

PROTOCOL

The Vice Chancellor and Chairperson of this academic ritual.

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The Deputy Vice Chancellor (Administration)

The Registrar and Secretary to the Governing Council

The University Librarian

The Bursar

Members of Governing Council

Past Inaugural Lecturers here present

Provosts, Deans, Directors and Heads of Departments

Eminent Professors and Members of Senate

Academic and Non-Academic Staff of the University

My lords spiritual and temporal

My dear Family Members

Invited Guests

Gentlemen of the Press

Malabites and Malabresses

Distinguished Ladies and Gentlemen

PREAMBLE

I am highly honoured by the authority of the University of Calabar for giving me the opportunity to deliver my inaugural lecture today before this very distinguished audience.

The Story of another Destiny Child.

My story is that of contrast, considering the perception that people hold about my community, Obudu, in terms of educational pursuit. My father who was ignorant of the capacity of education in terms of its consumption function, aside the investment which involves promoting healthy lifestyles, satisfying in itself, and inculcation of desirable habits for national development coupled with his anticipated fear about the cost of western education, consequently did not see western education as anything to go by. Hence, that my being destined to be where I am today was divinely directed.

I passed the State Common Entrance Examinations to Class One in 1981 but had pecuniary challenges. I had to miss some promotional examinations in that class on account of late payment of fees which was ₦26.00 (twenty six naira only) per term. My average in Third Term Class One was relatively high even though I had no results in some subjects on account of no examinations. I made up my mind to repeat class one, for I had no option. By His grace, just then, the school management decided to have another arm of class one where all those of us whose average scores were up to 45% and above were promoted to class II in 1982. I then continued steadily until I rounded up in 1986.

In 1985, the Buhari-Idiagbon retrenchment exercise further exacerbated my financial plight as my father was a victim. By 1988, I then enrolled at Federal School of Arts & Science Ogoja (FEDAS) where I passed WAEC/GCE examinations. Again for fear of the cost of university education, my father advised me to take

up National Certificate of Education (NCE) studies at Federal College of Education, Obudu, which was to him a cost-saving measure. While in the college, and desirous to proceed to university, I decided to write JAMB (Joint Admissions and Matriculation Board) Exams again. By this time, I was elected an executive member of Students' Union Government (SUG) as Director of Socials and while enjoying my new office, I was offered JAMB admission to University of Port Harcourt to study Educational Management/History and Archaeology. Although, my father insisted that I must finish up at FCE Obudu, but after due consultation with some of my lecturers in the College, Dr. Francis Matiki and Dr. Ernest Anyancho, I was advised to proceed to University of Port-Harcourt, if I had the wherewithal. My mother sympathized with me and brought out seed money with which I left for University of Port-Harcourt.

It was therefore to allay my Father's fear and `being mindful of my background that I studied very hard and graduated top with Second Class Honours (Upper Division). I did not understand the strength of my result until after my National Youth Service Corps assignment. To proceed to NYSC was another challenge. Having known the kind of father I had, I had to be proactive. I knew that he might not understand this NYSC thing.

I therefore took up an appointment with Stellian College, Elenwo in Port Harcourt while waiting for the NYSC call-up letter. I was eventually posted to Gombe State. My father again was not convinced that NYSC was real. I had to leave for Gombe with the little savings I made while in Stellian College. After orientation camp, I was posted to Government Secondary School Nafada. I got myself rejected and was reposted to Federal College of Education (Technical) Gombe. This was the beginning of my incursion into the academic landscape.

Finally, after my NYSC, I was interested in working in Rivers State and I needed to qualify myself for this. I had taken

up a Post Graduate Diploma in Management with Abubakar Tafawa Balewa University, Bauchi while a Corps member but destiny redirected my steps when on 17th March, 1999, I was engaged as the 7th academic staff member in Department of Educational Administration and Planning now Educational Management, in the University of Calabar.

I rose to the rank of Lecturer II and led by the spirit of adventure, I was appointed a Senior Lecturer at Ababakar Tafawa Belewa University, Bauchi. This happened shortly when ASUU's agreement of 2009 was implemented. The difference between what I earned as lecturer II on step 6 and the new rank was about one hundred thousand naira. I could not resist this temptation. I got my service transferred to ATBU Bauchi. While there, I rose to the rank of Reader (Associate Professor) and returned to University of Calabar having been elevated to the rank of full Professor with effect from 1st October 2015 on Transfer of Service.

As the 7th employed academic staff member of the Department of Educational Administration and Planning, an appointment I took up on 17th March 1999, barely six months after completion of the compulsory National Youth Service Corps Scheme, I was therefore recommended by the then Head of Department Dr. D. O. Enyia, to proceed to University of Port-Harcourt on the University of Calabar study fellowship for a higher degree with a caveat to specialize in Economics of Education which was an aspect of Educational Management that was obviously lacking in the department at that time.

This inaugural lecture that I present today is the 1st in the Department of Educational Management, the 14th in Faculty of Education and 97th in this university's series. I understand that inaugural lecture is a debt which all academic staff who have attained full professorial status must pay. Having been aware of the consequences of this debt, it became imperative to me to

make hay while the sun shines and clear myself of this indebtedness before it is declared bad debt.

It is therefore not a coincidence Madam Vice Chancellor, Ladies and Gentlemen, that the concern of the topic I will address today focuses on Development Planning that shares boundary with Economics of Education, Welfare Economics, Labour Economics and Educational Planning that are tangential to political consideration for the educational enterprise. I have chosen to speak on **“Politics and Educational Planning Crises: Who Pays and Who Bears the Brunt”**.

DELIMITATIONS

In attempt to deal with the topic **“Politics and Educational Planning Crises: Who Pays and Who Bears the Brunt”**, it would be necessary to identify the framework that forms the fulcrum of my discourse.

It is therefore important to address in greater details, the conceptual understanding of educational planning, its construct, scope, principles and processes. A definitional analysis of politics may also be necessary, including elements that capture political inclinations in the educational enterprise. These will provide the needed ingredients in juxtaposing the consideration of education as a political battle ground as will be illustrated shortly, the antecedent cases for this justification will also be x-rayed and advocacy of an articulated, rational and scientific direction will emerge as I submit in an ecclesiastical request thereof.

Clarification of Concepts

Planning

Planning is a systematic process of determining ahead of time the various courses of action that one wishes to undertake in order to achieve certain objectives most advantageously in terms of resource use. It is a decision making process intended to determine what is to be done, who is to do it and with what resources in order to achieve some objectives most rationally. Planning is a process because it involves a series of stages and it is not a crystal ball guessing game. Planning permeates all facets of human life viz family planning, which is configuration of one's life, regional planning, physical planning, academic planning etc.

Educational planning

Educational planning is a systematic process of deciding in advance the various courses of actions to be taken in education to achieve some desirable educational objectives at the level that maximizes the use of limited resources. It involves deciding what educational objectives to be pursued; what specific educational programme and process to be implemented and what resources are to be used for what educational project, in order to ensure that the used of limited resources are maximized in the achievement of the defined objectives. It is taking a decision that could maximize the use of resources. A rational being is one who uses his resources to his pressing wants and which give him maximum satisfaction. It implies deciding what to do, when, how and with what resources to achieve desirable educational objectives most economically.

National Planning: It is a planning activity that covers all sectors of the national economy. National planning always aims at a goal.

Economic Planning: It is a planning activity that covers all

economic sectors; the concept of rationality is value. Economic sectors are growth parameters of an economy where production of goods or rendering of services takes place, such as education, health, agriculture, mines and power etc. And planning that is carried out in these sectors is called economic planning and it is usually carried out either to achieve growth or development.

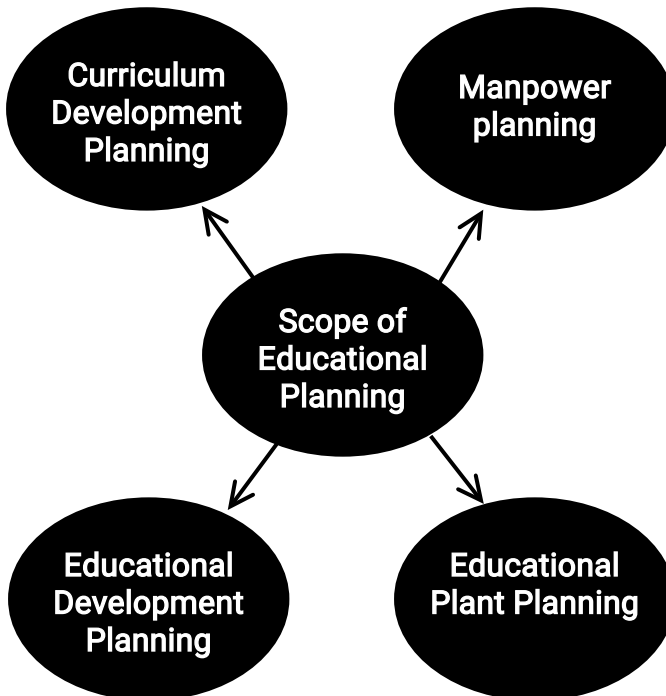
Growth: This is a **quantitative** change in the macro-economic variables of an economy while **Development** is a **qualitative** improvement or change in the growth parameters of an economy. The qualitative change is usually manifested in reduction in absolute level of poverty, improvement in general living standard, movement towards equity, reduction of the gap between the rich and the poor, and a greater participation of broadly based groups in policy participation or decision as it affects people's lives.

When the basic objective of economic planning is to achieve developments then economic planning becomes synonymous with development planning. In other words, development planning is a planning process geared toward achieving qualitative change in the growth parameters of the economy.

- a. **Manpower planning:** Manpower planning is a systematic way of consciously determining the skills deficiencies of different categories within an economy and tailoring/directing education and training to produce such skills to meet the needs of the national economy. In precise terms, manpower planning process starts by drawing up a manpower inventory to an estimation of possible deficiency needed to achieve a particular level of economic growth or development. Manpower planning process received serious attention right from the development of the human capital concept (late 1950s and early 1960s) Harbison (Undie, 2007) manpower is a superstructure that exploits capital capable of creating the

wealth of nations.

- b. **Educational Development Planning:** The development of manpower is not the only reason why educational institutions are established. Manpower planning process, by its focus, is therefore incapable of giving a total direction to the growth and dynamism of the entire educational system. Educational development planning therefore is a comprehensive process of determining in its entirety the goals that education should pursue, the values it should inculcate and this covers the entire education system from pre-primary to the highest level as well as formal and non-formal education.
- c. **Educational Plant Planning:** The physical facilities that exist in the school system that contribute either directly or indirectly to teacher-learner effectiveness constitute educational facilities or plant. These include classrooms, chairs, laboratories with their facilities, hostels, lawns, open fields, access roads, staff offices etc. **The conscious process of determining how these facilities are to be distributed, utilized and maintained in order to enhance their utility as well as prolong their life span is what is called educational plant planning.**
- d. **Curriculum Development Planning:** The basic educational decision making process as it relates to the content of what is to be taught, the drawing up of school schedules, timetabling, lesson plans etc come under curriculum development and planning. The focus here is to tailor the programmes of training both in content and schedule to meet the requirement of the environment.

Figure 1: Scope of Educational Planning

Basic Stages in Educational Planning

As earlier observed, educational planning is a process because it involves a chain of activities that must be carried out in sequence to achieve the ultimate goal of planning. Hence we can regard these lines of activities as stages in educational planning process.

There are six broad stages in educational planning and they include:

- a. **Plan survey and deliberation:** This stage involves generation of inputs through opinion survey, conference public opinion expression in media consultation with professional groups and other interested parties. The

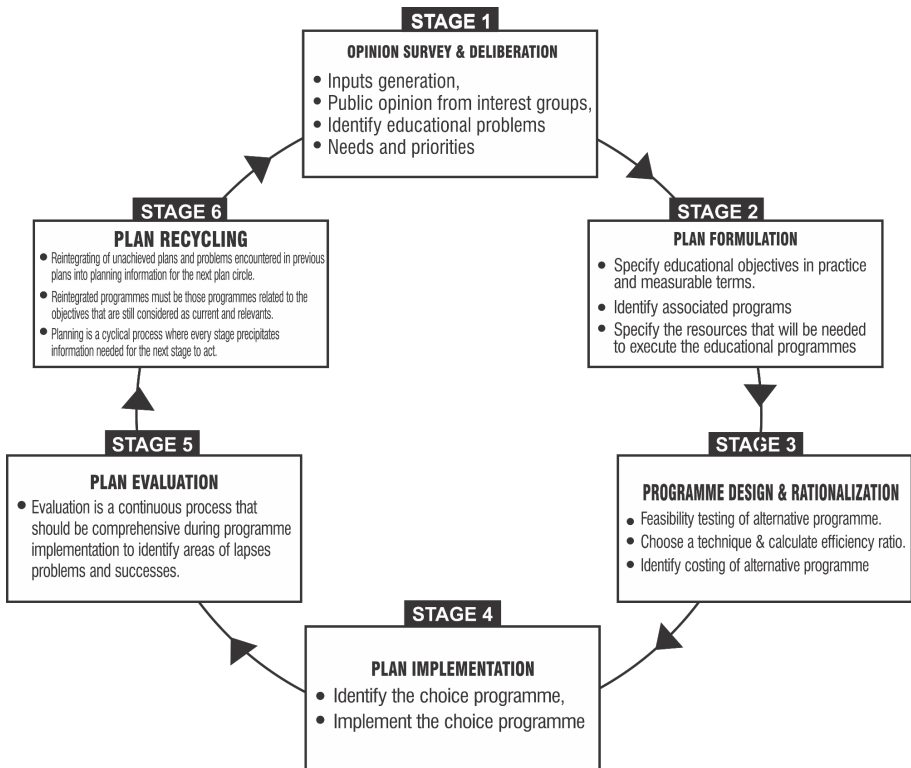
essence is to establish and properly articulate to the society the type of education to desire, for you should know what you have and what you are lacking. **Plan survey and deliberation must therefore produce identified educational problems, needs, and priorities.**

- b. **Plan formulation:** Once the society's education needs and priorities are established, it becomes possible to define what we need to achieve in plan formulation. Therefore, we must specify our educational objectives in practicable and in measurable terms, identify the associated programmes and specify the resources that will be needed to execute this programme.
- c. **Programme design and rationalization:** This involves carrying out a feasibility testing of the various alternative programmes identified in stages above; such programmes are usually assessed with respect to their effectiveness in achieving the defined objectives and the resource requirement.
Choice must be made of alternative programmes that minimize resource wastage or maximize achievement of objectives – use resources to maximize or minimize their wastage. **We subject all programmes to a feasibility test; which one is less costing, which one is expensive; this will enable us to minimize cost most advantageously. We choose the technique; we calculate the efficiency ratio and take the one with the highest.**
- d. **Plan implementation:** This involves society's resources identification and implementation of the choice programme.
- e. **Plan evaluation:** This is a process of determining the extent to which the defined objectives have been accomplished during the implementation process. Evaluation is a continuous process and a comprehensive evaluation is needed during implementation. Such on

evaluation must identify areas of lapses, problems and successes.

