE TEACHING AND LEARNING OF YORÙBÁ IN NIGERIA AND THE DIASPORA

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*Sub-theme* - Technology and educational transformation

## Abstract

In recent time, there has been increased positive attitude from Yorùbá educational communities in Diaspora to the preservation of Yorùbá language. Such efforts include the African Studies Institute, Georgia University, USA and the Houston Language School in America. However, the attitude of the Nigerian communities, in this regard, is negative, a trend that potends danger for the language. This paper appraises the language teaching strategies of the Diaspora communities with a view to using it as models for the revival of the language in Nigeria. The handbook of the Language Study Programme of the National Youth Service Corps on Yorùbá, reproduced in electronic format with adequate translations in English, is used as basis of data collection for this study. The study uses text-based Computer Mediated Communication (CMC) methodology and content analysis to re-create the Language material. The developed language material will not only make the learning easier and more interesting but comply with the increasing popularity of text-based Computer Mediated Communication (CMC). The paper concludes that the teaching and learning of Yorùbá is essential for the preservation of the language and the development of the Country. The paper suggests among others, that Language teachers and learners should harness the Technology facilities as used by the Diaspora communities in the education process. This will stimulate linkages for sustainable development.

**Keywords:** Computer Mediated Communication (CMC) Diaspora, Language education, Yorùbá

# TRANSFORMING EDUCATION USING TECHNOLOGICAL INNOVATIONS FOR ACHIEVING EDUCATION- FOR- SELF -RELIANCE IN GHANA

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## Abstract

There is no gainsaying the fact that, the current educational system in Ghana requires a radical transformation to reduce drastically if not to eliminate the education-industry skills mismatch. In addition, to align the educational system with skills and knowledge that meet the needs of the local and global markets. To this end, the Government of Ghana initiated some reforms in education to transform teaching and learning and improve educational outcomes under the Education Strategic Plan (ESP 2018-2030) in 2018. The reforms sought to contribute to the achievement of the ESP goals and the Sustainable Development Goal 4 leading to improvement in learning outcomes primarily at the pre-tertiary levels. Although, the rationale for these reforms is laudable it appears it is doing the same thing in a somewhat different way. Transformation requires fundamental changes to both the structure and content of the curriculum; and the technological applications by the instructors and the learners. This paper seeks to evaluate the structure and content of the curricula for the pre-tertiary levels of education in Ghana and to examine further the application of modern educational technology (Edtech) in teaching and learning of the instructions. Lastly, to assess whether the reformed curricula emphasize Science, Technology, Engineering, Mathematics and Agricultural Science at the pre-tertiary level to prepare students for the industry. The study will draw samples from the curricula for Primary, Junior Secondary, Senior Secondary and Technical/Vocational levels. Purposive sampling technique was used to select the interviewees for key-informants' interviews. Analysis was done using both quantitative and qualitative approaches. It is expected that the results of this study will provide insights into practical ways of achieving Ghana's Education Strategic Plan in 2030 that will inure to the benefit of the Ministry of Education.

**Key Words:** Education, Curricula, Transformation, Edtech

# COMPUTER SELF-EFFICACY, PERCEIVED EASE OF USE AND UTILISATION OF COMPUTERS AMONG UNIVERSITY STUDENTS WITH VISUAL IMPAIRMENT IN GHANA

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**Sub-theme:** Technology and Educational Transformation

## Abstract

Traditionally, students with visual impairment have relied largely on the use of braille, but in this technological age there is the need for a shift towards modern trend. Universities in Ghana are therefore making efforts to provide computer-based technology for students with visual impairment and resource persons to facilitate the utilisation of computers. Despite these efforts, evidence in Ghana suggests that there is low utilisation of computers. This study therefore examined the level and influence of computer self-efficacy and perceived ease of use on computer utilisation among students with visual impairment in public universities in Ghana. Framed within the Technology Acceptance Model, the study was a cross-sectional survey involving 221 students (85 females and 138 males) with visual impairment purposively sampled from three public universities. Data were collected with adapted standardised set of questionnaires, and analysed using Partial Least Squares Structural Equation Modelling. The results indicated that students with visual impairment in Ghanaian public universities had a high level of computer self-efficacy and a moderate level of computer utilisation. Again, computer self-efficacy directly and positively influenced both perceived ease of use and computer utilisation among university students with visual impairment. Perceived ease of use also directly influenced computer utilisation and partially mediated the influence of computer self-efficacy on computer utilisation. We concluded that computer self-efficacy and perceived ease of using computers are essential factors in promoting computer utilisation. We therefore recommend that management of universities should devise intervention strategies to boost the self-efficacy of students with visual impairment regarding the use of computers in their educational endeavours.

