



Lecturer's Qualification in Universities and Sustainable Development in Ondo State, Nigeria

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Abstract

This study examined Lecturer's Qualification in Universities and Sustainable Development in Ondo State, Nigeria. Two research hypotheses were formulated in the study. Descriptive survey research design was employed to investigate the relationship between the variables in the study. The population of the study comprised of all the lecturers in three faculties, (education, social science and management science) in Ondo state university situated at Akure. The population is limited to 160 lecturers in three faculties. Population census and Stratified random sampling technique was used in selecting the sample size of 160. The instrument used for data collection was a questionnaire titled " (LQUASDQ) Lecturer's Qualification in Universities and Sustainable Development Questionnaire". The instrument was validated by experts in measurement and evaluation in university of Calabar. The reliability coefficient ranged was at 0.76- 0.92, this shows a strong coefficient. One-way analysis of variance and independent t-test were used to analyze. From the result, the study revealed that lecturers' educational qualification has a significant influence on sustainable development in universities and based on the findings, it was recommended that In-service training, workshops, seminars, conferences should be organized by relevant agencies in order for teachers to improve on their knowledge and skills in order to improve sustainable development in themselves, students, the school and the society at large.

Keywords: Lectures Qualification, Universities, Sustainable Development, Education, Nigeria.

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INTRODUCTION

Education is well known as a parameters use in measuring the development of a given nation. Given these parameters, the level of lecturers' qualification in Universities determined the level of Development in a given nation. The success of the national development rests on the availability of competence and qualified university teaching staff who are well motivated. Lecturers by their role are those tertiary tutors whose primary assignment is to impart skills and knowledge for the development of the individuals and national interest. Rufai (2010). Stated that "lack of qualified teachers was responsible for the dismal performance of students especially in mathematics and English language" this implies that it may also hinders the sustainable development in the nation. University education by their goals, were established to equip graduate with necessary skills that may bring and sustain development in the global world. But nowadays, the level of development in the society cannot be measured with the level of government expenditure in funding of the university education.

Sustainable development is the principal key use in determining the impact of educational level. In the tertiary institutions particularly university, lecturers are the hub in achieving sustainable development and as such, the gap between development and professional training and qualification should not be compromise. This implies that adequate attention and training of sound and competent staff in all area of demand. This may aids in reducing crime rate and decrease the rate of unemployment. In a similar manners, the high rate of crime and unemployment in Nigeria is a worrisome phenomenon and as such one wonder what may be the likely course of the spontaneous rate in crime and unemployment.

Munasinghe (2004), sustainable development is a process of improving the range of opportunities that will enable individual and communities achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. Kundan in (Ugoh, 2008) describes sustainable development as a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation. By implication, in the race to track the present's needs, projections on future on future needs should also be met. The rate of transformational development by individual can invariably be measure tentatively with the level in which individual is being transform through learning experiences. This learning experiences in other way round could be somehow measured by the level of lectures qualification in the universities. This is somehow pondered to the wise saying that the higher you go, the clearer it becomes. The longer you stay in the service, the higher individual become in terms of service delivery.

Lecturers are the key to achieving organizational objectives such as university in Ondo state, so this target is critical. It requires urgent attention, with more immediate actions, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers within the state, especially in disadvantaged areas of the state. As teachers 'roles are fundamental for guaranteeing quality education, teachers and educators should empowered, adequately recruited and remunerated, motivated, professionally qualified, and potted within well-resourced, efficient and effectively governed systems (Edu & Kalu, 2012). They hold qualifications like, NCE, B.Ed., B.Sc. Ed, BA Ed, and M.Ed. etc., these teachers' qualifications can either help in achieving. The issue of teachers' qualification should be taken serious in other to ensure that sustainable development is achieved in secondary school in Cross River State. This is line with the former Minister of Education, Malam Ibrahim Shekarau, who

said “that the Federal Government has reached to make the possession of first degree to be the minimum teaching qualification in Nigeria”. Daily trust newspaper 20th march 2015. To attain the sustainable development in secondary school the teachers’ qualification must not be compromise. Wiki (2013) opined that, teaching qualification or teacher qualification is one of a number of academic and professional degree that enables a person to become a registered teacher in primary or secondary school. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGDE). The Professional Diploma in Education (PDE), Bachelor of Education (B.Ed.) and Nigeria Certificate in Education (NCE). Munasinghe, (2007) In Cross River State, teachers who are academically qualified and those that are professionally qualified are all engaged to carry out instructional process in the secondary school (Ahiauzu and Princewill, 2011). Academically qualified teachers refer to those who have academic training as a result of their enrolment into educational institution and obtained qualification such as HND, B Sc., BA, and MA. and PhD; while professionally qualified teachers are those who got professional training, professional knowledge, skills, techniques, aptitude needed as a teacher and have pass through teachers training institutions like colleges of educations, university of educations or faculty of educations (Edu and Kalu, 2012). They hold qualifications like, NCE, B.Ed., B.Sc. Ed, BA Ed, and M.Ed. etc., these teachers’ qualifications can either help in achieving sustainable development in the secondary school in the state.