- f. **Plan recycling:** This is a process of reintegrating unachieved plans and problems encountered in previous plans into planning information for the next plan circle. Reintegrated programmes must be those programmes related to the objectives that are still considered as current and relevant. Planning process is a cyclical process. Every stage would precipitate the information needed for the next stage to act.

Figure 2: SYSTEMATIC FORWARD PLANNING



Source: Undie (2021) The Educational Planning Process.

Fundamental Principles of Educational Planning

Educational planning is an organized chain of activities. Such activities must be properly carried out at each stage of the planning process, before success in planning can be maximized. To ensure that such planning smoothness is achieved, educational planning process must adhere to some fundamental principles which are deduced from systematic forward planning. These principles include:

- a. The principle of participatory planning
- b. The principle of functional specification
- c. The principle of systematic integration
- d. The principle of administrative harmonization.

a. **The principle of participatory planning:** By participatory planning, we mean that all individuals and groups of persons or entities whose interests are going to be affected in any plan change in education must be involved in the planning process. This is done through interest articulation and opinion pool survey. **This principle is hinged on the understanding that people are more likely to show positive attitude towards programmes implementation when they are given opportunity to make inputs during the planning process**

b. **The principle of functional specialization:** Planning is a specialized field; it uses specialized knowledge and skills to be able to articulate its problems, identify its needs efficiently, select the most feasible programme and evaluate programme implementation. **This principle therefore demands that only those who have the relevant skills as professionals should be given the opportunity of planning and designing education programmes. A clear distinction must be made between technical rationality of plans and political feasibility of policies. Political decision makers must not arrogate to themselves the**

power to take technical decisions.

c. **Principle of systemic integration:** Education is a sector within the national economy. However because of its peculiar nature, education planning and objectives are fields of national or economic planning and development objectives. This is because education has linkage with all other sectors. **To ensure that educational planning is meaningful, it must not be done in abstraction of other sectors. In other words, the planning of education must be harmonized with the planning of other sectors within the national economy. It is for this reason that the planning of education in Nigeria has always been part of the national development plan.**

d. **Administrative harmonization:** If planned programmes are to be successfully implemented and evaluated, there must be a close working relationship between educational planners and educational administrators. Planners must have opportunity of explaining the working of policy to those who will administer it.

Educationally, every dance has a rule; planning process involves a chain of complex and interrelated functions and that is what gives its activities distinctive features. For these network of tasks and its unique identity, to be smoothly carried out, they need to be executed in a logical and predetermined manner. The specific set of guidelines, standard rules or procedures that must necessarily underlie an effective and efficient educational planning process are what we refer to as the principles of educational planning.

There are lots of educational planning principles spanning through the chain of educational planning activities. However, those that are of interest to us here are those we have already identified as fundamental principles. They include the principles of participatory planning, systemic integration, functional specialization and administrative harmonization. These principles

are regarded as fundamental because they constitute the umbrella framework within which other minor educational planning principles operate. The extent to which the educational planning process achieves efficacy is contingent on the degree to which the educational planning activities adhere to these fundamental standard rules or guidelines.

Politics

Politics refers to different things to different people. For the purpose of this lecture, politics has been viewed from two broad perspectives. Laswell sees politics as “the game of who gets what, when and how”. This definition attempts to identify 'what' according to Laswell as an elective office or position that the individual seeks to occupy, 'when' of course refers to the duration of such an office and 'how' relates to the process, manner of occupying such an elective position. In most developing countries, the manner of the political process is being characterized by fraudulent practices. This, however, is not to discredit in its entirety, the fact that, there are still some countries in the region designated as third world whose electoral process is characterized by liberal democracy. David Estein views politics as “authoritative allocation of values”. A value refers to that position of authority that an individual occupies. A student in a given class may decide to secure a seat for his colleague who will be late to a lecture owing to his proximity to his late coming friend. The seat that has been secured for his late coming friend is regarded as a value and is further allocated authoritatively to a beloved one. The point (one is making) here is that, everybody participates in politics whether in governance or otherwise. Politics permeates all facets of human existence. You find political behaviour in the family, amongst peers, in the Church and in the schools etc.

The precise meaning of the concept of politics is further encapsulated in the following diverse ostensible definitions. Deutsch (1974:27) summed up the perspective of politics thus;

politics involves the self-direction of communities, the allocation of values, the search for legitimate patterns of compatible values and policies, the art of the possible, and sometimes a fundamental resetting of priorities; it also involves the co-ordination of social learning; the attainment of the goals, the setting of new ones, and even the self-transformation of an entire country, its people, and its culture. Duverger (1980-221), gave politics yet another definition: a civil war carried on in other ways. The use of non-violent or more precisely less violent means. Politics tends to replace fists, knives, clubs, and rifles with other types of weapons. In a publication titled "On Protracted War", Chairman Mao of China drew a parallel between politics and war when he postulated that "politics is war without bloodshed and war is politics with bloodshed". Of course democratic politics preaches "war without hate". In contemporary usage, politics is defined as the activity by which differing interests within a given unit of rule are conciliated by giving them a share in power, in proportion to their importance to the welfare and the survival of the whole community Crick cited in Okeke (2007). In short, politics consists of struggles among actors pursuing conflicting desires of public issues. **Politics could be messy, mundane, inconclusive and tangled business yet it gives men the choice of what role to play**

Politics of Education:

Many scholars tend to misconstrue politics of education to mean mere politicization of education. A more appropriate concern of politics of education as a perspective is the utilization of the political process for improvement and development in education. This is done in the areas of policy formulation and welfare considerations, long range politics of education for the future.(Undie 2015). Politics in education does not connote politicization of knowledge neither is it characterized by political parties, campaign promises, patronage or spoils. At the Higher Education setting, "local politics, can refer to institutions -

colleges and universities. **History is to Politics of Education what nature is to Biology and Physics. Thus, in the attempt to meaningfully predict and interpret the routine political activities, past historical information, accumulated knowledge and action, and the traditional political wisdom of mankind need to be combined.**

When we accept the view of Rowley (1971:73) that politics involves the use and the regulation of power, influences and authority in the allocation of the things which people want, one should then be contented with the explanation that politics of education consists of the struggle among actors in allocation, governance and pursuing conflicting desires of public issues. **Politics of Education delves into how people decide their fate in education by public means.**

From the foregoing, one may rightly state that "it is the interaction of politics of teachers, the government and the educational agencies that constitute the background story of the making of educational policy in Nigeria" (Okeke, 2004:247-8). A country's constitution and laws are of vital importance to her institutions, policies as well as the education and social-economic activities. **After all, constitutions are by themselves political devices.** Usually, the national constitution spells out the structures, objectives and goals of the political institutions, the civil/public service, education, judiciary and the courts.

Politics draws its facts and mythology from science, psychology, sociology, economics, anthropology, history and theory of communication. However the ruling dogmas often come into conflict with scientific facts. **Nevertheless, scientists and academics are not expected to surrender to the "superior" wisdom of ignorance.** The meaning, relationship and interpretation of the term politics and democracy are promiscuous, fluid, and vague and in the world of public affairs, democracy and the rule of law are twin concepts. Nevertheless, democracy creates opportunity for political participation and

power sharing. Democracy is based on the rule of law and stable socio-political order. Of course, democracy does not ensure elimination of discontent.

Politics and Policy in Education

Politics of Education is now in the forefront of state affairs. The public has great concern and interest in education. Hence education is in politics, It is therefore a contradiction in terms or misnomer to suggest that we keep education out of politics. Perhaps, only in short periods of history and in the specially favoured situations of some national system, has it been possible to imagine that education may be divorced from politics in the developing nations of the world. A number of issues brought education into politics. The desire to establish education as a civic right, financial priority which now governs what education system can and cannot do in national and international governmental actions that have assumed political dimensions in the sphere of education into political domain (Okeke, 2007:73).

Politics of Education is therefore a game played by all education interest groups for continued growth, development, change and innovation in education. Politics of Education is interested in politics only so much as it concerns education. It is concerned with patterns of interaction or conflicts over values, interests and goals to the perceived needs of education and public authority. Politics of Education is a design intended to illustrate the rigidity and flexibility or otherwise of the nations. **There is no gain saying the fact that the appointment into exalted positions of Bishops, General Overseers and Popes in the Churches; Senior Advocates in the legal profession, judges, senior positions in the Armed Forces, Directors-General and Heads of Service in the governments, Vice-Chancellors, ministerial and ambassadorial positions, memberships of governing boards of public establishments etc are essentially political positions through the political ladder.** In nature, one

climbs to any of these exalted positions to reap the spoil of politics. It is a truism that in Nigeria, we can no more divorce government from politics. To that end, it was amusing for one to claim that he is quite willing to go into government or be the chief executive of a higher educational institution in Nigeria, but not willing to go into the politics of higher education. Activities of politics are preconditions and necessary characteristics of general educational management (Okeke, 1997).

Politics and Policy in Education

Traditionally, policy-making at the national, state and local levels has been associated with politicians, while planning and implementation are handled mainly by planners and administrators, respectively. Education is therefore not different; hence future context will continue to be in the hands of politicians. However, the role of politicians in this perspective can be directed to the expectation of society if planners perform their specialist functions effectively. In this capacity, the technical and professional advice of professional planners is necessary to chart a realistic or rational course for the future. In discharging such responsibilities, professional planners become involved as facilitators, coordinators and negotiators, especially between conflicting demands (Conyers and Hills, 1984). The planner, therefore, is the catalyst in the politics of education. The planners are always in the background, yet they remain the most crucial agents in growth and development in education. As is already well known, politics is the game of power, control and authority and the influence of these forces in education determines the pattern and nature of politics in education in a given society. Because of the need to control these forces by politicians, there is always the struggle for the concentration of decision or policy-making at certain levels of government. This is partly related to the scope of centralization and decentralization in the general policy, and education in particular. Suffice it to say that centralization and power aggrandizement have become the most typical characteristics of policy-making machinery in developing countries. As revealed by Conyers and Hills, allocative decisions in the Third World are marked by politics. By these, principals and teachers now need more caution in the performance of their duties, in order not to fall into the crushing arms of the law. This is maintaining standards under fear and apprehension, hence future development programmes should be tailored to the repeal or amendment of this legislation. This is necessary for effective

operation, since the society or the job market is the best judge of standards.

Political Dimensions in Educational Enterprise

Centralization of Policies

Customarily, the act of policy making at the national, state and local levels has been associated with politicians, while planning and implementation are taken care of by planners and administrators respectively. Although educational planners are the individuals who chart a realistic or rational course for the future in discharging these duties, professional planners become involved as facilitators, co-coordinators and negotiators especially between conflicting demands. Conyers and Hills (1984) and Enaowho (1998) therefore see educational planning as the catalyst in the politics of education, they are always in the background, yet they remain the most crucial agents in the growth and development of education as mentioned in the preceding pages. As it has been already held in many quarters that politics is the game of power control and authority and the influence of these forces in education determines the pattern and nature of politics in education in a given society. Owing to the need to control these forces by politicians, there is always the struggle for the concentration of decision or Policy-making at certain levels of government that cannot represent their diverse interests. In many countries of the world, they have been subjected to untold hardship. Owing to authority in power by omnipresent and omnipotent central and state governments, such policies are likely to ostracize individuals from participation in decision making and will be ultimately unacceptable, as the affected persons are not consulted and may not oblige them any understanding. **The future of education will be promoted if the benefits of the people e.g. their rights to participate in decision making are not curtailed by power hungry politicians; these will even encourage better funding of education as all the stakeholders will participate in decisions that border on education.**

Decentralization of Policies

The policy that takes into consideration the modification of policy to take care of peculiarities and socio-economic realities at the local or village levels. Hence, decentralization of policy, functions and provisions should be the cornerstone of the future of the people, no matter how small they are, they should be given the opportunity to decide on the type of education for their children and how this should be funded. It is through this process that people are able to decide on the scope of economic rationalization, vis-a-vis welfare consideration in **education financing**. Decentralization should be introduced in the relevant laws of the country to encourage more of local involvement and in financing education. This gradually erodes the affective understanding that education is the concern of government alone as held in most developing countries

Autonomy and Academic freedom

Autonomy for institution is granted to universities because it is essential for the search for truth. It is therefore a protective corner which universities always seek to cherish, but which the society envies. Academic freedom is therefore granted under the principle of university autonomy. Therefore, "if there is no freedom, there is no autonomy" Enaowho (1998:274). This academic freedom is a condition for meaningful inquiries while autonomy is the right to control one's affairs in order to enhance professional truth and the search for knowledge. These activities demand adequate independence of thought and action, with minimal or no supervision from outside agencies. **The senate of a university is supposed to be the 'final authority' in laying down standards for universities in Nigeria but this is no longer so. It is most unfortunate and unconventional.** Decree 16 of 1985 section 1 gradually eroded the substantive duties of a university senate in Nigeria as the National Universities Commission (NUC)

can now send inspectors to Nigerian universities to maintain standards, recognition of degrees and academic award- all now vested on the President or Head of the Military Government as it was.

