



UNIVERSITY OF LAGOS, NIGERIA

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TOPIC:

**WE ADMINISTER...
IN THEIR BEST
INTERESTS**

By

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An Inaugural Lecture Delivered at the University of Lagos
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DEDICATION

This Inaugural Lecture is dedicated to all students in class, whose interests the school system is established to protect.

PROTOCOL

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Deputy Vice-Chancellor (Management Services),
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Heads of Departments,
Your Lordships (Temporal and Spiritual),
Your Royal Majesties and Highnesses,
Distinguished Academic and Professional Colleagues,
Non-academic Colleagues (Administrative and Technical),
Dear Students (Past and Present),
Members of the Press (Print and Electronic Media),
Distinguished Ladies and Gentlemen.

INTRODUCTION

I have been on the search for an appropriate subject to address on today's occasion for over four years. On Sunday 11 March 2018, in my private office, I got inspired and quickly penned down the topic: 'Managing all Resources in Students' Best Interests'. I reflected further on the role of managers which, among others, entails '**managing all resources**' carefully, usefully, effectively and efficiently, and using appropriate methods to achieve the desired organisational objectives and goals (Nwankwo, 1982). I equally reflected on why we need to take the trouble to follow the process described above. Is it not because of the reality of the old but cherished John Dewey's curriculum concept of **child-centred education**? Then, I remembered my years in Family Law Class, that in every conflict arising from matrimonial issues; the Court always applies the '**best**

interest' principle, in favour of the child produced in the marriage. Not too long after, it struck me deep in the mind to reword the topic of this Inaugural Lecture as: **We Administer...In Their Best Interests.**

Education is the key to open all doors. It is the process of acquiring new knowledge and can take different forms. It could be formal, informal and non-formal and takes place anywhere - at home, on the street, in the marketplace, in the school setting, in the office place, on an excursion to places of educational interest, and so on. As long as the elements are complete, when a new knowledge is gained as a result of a new experience and leading to a change in behaviour, learning has taken place. The home is the first 'school' the child is exposed to; with parents, siblings and significant others in the family and in the community as resource persons. Hence, it is inappropriate to describe an individual as not educated because education is acquired in diverse forms. This means that certain experiences individuals pass through at different times and places, irrespective of the outcomes, produce a change in behaviour because certain lessons have been learnt.

The central aim of education is the development of the total child in the three domains of **cognitive, affective** and **psychomotor**, as identified by Bloom (1956). Cognitive education takes care of the mental and intellectual aspects of the child and is addressed by certain school subjects rightly listed in the curriculum. Same goes for the affective aspect of education which provides for the emotions and sense of appreciation needed by the child to be able to develop the feelings of trust, self-confidence, justice, love, patience, tolerance, cooperation, self-discipline, hope, leadership, hard work, diligence, integrity, faith, peace, and other living values

expected of the total child by the society. The third domain, the psychomotor, takes charge of the child's physical development in all ramifications, by the deliberate programmes planned in the school curriculum at all levels of the educational system. In fact, the principle is to '**catch them young**' through certain subjects which are offered in the school to train and develop the child's potentials and talents in practical activities.

Education is divided into three forms, which are **formal, informal** and **non-formal**. Formal education takes place in the school system while informal education is acquired through diverse experiences gathered in the day-to-day interactions of the child with the environment or community including the school. Non-formal education is training in the vocations and trades within or outside the school environment. Therefore, a complete child with a balanced education is one who is proficient in the three domains. Such a product has been found to have the ability to survive better in terms of useful employment in the society after school. Education, therefore, aims at transforming our experiences, creating new awareness, and empowering us for new abilities, skills and competencies.

Education: Key to all Doors

Education has innumerable lists of benefits; it prepares the child for future life to discover, develop and utilise his or her innate potentials, abilities and talents to the best advantage. It is light in the world of darkness, power against weakness, leveller in place of inequalities, freedom in moments of oppression, provision in the place of lack, confidence in times of doubts, comfort in times of pains, treasure in times of emptiness and hope in the days of despair. Education is the key to national

development, a weapon of winning the war against poverty, ignorance and diseases. Ignorance is a disease. An ignorant person is a walking corpse. Educated people easily understand government policies better and are easier to govern but difficult to cheat or oppress.