Statement of Problem

No matter how well a nation’s National University Commission plans hers courses to meet the bench mark, it is imperative that if it is not properly implemented, the onion of this implementation lies on the quality lecturers who is in the field to demonstrate their level of expertise. The inability of students to perform well in semester’s examinations and in practical solving situation when measured by labour market challenges in the society may not be unconnected with lecturer’s qualifications in our various universities in Nigeria at large and this may have affected the sustainable development goals in our universities Nigeria, thus this work seek to investigate lecturer’s qualification and sustainable development in universities in Ondo State Nigeria.

Purpose of the Study

The general purpose of this study is to investigate teachers’ qualification and sustainable development in secondary schools in Cross River State Nigeria. Specifically, this study tends to:

- Ascertain if teachers with educational qualifications ensure sustainable development in secondary school.
- Ascertain if sustainable development in universities is significantly low

Hypotheses

- There is no significant influence of teachers qualification on sustainable development in secondary schools.
- Sustainable development in universities is not significantly low.

METHODOLOGY

This study on Lecturers Qualification and Sustainable Development was conducted in Ondo State Nigeria. Geographically, Ondo State is among the 6th state in south-west geo-political zone. Specifically, there are one university in the Ondo States University and College of education which is owned State. Population census was employed to select the sample size of 160 respondents' which comprises of all lecturers and final students in the same faculty made up the population of the study of which 160 was drawn from university. Descriptive research design was adopted. Data was collected using a questionnaire titled (LQUASDQ) Lecturer's Qualification in Universities and Sustainable Development Questionnaire" was used for data collection. The instrument had two parts A and B part. Part A comprised of demographic variables such as; name of institution and type of programme, faculty, and qualification level while part B contained 20 items 4 of each measuring the dependent variable. Expert in measurement and Evaluation validated the instrument, while Cronbach alpha reliability test was used to carry out trial testing, the result ranged from 0.76-0.92 coefficient which was taken to be reliable. Collection of data was done by the researchers.

RESULTS AND DISCUSSION

Hypothesis One

There is no significant influence of teachers' educational qualification on sustainable development in secondary schools. The independent variable of this hypothesis is educational qualification which was categorized into four groups (NCE, HND, B.Ed. M.Ed. and Ph.D.) while the dependent variable is sustainable development. This hypothesis was tested using One-Way Analysis of Variance (ANOVA) statistics and the result is presented on table 1.

Table 1: Summary of data and one-way analysis of variance (ANOVA) on the influence of teachers' educational qualification on sustainable development in secondary schools in Cross River State of Nigeria

| Teachers' Qualification | N | X | SD | | |
|-------------------------|------------------|--------------|--------------|-------|-------|
| NCE | 11 | 27.27 | 10.85 | | |
| HND | 51 | 51.82 | 21.59 | | |
| B.Ed. | 76 | 42.98 | 18.25 | | |
| M.Ed. | 15 | 54.33 | 18.84 | | |
| Ph.D. | 7 | 35.46 | 14.60 | | |
| Total | 160 | 45.46 | 20.03 | | |
| Sources of Variation | SS | df | MS | F | P |
| Between groups | 8054.066 | 4 | 2013.516 | 5.600 | .000* |
| Within groups | 55733.628 | 155 | 359.572 | | |
| Total | 63787.694 | 159 | | | |

P<=.05, df =4, 155.

The result in table 1 shows that the calculated F-value of 5.600 is significant at p-value of .000 with 4 and 155 degrees of freedom at .05 level of significance. With this result, the null hypothesis is rejected. This

result therefore implies that teachers' educational qualification has a significant influence on their sustainable development in secondary schools.

In order to find out which of the educational qualification influences more on sustainable development, a Fisher Least post-Hoc test was conducted as observed in table

Table 2: Post Hoc tests on the influence of teachers' educational qualification on sustainable development in secondary schools in Calabar, Cross River State

| Multiple Comparisons | | | | |
|-----------------------------|-------------------|--|-----------------------|------|
| Multiple Comparisons | | | | |
| (I) Qualification | (J) Qualification | | Mean Difference (I-J) | Sig. |
| NCE | HND | | -24.55080* | .000 |
| | B.ED | | -15.71411* | .011 |
| | M.ED | | -27.06061* | .000 |
| | P.HD | | -8.15584 | .375 |
| HND | NCE | | 24.55080* | .000 |
| | B.ED | | 8.83669* | .011 |
| | M.ED | | -2.50980 | .653 |
| | P.HD | | 16.39496* | .034 |
| B.ED | NCE | | 15.71411* | .011 |
| | HND | | -8.83669* | .011 |
| | M.ED | | -11.34649* | .036 |
| | P.HD | | 7.55827 | .314 |
| M.ED | NCE | | 27.06061* | .000 |
| | HND | | 2.50980 | .653 |
| | B.ED | | 11.34649* | .036 |
| | P.HD | | 18.90476* | .031 |
| P.HD | NCE | | 8.15584 | .375 |
| | HND | | -16.39496* | .034 |
| | B.ED | | -7.55827 | .314 |
| | M.ED | | -18.90476* | .031 |

*. The mean difference is significant at the 0.05 level.