**Keywords:** Computer self-efficacy, Computer utilisation, Perceived ease of use, Visual impairment

# **CHALLENGES OF TECHNOLOGY INTEGRATION IN TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET) INSTRUCTION AMONG TERTIARY, SECONDARY, AND BASIC SCHOOL TEACHERS IN GHANA.**

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**Sub-theme:** Technology and Educational Transformation

## **Abstract**

The benefits of integrating technologies in instruction Technical, Vocational Education and Training (TVET) cannot be overemphasized. However, several persistent challenges serve as barriers to the use of technology in such instruction. The primary objective of this study was to find out the challenges of technology integration in Technical, Vocational Education and Training instruction across all the levels of education in Ghana. The study employed a descriptive cross-sectional survey design to investigate the challenges of technology integration in instruction among the population of Technical Skills teachers at the basic, secondary, and tertiary levels of education in Ghana. Structured questionnaire items were answered by 340 basic school level teachers, 203 secondary school level teachers, and 175 tertiary level teachers selected by systematic sampling. It was found that whilst each level of education has its unique challenge, a common challenge of technology integration among the teachers was the lack of knowledge about integrating technology in instruction. Due to the persistent inadequate knowledge about how to integrate technologies into Technical Skills instruction, it was recommended that the knowledge about the methods of technology integration should be a major part of the curriculum of (TVET) teachers' training.

## **Keywords**

Technical, Vocational Education and Training (TVET), Technology integration, Technical Skills instruction, Basic, secondary, and tertiary levels of education

# QUALITY-CUM-FUNCTIONAL EDUCATION: A CATALYST FOR ENDURING REGIONAL INTEGRATION AND SUSTAINABLE DEVELOPMENT IN WEST AFRICA

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**Sub-theme:** Regional Integration and Curriculum Development

## Abstract

This paper examined the commitment of West African states to quality-cum-functional education, vis-à-vis the actualisation of the Sustainable Development Goals (SDGs) blueprint, particularly SDG4, as a catalyst for achieving improved/enduring regional integration and sustainable development within the sub-region. Despite progress made since ECOWAS's formation in 1975, significant milestones remain uncovered towards achieving quality education for all, including inadequate infrastructure, dearth of qualified teachers, limited access to technology and poor global University ranking. The objectives of the paper are to: (i) assess the current state of education in West Africa, including access, quality, infrastructure, technology, and global University ranking; (ii) identify the challenges of/for improving quality education; (iii) explore the potential benefits and prospects of quality education; and (iv) recommend for policymakers and other stakeholders on improving quality education for enduring regional integration and sustainable development. The paper adopted qualitative research methods including thematic, content and descriptive analyses, while leaning on available primary and secondary materials. Findings revealed that the potential of quality-cum-functional education to reduce poverty and inequality; the importance of infrastructural investment-cum-revitalisation in schools and libraries; the need for mutual collaborations towards the development of a common curriculum and joint efforts towards harnessing the potentials of technology, such as distance and e-learning to improve access to quality education; are all conceivable and achievable benefits of regional integration in the area of quality education towards the actualisation of the SDGs before the target timeline elapses in 2030. The paper concluded that the role of quality-cum-functional education in promoting enduring regional integration, sustainable development and mutual benefits within the West African sub-region cannot be overemphasised. We recommend, *inter alia*, exchange programmes (sharing of expertise, faculties, students and mutual understanding through bilateral/multilateral MoUs) between West African Universities as a way of enhancing regional integration and improving their university ranking.

**Keywords:** Quality Education, Functional Education, West Africa, Regional Integration, SDG4.



# MULTICULTURALISATION OF TERTIARY EDUCATION IN THE CONTEXT OF AFRICAN INTEGRATION

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Sub-theme: Regional integration and quality tertiary education

## Abstract

Multiculturalisation of tertiary education in West Africa has long been considered a priority on the agenda of Economic Community of West African States (ECOWAS). Multiculturalisation of education is an educational orientation that consciously embraces cultural inclusiveness with the view of ensuring sameness through the narrowing or elimination of all forms of discrimination. These states see this concept as the ‘melting pot’ that will help unite member countries into one homogeneous entity. West African countries have been pushing for regional integration and unity in its citizens within the context of economic, governance and security. This effort can easily be realised when we put more effort on realising uniformity in the development of our human capital. In this position paper, I looked at the readiness of higher education system to contribute to the regional integration of member countries which in turn leads to their competitiveness in the human capital economy. Using indicators such as accessibility to tertiary education, investment in higher education and employability of higher education products, the paper demonstrates the potential manifestations of these indicators to our regional integration and quality tertiary education, taking into consideration the competition in the sector, which is breaching the production of credential community with its related academic inflation and lower quality education. The paper focused on Ghana, Nigeria and Sierra Leone. The paper also looked at the remarkable diversity within our tertiary education systems that are subject to global forces to better understand the various facets of societies that impact educational system. The paper concludes that through multiculturalisation of tertiary education in the region with regard to accessibility, investment and employability, universities can assist in tackling the sub-continent’s challenges of regional integration through knowledge creation and production of responsible and competent citizens for all (quality education).