Educational Planning

Education today has now become a matter in the forefront of state affairs. The public sees education as a potent means to ensure the welfare of the people. The degree of private and government level of involvement in education has often rung a bell that politics is not completely out of education. Politics has often interfered with planning of policies for education, the question of who finances and controls education distance between aspiration and reality, clash of interests, values and opinions, competition on national and international scales are surrounded by politics. **Generally, Okeke (1997) opined that educational policy goals are dictated by neither the planners nor the administrators. Major decisions that border on Education are taken by the national bureaucrats. By this arrangement, political and economic considerations rather than rational and scientific analysis of educational system are given greater weights. Educational plans are usually submitted to the minister for consideration and assent; this is essentially political. In fact, politics surrounds the educational planning/implementation structures. The educational planner should not only interpret the political factors but should also have, as of right, a political role within the political project.** This is even more common today in the developing world that technical decisions are often influenced by conservative elements like religion and tradition. Appointments of people to take charge of government organizations are mostly devoid of economic rationality. Technical expertise is no longer a factor for consideration in appointments into elective offices. Perhaps the only areas that government is yet to make mistakes are the areas of law and

medicine; government has never appointed any individuals who have no relevant skills in these two fields of human endeavours to head them before. This practice should be extended to other sub-sectors of the economy which promote the health of the entire growth parameters of the economy.

Geo-Political Balancing:

Federal character (quota system) has been introduced in the constitution of the Federal Republic of Nigeria. It has uniform characteristics since 1979. Sections (3) and (4) of the 1979 constitution provided that: The constitution of the government of the federation or any of its agencies and the conduct of its affairs shall be carried out in such manners as to reflect (the federal character of Nigeria and the need to promote national unity, and also to command national loyalty thereby ensuring that there shall be no predominance of persons from few ethnic groups. The concept of "Federal Character of Nigeria" refers to that distinctive desire of people of Nigeria to promote national unity, foster national loyalty and give every citizen of Nigeria a sense of belonging to the nation and is intended for balanced development and national unity. Quota system has often been applied to balance the various ethnic groups in terms of appointments and admissions. This illustrates the concept of positive discrimination as a device or a practical approach to the problems of providing for equality of opportunity.

Criteria for quota system in Nigeria

- (A) Merits.
- B) Catchment areas for University of Ibadan and Lagos, Universities of Abuja and Markurdi include all states of the federation.
- C) (Educationally Less Disadvantage States (ELDS) include all Northern States, Rivers and Cross River

Note: The obligation of each state university is first to the

indigenes of the state funding it.

Differentiation in Standards

Education has remained in the concurrent legislative list in Nigeria, **The state, the federal and even the private individuals own schools with different staffing standards and funding but they prepare students for same national examinations like Senior Secondary Schools Examination (SSCE, WASCE, JAMB/UTME).** The national policy on education supports 60% to 40% admission ratio to Science and Arts students respectively. Educational facilities are few and indeed scarce. Allocation of schools to the different areas may be a matter for better political consideration. Despite that fact, education is a means to power as such politicians, civil servants and other leaders would influence it to ensure that most educational facilities are made available to their families.

Recruitment and Promotion

In Nigeria, the system of the “Nigeria factor” has crept into the concept of human resource management. This is reflected in the type professional/occupational category that is often being employed to man certain sensitive offices. More often than not, these appointments are done devoid of economic rationalization. In this circumstance, **meritocracy** is sacrificed at the table of **mediocrity**. However, this may satisfy the whims and caprices of the employer but productivity suffers as optimal efficacy cannot be achieved.

Curriculum Development and Learning:

It is common in most schools in the pre-independence era in Nigeria, that disciplines such as Architecture, Survey, Management Sciences, Journalism, Engineering, Pharmacy, Food Science etc were not included in the tertiary educational institutions curriculum offered at first degree (Okeke1997). Whereas in the post-independence period, the tertiary educational institutions operated a more diversified curriculum with

professional, vocational and academic disciplines. The types of objectives of schools, to a large extent, determine the structure and content of the curriculum. The Seminary and Convent schools operated by the Christian missions and Islamic schools do not run uniform curricula with the state and federal government-owned secondary schools. As a result, there are webs of politics in our educational system. Each interest group tries to control the thinking of the people through the curriculum. The curriculum content may be such that it will encourage the development of instructional and behavioural patterns on the part of students. At the university level, the regulatory body only gives you a minimum benchmark.

Colonial Education

The imperialists never for once, in the past, considered the African continent as part of metropolitan Europe. They saw Africa as an entity to exploit her abundant economic potentials. The exploitation of African economic endowment has perpetually kept Africa at the base line of development. It is this unequal exchange rate for African raw materials that has made African economy debilitating. This explains why Afrocentric historians saw no gain in colonialism of Africa. The issue of reparation for the black world also supports the fact that the mental altitude of the white imperialists was also peculiar to their mode of operation in the early mission schools. They were only interested in giving Africans middle level manpower education so that they would not have the capacity to seek for political extermination of colonial rule or even launch Africans into industrialization, so that African would continually depend on Europe for economic survival. The alienation that most Africans suffered after acquiring western education was due principally to the bookish nature of European education that does not conform to the African values system. Mission education was itself opium for Africans. **It was a calculated attempt for the colonizers to rid**

themselves of the cost and stigma of direct and crude imperialism in the transfer of power to metropolitan Europe. This justifies the position held previously by Nkrumah, Nyerere and Azikiwe, African early nationalists.

Control of Education

The control of education in Nigeria has been replete with lots of political undertones. At one time, the control of primary education was entirely the business of the State Government, at another time, it was the duty of Local Government and yet at another circumstance, the Federal sees it as her responsibility. The dynamism that characterizes the control of primary education carries with it a lot of allocation values by the stake holders of education. The issues of university autonomy and academic freedom as emphasized in the preceding pages reveal that government is inconsistent as to what should be the exact position of university autonomy and academic freedom. Government is afraid that she will lose out much power by granting full-fledged autonomy to universities. Again, government is more interested in planting tyrants in universities by the directive of "Hire and Fire" as a function of universities Vice Chancellors. The sacked academics at University of Ilorin for participating in their union's general strike that gave birth to the ASUU/FGN may 2001 agreement are a case in point. The introduction of Education Trust Fund etc, to aid the funding of education is also in the webs in politics. Pro-chancellors of universities becoming demi-gods in the case of University of Lagos.

Inequality in Education:

Inequality in Education has been introduced in the structure and organization of Nigerian educational system. It is argued that the Nigerian environment is the prime source of inequality in education. The unequal distribution of institutions, facilities or resources are symptoms of the structure of general

educational inequalities. The Federal Government Schools, the Missionary Schools, the Nursery Schools, Special Schools, Private Schools etc, provide generous education for the privileged few, while the government provides minimal educational facilities for the Public schools in the midst of increasing demand and unprecedented pupils/students enrolment Okeke (1997). The use of extramural classes, shift system, sandwich programmes and private classes are some of the remedies to augment government efforts. Parents and guardians are compelled by the circumstance on ground to seek for alternative education for their wards to avoid educational inefficiencies.

Social Change and Politics of Education:

Educational development has changed from the exclusive responsibility of the Christian mission and governments to the entire participation of capable public. Education in all its intent is dictated by political, economic and social environment etc and as the political environment metamorphosed that is how their needs for the beneficiary of Educations also change. Example, where there is force majeure or epidemic. (Covid 19).

Tenure of Deanship/Headship:

Most of what we do in the tertiary institutions, to a large extent, is politically determined. It is not strange in Nigerian universities and other tertiary institutions to find scenarios where deans of faculties whose tenures have elapsed still continuing in office even without a tenure (these are at best described tenureless deans). On the other hand, it is also not new either to find some other officers whose tenures are yet to elapse, but are relieved of their appointments. This is indeed partisan politics in action. Appointments of heads of department in most universities in Nigeria are to rotate among senior cadre lecturers but there are instances where some of the seniors are skipped. What do you call this? University senate and the community must

speak out. It is even worse off through voting where sentiments direct voting patterns.

Accreditation and Resource Verification of programmes

National Universities Commission (NUC) regulates all programmes in Nigerian universities and the costs of these regulations are borne by the universities by satisfying the approved costing for these programmes as recommended by NUC. **After satisfying the cost requirements by universities, the NUC panels on arrival still depend on the universities for accommodation, transportation and even anticipate honoraria for the discharge of their job for which they will earn legitimate honoraria from NUC on submission of their reports thereafter.** This is already a compromise situation or double exploitation. On the part of the institutions, **window dressing has become a rule rather than the exception**, NUC panels having compromised, will not be bold enough to challenge window dressing and therefore make a mess of the whole exercise. **Worst still, is hurried visiting appointments by the institutions to protect their accreditation which at best, is to last for just a month. Who is deceiving whom here?** I therefore advocate that NUC accreditation or resource verification exercises should be done unannounced so that the motto of boys scout (Be prepared) will become universities watchword.

Funding of Tertiary Institutions and others:

Politics of funding of tertiary institutions is in abundance. As exemplified by TETFund, **politics of universities select and search teams for appointment of new vice chancellors, electing internal members of governing councils, quest for gender equity in the voting of governing council representatives and use of prayer assemblies, and politics of payment of honoraria for external assessments and examinations** are all clustered in political webs which are not helpful to the universities, for world

class universities did not attain such feats on the strength of prayers without reference to the law that established the universities. The law here represents educational plan or policy. This is the cardinal function of the ongoing visitation panels to universities and other tertiary institutions in Nigeria. Above all, the university laws on select and search teams needs to be repealed to reflect the peculiarities of the moments.

The Dilemma of Politics of Education:

The state of politics of education is scholastically complex. This problem is even worsened with the dearth of published materials on theories of politics of education. Much is not known and little too is also known about the state of politics of education. This is perhaps because the field of study has not sufficiently gained acceptability or maturity. As a field of study, the discipline deserves the knowledge level of a theory and this is yet to be established. We are not anticipating physical or empirical theory as in the natural and physical sciences, but some practical theory that explains certain phenomena in the political will of men to influence education. Politics of education is grounded on the discipline of social sciences and humanities, therefore, it is expected that the discipline will develop her own theories to cover the entire subject matter. The dilemma of this discipline hinges on the fact that precision in the theory is yet to be attained Okeke (1997). This is challenged today as many theories on the discipline are beginning to emerge which has necessitated transformation of politics of education into a sophisticated field of study.

Antecedent Cases of Influence of Politics on Educational Policies and Programmes

There are myriads of antecedent manifestations of the influence of politics (good, bad or ugly) on educational policies and programmes with regard to planning. Owing to space and time, a list of some of them since pre-independence will suffice:

- (a) The 1955 and 1956 Universal Primary Education policies which were **free and fee paying** in the Western and Eastern regions respectively are examples which successes were limited because of inadequate planning occasioned by their politicization.
- (b) After political independence in 1960, the policies on control and participation of voluntary agencies alongside

with government were largely politicized thereby distorting the original intentions and policy impact.

- (c) By the end of the 1960's and early 1970's after the Nigeria-Biafra civil war, as a matter of policy, schools hitherto owned by individuals and voluntary agencies were politically taken over without adequate compensation. For whatever reason(s), the whole episode was politically motivated. By the wake of the 21st century, the schools were again returned to their former owners.
- (d) The Universal Primary Education (UPE) by the Federal Government of Nigeria which was free but not made compulsory was announced in 1974 by General Yakubu Gowon. The planning and take off in 1976 was after two years of confusion. The UPE of 1979 suffered the same fate.
- (e) The current 6-3-3-4 education policy and programme was announced to have taken off in 1982 without any proper planning. The planning of the programme started after its implementation with the crude display of abuse of political power by those in charge then. In Nigeria, we begin planning after implementation. This is strange in the world.
- (f) In the then Lobo States (Lagos, Ogun, Bendel, Ondo and Oyo) in 1979 during the democratic experience, after the handover of power by the Military, free education policy was implemented at all levels with massive expansion of College of Education institutions. Because it was an interplay of politics, the political party in power (UPN), as a way of meeting their campaign promises and scoring political points, floated the policy. Again, not much of realistic planning was carried out. The policy, like others, suffered the same failure outcome! Quality of education began to nosedive.
- (g) As a strategy of planning the growth and development of tertiary education, the then Minister of Education-Late

Professor Babs-Fafunwa - made it known in 1990 that for the next ten years, no university would be established. Few years after, General Ibrahim Badamosi Babangida, during his official visit to the then Cross-River State, he was impressed with the fanfare and unusual reception of particularly the women pomp and pageantry. In response, he gave them a Federal University by converting the existing College of Education at Uyo without consultation with the Minister of education. That University started operation/planning after two years of the establishment/announcement. Beyond this, the struggle between the Ibibios and Anangs as to the appropriate location of this newly announced University led to the conversion of University of Cross River State (UNICROSS) to Federal University of Uyo in 1992. Similarly the state Polytechnic was a gift to the people, a response to the way he knelt down for appreciation without prior planning.

- (h) The Universal Basic Education (UBE) scheme was announced in Sokoto by General Olusegun Obasanjo in 1999 and took off late.
- (i) President Dr. Goodluck Ebele Jonathan, in the twilight of his tenure, upgraded four Colleges of Education at Ondo, Zaria, Kano and Owerri to Federal Universities of Education with two chief executives in each institution. The newly appointed Vice Chancellors on May 28 assumed offices and their Provosts were to act as Deputy Vice Chancellors. With the accompanying confusion, N500 million was approved for each as initial running cost. It was gathered (see Guardian 3rd September, 2015) that President Muhammadu Buhari **ordered the reversal of those universities** back to Colleges of Education status. Consequently, the Provosts of the Colleges hitherto in the upgrading were directed to continue to perform their functions as heads of the institutions. This development

generated ripples of tension among the students, staff and all relevant stakeholders. This is partisan politics in action Nwadiani (2014). Why the rush to upgrade these institutions few days to the end of a tenure? Other examples of influence of politics on the planning of educational policies and programmes are (1) Quota system and federal character in education (2) Agitation for a federal university in Ogoja against the understanding of one federal university in every state which has also been abused (3) Unity secondary schools (4) Open university and distance education (5) Part-time, weekend and sandwich education programmes (6) funding (7) access and equalization of opportunities via catchment area utilization (8) gender equity, inclusive, nomadic and fisherman education, etc.