The School System

This is the place provided by the community where all forms of education take place. The school is a kind of laboratory where the future child is produced, fit for purpose. The schooling process relies heavily on the **Input-Process-Output-Feedback Model** to function effectively and efficiently. Basically, inputs consist of all resources (physical, material, financial and human). Inputs include the curricula (subjects, extra and co-curricular activities with the punctuations of impartation of living values, cultural norms and customs, highly regarded by the society). Meanwhile, the school has its salient components regardless of the level of education. We have the teachers, the students, the resources, and the constraints. The constraints refer to the educational policies adopted by the school authorities or government, the rules and regulations of routine administration, the timetable, the record files, budget, and the tone of the school, the environment, and the comeliness, among others.

The Teacher Factor in Successful Schools

According to the National Policy on Education (FGN, 2013), no nation can rise above the level of its educational system; just as no such nation exists that can rise above the level and quality of its teachers. Equally true is that no teacher can give what he or she does not have nor teach what he does not know. So, the teacher matters! The teacher is a nation builder, a co-creator with God in the matter of building on the foundation laid by the

Creator. It is to transform the child's crude '*tabular rasa*' (innocent mind) into a refined final product while transiting from the school system into the world of work as graduate full of skills.

The fact remains that **no nation exists without teachers**. No one was born a lawyer or judge, a nurse or doctor, an accountant or surveyor, an engineer or an astronaut, a sculptor or mathematician. All have passed through the teachers at one semester of their studies and life or the other. An adage says: '*morning shows the day as the child shows the man*'. The child today is the adult of tomorrow. The king today was taught as a pupil in a teacher's classroom. A learner today is a teacher tomorrow. A reader today is a leader tomorrow. In one of Chinua Achebe's novels, he said in proverb: '*looking at the King's mouth, one would think he had never sucked his mother's breasts*'. So, without teachers, there is no society. Without teachers, there is no development, no progress of any sort.

These are the reasons why the nation must lay the foundations of the lives of today's children with enduring raw materials, as these young ones are the future we have. The **personality of the teacher** on duty matters to the budding child in the class. Apart from being a principal factor of production, the teacher is the model for the child in all respects. The teacher plans and implements the curriculum, plans and delivers the lessons, evaluates knowledge, guides and counsels, motivates and corrects, as and when necessary. The teacher mirrors in discipline and exemplariness. The teacher mediates between children and their parents and guardians, and between parents and the authorities within and outside the school walls. There are more reasons why we need to interrogate the system of

educational management in Nigeria today. How do we produce the teachers of our schools today? How do we employ, equip and reward them? We cannot continue to gamble with the reality that our future starts today. All who matter in societies worldwide have passed through a teacher who laboured from 'genesis' to get to the 'revelation' of the kinds of gifted great minds we call experts in our workplaces today!

Teacher training and certification in Nigeria have transformed over time. In previous times, we had teachers in the Grade III, Grade II, and Grade I (Associateship) categories teaching in primary and secondary schools. Later, more graduate teachers filled the vacancies in secondary schools and as more quality teachers were trained, the G.III, G.II, and G.I teacher qualifications were abolished. Ever since, the National Policy on Education (2013) now recognises the National Certificate of Education as the minimum entry qualification into the teaching profession. The qualifications of teachers today at all levels include Bachelor's degrees, Postgraduate Diploma in Education (PGDE), Master's in Education, Doctoral and Postdoctoral certificates.

The facilities available in teacher training institutions keep increasing across the land as more faculties of education emerge in Nigerian colleges and universities.

The Classroom

The searchlight of this lecture needs to focus next on the classroom. Armed with the policies, the curriculum, and other resources, the teacher prudently employs the methods, the principles, and the techniques in causing a new knowledge to occur, from time to time, until a finished product emerges in the child, ready for the

society. This is where the teacher does all his work. It is the 'dark room', the 'theatre of operations', where child processing is carried out, applying all available means and methods; usefully, carefully, effectively and efficiently, according to organisational goals and objectives; after which the final product emerges, prepared for the challenge of the world of work.

In today's classroom setting, we must be ready for shocks, especially in public schools. From primary to secondary schools, the classrooms are no longer equipped with needed resources to sustain the learners' interest and attention in whatever is going on. From the seats to the lockers, to the roofs and the walls, the windows and the floors, everything is dirty and decaying. The maintenance culture has collapsed. Basic education is no longer treated with primary attention. Education continues to be insufficiently funded, so are public primary, secondary schools and tertiary institutions cash-strapped, hence, their inability and incapacity to churn out products with the right quality of skills appropriate for the economy to employ.