**Keywords:** Accessibility, Employability, Investment, Multiculturalism, Tertiary education,

# FORMER LIBERIAN REFUGEES, REPATRIATION, RE-EMIGRATION: THE ROLE OF THE GHANA EDUCATIONAL SYSTEM

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**Sub theme:** Regional integration and quality tertiary education

## Abstract

Following the Liberian Civil War in the 1990s, thousands of refugees were forced to flee to Ghana. Upon the cessation of hostilities in Liberia, the United Nations High Commission for Refugees supported refugees to voluntarily repatriate to Liberia. The seventeen sample size for this qualitative research were drawn from these former refugees who voluntarily repatriated to Liberia but have re-emigrated to Ghana after at least three months in Liberia. The research area was the Buduburam refugee camp in Ghana. The paper employed the Ager and Strang's (2008) integration framework, comprising ten indicators, including education, that are essential for successful integration. The objective was to assess the level of satisfaction among respondents regarding their educational integration in Ghana. Moreover, the paper asked the following questions: What were the educational credentials of the respondents prior to fleeing Liberia? What educational credentials were they able to attain as refugees in Ghana? How did the Ghanaian educational system contribute to the re-emigration of former Liberian refugees to Ghana? Data showed that 70.5% of respondents cited their preference for the educational system in Ghana as a reason for re-emigration. A little over 50% of respondents said they were satisfied with their educational integration, 23.5% said they were neither satisfied nor dissatisfied, and another 23.5% were very dissatisfied. It can be concluded that notwithstanding challenges facing educational integration, the majority of respondents in this study were satisfied with their educational integration. Further, the educational level of respondents showed that educational credential were limited because the majority of respondents had only obtained secondary school education. Only two had tertiary education.

**Keywords:** Refugee, Repatriation, Re-emigration, Educational Integration.

# FACTORS THAT PROMOTE SUCCESSFUL COMPLETION OF MASTER'S THESES IN UNIVERSITY OF CAPE COAST.

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**Sub-Theme:** Globalization and quality tertiary education

## Abstract

This study used a qualitative case study approach to investigate factors that promote successful completion of the Master's theses in University of Cape Coast in Ghana. Data was obtained from twelve participants being seven students, three supervisors and two administrators all from University of Cape Coast using a semi-structured interview guide. Data were generated by transcribing interviews verbatim and with the help of the Atlas Ti software. Using a thematic approach to data analysis, this study found that student's academic relationships and consultations with colleagues and other scholars in the area of research helped them to generate ideas to write their theses successfully. Again, easy accessibility of students to their supervisors as well as the timely and useful feedback they received from them encouraged timely completion of theses. Finally, at the institutional level, Graduate School policies and measures to ensure effective supervision, provision of financial aid, provision of infrastructure, periodic seminars and work-in-progress presentations aided in the successful completion of theses. Based on the finding, it is recommended that students engage in extensive reading so as to establish the research gap. It was also recommended that students embark on financial planning towards their research to curb fiscal difficulties that may hinder the successful completion of theses.

**Keywords:** Masters' theses, successful completion, postgraduate education, higher education

# INCORPORATING “HOPE” EDUCATION MODEL INTO 21<sup>ST</sup> CENTURY TERTIARY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN GHANA AND BEYOND.

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**Sub-Theme:** Globalization and quality tertiary education

## Abstract

Africa is said to be fraught with numerous challenges ranging from poverty, climate change, unemployment, poor housing and health services, to conflict, hunger and food insecurity. It was against this background that the UN formulated the 17 SDGs as a blueprint to address such challenges in order to achieve a better and a more sustainable future for all by 2030. Accordingly, nations and universities must proscribe actions to strengthen the pillars of sustainable development: Social inclusion, environmental sustainability and economic prosperity. These cannot be achieved without a new model of education for sustainable development to replace old models of education. Such new model of education with the potential to transform economies of West African states is the ‘HOPE’ education model. It is designed for tertiary education in Ghana. ‘HOPE’ is an acronym that stands for honesty, opportunity, perseverance and enterprising. The model intends to inculcate those values, among other things in the students and to equip them with skills and attitudes to attain sustainable development and Agenda 2063. The design of the “HOPE” model was informed by the high corruption indices and the fact that current education models in Ghana is scant in preparing students to take advantage of the numerous enterprising opportunities in Ghana to be self-employed. It was developed using data from narrative review, personal anecdotes, experts’ contributions and interviews with some students. A pilot study on workability of the model has been conducted at UESD Somanya. It was observed that many students were assertive and taking opportunity to invest in productive ventures. The model has shown its efficacy to propel Ghana and by extension, West African states toward achieving SDGs and Agenda 2063. As a policy issue, this model is suggested to Ministry of Education and Ghana Tertiary Education Commission for adoption and implementation in the country.