Appointment of Institutional Leadership

Appointments of Provosts of Colleges of Education, Rectors of Polytechnics and Vice Chancellors of Universities are clustered in politics. The criteria of appointment consideration are not watertight across the various institutions. Some Colleges of Education today are agitating that university Professors from Faculties of Education are no longer eligible to be appointed as the institutional heads; whereas there are the same characters who received their training for which they were engaged in the college from the faculties in the universities. It is even worse off when the degree programme that keeps these Colleges alive today operate on an affiliation relationship with universities.

The criteria for appointment of Vice Chancellors are, to a large extent, at the mercy of governing councils. This allows for flexibility, so much that not all criteria are applicable to all universities. Some universities see even a one-day-old Professor as eligible to contest for the post of a vice chancellor. At the expiration of Prof. Ndowa Ekoatte Sunday Lale as former Vice

Chancellor of the University of Port-Harcourt, the Federal Government appointed an acting Vice Chancellor and after six months in Office, the same Federal Government now realised that it is the duty of the university senate to appoint an acting Vice Chancellor and therefore directed the senate of University of Port Harcourt to now appoint an acting Vice Chancellor for the university and eventually the same Prof. Stephen Okodudu whom the Federal Government had earlier appointed acting Vice Chancellor was confirmed acting by the Senate of the University of Port-Harcourt. This is indeed partisan politics by the Federal Government, exacerbated by local university politics.

Additional Federal Universities

President Goodluck Ebele Jonathan and his Minister for Education, Prof Rukayat Rufai, desirous for a university each in their home states, decided to give all states in Nigeria that hitherto had no Federal University, one university as a rational basis. He got one for Otueke in Bayelsa state and his minister for education receives another for Dutse in Jigawa state.

Policy somersault

The same President Buhari administration that in his first year in office reversed the approval for the upgrading of some Federal Colleges of Education to Universities of Education as revealed earlier in the preceding discourse, now realized twenty four months to the end of his second tenure and granted approval for establishment of Federal Polytechnics in Shendam, Yede and Ugep, etc and also approved the take-off of additional Federal Colleges of Education in Ekiadolo in Edo state, Benue state etc in addition to an earlier establishment of additional Federal University of Health Science in Oturkpo, Benue State.

The new Federal Polytechnics have approval of a two billion naira take-off grant for provision of core facilities. Up till now, these Polytechnics and Colleges are yet to take off.

Approvals of additional private universities are also not left out. All these are shrouded in politics, the problem that has arisen therefrom is where to site these institutions because you are implementing before planning.

Appointment of Governing Councils for Tertiary Educational Institutions. The eligibility to be so appointed into Governing Councils is knowledgeability of higher education landscape. What we see as reality is rather an antithesis and almost diametrically opposite to the law to a large extent. It is even worse off, where university professors are made members a university governing council chaired by a village chief, or a business mogul or a politician of less pedigree. What do you expect from such councils? I leave you to ponder.

Interestingly and with great expectation, the **question therefore is: "can there ever be apolitical educational policy and programme planning in Nigeria"?** This is because; the force that will save or kill the educational enterprise is politics. I leave you with that.

Consequences of the Politicization of Educational Policies and Programmes: At this point, it must be noted that any time politics is mentioned in educational policies and programmes discourse, there is always that mindset feeling that education generally (the policies inclusive) is a helpless victim. Generally, politics of educational policies and programmes usually generates both good and bad consequences – this is dependent on: (1) how it is played (2) the reasons (3) the persons involved (4) the nature of the theatre and (5) history.

The good aspects of educational policies and programmes politics

Are that they ensure the:

1) Promotion and sustainability of development and service

to the people.

- 2) Improvement of the living standards of the masses.
- 3) Equity and fairness in the allocation and distribution of values (tangible and intangible) to the people.
- 4) That monopolistic and the winner-takes-it-all tendencies are dethroned, (zero sum game).
- 5) Political and educational management stability.
- 6) Provision of human politicking and lobbying through resource inputs and logistics, educational policy expectation and delivery realities unite in harmony and congruous fashion.
- 7) Dividends of politics translated into educational policy benefits would remain and live with both the benefactors and beneficiaries long after them.
- 8) Phenomenon of stakeholders' unrest is put to rest thereby promoting quality and policy goals' realization.

Some of the undesirable consequences of politics of educational policies and programme are:

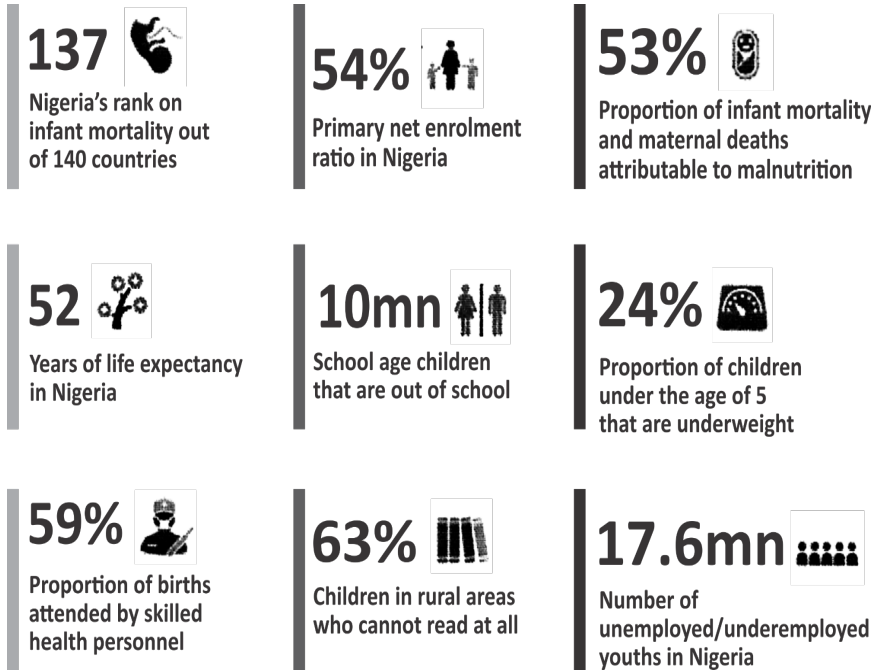
- 1) Policy and programme planning after implementation or announcement.
- 2) Is it possible to have good politics in Nigeria, the experience is that politics in its bad form has brought so many woes on education which in turn translates into frustration of a large percentage of people who have gone to school at all levels. Because of bad politics of educational policy and programme, education has become more of an investment in frustration (Nwadiani 1999).

Educational planning is indeed at the mercy of political consideration; what belongs to the discipline of Educational Management has been stolen even by the informed class as expressed in the position of Educational Planning. Directorate of Quality Assurance, Academic Planning are fields of study in the Higher Education Administration and Educational Management.

Again you cannot give out what you do not possess.

Who Pays and Who Bears the Brunt from Politics and Educational Planning Crises

Table 1: Nigeria's performance on key socio-economic indicators



Data from 2010-2016; Sources: World Bank; UNICEF; NBS

Table 1 above indicates the various prices that the Nigerian Society is paying arising from the operation of the country

(1) Parents/Guardians:

It is obvious today that Nigerian educational system provides education to *citizens* whose training relevance is the past. This accounts for the hopeless situation that graduates find themselves after schooling, that parents are in a helpless situation about their wards that have acquired education yet cannot find employment. Even if there is employment opportunity,

these graduates are not even employable and only few are even marginally teachable.

This remains a source of worry to parents as there is no end in sight, and it is a difficult situation for parents who have spent almost all to invest in the education of their wards and in the end they are reaping frustration. **Education therefore is becoming investment in frustration. This is the price you pay for unplanned educational system, replete with excessive political inclinations without functional philosophical base.** An educational system must be devoid of undue political interference for its health and safety but that is not the case in Nigeria. Educational planning therefore should be accorded its pride of place.

(2) Individual:

The individual becomes more even helpless as he makes out nothing from his educational endeavour. You may argue that the individual would enjoy non-economic benefits or externalities. Let me state that an unplanned and politicized education is not competent to equip one with dexterity that can generate non-economic accruals and rewards. Educational benefits spill like liquid in the bottle, therefore its benefits transpire. These externalities can only exist in a planned, well-articulated and vigorously pursued educational enterprise else, the individual continues suffering alienation.

"I weep for my discipline, I weep for Educational Planning, I weep for the country Nigeria. But Educational planning and Nigeria will arise again".

(3) Declining Reputation of Universities and other Higher Educational Systems

Universities have their own share of the price to pay as an unplanned educational system which is characterized by political considerations rather than technical and scientific rationality.

This will even contribute to declining recognition and prestige of such universities. It is even worse off today as universities ranking and visibility have become the cynosure of a sea of eyes.

Table 2: Gross Domestic Products (GDP) of the top richest economies in the world

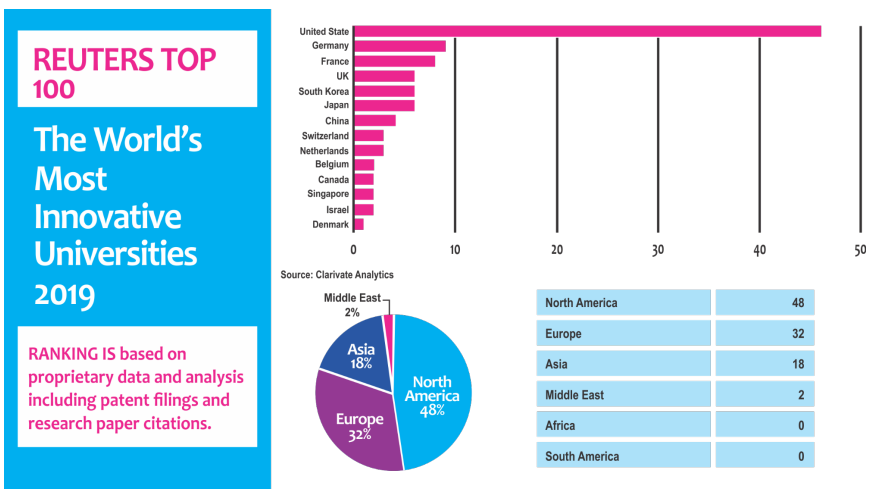
S/N o	County	GDP Gross Domestic Product
1	USA	\$ 21.43 trillion
2	China	\$ 14. 34 trillion
3	Japan	\$ 5.08 trillion
4	Germany	\$ 3.86 trillion
5	India	\$ 2.87 trillion
6	UK	\$ 2.83 trillion
7	France	\$ 2.73 trillion
8	Italy	\$ 2.00 trillion
9	Bragil	\$ 1.84 trillion
10	Canada	\$1.74 trillion
11	Russia	\$ 1.70 trillion
12	South Korea	\$ 1.65 trillion
13	Australia	\$ 1.40 trillion
14	Spain	\$1.39 trillion

15	Mexico	\$ 1.27 trillion
16	Indonesia	\$ 1.12 trillion
17	Netherlands	\$ 907.05 billion
18	Saudi Arabia	\$ 792.97 billion
19	Turkey	\$ 761.43 billion
20	Switzerland	\$ 703.08 billion
21	Poland	\$ 595.86 billion
22	Thailand	\$ 543.53 billion
23	Belgium	\$ 533.10 billion
24	Sweden	\$ 530.88 billion
25	Nigeria	\$448.12 billion

Source: Celeb Silver Dec. 2020

From Table 2 and 3, there is no relationship between the current Nigeria ranking of her GDP to the global ranking of her universities

Table 3: Number of Universities in Reuters Top 100 by Country



Madam Vice Chancellor, today we are concerned about improving ranking of our universities in Nigeria and Africa. **The decision by the ranking bodies is symptomatic of indiscriminate planning and over politicization of educational planning in the continent. Do we recognize local efforts in African scholarship? African scholastic efforts sometimes have become objects of mockery. What is the place of annals journals, global journals and prestige journals in University of Calabar?** Even the employers of labour are worse off by this political educational planning crises as their prospective employees in most cases are ill-equipped for the world of work even when they eventually get the offers through the Nigerian factor “Imamadu”. A dangerous dimension also emerges which is the need to re-train these graduates; but at whose cost? Studies have shown that even re-training programmes for teacher education have not solved the problem of a negatively politicized and unplanned educational system, which has implication for provision of conducive learning environment to stimulate and promote scholarly scientific output as reflected on table 4.

Table 4: Scholarly Scientific Outputs



(4) Poor Public Image:

The Government on her part equally pays her price owing to the failure of the policy on global competitiveness of the products of her educational system. I recall here in the UNICAL International Centre on 24th June, 2018 when the Ambassador of Korea, His Excellency LEE – IN – TAR, delivered a public lecture at the instance of the University of Calabar. His first observation was the public address system that had fluctuating frequencies and he quickly challenged the University's Faculty of Science to rise up to the problem. To me, it was an embarrassment to those of us in Educational Planning as it closely revealed that there was absence of or weak educational planning in that direction. The Faculties of Science and Engineering must sit up and rise to the occasion. There is even a more dangerous dimension where political bureaucrats even attempted and outright purchased public schools for personal use; part of my primary school which was public has been ceded over owing to political influence at a time when school age fraction has increased exponentially. What will the development planners do in the circumstance? For in all these, the Educational Development Planning is not a factor of consideration not even consultation?

(5) Government / Xenophobic attacks:

Nigerians have become endangered species in some countries of the world. What happened in August, 2019 in South Africa is a case in point. No doubt, the xenophobic attack on Nigerians is indicative that her educational system needed to be overhauled. The Vanguard of 10/09/2019 reported that Nigerians up to 640 were now eager to return home and President Muhamadu Buhari ordered for the immediate evacuation of Nigerians after he received special envoy to South Africa, while African Union proposed to sue South Africa for ten billion naira . This is the price Nigerians have to pay for the inability to strengthen her educational system and for encouraging educational planning crises replete with political interference.