The classroom is the hatchery where the eggs are incubated and mature as birds to fly and soar like eagles today. Just behold our classes; what manner of men and women can they produce? Moving around, one can see a handful of places with some finesse, even in public schools. American communities are stratified, so are schools. Every district has as inhabitants, people of equal status living together, enjoying the same social facilities provided for them by the government. Except for higher institutions like universities, the early schools and high schools are located close to the homes to serve the needs of the young ones. The schools are equipped, affordable, heavily subsidised, and almost free. In China,

Germany, Israel, UK, public pre-primary, primary, and secondary schools are so heavily resourced with appropriate modern equipment, buildings, teaching aids, recreational and transportation facilities, ICT facilities, well-trained teachers, well-ventilated classrooms, beautiful school environment and school children are fed with balanced diets to the point that Presidents of these nations sometimes dash in to share lunch with the kids in school. But let's go to the neighbouring community and see the obvious! Start from the school gate. See the school fence and the compounds. Where are the lawns and the gardens? How are the classrooms like? What of the population of students per class to the ratios of teachers per lesson period? What about demand and supply of lockers and chairs? What about classroom ventilation? Where are the decorations, the maps, the drawings? Where are the reference materials for the teachers and the learners? Where are the teacher's lectern, table and chair for a comfortable stay in the class? Where are the ICT facilities installed to enhance teaching and learning? How many learners are seated comfortably to learn effectively? What of the sitting arrangement and the spacing? Many gathered here have been to places, how do we handle our own children's affairs? How do we plan and deliver our educational services to build the future from today? Why do we think that we can continue to emerge from the toilets and still wish to smell of roses?

In today's schools, because of politics and corruption, the teacher is seriously vilified. The teacher is a subject of neglect, ridicule and attack. The parents don't trust the teacher. The management are not the best of friends. The government can't reward adequately and appropriately. They are not promoted as and when due. Teachers are owed their entitlements, many times for

months and years. Retiring gracefully has become a nightmare for teachers, even at all levels. Public schools are least protected from attacks coming from the neighbourhood. School children are the targets of kidnappers prowling day and night, inflicting heavy injuries on staff and students. They plunder and burgle the properties and set ablaze the rest they could carry away. The degree of looting is catastrophic, unparalleled in the annals of Nigerian history. Are we at war with our kids, our seeds, and our future? If a diligent farmer with fertile farmlands, with clement weather prospects, would not be entreated nor be persuaded to stop consuming his good seeds, would he be able to produce and celebrate the next harvests?

Many adults even in this place today, attended public primary and secondary schools. I did, and I came out shining all rounds. In fact, during my time there were no past questions and my first contact with questions set by WAEC was when I entered the hall to write my papers in May/June 1978. Our teachers were diligent. The management was committed. In that remote village, despite the inadequacies of staff and resources, we still excelled because our parents cooperated with the school authorities to monitor what was going on in the schools. Many questions, however, trail our schools today: Where are the records, the laboratories, the libraries with adequate reference materials for teaching and research? Where are the school farms, the recreation facilities, the school clubs and the alumni associations? The poser is that, how many of parents today who attended public primary and secondary schools in their early years can enrol their kids in public schools today? Where is the trust? Whose interests are we serving? What has happened to our quest for excellence, justice and fair play? Neighbours now trespass boldly into the school

premises, to burgle the classrooms and offices, and gleefully cart away teaching and learning resources. Some years ago (12 June 1993 nationwide political impasse), we had reports of some neighbours living close to the schools forcing open the doors of the schools their children attended to carry away wooden chairs and lockers and converted them to firewood in their respective kitchens! What has happened to our sense of judgement and values that we shamelessly hasten to attack the schools where our children are prepared for their future?

The Task of Lesson Delivery

It is good we have good educational policies and good curricula or content. Yes, it is better to have willing teachable learners. The fact is that we go nowhere unless we complement these provisions with excellent, quality, diligent, and dedicated teachers. Teachers hold the ace. They are the Compass for the journey into the child's future. The construct maps for the journey and leads all the way. They plan the syllabus and the curricula; they design and update the record books (diaries, schemes of work, marks books, attendance registers of students, lesson notes, assignment file, etc.). We cannot underrate the immense benefits of good teachers and the adverse effects of bad ones. For example, my first and only Chemistry teacher, would always look for excuses not to come to class, and any time he appeared and we were disorganised or the board had not been wiped, he would pronounce his curse on us: *'Eyin omo yi, e e le make e'* meaning **'You children, you cannot make it'**. Although he left the school as we were getting promoted to Year IV, I could not proceed in sciences and instead went for arts and social sciences.