**Keywords:** Hope Education, perseverance, honesty, opportunity, enterprising.

# TOTAL QUALITY MANAGEMENT (TQM) IN HIGHER EDUCATION IN WEST AFRICA: A SYSTEMATIC LITERATURE REVIEW

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**Sub-theme:** Globalisation and Quality Tertiary Education

## Abstract

The purpose of this research is to provide insights into challenges and successes associated with the adoption of TQM principles in the context of higher education in West Africa. Globally, Total Quality Management (TQM) has emerged as a significant paradigm in higher education, with its principles aimed at enhancing organisational effectiveness and overall quality. The focal points for exploration will include TQM implementation strategies, the role of leadership in driving TQM initiatives, the impact on student learning outcomes and satisfaction, and the overall contribution of TQM to the enhancement of institutional quality. As the demand for excellence in academic institutions continues to rise, understanding the extent to which TQM practices have been integrated becomes crucial to promoting continuous improvement. The review will employ a systematic review approach to examine a comprehensive selection of scholarly articles, research papers, and publications related to TQM in West African higher education. The study is supported by the TQM framework (TQMf). This framework provides the lens through which the study explores the application and impact of TQM principles within the context of higher education. TQMf further guides the examination of literature, enabling a comprehensive analysis of quality management practices, institutional effectiveness, and the overall contribution of TQM to promoting quality higher education in West Africa. The findings from this literature review will contribute to the existing body of knowledge by offering a nuanced understanding of how TQM has been conceptualised and applied in the West African higher education landscape. The combination of empirical evidence and theoretical perspectives will provide valuable insights for academic administrators, policymakers, and researchers seeking to leverage TQM for the continual improvement of higher education institutions. The review concludes with implications for future research directions and recommendations for the successful integration of TQM principles in higher education Institutions in West Africa.

**Keywords:** Total Quality Management, Higher Education, West Africa, systematic literature review

## RELEVANCE OF IEPA'S TRAINING: JOB ROLES OF IEPA'S GRADUATES

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Sub-Theme: Globalization and quality tertiary education

### Abstract

The tracer study reports on an examination of how graduates of the Institute for Educational Planning and Administration (IEPA) are placed and utilized in their various workplaces to inform revisions to the content and delivery of the institution's curriculum. With a particular interest in the job opportunities graduates from IEPA programmes have access to, the study specifically looked at work placement i.e. categories of careers or professions and the job descriptions. The concurrent mixed methods design was adopted, using self-administered questionnaires for IEPA graduate-employees, and semi-structured open-ended interviews for employers of IEPA graduates. In all a sample of 439, comprising of 423 IEPA graduate participants, and 16 employers/supervisors were selected for the study. Major findings from the study included, (i) an overwhelming majority of IEPA graduates 93.9% (382), were employed in education-related establishments across all levels of the Ghanaian educational sector; whilst 6% (25) were employed in other non-education sectors in Ghana's economy. From the findings, employers engaged IEPA graduate employees in ways and/or schedules that were generally consistent with the professional training and/or qualification they had attained from IEPA. A significant number of the graduates, however, claimed to perform other 'supplementary' roles/tasks that had not been part of the training and/or qualification they had received from IEPA. These 'supplementary' tasks were neither formal nor academic, since they were predominantly around induction programmes or in-service training. It was therefore concluded that, indeed, IEPA's programmes are still relevant to the job-market, even for non-educational sectors. It was however concluded that, to remain relevant, a professional quorum of IEPA alumni would readily share experiences to revise the content of the curriculum.

**Keywords:** IEPA graduate-employees, employers, job placement, job description, curriculum revision

# STAKEHOLDER PERSPECTIVES ON THE ASSESSMENT OF TEACHING AND TEACHER TRAINING IN GHANA'S TRANSNATIONAL HIGHER EDUCATION LANDSCAPE.

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**Sub-theme:** Partnerships, collaboration, and inter-university linkages