To curb this ugly incidence and international embarrassment, there is the need to urgently strengthen educational institutions of learning through strict observance and compliance to ethics of educational planning devoid of political interference. There is the need to redistribute income as to be able to cater for greater numbers of the Nigerian citizenry to reduce illegal migration, massification and internationalization.

(6) Reliance on External Aid:

The neglect of educational planning and its accompanied politicization through undue interference, push educational planning into crises. These crises as symptoms have misguided governments of nations, particularly in developing countries like Nigeria and these countries have resorted to excessive begging and borrowing in the name of external aids unknown to themselves that external aids are tied to conditions; they are Greek gifts and there are more or less the gifts of the Trojan Horse. Universities and other tertiary institutions are now dependent on Tertiary Education Trust Fund (TETFUND) but it cannot leverage in their research inventions for survival which is

opposite of ivy-league universities in the world.

CONSEQUENCES OF INVENTIONS AND RESEARCH AND DEVELOPMENT (R&D)

1. **STANFORD UNIVERSITY**

- The university's faculty and alumni have founded major technical companies including Google, Hewlett-Packard and Cisco Systems.
- A 2012 study by the university estimated that companies formed by Stanford entrepreneurs generate so much revenue that if they formed an independent nation, it would rank among the 10 largest economies in the world.
- Endowment \$27.7 billion as at 2019

2. **Massachusetts Institute of Technology MIT**

- MIT has produced: 90 Nobel laureates, 59 National Medal of Science winners, 75 MacArthur Fellows, and 29 National Medals of Technology and Innovation winners.
- A study conducted by the university suggested that 30,000 such companies were active in 2014, employing 4.6 million people and producing annual revenue of \$1.9 trillion.
- Endowment \$18.38 billion as at 2020

3. **HARVARD UNIVERSITY**

- Harvard University is the oldest institution of higher education in the United States.
- It has produced 48 Nobel laureates, 32 heads of state and 48 Pulitzer prize winners. The university's \$39.2 billion endowment is the world's largest.

Source: TETFUND 2020

7. Implications for weak Manpower Planning:

Educational planning crises have implications for manpower resource planning which takes into consideration the rationalization of existing job vacancies and tailors the educational system to produce same has failed owing to political interference. In Nigeria, we are not paid by productivity rather by grade levels. The average labour output of workers is not even known, yet they earn wages and salaries. The Manpower Planning Board, which was set up following the recommendation of Ashby commission did not see the light of the day. Manpower planning in Nigeria is characterized by political consideration rather technical rationality. Paucity of statistical data has even worsened the situation.

8. Weaken Social Demand/Directionless Approach to Educational Planning

Social Demand Approach (SDA) to educational planning, as captured by Netherlands Economic Institute, provided the axiom that is germane in the approach, that if an individual is qualified by age, natural abilities and stands at the door of an institution, it should be open to him, The undue interference on educational planning has indicated that this approach is directionless and not tied to any form of economic rationalization. It will eventually overestimate popular demands to education and underestimate cost. This is dangerous to educational planning and has accounted for the failures of programmes in Nigeria like Universal Primary Education and the current Universal Basic Education which is the same, the only difference is in nomenclature and extension of the latter to nine years of schooling.

9. Internationalization/Massification (Vertical and Horizontal)

Citizens from unplanned, poorly planned educational systems or politically interfered educational enterprises will definitely seek for academic refuge elsewhere. This growing phenomenon of cross-border higher education believes in the aphorism that, 'employment opportunities can readily emerge when pursuing higher education in advanced and less corrupt countries of the world'. Generally, the cost of acquiring these educational qualifications overseas is expensive. Parents, who had ventured into this line of thinking and have their children abroad for studies, can give you their experiences which of course are not palatable. Some parents, owing to paucity of pecuniary value, are forced to bring back home their wards and children. I know of some returned cases from overseas that are now in Nigerian state universities. Some parents in response to these challenges are ready to dispose of even their landed

properties to meet up the hike in fees. Some outright abandoned their ward overseas and yet some parents have left their children to their destiny. This is most unfortunate and it is the price that the children and young school leavers have to pay for an unplanned educational enterprise in their home country that is replete with politics.

10. Moonlighting/Taxi Cab Professing

The phenomenon of moonlighting and taxicab professing is also a symptomatic effect of weak educational planning. This has implications for productivity in educational system, for those who engage in this practice, do so without approval which amounts to corruption ab initio. In Nigeria, the guidelines for participating in moonlighting were not to engage in visiting appointments in not more than two universities simultaneously and the chief executive of the university must give such academic permission for participation. I do not know how many academic staff obey these rules. This has formed part of the basis for government of Nigeria agitating for Integrated Personnel Payment System (IPPS).

Figure 3: Diagrammatic Illustration of Impact of Politics and Educational Planning Crises



Research Endeavour/Outreach

Madam Vice Chancellor, the vigour with which I pursue my pedagogical assignment is equally applicable to my research. Indeed, the regard and respect I earned from my students is due principally to the seriousness and the depth with which I take my pedagogical and research assignments and the frequency with which students access my scholarly endeavour in the internet and other mainstream social blogs. Within the last twenty years, I have been involved in innovative research endeavours which include;

a. Wastage in Manpower Utilization in Cross River State Secondary Schools (Master's Degree Thesis)

The results were very revealing that dexterity or skills were either underused or overused in the circumstance and some had no training relevance at all or interest. One can only imagine what manner of output will be generated from this scenario. The

results of this investigation share some respects with the administrative behaviour of managers of tertiary institutions whose shadow is found in government circles in Nigeria. The universities too have fallen short of these expectations in this regard, as most appointments are done devoid of technical rationality, promoting political considerations, which cannot guarantee optimal efficiency within the organization.

b. Staff Utilization and Institutional Effectiveness in Cross River State Secondary Schools

Having established from the master's degree thesis that wastage exists in manpower usage, I went further at the Ph.D level to find out whether staff utilization has any relationship to institutional effectiveness. The result of this investigation upheld the law of diminishing returns which states that as you add variable inputs to a fixed factor of production, productivity would begin to rise and to a point that it would experience diminishing returns. The employees are the fixed factor of production and their various tasks which they perform are the variable factors. It follows, therefore, that man who is not a machine would certainly begin to have reduced outputs when assigned too many tasks to perform, some of which are even outside the training relevance, therefore, the goal attainment of the system is stymied. Contrary to this result, it was discovered that with improved hygiene and compensation, labour would do the impossibilities *ceteris paribus*.

c. Reinforced Momentum of Educational Planning Challenges in Nigeria:

This is a study I conducted with Nonso Bisong published in University of Oradea in Romania on the reinforced momentum of the educational planning challenges in Nigeria. It was revealed that there is a growing number of over aged in Nigerian formal educational system in addition to sex imbalance, imbalance in socio-economic/class participation, higher education demand

tension coupled with North-South dichotomy in educational attainment that necessitated the introduction of positive discrimination or quota system in Nigeria. This study raised a rhetorical question, as whether “it is access to success or success to access? Again this thinking of government is clustered in politics.

d. Employee Compensation

In this exploratory study of employee compensation among academics in some Nigerian universities, attempt was made closely to delineate how much compensation would be adequate for various professional/occupational categories of labour. The results of this study were interesting to the contrary expectations of many. This exploratory study reveals that no amount of money would be adequate for employees of labour. Well, I find correlation here with Abraham Maslow’s “Hierarchy of Needs”. More importantly is that the finding indicated that for academics, it would require a salary that could enable them live a middle-class lifestyle. The study went further to counter the thinking of Adam Smith who had earlier opined that “a man should live by his wages” and that whatever a man earns should be sufficient to sustain him. The study attempted to find out how many academics indeed live by their wages? This explains the emergence of sharp practices you find within the university landscape, which I have christened here as academic corruption, which is the number one target of Integrated Personnel and Payroll Information System (IPPIS). I do not think that IPPIS is the solution to academic corruption as envisaged or contemplated in government circles. I rather think that making academics enjoy a middle-class lifestyle will curb the fears of the Federal Government. It is better to deal with the root cause rather than treating symptomatic effects.

e. Opportunity Cost

In another study to find out whether opportunity cost to education could be calculated, it was discovered that some professional categories like the armed forces, paramilitary and nurses have already been enjoying this privilege and not lecturers and others not mentioned. The findings indicated that opportunity cost is not part of national accounting. Therefore, the initial advocacy for opportunity cost to be calculated based on economic rationality remains a low voice in the wilderness. What is of interest in this investigation is the unequal treatment meted out to different categories of professional/occupational categories of labour. What is even more agonizing is that what the Federal Government spends to train one soldier at the Defence Academy, she cannot spend to train twenty Nigerian undergraduate students. It is this thinking of Government that creates inequality among the citizenry and it has implications for development planning.

f. Academic productivity/Output

Madam Vice Chancellor, Ladies and Gentlemen closely linked to compensation is its basis. I have also examined the determinants of compensation among academic staff in selected universities. The findings showed that in Nigeria, academics are not paid by productivity even when it is obvious that the primary roles are those of teaching, research and community service. It was further revealed that researches of some academic staff are mere paraphrasing of existing knowledge and literature already in the public domain and most academic researchers in developing nations are replications of researches done elsewhere in other universities and beyond the shores of Nigeria. It was revealed further that universities in the developing world are in the periphery rather than centre.

It is this peripherality of scholarship in most Nigerian universities that has created a huge source of concerns that necessitated the shift in focus to academic visibility and

reputability which today has constituted the ranking game theory. The study concluded that in Nigeria, we are paid by grade levels and not by productivity, for the average labour output of a Nigerian academic is not known. Even in disciplines where attempts have been made to provide such information, it is stymied by paucity of statistical data.

g. Who Pays and Who Bears the Burden of Educational Investment

Similarly, another investigation was conducted on the rationalization of who should pay and bear the burden of educational investment. The result was interesting, as it was revealed that in a typical African community, parents pay for their children's education and the children in turn bear the burden of this investment. The implication of this study is that parents merely lend their children money to acquire education and the children have to refund even with interest. The result of this investigation has continued to form the basis of the cardinal delimitations of educational financing.

h. The Human Angle to Economic Rationalization

In an attempt to put in place the reciprocity of the essence of promoting humanity in education, the economic orientation of the deregulation of education was x-rayed in another study. It was gathered that government wants people to invest in education through privatization and deregulation processes but the same government regulates the benefits in terms of categories of skills to be produced, stream of earnings that accrues to both the individuals and even the society. The question posed in this study is that; "why deregulate cost of education without deregulating the benefit". In the circumstance, the need therefore arises to reassess these practices of government with the hope of translating the human angle into the prevailing economic orientation. It was therefore concluded that,

as a way forward, as the market mechanism is allowed to determine costs so also should the market forces be allowed to shape the economic consequences in terms of rewards. This will therefore become the basis of promoting human elements into that economic rationalization.

i. Age Earning Profile of Educated Workers

A study on the age earning profile of an educated worker was also carried out. The result of this study indicates that education enhances the earning profile of workers; that there is correlation between higher education attainment and earnings. The higher the educational attainment, the steeper the rise in earnings and those earnings of educated workers grow in an arithmetic progression and at a point it levels off. The implications of these findings are that the rise in earnings requires patience but this is not the case today with young graduates into the employment industries desirous to achieve higher earnings even when they are not long or mature in the service. The phenomenon often leads people to get involved in corrupt practices that sometimes truncate their careers prematurely. The list is inexhaustive.

Outreach as Head of Department

Madam Vice Chancellor, the thrust of my leadership prowess granted me the opportunity for practical demonstration of my leadership dexterity, as a first substantive Head of Department of a rechristened Educational Management.

- I initiated, nurtured and fine-tuned the graduate programmes in keeping with the realities of the moment and in compliance to the NUC benchmark. I was able, with the supports of my colleagues, to delineate specific areas of specialization at the graduate level by ensuring that specific critical mass of knowledge learned itself to particular specialty.

- While as Head of Department and with the support of the University of Calabar Senate, I was able to facilitate the change of the nomenclature of the department from Educational Administration and Planning to Educational Management, the change that was long overdue, for NUC and JAMB already recognize the department as such.
- My tenure as Head of Department brought back the academic tradition of holding distinguished departmental public lectures. Let me add here that, Professor Uche Amalu, the then Deputy Vice Chancellor Academic, in one of the public lecture series under my watch, remarked that my department was the second in the entire university to think in this direction.
- As Head of Department and having traversed universities both state and federal, it became very convenient for me to overhaul the examination process of the department. More so, as a chief examiner of the department, it became very necessary that I introduce innovations that promote the highest standards of examination administration. I therefore demanded from my colleagues submission of continuous assessment two weeks prior to the examination proper, scripts movements from HOD's office to the examination halls and back, enforcing borrowed university policy that a missing script is equivalent to the job of an academic staff member, change the invigilation pattern and got all staff involved in the invigilation of the examinations with exception that no staff invigilates his/her own course, preventing staff from travelling during the examination periods. Invigilators were also requested to sign the attendance register beneath for authentication. I introduced attendance register where students sign in during writing and sign out when submitting their scripts. Examination questions were submitted ahead of exams for vetting, double signature at the attendance sheet

during and at the point of submission and numbering of scripts all of which today have become the central university standard under your watch as Vice Chancellor. For my department, these innovations are not strange bed fellows as we had commenced this novelty three (3) years ago. I also ensured that unused scripts are returned; submitted results must tally with the number of students on the attendance registers. These lines of thinking create sanity in our departmental examinations. I am pleased that the university under your watch is thinking in this direction.