My Mathematics teacher in secondary school was well learned in mathematics, but he was very tough. He always came with his cane. Whenever he entered, many of my mates would run out through the other door or jump through the broken louvered windows and he would not say anything about them, neither would he give any compliments to those of us who waited to attend the lessons. As tough as he was, a handful of us were able to catch up, especially, the Science students who already belonged to the class of Further Mathematics, which the same teacher handled. I loved Mathematics and I had all the reference materials, both the ones inherited from my elder brothers and sisters, and those purchased for me. I was very slow at learning Mathematics and each time I did some private studies, tried some practice questions and got them right, I would be happy. But, rather than appreciate his short stature and dark long hair, I always saw more of his robust cane on his left hand as he handled the chalk with the right hand to write on the board. For fear of missing the answers to his prompting questions, I, and probably some others, would keep quiet, silently musing to myself, God, let not the teacher be angered!

He flogged a lot, too frequently, especially on occasions when we missed correct answers to his questions in Maths classes. His rod-like cane was short and heavy and it was his decision to beat open hand, backhand, or the buttocks, as many as he had pronounced. Many times, if we rose to run, or we dared interrupt to rub the palms or the buttocks for pains, he would start all over again. We suffered the pain alone, as no management intervention was in sight to halt the wickedness. In our days, punishment was too corporal. But whenever we wrote examinations, I would still pass Mathematics but mostly at the level of the minimum pass mark. Until after

school when I wrote GCE, I kept my interest acute and eventually escaped the hurdle when my efforts were greeted with the last Credit grade in ordinary level Mathematics. How many have journeyed this way of my experience in the hands of tough teachers and had their future academic prospect truncated? How many need excellent teachers who know their onus and have mastery of the methods and the moods to deliver!

Mathematics is still compulsory in our schools. Many love it, but the interactions with the teachers of the subject have left bitter tastes in their mouths and they are no longer encouraged to learn the subject. In fact, I had some of my schoolmates in Form Three who would boast around the school premises that they had registered an 'F9' grade already in their diaries of WASC examinations they were yet to write! It was so sad. Till date, I still could not judge my Mathematics teacher as wicked, at worst too tough with his methods. But I guess he had some good intentions, to force the knowledge of the subject through the throats of as many as showed interest in the subject. Of course, this deep interest was thinly sustained by his usual remarks of '**you could do better**', in my end-of-term report cards to my loving parents. That comment kept me going throughout secondary level of education. I resolved to never confuse failing with failure. I knew I would make it in life and that I just needed to work harder because my teacher never wrote me off. He said that no matter my present performances, I '**could do better**'.

James 3: 1-2 is instructive: *'My brethren, be not many masters, knowing that we shall receive the greater condemnation. For in many things we offend all. If any man offend not in word, the same is a perfect man, and able to bridle the whole body'*.

According to the commentary in **King James Version**, the warning is two-fold:

1. The teacher will receive greater scrutiny from God because he often passes judgment upon his hearers and
2. The primary tool is the tongue, which no man can control sufficiently. This is proof that teachers are evangelists for the subjects they handle in class. They are like shepherds herding the flock to good pasture. We must be careful not to eat up, burn down or wound our seeds if our dreams for bountiful harvests would be realised. Is it not true that many of us are experts today, specialising in the subjects we were always passing in best grades in school?

My Geography and History teachers from primary to tertiary level were excellent workers. Mr O. A. Akinbami (alias Olu Oje) taught us Geography and Mr Lai Olurode (alias Askia the Great) taught us History in secondary school. We enjoyed their mastery of the subject. In the course of time, I got to know that History and Geography are twin-subjects, children of the same parents. I got to know more about the relatedness when I proceeded to higher levels of schooling, that the whole world is a stage and we are all actors playing our roles in it. We were made to understand that Geography is the study of man and his environment. By this, we can infer that geography accounts for knowledge of whatever resources exist in creation and how it relates to them. Too wide, but we understood because the ideas were diligently presented. In History classes, we learnt of the universality of kingdoms of man and governments, and migrations and settlements. There is nothing that exists, that has no history. We learned that history is factual and constant. You cannot change history, but the process of change can be mentored and monitored by history. It is the study

of past events, which *ex-post facto*, can only be studied. But history teaches us **principles, strategies** and **lessons**. The *principle* is in the answer to the question: 'why do kingdoms rise and fall?' History says these must occur when deep internal weaknesses combine with sustained external aggressions. In *strategies*, History asked: what are the pathways to the development of nations? History counsels us to study the past, to understand the present so as to be able to predict the future. In *lessons*, History asks: 'why me, of all disciplines?' History warns: 'learn from history; don't allow history to repeat itself; each time you allow history to repeat itself, the price doubles'!