## Abstract

In the higher educational (HE) landscape of countries globally, the terms assessment, teaching and teacher training occupy venerable positions owing to their use as important vehicles to support and develop teaching and learning processes. However, and particularly for those higher education institutions (HEIs) in low-income countries in sub-Saharan Africa, the struggle is how to create and implement the type of reliable assessment system that meaningfully differentiates teaching, teacher training and performance, and provides teachers with opportunities for tailored support, development, and advancement. This article reports on an aspect of a British Council-Ghana sponsored research project that investigated transnational education (TNE) partnerships and the environment of distance learning in HEIs in Ghana. Using insights from self-administered questionnaires and semi-structured case study interviews conducted, the article explores how teaching and teacher training assessments are undertaken in Ghanaian HEIs. The findings reveal that (1) Ghanaian HEIs involved TNE partnerships use student satisfaction and engagement surveys as two key mechanisms to assess teaching and teacher training in their institutions, and (2) the focus of teaching and teacher training assessments in these institutions appears to centre on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students' learning. We conclude, therefore, that Ghanaian HEIs involved in TNE partnerships may have genuine intentions to improve quality of teaching and learning, however, these good intentions appear to be constrained by their lack of knowledge and expertise about innovative and resourceful ways of undertaking teaching and teacher training assessments generally in HEIs. This results in teaching and teacher training assessments in these institutions not being undertaken in tandem with learning to help teachers improve and refine their teaching practices to enhance students' learning.

**Keywords:** assessment system; teaching and learning; teacher training; Ghana's higher education; transnational education;



# REMEMBERING THE DISMEMBERED HUMANITY TOWARDS THE REALISATION OF THE SUSTAINABLE DEVELOPMENT GOALS

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**Sub-Theme:** Regional integration, peace and security

## Abstract

This paper examines the phenomenon of socio-economic and political exclusion and its impact on sustainable human development through a critical study of Ayi Kwei Armah's (2010) book, *Remembering the Dismembered continent*. Faced with the threat of extinction of humanity sooner or later, if nothing was done as a matter of urgency, world leaders conceived the SDGs, agenda 2030, in response to the menace of increasing poverty, inequality, exclusion and marginalization which have characterized humanity for centuries. The study is posited within the conceptual framework of sociocriticism and dialectics. It is based on a qualitative analysis of textual data from Armah's book, for the formulation of critical reflections towards the effective realization of the SDGs.

**Keywords:** Ay Kwei Armah; dismemberment; equity; exclusion; inclusion; inequality; humanity



# REMEMBREMENT DE L'HUMANITE DEMEMBREE VERS LA REALISATION DES OBJECTIFS DE DEVELOPPEMENT DURABLE [ODD]

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## Abstract

Cet article examine le phénomène de l'exclusion socio-économique et politique et son impact sur le développement humain durable grâce à une étude critique du livre de Ayi Kwei Armah, *Se souvenir du continent démembré* (2010). Face à la menace d'extinction de l'humanité tôt ou tard, si rien n'a été fait d'urgence, les dirigeants du monde ont conçu l'ODD, Agenda 2030, en réponse à la menace d'une aggravation de la pauvreté, l'inégalité, l'exclusion et la marginalisation qui ont caractérisé l'humanité depuis des millénaires. L'étude se conduit dans le cadre conceptuel de la sociocritique et de la dialectique. Elle est basée sur une analyse qualitative de données textuelles recueillies du livre d'Armah, pour la formulation de réflexions critiques à la réalisation effective des ODD.

**Mots-clés:** Ayi Kwei Armah ; démembrement; équité; exclusion; inclusion; inégalité; humanité

# UNITED NATIONS AND PEACEKEEPING: REVISITING GHANA'S CONTRIBUTION TO PEACE AND SECURITY IN AFRICA

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**Sub-theme:** Regional integration, peace and security

## Abstract

This study examines Ghana's contribution to peace and security in Africa through the United Nations Peacekeeping operations (PKOs). The study employed the qualitative research approach (interviews and content analysis) in achieving the intended objectives. Ten officers from the Ghana Armed Forces and three academics (from Ghana) were interviewed. It relied on neo-institutionalism, collective security and rational choice theory as major theoretical frameworks for the analysis. The study argues that, besides the economic benefits to the individual and the state, state image and reputation, various governments have committed resources to such missions in an attempt to legitimise their regimes and also for the survival of the regime in power. Suffice it to say that neo-institutionalism and collective security are employed as means to achieve a rational choice objective. The findings, however, suggest that even though coup aversion might not be the direct motivation for Ghana's enormous contribution to PKOs, especially within the subregion, issues of state security and peace, legitimacy and regime survival are of prime concern. It is recommended that the UN should endeavour to restructure PKOs to ensure global political stability as well as to discourage illegitimate regimes from exploiting the missions.