- It is on records that during my tenure as Head of Department, I had a policy of graduating all students who have fulfilled all requirements for graduation without compromising standards. Within this period under review, I graduated over thirty Ph.Ds and huge a number Master's degrees.
- Also, I encouraged academic staff in the training cadre to move out of the University of Calabar to be eligible for TETFund sponsorship and more so, to put themselves off the phenomenon of inbreeding which is a setback to the university planning. This would expose academics to a broader world view in university enterprise.
- As HOD, I was able to streamline the teaching of our postgraduate programmes in line with the various areas of specialty and graduated many postgraduate students. On this note therefore, I wish to inform you that together with my team, we recorded the highest number of graduates at the postgraduate level during my time as Head of Department, some of whom are today my colleagues; Dr. Ameh Eyeini, Dr. Paul Igbenewaka, Dr. Emeka Nnaji, Dr. Ekaette Samuel, Dr. Asuquo Michael, Dr. Ene Egbula, Mr. Fidelis Wonah, Dr. Nsan Nsan. Mr. Garieth Omorobi, Miss Ekpenyong Anam, Mr. Omini Eta Eta, Dr. Wokaso Ofem, Dr. Mary Ngaji, Dr. Esther Maduekwe, Dr. Blessing Nwannunu

and Dr. Deborah Onabe.

- Madam, Vice Chancellor, I invite you to recall also that with the stoppage of comprehensive examinations by the Senate of the University of Calabar, which implies that the graduate programmes of our university will be more research oriented, I therefore sought permission from University Management and encouraged the graduate students to begin to participate in knowledge generation and dissemination in our professional national conferences. I am pleased to report here that we had the highest number of graduate students' participation in the 2019 edition of our national conference held at University of Lagos which facilitated graduate students publication of journal articles, thereby contributing to knowledge with focus on patentability of their researches. Our huge presence in our professional national conference at the university of Lagos stimulated and supported me to push for conference hosting rights which have been granted us this year come October, 2021 with my humble self as the chairman of the local organizing committee.
- During my tenure as HOD, I was able to clear all backlog of graduates who were yet to be mobilized for NYSC. This was quite a herculean task but with God on my side, I was able to achieve this. I ensured that all graduates of the department at both undergraduate and postgraduate levels were captured in the convocation souvenir; I had to even overlap into our sandwich graduates to ease the job of the sandwich coordinators in this regard.

Outreach as Director of Academic Planning

Having put in two years and into the beginning of my third year as Head of Department, I was appointed Director of Academic Planning. The quality time I spent in this office enabled me to achieve the following;

1. I repositioned the office of Academic Planning to perform its supervisory role as required by National Universities Commission (NUC), particularly, its supervisory role of affiliate institutions to avoid overbearing influence from the parent faculties in the university.
2. Prepared strategic and operational plan documents of the University of Calabar to TETFund and pushed for TETFund zonal intervention which was successful to the value over two hundred million naira for 2020 intervention.
3. Facilitated the professional re-accreditation of MBBCH in December, 2019 by Medical and Dental Council of Nigeria which got full accreditation.
4. Facilitated the Postgraduate accreditation in the Faculty of Management Sciences also in December, 2019 and got full accreditation status for M.Sc. and MBA programmes.
5. Facilitated the resource verification of newly established programmes which include:
 - a. Agricultural Engineering, B. Eng.
 - b. Music, B. A.
 - c. Pharmacology, B.Sc
 - d. Chemical Engineering, B.Eng
 - e. Petroleum Engineering B.Eng.
 - f. Mechanical Engineering B. Eng.
 - g. Civil Engineering, B.Eng.
 - h. Mass Communication B.Sc/B.A
 - i. Fine and Applied Arts, B. A.
 - j. Physiotherapy B.
6. Facilitated the planning and preparation of the following programmes for resource verification whose cost implication has been received in the university.
 - a. Computer Engineering
 - b. Electrical/Electronic Engineering and
 - c. Criminology
7. Submission of proposed curriculum for development of

Benchmark Minimum Academic Standard (BMAS) for Human Resource Management and Oceanography programmes/Marine Sciences.

8. Facilitated all programmes whose nomenclatures have changed to NUC for appropriate action.
9. Facilitated and obtained formal approval from NUC for the establishment of new Faculties of Pharmacy, Engineering and Environmental Sciences beyond the university senate approval.
10. Facilitated the preparation for resource verification of the following programmes whose costing have been effected to NUC and their resources verified at the twilight of my tenure as Director of Academic Planning
 - a. Estate Management and Valuation
 - b. Architecture
 - c. Survey and Geo-Informatics
 - d. Urban and Regional Planning
 - e. Peace and Conflict Studies
 - f. Pharmacy Pham D.
 - g. Educational psychology
11. Facilitated and completed NUC Statistical Digest for University of Calabar for 2017 and 2018 academic sessions now at NUC domain/portal.
12. Obtained approval from NUC for the re-inclusion of Crop Science option of B. Agric Programme in the JAMB Brochure.
13. Facilitated increased JAMB admissions quota for affiliate institutions of University of Calabar.
14. Facilitated and forwarded book manuscripts and journals that have met TETFund guidelines for TETFund Intervention.
15. Initiated an addendum to the university academic brief to provide a phase in the University growth for expansion of its curricular to include proposed new programmes.
16. Facilitated and processed staff training for TETFund

- intervention up to 2021.
17. Recommended staff for post-doctoral training which hitherto was uncommon. (University of Viscosa in Brazil and Morgan State University, USA.)
 18. Facilitated re-accreditation of Accounting programme by Institute of Chartered Accountants of Nigeria (ICAN) result (full Accreditation)
 19. Midwived affiliation relationship with the following institutions that are now awaiting Senate considerations, they include:
 - a. Africa Peoples' College of Advanced Studies, Biase.
 - b. Blessed Land College of Education, Oron.
 - c. College of Arts, Science and Professional Studies, Aba.
 20. Facilitated the expansion of affiliation of additional programmes for Cross River State College of Education, Akamkpa and Federal College of Education Obudu whose approvals were given in principle hence there are already affiliates of the University of Calabar.
 21. Affiliation with Corona College of Education, Lagos in process
 22. Facilitated TETfund workshop and Conference verification exercise which is still in process.
 23. Linkages and collaborations
 - a. Concluded the collaboration of University of Calabar with Garden City University, Ghana.
 - b. Facilitated memorandum of Agreement between University of Calabar and Cross River State International Hospital, Calabar
 - c. Facilitated Memorandum of Agreement between University of Calabar and the Elders House, an equivalent of Big Brother Naija and proposing to domicile Certificate Diploma in Theatre, Film and Carnival Studies in Bassey Andah Institute of African

and Asian Studies in the University of Calabar.

- d. Fostering Collaboration between University of Calabar and the University of Liberia which is ongoing before my exit as DAP.

Community Service

Madam Vice Chancellor, as may have been anchored by the inaugural lecturer's friend who delivered my citation, it is with humility, that I inform this audience that I have been commissioned to present the following academic discourses in the course of my academic growth along my career path.

- (1) Keynote address for the National Association for the Advancement of Knowledge (NAFAK) at University of Port-Harcourt in 2018.
- (2) To deliver a Lead paper for the Nigerian Association for Educational Administration and Planning NAEAP at the Enugu State University of Science and Technology in 2019.
- (3) To deliver a lead paper for the Faculty of Education in 2017 at Imo State University, Owerri.
- (4) Deliver a lead paper for the Department of Educational Management at Ignatius Ajuru University of Education, Port-Harcourt in 2019.
- (5) To deliver a lead paper for the Nigerian Association of Educational Administration and Planning, University of Port-Harcourt.
- (6) Commissioned by the Nigerian Army Communications Headquarters to deliver a paper for Military and Para-military spokespersons on Nigerian Security challenges, 2018.
- (7) Consulted for Cross River State, Nigeria Erosion and Watershed Management (NEWMAP) Assisted by the World Bank on Livelihood Needs Assessment of Igaba Gully in Obudu Cross River State.
- (8) Commissioned by the School of Education, Federal

College of Education, Obudu, to deliver a lead paper in 2021.

- (9) I have participated as panel member for resources verification and accreditation exercises for the NUC at the University of Abuja and Federal University, Dutsima, Katsina, Veritas University, Bwari, Abuja and Federal College of Education, Pankshin.
- (10) I was commissioned as a facilitator for the Millennium Development Goals (MDGs) for Training of Teachers in North East Nigeria by the Federal Ministry of Education through the instrumentality of National Institute for Education Planning and Administration (NIEPA).
- (11) I have served as external examiner for the award of Ph.Ds and Master's degrees in the following universities; University of Port-Harcourt, University of Ilorin, University of Lagos, Ahmadu Bello University Zaria, Bayero University Kano, University of Benin, Benue State University Makurdi, Ebonyi State University Abakaliki, and Michael Okpara University of Agriculture, Umudike.
- (12) I have served as moderator for the undergraduate degree for Nasarawa State University Keffi.
- (13) I have worked as a visiting Lecturer/Professor in the following Universities; University of Jos, Taraba State University, Jalingo, Benue State University, Makurdi, Nasarawa State University Keffi and Abubakar Tafawa Balewa University, Bauchi
- (14) I have served as external assessor for thirty-six (36) academic staff members to the ranks of Associate Professor and Professor from sixteen (16) universities in Nigeria as follows; University of Lagos, University of Benin, Benue State University Makurdi, Enugu State University of Science and Technology, Nnamdi Azikiwe University, Awka, Chukwu-Emeka Odumegwu Ojukwu University Uli, Ambrose Ali University, Ekpoma, University of Jos, Ignatius

Ajuru University of Education, Port Harcourt, Rivers State University, Port Harcourt, University of Port-Harcourt, University of Maduguri, Federal University, Dutsima, Katsina, Ahmadu Bello University, Zaria and University of Nigeria, Nsukka.

- (15) I have served my Professional Association, the Nigerian Association for Educational Administration and Planning (NAEAP) as Assistant Secretary (4 years), National Secretary (4 years) and National Vice President (2018 till date).
- (16) I have received confirmation of my nomination by Council of Fellows of Nigerian Association for Educational Administration and Planning (NAEAP) for conferment of fellowship in October, 2021.

Advocacy

Madam Vice Chancellor, Ladies and Gentlemen, you will agree that the university is a knowledge society. It is a meritocratic institution where the truth must prevail. The interaction that transpires between the learners and the instructors is often challenged through various modes of evaluation which do not exclude questioning. Questions in pedagogical endeavours allow for clarification on issues and ideas. "Citeris Paribus".

a. Questions VS No Questions

It is strange today that a lecture for which an academic is inaugurated into the professoriate is exempted from that vital component of instruction. This seems to me, a contradiction in terms, for it is through questioning that orthodoxy of phenomena, issues and ideas are challenged and clarified. In order not to reduce further inaugural lectures to homilies of indoctrination and reduce this very important feast which is sacred to the university tradition from being esoteric, I humbly advocate that a few questions will suffice and should be allowed. Above all, the dynamics of the society rest on the spirit of inquiry. This explains why we research by asking questions to solving problems of

national and global priorities.

This will logically promote the very essence of inaugural lecture and I so advocate. I am therefore ready to take questions as the case may be. For I am worried when promotions criteria for the professoriate change owing to the dynamics of higher education landscape. Why will the operations of inaugural lecture series remain rigid and conservative? I am hopeful that when this is achieved, it will promote a complete overhaul of existing university practices in this regard.

b. Autonomy and Academic Freedom

Institutional autonomy is granted to universities because it is essential for the search for the truth. It is therefore a protective corner which university staff always seek to cherish, but which society envies. Academic freedom is therefore granted under the auspices of the principle of university autonomy. If there is no autonomy, there can be no freedom. Thus academic freedom is a prerequisite for meaningful inquiries, while autonomy is the right to control one's affairs in order to enhance the profession of truth and the search for knowledge. These activities demand adequate independence of thought and action, with minimal or no supervision from outside agencies. This is indeed another area that is worth advocacy and consideration. **Senate is no longer the final authority in laying down standards for universities in Nigeria. This is most unfortunate and unconventional.**

To actualize these progressive changes, Section 15 of Decree 16 authorizes inspectors to keep the appropriate authority (NUC) informed of the nature of instruction, academic programmes, examinations, textbooks, facilities and materials in universities, in order to ascertain their adequacy for attaining minimum standards. These are the main functions for which senate and other committees have always existed in universities, hence such transfer of functions to an outside body as the NUC is a flagrant infringement, to say the least, are likely areas of

incongruity, hence development planners have taken a second look to ensure that the specialist rights of universities are restored to them. Nigerian universities are ready for accreditation but more consultation is needed to avoid unnecessary friction. For this purpose, public opinion should be mobilized for relevant amendments to the law of this nature and I so advocate.

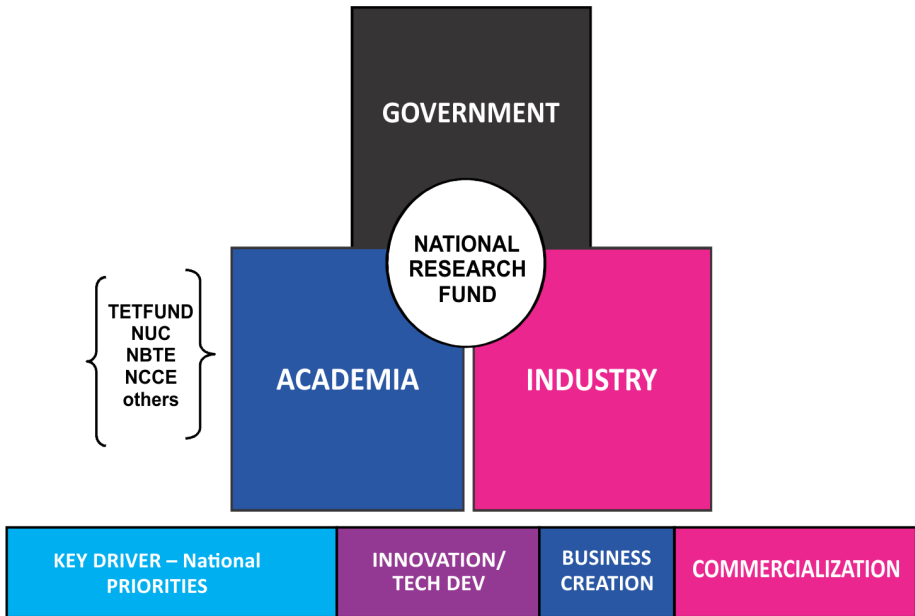
c. Funding and the Planning Challenge

The major post-independence challenge in educational development is shortage of funds. Individuals cannot afford the type of education they want for their children, yet government cannot do much because of poor resource or revenue base. In these circumstances, public opinion is inevitably in support of welfare provision in education; hence planners and government agencies are faced with a serious dilemma in their attempt to improve provisions for the future. The public cannot be blamed for agitating for free education because they lack the resources to provide decent education on their own. Moreover, the public sees government as not doing enough for the citizenry, in the area of education and other social services, yet people in government and their agents live luxuriously and well above their legitimate income. Under this condition, the public cannot be convinced that there is no more money to do anything. This is the problem of the development planner in the Third World context.