When Mr Lai Olurode left for further studies, Mr Oye Ojewusi, also the Vice-Principal of the school handled our History Class masterfully. He was another very dutiful teacher of History and CRS. Fate later made my way to cross with Mr Lai Olurode when I got to Unilag in 1998. I met him a more astute and renowned Akokite, sociologist, lawyer, Fulbright Scholar, *nationalist* and a teacher *par excellence*, *Professor Olayiwola Olurode*. I am proud of him. I had to introduce myself to him once; I told him the story, and ever since, he had always pleasantly waited to relate with me so well, with the nostalgia of my former teacher delicately prompting to know how well I am faring on campus!

My dear **English Language teachers** have really been excellent. So also are those of Literature in English. Really, they starred best at my secondary level of education. My English Language teacher, Mr **O. A. Olusope** would not renege on his passionate commitment, resilient hard work day and night, despite the derogatory nickname we hung on him '**Baba Elere Egele**', meaning the '**Tireless Old Man**'. Before long, I

became his closest admirer and disciple. A first class product of Classics in the University of Ife would run to school early in the morning when he had his new car neatly parked at home for fear of dying by road accident...a fate he told us had befallen over twenty of his old schoolmates. Baba understood Greek and Latin and was a mobile dictionary of English vocabularies. He told us that all English vocabularies were formed from Greek, Latin or both. He always kept us busy. He would come with loads of reference materials and chalk, but no duster since he was accustomed to rubbing off the dirty board with his two elbows. Such was the love Baba had for us and for the teaching profession. He would give us everything we wanted to secure our attention. He would use his periods and those of other teachers if they would not come on time. He was full of energy and knowledge. He would give us essay titles and write model answers and then compel us to copy them into our notes for the sake of examinations.

I was one of those who benefited immensely from his magnanimous love for students and the profession. One particular year, he was appointed by the Principal to prepare us for an essay competition which was organised by the Local Government Authorities for Children's Day celebration. He projected some likely topics and coached us very well. Two of us were selected to represent the school and compete with students from other schools. I was personally at my best when we got started in the examination hall and being supplied with the exact question my teacher had practiced with us back in school. Of course, I had no itches devouring the question and coming out with confidence. When results came later, I was first and my partner second. Our school won the first and second positions. Our teacher became an instant celebrity in the entire LGA, and so were we. My

reward was a cash prize of ₦5.00, which was a lot of money then. Baba was gifted in music composition, poetry, linguistics, teaching skills, sports and games, oration, and astrology. He composed the School Anthem. When I cast my mind back to the days in secondary school, I conclude that teachers make or mar. Even with little resources availed by the authorities, resourceful teachers could still manage the available and creatively improvise for the rest. That was the story of my Literature in English teacher, **Mr Lafen**, a Cameroonian who arrived into our school very close to our final examinations to take up the challenge. We were not many in the class. He spent his time and energy with us, stretching us to the limits, and loading us with assignments on a daily bases. The good thing was that we passed very well and a number of us had no problem qualifying for higher education at first sitting.

Let me reflect on the Principals of my secondary school. They were all first degree holders in their areas of discipline and were very versed in the scriptures. They were builders of our future destinies. They led us to God, with their personal ways of life and testimonies of the relationships they had with staff and parents. I attended Orile-Owu Grammar School, Orile-Owu in Irewole LGA of the State of Osun. It was established on 9 February 1969. The founding principal, Rev. J. O. Omotoye went with lanterns to lead his management team to all corners of the community to mobilise for all round support for our infant school...and he succeeded. At the morning assembly, he would lead us into the day with meaningful worship and counsel. Any boy or girl who qualified for corporal punishment was never spared. At regular hours of the compulsory music lessons, he would be there to lead us. In addition to the duty of principalship, he was a

teacher of Mathematics and Additional Mathematics, especially in the senior classes.