**Keywords:** United Nations peacekeeping missions, Ghana, neo-institutionalism, collective security, rational choice theory

# COMPETENCIES OF STAFF IN HOSPITALITY SERVICE UNITS IN UNIVERSITY OF CAPE COAST AND UNIVERSITY OF GHANA

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**Sub-theme:** Staff-Students performance for quality development and regional integration

## Abstract

This study aimed to analyze the personnel profile and identify the competencies perceived as essential for effective hospitality operations, with a focus on discerning human resource aspects requiring enhancement for successful service delivery. Employing a descriptive cross-sectional survey approach, the research engaged staff from diverse hospitality units affiliated with the University of Cape Coast (UCC) and the University of Ghana (UG). The primary objectives were to investigate requisite competencies and delineate potential disparities between the two academic institutions. A total of 157 hospitality employees (63 from UCC and 94 from UG) participated in the study, utilizing a convenience sampling technique, resulting in a commendable response rate of 69.0%. Data collection employed a meticulously designed survey questionnaire. Quantitative data analysis encompassed frequencies, percentages, means of means, standard deviations, Kruskal-Wallis H test, and Mann-Whitney U test. The demographic analysis uncovered that a significant proportion (43.3%) of participants fell within the 26-30 age range, with a predominant female representation (71.3%). Notably, the study revealed a consensus among employees, ranking knowledge in hospitality operations as paramount, followed closely by conceptual and human resource knowledge. Pertaining to skills, respondents emphasized the significance of "soft skills" over "hard skills". The study further disclosed a prevailing positive attitude towards work, with minimal variations between the two universities, except for three statistically significant differences ( $p < .05$ ). Considering these findings, it is recommended that careful consideration be given to the backgrounds of individuals assigned to hospitality service units within public universities during recruitment and posting. Additionally, future training and development initiatives should actively involve unit staff, aligning competencies with the identified areas of importance for optimal performance and service excellence.

**Keywords:** Hospitality Operations, Competencies, Human Resource, Survey, University Staff

# ENHANCING CONNECTIVITY: A COMPREHENSIVE EXAMINATION OF INTER-UNIVERSITY ASSOCIATIONS IN HIGHER EDUCATION ACROSS WEST AFRICA

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**Sub-theme:** Partnership, collaborations and inter-university linkages

## Abstract

This study aimed at evaluating the dynamism of institutional networks, particularly inter-university associations in West Africa, established to coordinate and enhance teaching and research activities by higher educational institutions. Grounded in the Social Network Theory (SNT), the research serves as a theoretical framework to facilitate the authors' understanding of the intricate network of relationships and interactions among higher education institutions involved in inter-university associations. According to SNT, alliances among entities, specifically universities within associations, play a crucial role in shaping behaviours, information flow, and partnering initiatives. The theory underscores the significance of connections and the structure of these connections in influencing overall network dynamics, where nodes represent entities (universities) and ties represent relationships or interactions between them. This theoretical perspective explores collaboration patterns, communication, and knowledge exchange among member institutions. The insights gained from this research aim to contribute to optimising connectivity, fostering stronger partnerships, and promoting collaborative initiatives across West African higher education institutions. The study focused on comprehending the existing functionality and collaborative networks that promote the integration of strategies and modern educational technologies in teaching and research. Utilising a scoping literature review approach, the research analysed the effectiveness of existing higher education institutional networks. Furthermore, the investigation delved into operational structures developed by the associations that unite higher educational institutions. This includes assessing communication dynamics, strategies for enhancing collaborations, and supervision approaches for initiated projects and programmes. By scrutinising the strengths and weaknesses of current association frameworks, the study provides insights and findings to enhance the functionality of networks of institutional associations connecting West African higher education institutions. Ultimately, this research aspired to streamline and offer recommendations for optimising the operations and roles of inter-university associations, aiming to reduce redundancy in

duties and functional structures while fostering sustainable and stronger partnerships among West African higher educational institutions.

**Keywords:** Enhancing Connectivity, Inter-University, Associations, Higher Education, West-Africa

# BREAKING DOWN ‘SILOS’ AND PROFESSIONAL ‘TRIBES’ IN THE HIGHER EDUCATION SECTOR: PATHWAYS TO ENHANCED INTERCONNECTIVITY AND COLLABORATION

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Sub-theme: Partnerships, collaboration and inter university linkage

The significance of collaboration and interconnectedness among academic institutions in fostering educational innovation is well-documented in higher education literature. Despite this, the higher education sector in various regions, including Ghana, faces significant challenges due to fragmentation. This paper, drawing inspiration from the British Council of Ghana’s research on transnational education partnerships, specifically tackles the issue of fragmentation in Ghana’s higher education. As Nudzor et al. (2019, p.124) articulate, the sector is characterised by ‘isolated clusters’ of ‘silos’ and professional ‘tribes’ that lack necessary connectivity. Adopting a focused desk review, this study analyses existing social network literature, including works like “Network Science” by Albert-László Barabási, to uncover strategies that can enhance interconnectivity and collaboration across various disciplines and institutions in the higher education sphere. These strategies identified include policy reforms that mandate interdisciplinary research and industry-academia partnerships, institutional strategies like the establishment of collaborative centres and mentorship programs across disciplines, and practical interventions including the development of digital platforms for resource sharing and the organisation of interdisciplinary events. Furthermore, the paper serves as a foundational framework for conducting case studies on instances where similar reforms and strategies have been successfully implemented in Africa and other parts of the world. We, therefore, argue against this backdrop that case studies such as the one proposed in this paper offer practical insights and evidence of their effectiveness, serving as an educational innovation model.