Public opinion is against the government but political leaders stay in power by all means while opposition is suppressed. There is no stable political climate, no money for public use, no data, no high technology, no funded research and experimentation, no renewal of facilities and educational programmes, yet the development planner is expected to secure quality change for the future. What does he do in the circumstances? This is the challenge.

It must be realized that further private contribution to funding of education in most developing countries is an

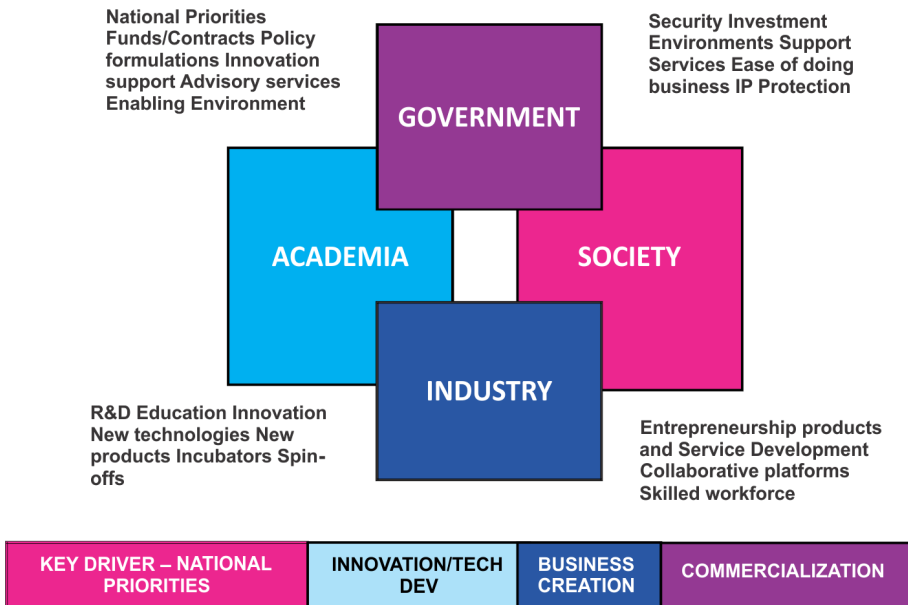
unpopular approach to the future, especially at the first two levels. Politicians know this and they exploit it for votes often too well. But professional planners have no votes to seek. Their credibility is the scope of educational improvements in future, especially now that people are beginning to think that quality is falling in such areas. Well, planners cannot mint money themselves, in order to salvage the system. The only avenue left for future development, since public opinion is adverse to explore ways or marginal improvements under minimal cost. This support my advocacy of two models in this direction- the Triple Helix and Quadruple Helix which have today become viable options to explore through inventions and R&D. These models have become a way forward in this trajectory of paucity of funds and I so advocate these national innovations ecosystem.

Figure 4: National Innovation Ecosystem Triple Helix

Source: Ibrahim Katampe, 2020, Central State University Ohio

Triple Helix identifies Government priorities using the key driver of the academia who links up with the industry which ultimately results to innovative inventions that become patentable and eventually yield wealth. The Quadruple Helix attaches the society to Triple Helix for purpose of security.

Figure 5: TETFUND Quadruple Helix



Source: TETFUND 2020

d. Quota System of Admission

This policy was introduced and it has existed to bring about a balance in educational development across the country. In other words, it was intended to bring about equity education which is even doubtful whether equity education can be attained, in terms of students' age wise participation, geographical wise participation and socio-economic wise participation even gender. As a development planner and educational economist, I can boldly inform this audience that equity education is indeed difficult to attain. If this is the reason for quota system of admission, then there is a failure in policy already. Again since the inception of the implementation of quota system, no time frame was given for its adequacy of states designated as

educationally less developed to catch up with their educationally developed counterparts. It is even worrisome that the policy has shot itself for when a time lag is not determined and the policy is allowed to go unabated, it may get to a point where the very educationally less developed states become educationally advanced states. What do we do in the circumstance? How do you now reverse the trend again? This is clearly indicative of no planning or ignorance of educational planning in this direction on the part of government. It is therefore necessary to state that quota system has existed for decades now, so it is very possible without scientific data that the deficiency of Educationally Disadvantaged States in Nigeria must have been addressed which is evidenced in the proposal for enrolment from these states. Consequently, it is necessary to revert from "Access to success" to "Success to access".

The quota system put in place by de-homosapiens creatures has further exacerbated inequality whereby the weaker educational states are given consideration without a time lag. There is every likelihood that the educationally weaker states, given the level of consideration, will continue to benefit in multiplier effects which will supersede the educationally advanced states occasioned by the Faster Forward Hypotheses or Leap Frog Theory. "Ceteris Paribus". Therefore, the equity which quota system is intended to serve rather promotes inequality in the long run.

Madam Vice Chancellor, I am advocating here that to introduce human face to the rationalization in this political orientation, is to say that rather than considering "access to success" as in the case of quota system, I advocate "success to access". It is within this line of thinking that hard work pays and it should be rewarded accordingly.

Professorial Productivity

There is also the need for employees to be paid by

productivity. This will encourage hard work and overall productivity. University professors on the same level and steps ought to be paid differently according to their levels of productivity to the university. Statistics for work output must be kept to facilitate this innovation for Adam Smith maintained that a man should live by his wages and that whatever he earned should be sufficient to sustain him.

Quality Assurance Committees

Quality assurance committees, whether at departmental, faculty or central university levels, should not substitute Departmental Board, Faculty Board or Senate Business Committee for results consideration, otherwise results will now be left in the hands of very few individuals to determine. Quality assurance vetting committees must look at the results further, but it should not be the only body that considers results. The faculty and departmental boards must meet to consider results even if it means taking more days to do so. This is because, it is the core of academia and we must guarantee and take responsibility of what we are sending out as our products.

Stoppage of Faculty/Departmental Dues

Madam Vice Chancellor, I commend you for making payments of faculties and departmental dues through the bank but I advocate that the University should stop the direct collection of the faculty and departmental dues by deans and heads of departments respectively even after Covid-19, but should operate vote book system for the faculties and departments whereby the students pay their charges into the university account centrally and the university work out a budget for the faculties and departments and approve such for deans of faculties and heads of departments who can take from their vote when the need arises in consultation with faculty and departmental board members. This will clearly promote

transparency and accountability in the university and I so advocate.

- **Professionalization in Appointments Considerations:** Higher Educational systems must strive to professionalize appointments considerations. Those aspiring for leadership positions should be encouraged to do so within their areas of training, relevance and expertise. All academic staff are potential heads of institutions but not all have the requisite exposure or experience. With exception of substitutability of some professional category under focus who might have been exposed to some rudimentary knowledge at a lower level, others require capacity building workshops to make up for the gap.
- It is on this note that I advocate for short courses for academic staff on the management of higher education systems as our community service. Management of tertiary institutions belongs to a sophisticated field of study where degrees are awarded up to Ph.D and Postdoctoral studies and anything on the contrary does not form any of the basic requirements for candidates seeking leadership positions in these institutions. Whereas, when you are seeking for positions of Chief Medical Directors, Bursars, Chief Accountants, Judges, Director of Works, training elements become the factors of consideration. In the same vein, educational planner has become faceless. I am therefore advocating that, just as we have regulations that govern compensation and respect for professionalism in the Physical Sciences, Engineering, Law and Medicine, it should be applicable to Educational Planning. In order to build capacity for educational planning, to tap from the collaboration and linkage with National Institute for Educational Planning and Administration (NIEPA), I am constrained to advocate

further for the establishment of an Institute or Centre for Educational Planning in University of Calabar. This institute will not only build capacity through linkages with National Institute for Educational Planning and Administration (NIEPA) but also with the International Institute of Educational Planning in Paris, France.

Madam Vice Chancellor, Ladies and Gentlemen, as a I draw further close to the end of this Inaugural Lecture, I will implore you and the entire audience to join me and my department in supplication to God, as I seek to be granted only one request which poetically, I present herein:

O God of all Creation

Grant us just one request

Grant us that, educational planning be free from political warfare

Grant in us the optimism that recognizes the wisdom of technical rationality.

Grant us the knowledge to decipher between professional autonomy and political considerations.

Grant us not to think that planning should commence after implementation.

Grant us the courage to see the good of systematic integration.

Grant us the desire to kill the spirit of increasing political partisanship in our universities.

Grant us the wisdom to deplore politics for development of education and our university system.

Grant us the appetite to enjoy the meal of administrative harmonization.

Spare this Department of Educational Management and University from overbearing political interference.

Grant us the hope that, indeed our university, the University of Calabar, shall arise again in all fronts.

So help us God.

Finally, Vice Chancellor, Ladies and Gentlemen, I look forward to a day when a wall of fame will be erected and the names of all professors of University of Calabar engraved, I look forward to a day when the pictures of notable alumni of University of Calabar will be captured in the University's Website. I look forward to a day therefore when University of Calabar will join the top ranks of Ivy-league universities with substantial endowments and patentable inventions. I look forward to a day when our University would have internet Wi-Fi to ease our job

Table 5: Patents Output

Number of Patents as of 2015.	
SOUTH AFRICA	4600
EGYPT	275
KENYA	90
MOROCCO	55
TUNISIA	43
ZIMBABWE	39
NIGERIA	36
QATAR	35
OMAN	27
GHANA	13

Technically sound scholarly articles in any discipline are the basis for future inventions

These scholarly minds of every country are the “think tanks” to build a future nation and shape up future generations.

An important indicator of a nation's capacity for innovation is the # of patent applications

Source;  (2020)

I look forward to a day when proposal for students' assessment of academic staff and the university becomes a reality. It is on this note, that I propose the following template as a model for possible adoption to be used in this direction, having been aware that so far, only mere verbal pronouncements have been made on students, assessments of their pedagogical

activities which should identify strengths and lapses on parts of both the staff and the system itself as a way of promoting rational goal efficiency that will produce an effectiveness of $1+1=3$ phenomenon.

**Table 6: PROPOSED MODEL OF STUDENTS' COURSE
PEDAGOGICAL EVALUATION OF STAFF AND THE SYSTEM**

Course Title: _____

Course Code _____

Dear Students

Introduction:

The purpose of this questionnaire is to seek your candid opinion on the way the course is being taught. The information you provide will be used exclusively for the general improvement of the course. The information will be held with strict confidence. Therefore, you should not write your name on the questionnaire.

Thank you

S/N	Item	Strongly	Agree	Disagree	Strongly
	The Lecturer:	Strongly	Agree	Disagree	Strongly
1.	Has adequate knowledge of the subject matter				
2.	Never fails to turn up for lectures				
3.	Re-schedules missed lectures				
4.	Keeps class focused during lectures				
5.	Comes for lectures on time				
6.	Uses lecture time judiciously				
7.	Releases continuous assessment tests results on time				
8.	Gives continuous assessment tests that are relevant to the course content				
9.	Marks assignments on time				
10.	Counsels us on issues relevant to our needs				
11.	Gives us an opportunity to work collaboratively				

12.	Encourages us to participate in class				
13.	Has cordial relationship with us				
14.	Uses tools of technology to deliver lectures whenever necessary				
15.	Employs Web-based method to give us tests				
16.	Employs Web-based method to give us assignments				
17.	Employs Web-based method to promote direct self leadership among us				
18.	Delivers lectures sequentially				
19.	Uses simple language to deliver lectures				
20.	Keeps good eye contact with students				
21.	Listens to us and guides us to understand the subject				
22.	Gives us a recommended list of books				

COURSE OBJECTIVE

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
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23.	Clear course objectives and expectations are made available to us				
24.	The declared course objectives are progressively being attained				
25.	Course outline is made known to us				
26.	I am satisfied with the coverage of course content				
27.	Lecture notes are made available to us, not sold				
28.	The lectures extend my theoretical knowledge of the subject				
29.	The lecture extended my practical knowledge of the subject				
30.	The course enlarges my ability to apply knowledge and skills to real life situations.				

TRAINING MATERIALS AND EQUIPMENT

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
31.	The needed materials for carrying out practical Activities are available				

32.	The needed materials for carrying out practical activities are adequate				
33.	The needed training equipment are available				
34.	Available training equipment are effectively being used by students				
35.	The needed training equipment are effectively being used by students				
36.	The needed training equipment are easily accessible to students but well protected against theft				
37.	Safety precautions are being emphasized in the use of training equipment				
38.	Lecturer insists on strict adherence to safety protocol of Covid-19 in all classes.				

GENERAL

39. Frequency of continuing assessment tests (Tick (✓))
 Only once [] Only twice [] Thrice [] Yet to give []
40. Frequency of assignment (Tick (✓))
41. What is your feeling about the way this course is being taught?

42. Does the lecturer in any way attempt to extort money from you? If yes, state the form of extortion. _____

43. _____
Does the lecturer use intimidation to force you to get involved in indecent act? If yes state the form. _____

44. _____
State how satisfied you are after taking this course

45. _____
Please count your blessings, if any, from the course _____

Developed by Prof. J. A. Undie

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history of this university, was described as Mr Projects'. He is the 10th Vice Chancellor of University of Calabar, Ukandi High Chief, Prof. Zana. Itiunbe Akpagu and his dear wife Ntunkae (Ungie Utsu) Winnie Akpagu. This Vice Chancellor is significant to my career path, as it was during his tenure that I attained full professorial status, became substantive Head of Department, Director of Academic Planning and secured a slot to represent University of Calabar at a national workshop in the United Arab Emirates under the sponsorship of TETFund. For these and many more, I remain eternally grateful Sir.