It can be seen from table 2 that HND provides more influence on teachers' sustainable development than NCE (mean difference = 24.55080, $p < .05$). In the same vein B.Ed provides more influence on teachers' sustainable development than NCE (mean difference = 15.71411, $p < .05$). Moreover, M.Ed provides more influence on teachers' sustainable development than NCE (mean difference = 27.06061, $p < .05$). Ph.D also provides more influence on teachers' sustainable development than NCE (mean difference = 8.15584, $p > .05$). In a similar vein, B.Ed provides more influence on teachers' sustainable development than HND (mean difference = 8.83669, $p < .05$); M.Ed provides more influence on teachers' sustainable development than HND

(mean difference = 2.50980, $p > .05$) and Ph.D also provides more influence on teachers' sustainable development than HND (mean difference = 16.39496, $p < .05$). In another development, M.Ed provides more influence on teachers' sustainable development than B.Ed (mean difference = 11.34649, $p < .05$) and Ph.D equally provides more influence on teachers' sustainable development than B.Ed (mean difference = 7.55827, $p > .05$). Finally Ph.D provides more influence on teachers' sustainable development than M.Ed (mean difference = 18.90476, $p < .05$) However, the difference between NCE and Ph.D, HND and M.Ed, B.Ed and and Ph.D, M.Ed and HND as well as Ph.D and B.Ed was not significant at .05 level of significance.

Hypothesis Two

The null hypothesis states that teachers' sustainable development in secondary schools in Cross River State is not significantly low. This is a one variable hypothesis which is made up of only the dependent variable which is the teachers' sustainable development. A criterion test value mean of 2.61 was established and the hypothesis was tested using population t-test statistics, the result is presented on table 3.

Table 3: Summary of data and population t-test on teachers' sustainable development at secondary schools in Cross River State of Nigeria

| Variables | N | Mean | SD | Df | t-value | p-value |
|------------------------|-----|------|------|-----|---------|---------|
| ICT Skills | 160 | 1.73 | .93 | 159 | 11.95 | .000 |
| Problem solving skills | 160 | 3.46 | .87 | 159 | 12.42 | .000 |
| Critical thinking | 160 | 3.22 | .91 | 159 | 8.47 | .000 |
| Entrepreneurial skills | 160 | 2.85 | .83 | 159 | 3.64 | .000 |
| Financial independence | 160 | 1.78 | 1.06 | 159 | 9.81 | .000 |

The result in table 3 shows that the calculated t-values of 11.95 (ICT skills), 12.42 (Problem solving skills), 8.47 (critical thinking), 3.64 (Entrepreneurial skills) and 9.81 (Financial independence) were all significant at p-values of .000 with 159 degrees of freedom at .05 alpha levels. With this result, the null hypothesis is rejected. This result therefore implies that teachers' sustainable development in secondary schools is significantly low.

DISCUSSION

The result of the first hypothesis revealed that teachers' qualification significantly influence their sustainable development. This result conforms with the finding of Decro (2008) noting that sustainability programmes such as entrepreneurship skills, problem solving skills, critical thinking skills which are acquired by the teachers through higher certificates provide benefits not just to the teacher's personal qualities but the society at large in creating business opportunities to the populace. Stressing that teacher's qualification create in them personal qualities that are relevant to entrepreneurship such as creativity and spirit of initiative which can be useful to everyone in their working responsibilities and in their daily existence. Teachers who obtained higher educational qualification will be able to put their knowledge to bear by inculcating

entrepreneurship education and other skills in schools which will help to ensure rural-urban balance as potential entrepreneurs are able to establish small enterprise in small towns and villages in rural areas.

This result also agrees with the finding of Baldwin (2006) that ability to solve personal and societal problems, skills in different fields of endeavours, critical thinking potentials are better enhanced by the acquisition of higher educational qualifications.

The result of the second hypothesis revealed that teacher's sustainable development in secondary schools is significantly low. This result is in tandem with the finding of Rajaj (2009) noting that lack of teacher's motivation, regular promotion as at when due, in-service training, provision of incentives as well as general atmospheric working conditions would hampered teachers' sustainability. When teachers are happy that their duty posts there is a possibility that they will put their acquired knowledge and skills to the growth students, schools and the society at large.

CONCLUSION/RECOMMENDATIONS

Data collected from the study was analysed using One-way analysis of variance and population t-test and the result discussed. Based on the result of the finding, the following recommendations were put forward:

- In-service training, workshops, seminars, conferences should be organized by relevant agencies in order for teachers to improve on their knowledge and skills in order to improve sustainable development in themselves, students, the school and the society at large.
- Reinforcement such as regular promotion, motivation as well as incentives be made when necessary to teachers in order to encourage them fulfill their potentials as well as increase their sustainable development.

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