The second Principal **Reverend Ola Ogunrinlade** came with the determination to add values to our lives, the lives of the teachers, the school itself, and to those of our parents. This principal spent time building our intellect, character and spiritual growth. He taught us responsibility. I got appointed as Chapel Prefect and was made to always lead my subjects in file to church and back, regardless of their religious persuasions. Compliance was perfect. When we completed our final papers in September 1978, he had spotted the future in me and made up his mind to teach others a lesson that the young can grow to mature and play the role of leading their generation. He called me for briefings and requested to meet my father. When we got to his house he told my father that he would like to help me with a job as a young teacher in the school even though he knew that my results had not come out, but he was too sure that I would pass my papers. According to him, he wanted to teach the young ones around that hard work and diligence were great virtues to emulate. I thank my God, my parents, my teachers and my Principal, Rev. Ola Ogunrinlade who offered me my first employment in September 1978, at my *Alma Mater*, Orile-Owu Grammar School, Orile-Owu, Osun State. That year was the beginning of my 40 years old career of being a class teacher.

Armed with these subjects handled by greatest teachers of my training career, I consciously and diligently trained to qualify as a teacher. My first admission into the Osun State College of Education, Ilesha, in 1979, was to study Education/History/Geography. For my Bachelor's programme at the University of Ibadan, Ibadan in 1984, I

narrowed down to Educational Management/Geography. For my postgraduate training, spanning 1988 to 1996, I trained in educational management. After nine years plus as a Lecturer in OSCE, Ilesha, I joined the services of the University of Lagos in April 1998 and have since been teaching educational management courses to students and supervising projects at undergraduate and postgraduate levels. I have been a good teacher at secondary, college and university levels for forty years, twenty of which have been spent in the University of Lagos. Greatest Akokites!

Educational management has **six major fields**, namely: educational administration, educational planning, personnel management, management information system, educational research and statistics, educational systems administration or institutional management. My wide research focus has always related to **student personnel management, a critical aspect of School Personnel Management**. Specifically, my research works over the last twenty years have addressed salient issues affecting the total welfare of young adults in school and in the society. These works have been published in books, chapters in books, learned national and international journals and some others have been read in local, national and international conferences and workshops, with relevant references pointing to better ways of resolving critical issues emanating from day-to-day management of the system.

Areas of My Research Interests

Across Nigeria and beyond, education attracts and employs the largest working population, patronising the schools for learning, teaching, research and other business purposes. The eternal role of education in traditional and modern societies is that of discovery and

development of human potentials. Also, research has proved the importance of human resource input in the production process. The human resource component of any organisation is the driver of other resources. They are the focus of employment and training in organisations. They are the measure for determining standards of effectiveness and efficiency of systems. Research has proved that they stand as the most important component in the production process as well as among the factors of production. Aside, all others are inanimate such as metals, wood, concrete and papers.

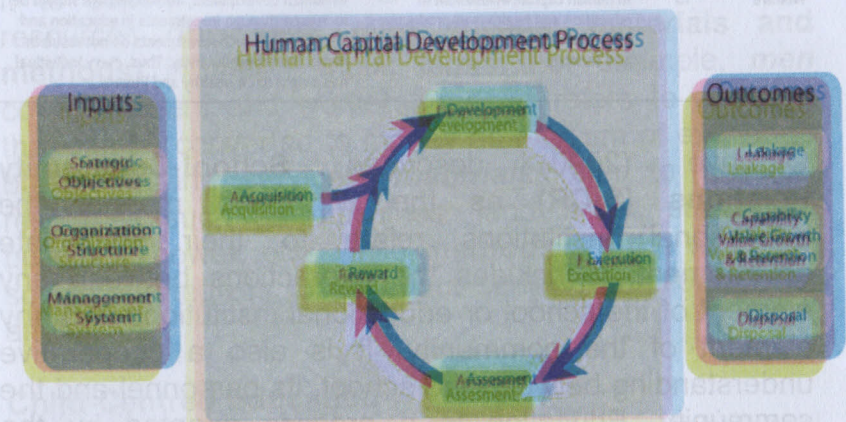


Fig. 1: Human capital Development Process

The human capital theory submits that nations develop in reference to the quality and quantity of teachers available in schools; the quality and quantity of learning going on in the schools; the quality and quantity of funding and equipment available in schools. Added to all these are the productivity levels of workers and the nature of the reward system. A well-endowed nation may continue to wallow in abject poverty if it does not possess sufficient culture and technology to explore and exploit them. Education is, therefore the key to open up the

lockup potentials and how best to utilise them for the utmost development of that society.

Table 1: Human Capital Development Process

Basis	Human Capital	Human Development
Concept	It is a narrow concept.	It is a broader concept.
Means of productivity	It considers education and health as a means to increase labour productivity.	It considers that education and health are integral to human well being because only when people have the ability to read and write and the ability to lead a long and healthy life, they will be able to make other choices they value.
Link	Human capital treats human beings as a means to an end, the end being the increase in productivity.	Human beings are an end in themselves.
Welfare	In human capital, investment in education and health is unproductive if it does not enhance output of goods and services.	In human development, human welfare should be increased through investments in education and health even if such investments do not result in higher labour productivity. Thus, every individual has a right to be healthy and literate.