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Conclusion

Madam, Vice Chancellor, Ladies and Gentlemen, I trust that the points have been made but my very regret is that rhetorical question: "Can there be anything called apolitical education"? For education will remain a political battle ground and we the stakeholders must play along.

As I draw further close to the end of this segment of this intellectual romanticism, I make bold to state that I have in ecclesiastical Latin that is popularly attributed to Julius Caesar, in a letter by Appion to the Roman Senate in 47BC after he had achieved quick victory in a war against Phanaces II of Pontius at the battle of Zela that, I sum up as I have Veni, Vidi and Vici. I have conquered in a swift victory of fifteen years altogether to hit the peak of my career and today I have the fulfillment that I am not indebted to University of Calabar in any way by the feat of this Inaugural Lecture. To God be the Glory, " Unim Adah Woshi" and that the university will not allow this lecture to accumulate dust and lie prostrate in shelves.

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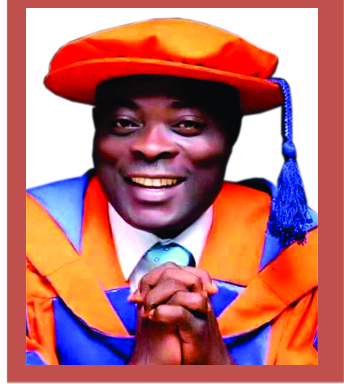
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Harcourt.

CITATION ON PROFESSOR JOHN ATELWHOBEL UNDIE

The Vice Chancellor
Deputy Vice Chancellor (Academic)
Deputy Vice Chancellor (Administration)
The Registrar
The University Librarian
The Bursar
The Chairman, Committee of Deans
Distinguished Professors
Members of the University of Calabar Community
Gentlemen of the Press
Ladies and Gentlemen
Malabites and Malabresses



It is my pleasure to present the citation on a friend of over thirty-five (35) years and the 97th inaugural lecturer of the University of Calabar. I am thrilled particularly to do this presentation on the grounds that about thirty-five (35) years ago at the hills of Obudu where the 97th inaugural lecturer and I met and became friends, we had occasionally simulated how to address a mammoth crowd with jaw breaking English words. We took turns to ascend an imaginary podium to begin the address to an imaginary audience. As we kept perfecting by our shallow assessment, we boasted that one day we would be addressing large gatherings of people with confidence. Little did we know that what we caricaturized over thirty-five (35) years ago would be happening live today.

Professor John Atlewhobel Undie, the 97th inaugural lecturer of University of Calabar, was born on 4th December, 1970 and hails from Kakum in Obudu Local Government Area of Cross

River State, Nigeria. He is one of the two Professors of Kakum extraction; himself and His Excellency, Governor Ben Ayade.

He is the fourth child and first male of his parents; Ukandi and Mrs. Udie-Ugbong Undie. He was named **"Atelwhoble"** by his father's uncle as a reaction to the abundance joy that his birth brought forth as a first male after three consecutive females; implying that his biological father hates himself and not his uncle who has no power to determine the sex of his children.

His academic sojourn began at St. Stephen's Primary School Obudu, in 1976 where he obtained his First School Leaving Certificate (FSLC) in 1981. He sat and passed the State Common Entrance Examinations and proceeded to the famous Government Secondary school, Obudu in the same year. He completed his secondary education programme in 1986. He had a brief stint at the Federal School of Arts and Science Ogoja in 1988. He got admitted into the self-confidence University of Port Harcourt where he graduated top with a Second Class Honours Upper Division in Educational Management with option in History and Archaeology in 1997. In 1999 he was awarded the University of Calabar Study Fellowship Scholarship for his Master's degree in Economics of Education at the University of Portharcourt which he obtained in 2002. In 2003, he proceeded to Nnamdi Azikiwe University, Awka, where he bagged a Doctor of Philosophy (Ph.D) degree in Educational Administration and Supervision within record time.

The inaugural lecturer is a scholar of intellectual perspicacity whose journey through the academic ladder has been as astronomical as the speed of light. On completion of the mandatory National Youth Service Corps (NYSC) programme at Federal College of Education (Technical), Gombe in 1998, he was, in less than six months, engaged as a Graduate Assistant here in University of Calabar. He rose to the rank of lecturer II and skipped Lecturer 1 straight to the rank of a Senior Lecturer at Abubakar Tafawa Balewa University Bauchi in 2009.

Prof. Undie grew to the rank of a Reader and as a result of exceptional performances in publishing substantially in well researched, analytical and peer reviewed local, foreign indexed and abstracted journals, coupled with his acknowledged show of great expertise in the previous assignments he handled both within and outside University of Calabar, this young Obudu born egghead was appointed a Professor with effect from October 1, 2015 by the Governing Council of University of Calabar, leading to his rejoining the university he commenced his academic journey, as the citadel of learning, as a Graduate Assistant in 1999. Professor John Atelwhobel Undie, the 97th inaugural lecturer is a scholar of intellectual candour and sagacity exemplified in his writings addressing Politics and Educational Planning Crises today.

Firmly believing in the power of education to transform human lives, Professor Undie probes a range of concerns, debates and issues in his teachings and writings. Given his broad interest in education and social sciences, his pedagogical approach situates educational management in a larger matrix of discourses that variously meditate on politics and the growth of education in Nigeria as well as its economic rationalization. Besides Educational Administration, Planning, Policy and Supervision, he exudes sufficient scholarship in Economics of Education largely dwelling on wastage as a major concern. Ever fond of the Socratic Method, he begins by raising questions which then evolve into an interactive discussion leading to well-considered positions. Besides being accessible and humorous, he takes his students' queries seriously. No wonder, many students assert that his courses have made a significant difference to their lives. His graduate students, well-trained under his nurturing and rigorous care, have gone on to become productive scholars across the various universities that he has call to service.

Professor Undie takes his scholarship beyond the shores

of Nigeria in his dogged effort to internationalize his academic vivacity. This is exemplified in his rigorous, autonomous and analytical research crystalizing in the efficacious presentations in international conferences in France, Switzerland, Sweden, Thailand, Ghana and United Arab Emirates. Besides these international conferences, he has attended national conferences in almost all states of the Federation of Nigeria making him one of the most widely travelled scholars within the shores of Nigeria.

The 97th inaugural lecturer is a man of style and character seen in his pattern of addressing scholarly debates, administration of public offices and human relations. This workaholic Professor has shown his administrative prowess in the following positions he held:

1. Member, Postgraduate Committee at Abubakar Tafawa Balewa University, Bouchi.
2. Member, Faculty of Technology Education Publications Committee, Abubakar Tafawa Balewa University.
3. Ag. Coordinator, (Head of Department equivalent) Educational Foundations, Abubakar Tafawa Balewa University, Bauchi. 3rd to 8th February 2011 and 27th March to 10th April 2013.
4. Students' Course Advisement for Undergraduates, Sandwich and Part-Time Students, University of Calabar, 2002-2007.
5. Departmental Secretary, Educational Management, University of Calabar. 2000- 2007.
6. Chairman, Examinations Committee, Department of Educational Management, University of Calabar.
7. Chairman, Journal Committee, Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi.
8. Chairman, Faculty of Technology Education Disciplinary Committee, Abubakar Tafawa Balewa University, Bauchi.
9. Member, Adhoc Committee on Accreditation Exercise of School of Technology Education Abubakar Tafawa Balewa

- University, Bauchi.
10. Assistant Examinations Officer/Academic Adviser for Education Foundations Department, Abubakar Tafawa Balewa University, Bauchi.
 11. Member, Senate Committee on Examinations Misconduct and Medical Cases, Abubakar Tafawa Balewa University, Bauchi.
 12. Acting Dean, Faculty of Education Taraba State University, Jalingo Sept. 14 to Sept. 20 2014.
 13. Faculty Timetable Officer, Taraba State University, Jalingo. August 27th 2015.
 14. Departmental Secretary, Department of Educational Foundations, Abubakar Tafawa Balewa University.
 15. Member, Direct Teaching and Learning Committee (DTLC) 2016. ATBU, Bauchi
 16. Head of Department, Educational Management, University of Calabar 2017-2019.
 17. Acting Dean, Faculty of Education, University of Calabar, Calabar
 18. Director of Academic Planning, University of Calabar, Calabar Nov. 2019 – Dec. 2020.
 19. Member, Committee of Deans 2019 - 2020.
 21. Member, Academic Staff Appointment and Promotions 2019 - 2020
 22. Member, Junior Staff Appointments and Promotions 2019 - 2020
 23. Member, Postgraduate School Board, University of Calabar 2019 - 2020
 24. Member, TETFUND Staff Development, Conferences, Research and Book Development Committee 2019 - 2020
 25. Member, Central Timetable Committee 2019 - 2020

In terms of community service, Professor Undie has sufficiently occupied that space:

1. Editor, Publications of Nigerian Association for Educational Administration & Planning (NAEAP) Funded by Tertiary Education Trust Fund 2011 to date.
2. Editor: International Journal of Higher Education Research: 2008 to date.
3. National Assistant Secretary of Nigerian Association for Educational Administration & Planning (NAEAP). 2010-2014.
4. National Secretary-General of Nigerian Association for Educational Administration & Planning (NAEAP) 2014 to date.
6. National Vice President, Nigerian Association for Educational Administration & Planning (NAEAP) 2018 to date
7. Secretary, Local Organizing Committee, 33rd Annual Conference of Nigerian Association for Educational Administration & Planning (NAEAP) held at ATBU, Bauchi (2004).
10. Editor-in-Chief, Journal of Educational Foundations, Abubakar Tafawa Tafawa Balewa University, Bauchi.
11. Editor, The Researchers: Journal of Contemporary Educational Research.
14. Resource Person, National Universities Commission Resource Verification Exercises/Accreditation for Veritas University, Bwari, Abuja May, 2019, Federal University Dutsima 2018 and University of Abuja 2019.
15. Facilitator for workshop organized by National Institute for Educational Planning and Administration (NIEPA) on Millennium Development Goals (NDGs) Training for Head Teachers in North-East Nigeria.
16. Facilitator for Research Workshop and Problems-solving Using Educational Research held at University of Lagos.
17. Consultant to Cross River State, Nigeria Erosion and Watershed Management (NEWMAP) assisted by World

Bank on Livelihood Needs Assessment of Igaba Gully in Obudu Cross River State

18. Nominated by TETFund for its Sponsored Workshop for Train the Trainers on Research Project Writing and Grant Management at Dubai, United Arab Emirates.

Among other enviable academic responsibilities performed by Prof. John A. Undie include being an external assessor for promotion considerations of academic staff to the ranks of Associate Professor and full Professor in the following Universities: Ignatius Ajuru University of Education, Port Harcourt, Chukwuemeka Odumegwu Ojukwu University Uli, Enugu State University of Science and Technology, Benue State University Makurdi, Niger Delta University, Wilberforce Island, Bayelsa State, University of Port-Harcourt, University of Agriculture, Makurdi, University of Maiduguri, Borno State, University of Benin, Benin City, Nnamdi Azikiwe University, Awka, University of Lagos, Ahmadu Bello University, Zaria, Ambrose Ali University, Ekpoma, the Rivers State University, Port-Harcourt, Federal University, Dutsima, Katsina and University of Nigeria, Nsukka. He has assessed Thirty-Six Professorial candidates altogether from Sixteen Universities in Nigeria.

He has also served as external examiner for the award of Master and Ph.D. degrees in the following universities: Ahmadu Bello University, Zaria, 2018/2019, University of Port-Harcourt, 2017/2018, University of Ilorin, 2017/2018, Ebonyi State University, Abakaliki and Benue State University, Makurdi, 2017/2018, University of Benin, 2018/2019, Bayero University Kano 2018/2019, University of Lagos 2018/2019 and Michael Okpara University of Agriculture, Umudike from January 2020 to date.

Prof. Undie has been a visiting Professor/adjunct lecturer to the following Universities: University of Jos, 2012-2016, Abubakar Tafawa Balewa University, Bauchi, 2016-2017, Benue State University Makurdi, 2013/2014, Taraba State University,

Jalingo 2010-2015 and Nasarawa State University, Keffi 2016-2017.

He belongs to the following learned societies:

1. Member, Nigerian Association for Educational Administration & Planning.(NAEAP).
2. Member, Common Wealth Council for Educational Administration and Management (CCEAM).
3. Registered Teacher with Teachers Registration Council of Nigeria (TRCN).
4. Member, Curriculum Organization of Nigeria (CON).
5. Member, World Council for Curriculum and Instruction (WCCI)
6. Member, Association for Promoting Quality Education in Nigeria. (APQEN).
7. Associate Member, Nigerian Academy of Education (NAE).

He is at present, the Chairman, Faculty of Education Committee on Teachers Registration Council of Nigeria (TCRN) for 2021 inductees. Professor John A. Undie has over seventy-five (75) publications and has supervised to completion thirty-three (33) Master's degrees and thirty (30) Ph.Ds. as well as several others at different levels of completion.

He is married to Mrs Roseline Anyoipi Undie and the marriage is blessed with three digital children.

Madam Vice Chancellor, Distinguished Academics, Ladies and Gentlemen, it is with pride and pleasure that I present to you my friend of over thirty-five (35) years, a man of towering academic pedigree, a fellow designate of NAEAP, a quintessential scholar of international colouration, a scholar of sagacity and an academic of intellectual fecundity, a tutor of scholars across universities, an academic iroko, a "Kpako" Professor, an erudite Professor of repute, a Professor of Character, an opinion shaper in the Management of Educational Enterprise, Professor John Atelwhobel Undie to present the 97th inaugural lecture of the University of Calabar.

Dr Uno Ijim Agbor

Associate professor of Political and Administrative studies.

Scholar of the United States Institute on American Politics and Political Thought