**Keywords:** Higher education fragmentation, transnational higher education context, interdisciplinary collaboration, educational policy reforms, educational innovation model

# INVESTIGATING CREATIVE PROWESS OF SENIOR HIGH SCHOOL STUDENTS IN VISUAL COMMUNICATION: CASE STUDY OF GRADE ‘A’ GIRLS’ SCHOOL IN GHANA

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**Sub-theme:** Technology and Educational Transformation

## Abstract

This paper used school-based art competition to identify Senior High School Visual Art and non-Visual Art students who *revived* or *repressed* in drawing in Junior High School. The paper also investigated factors that influenced the students to select their programmes in Senior High School. The study was rooted in the interpretivism paradigm and used qualitative research approach and case study research design. Purposive sampling technique was used to select 135 students of a grade ‘A’ Girls’ Senior High School in the Cape Coast metropolis, Ghana to participate in the art competition. Interview guide, scoring keys and aesthetic appreciation were used to gather qualitative data from the drawings and paintings of the participants. The data was analysed thematically and the findings revealed that, all the non-Visual Art students who participated in the art competition revived in drawing in Basic School but they were compelled by their parents or guardians to offer other programmes in Senior High School other than Visual Art. Also, some of the Visual Art students who participated in the art competition repressed in drawing in basic school. The findings also indicated that, Basic and Senior High School head teachers, teachers and friends encourage students with high drawing and academic aptitudes to offer Science, Business, General Arts and other programmes instead of Visual Arts. Based on the findings, the study recommends that, basic school head teachers and teachers, high school head teachers and teachers, students and parents must be oriented about the dangers of diverting highly creative persons natural orientations into non-Creative Arts programmes and professions. Also, Ghana Education Service must identify Basic School candidates who have exceptional talents in art and place them in Senior High School Visual Art programmes, and Visual Art departments in tertiary institutions must revise their entry requirements to include students from other programmes who have special skills and interest in drawing and painting.

**Keywords:** Creative Art Education, Artistic Revival, Artistic Repression, Talent disorientation



# GLOBAL CLASSROOM'(GC) AS A TOOL FOR RICH CROSS-UNIVERSITY COLLABORATION AND LEARNING: INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION'S (IEPA'S) EXPERIENCE

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**Sub-theme:** Partnerships, collaboration, and inter-university linkages

## Abstract

In the face of global complexities that threaten humanity, the solutions demand that we work, learn and share knowledge together. However, available research evidence points to a difficulty in transforming existing structures of higher educational institutions to educate global citizens capable of informed empathy, socio-emotional capacity for multiple perspectives, and conscientious collaboration to address humanity's challenges. This paper shares experiences of participants to unravel the efficacy of global classroom as a tool for rich cross-university collaboration and learning. The process involves utilizing a two-pronged methodological approach. The first-pronged global classroom experiences between faculty and students of IEPA of the University of Cape Coast and the University of Maryland involved in-person classroom participation in both institutions. The second-pronged GC experiences involved both virtual and in-person collaboration of faculty and students among the universities of Cape Coast (Ghana), Oxford (England), UCL (England), Toronto (Canada) and Lahore (Pakistan). Three key insights/lessons are identified as crucial for the success of the global classroom initiative. First, cultural diversity and intersectionality allowed for exchange of rich learning and knowledge. Second, the varied personal educational journeys of participants were a great source of mutual encouragement for resilience and creativity. Third, participants learnt to listen with patience to appreciate varied linguistic accents. However, issues related to time zone difference, fidelity to time and timelines and sensitivity to context emerged as some challenges to global classroom experiences. For example, some students from the UK found it offensive that their counterparts in Ghana signed in late for sessions without sending prior notice that they would be late. These experiences which have implications for policymakers and practitioners are discussed.

**Key words:** Global classroom, cross-university collaboration and learning, IEPA experiences



# MOTIVATIONS AND CONSEQUENCES OF CONTRACT CHEATING AMONG POSTGRADUATE STUDENTS OF THE UNIVERSITY OF CAPE COAST: IMPLICATIONS FOR EDUCATIONAL POLICY AND ADMINISTRATION

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**Sub-theme:** Regional integration and quality tertiary education