Olowoye (2000) described **School-Community Relations (S-CR)** as the way and manner the educational institutions relate to their immediate environment. It includes the interactions between any element of the school or educational institutions and any element of the community. It is also a cooperative understanding between the school, its personnel and the community. Education is a process adopted by the community to transform its culture and worthwhile and socially acceptable norms and values. This implies that the content of education is constituted by a sound knowledge about the community, which in turn is essential for the continuity of that society.

The principle of **S-CR** operates on the essence that relationships exist between people in the schools' system as well as people and institutions in the community hosting the schools. The communities have resources of different cultures, values and norms. These community resources are in their natural states waiting to be tapped for schools' development. The communities have needs

for survival also which bother on how and where to seek for solutions for their problems, such as food, shelter, clothing, health, locomotion and transportation, extraction, construction, power supply, estimating resources, policing, resolution of conflicts, preservation of living ethics, cultures and values, education, interpersonal relations, international cooperation, peace building, etc. The community has a creation called the school as a solution centre, where it expects the various issues to be tabled and carefully resolved. On the flip side, the school also relies on the community establishing it to supply its needs for relevance. It begins with resources (**the 4Ms: men, means, materials and methods**) in their various forms. For example, **men** cover learners and workers, **means** refers to anything that can be converted to money as medium of exchange of goods and services; **materials** refer to physical resources such as machines, land water, structures, buildings, power, etc., while **methods** are the ways the society strategizes to go about seeking solutions to its affairs.

Child-Centred Education

In the scheme of things, the child matters in the school more than the teachers who handle them, even though some would dare contest this assertion. This principle stands on the premise that the focus of progressive functional education is child-centred.

The child-centred curriculum is a central and contested concept in curriculum studies. It was introduced by John Dewey. He criticised the disengaging, rote-minded methods schools typically employed in transmitting to youths a traditional subject matter composed of classics, history, mathematics and science. Dewey insisted that the child-centred curriculum is more progressive and

acceptable to the child because he takes charge of what to learn early enough, according to appeals curiosities, interests, passions and abilities. In this teaching environment, children take an active part in decisions about what they will learn and when they will learn it. Each child is different and has different learning needs.

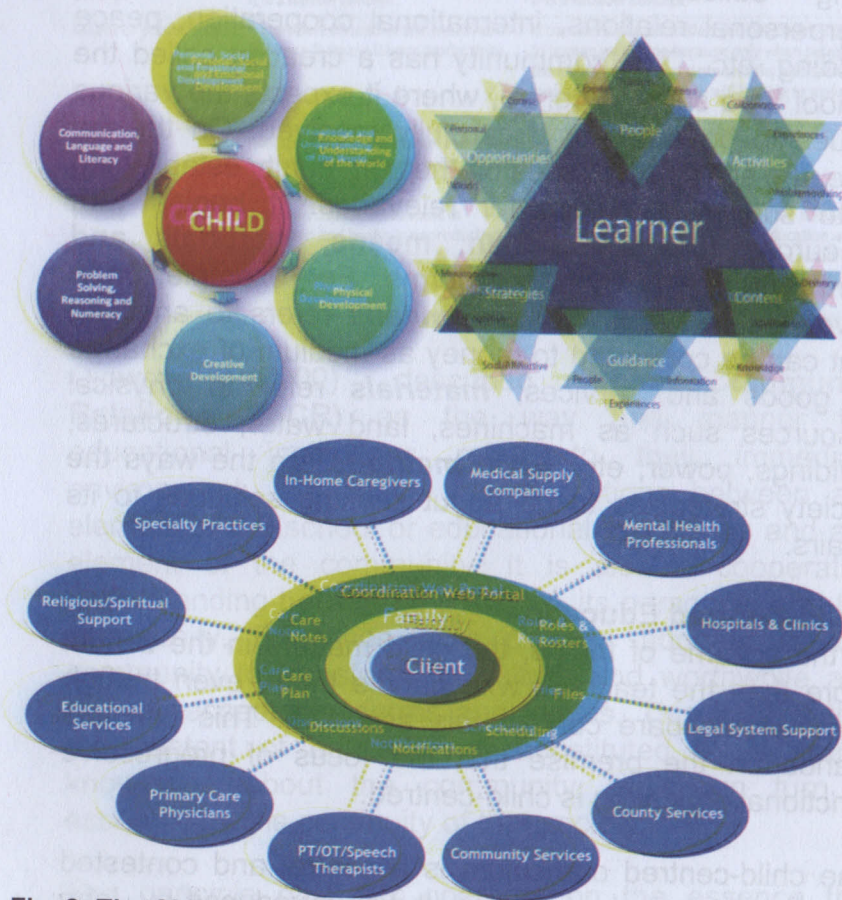


Fig. 2: The Child Centred Curriculum

Children co-create their learning objectives and goals together with teachers because he capitalises on the children's interest and empowers them to take an active