## Abstract

The rising global trend of contract cheating reports, where students engage third-party services like ghostwriters for their academic assignments, presents a significant challenge to academic integrity. Although this issue has been extensively researched and documented in developed countries, influencing their higher education policies and practices, there is a lack of similar studies in Ghana and many other African countries. This paper aims to address this gap by examining the prevalence and causes of contract cheating and its implications for higher education administration. The research underpinning this paper is based on data from a self-administered questionnaire completed by 340 postgraduate students and seven semi-structured interviews with ghostwriters at the University of Cape Coast (UCC). The findings, among others, reveal that 90% of respondents consider contract cheating to be a form of academic dishonesty. Nevertheless, 20% of them admitted to engaging in it. Of this, 37% had done so once, while 63% had done so multiple times. The primary reasons for contract cheating among the postgraduate students include limited time to complete their assignments, the difficulty of their academic tasks, and their lecturers' inability to detect such cheating. In response to these findings, the paper recommends several measures for UCC, including raising student awareness about the severity of contract cheating and its consequences, such as academic penalties and harm to personal and institutional reputation. This could be achieved through organising targeted radio programmes and conferences to educate students. Additionally, the paper suggests that lecturers should assign unique and original assignments to students to discourage the use of pre-written works by ghostwriters. Finally, the paper emphasises the importance of UCC continuing to offer academic writing support to students.

**Keywords:** Contract cheating, Academic dishonesty, Academic misconduct, Postgraduate student

# PERCEPTIONS OF EMPLOYERS AND ACCOUNTING GRADUATES ABOUT THE SKILLS AND KNOWLEDGE IMPORTANT FOR THEIR CAREER

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## Abstract

The study examined the perceptions of employers and accounting graduates about the skills and knowledge they consider important for their career in Ghana. The cross-sectional descriptive survey research design was adopted for the study. Using the proportional stratification, purposive sampling and simple random sampling procedures, four (4) public universities and 1,380 respondents consisting of accounting graduates who completed their degree programme from 2015 to 2020 and 30 employers were selected to participate in the study. The questionnaire was used to gather the requisite data. Data were analysed through the computation of frequencies, percentages, means, standard deviations, principal component analysis, and independent samples *t*-test. Skills such as exhibiting honesty, continuous learning, problem solving abilities, time management, critical thinking and stress management were considered important for the career of the graduates. Also, knowledge acquired from the various accounting courses such as Financial accounting, Accounting and financial reporting, Financial statement analysis, were important for the careers of the accounting graduates. Significant differences were found between the expectations of employers and the perceptions of accounting graduates in terms of skills and knowledge of accounting graduates while gender was found to significantly influence the perceptions of accounting graduates about the skills and knowledge they consider important for their careers. The study recommended that heads of the accounting departments should ensure that the accounting students in their department undergo mandatory internship before they graduate from school to enable them build some of the soft skills and knowledge expectations.

**Keywords:** Perceptions, Accounting Education, Skills, Knowledge

# REGIONAL INTEGRATION AND GOOD GOVERNANCE: AN EXAMINATION OF POLICIES AND PRACTICES FOR GENDER-INCLUSION IN TERTIARY EDUCATION IN GHANA AND NIGERIA

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**Sub-Theme:** Regional Integration and Good Governance in Tertiary Institutions

## Abstract

Gender regard in education is crucial for creating an inclusive and equitable learning environment, empowering all individuals to reach their full potential regardless of gender identity. It has been a global goal and involves a holistic approach that addresses systemic challenges and promotes a culture of respect and equality within educational systems. This study investigated the intersection of regional integration, good governance, and gender inclusivity in tertiary education within Ghana and Nigeria. The research used content analysis to systematically analyse and interpret the content of textual, visual, or audio information. With a time frame, making comparisons within and across coded categories to identify relationships or trends in the countries. Recognising the pivotal role of governance in shaping regional collaboration and the imperative of gender diversity, the study examined policies and practices to assess the extent of gender inclusivity in higher education. Through a comparative analysis of Ghana and Nigeria, this study aimed to provide insights into the successes, challenges, and opportunities in promoting regional integration and good governance, specifically focusing on gender inclusivity in tertiary education. Special attention was given to policies for female enrolment, gender-based violence and strategies addressing barriers to female involvement in university politics and sports. The underpinned theories included the *Human Rights-Based Approach*, *Good Governance Principles* and *Capability Approach*. The findings inform policy recommendations and institutional practices for creating more equitable and effective tertiary education systems in these regions. The findings show that in Nigeria, the National Gender Policy aims to mainstream gender perspectives in the educational sector by ensuring adult women and girls have access to education, serving as a basic element of the development strategy. Ghana also has a policy on the School Feeding Programme in basic schools and the University of Cape Coast's (UCC) gender-differentiated student enrollment policy. The study recommends strictly enforcing the Free Compulsory Basic Education policy in Ghana and a gender-friendly learning environment in Nigeria, as religion and cultural sensitivity hinder many females from attending school. In summary, gender inclusion in education across the sub-region, as enforced by governments, serves as an opening to gender equality in many sectors across the regions.

**Keywords:** good governance, regional integration, gender inclusive, tertiary, education