role. We find students are emotionally invested in their own learning. When this happens, children are willing to explore in-depth and they are able to reach deeper levels of understanding. For children, the child-centred curriculum just feels like fun.

According to [Wikipedia.org](https://en.wikipedia.org/wiki/Child-centered_learning), this method of teaching basically shifts the focus of instruction from the teacher to the student. It aims at developing learner's autonomy and independence by putting responsibility for learning for the learning path in the hands of students by imparting them with skills and basis on how to learn specific subject and scheme required to measure up the specific performance requirement. Based on the constructivist learning theory, it focuses on skills and practices that enable lifelong learning and independent problem-solving, based on new information and prior experience.

Student-centred learning puts students' interests first, acknowledging students' voice as central to the learning experience. In a student centred learning space, students choose what they will learn how they will learn, at their own pace and how they will assess their own learning, in contrast to the traditional teacher-centred method. In brief, this approach emphasises, learners' individual differences, each student's interests, abilities and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

The Teaching-Learning Process

Teaching is a skill to be learnt. Teachers are trained to teach. They are specially prepared over time to play the traditional role of leading others to learn new knowledge. There are three sides to the curriculum: **first** is the knowledge of content made up of the subjects on the

timetable. The **second** wing is training in the methods. They have built up their professional knowledge and experiences, in knowing *what to teach* and *how to teach* it, having learnt the theories, the principles and techniques of teaching as well as undergone teaching practice sessions while in training. The third component or element is *who to teach* it to. So, they build up capacity in the knowledge of child psychology, adolescent psychology, philosophy of education, sociology of education, comparative education, guidance and counselling, educational management, In Nigeria, teaching is a profession. Very recent developments have confirmed that the governments at state and federal levels have accepted that entrants into the profession must pass through some professional certification; they must register as professionals and pay up certain bills and be given a Certificate prepared by the Teachers Registration Council of Nigeria (TRCN).

Why 'Administer' Schools?

Why do administer schools and supervise the teaching-learning process? What exactly do we administer? Who is the administrator and what roles do they perform? What qualities do they have to possess and what roles do they perform in shaping the future of our country?

According to Nwankwo (1982), educational administration is the process of using resources available to the educational system usefully, carefully, effectively and efficiently to achieve the aims, goals and objectives of education. Schools are administered for many reasons. School are administered supervised and inspected because it is a legal demand to ensure that public funds and other resources invested in the system are appropriately accounted for. Schools' programmes, policies, rules and regulations, staff, plants, projects are

administered and future plans evaluated for standards. We do so by comparing objectives with performance. One more reason for administering the school system effectively is to ensure that the system is not impeded in its role to produce quality personnel to handle sensitive roles in national life and development. We administer all available resources; as we do so, we apply principles, techniques and theories of educational management.

Administration: in who's Interests?

Definitely, interests are served in administration. There are reasons for everything we do. What do we administer? We administer the resources-the 4Ms, means, men, materials and methods. How do we administer? We rely on theories, principles and techniques and some other novel strategies availed by research. What are the categories? There are two categories: those on the field (Subject Teacher, Head Teacher, Vice-Principal and Principal, lecturer, the HoD, Dean, Director, Provost, Chief Librarian, Bursar, Registrar, Deputy Vice-Chancellor, Vice-Chancellor, etc. There are those in the Office (in the ministries at all levels. What qualities should they possess?

According to Oyebade (2012), there are tangible and intangible qualities. Tangible qualities refer to skills possessed and other physical qualifications such as educational attainments, height, weight, health status job experience, certificates and practical competencies. Intangible qualities, on the other hand refer to some peculiar in-borne attributes such as abilities to show consideration, tolerance, demonstrate self-control, discipline, perseverance, confidence in self and worthy others, risk tough decisions when need arises, engage in productive imaginative thinking, accept new challenges, not prone to procrastinating, a team player with abilities

to appreciate others in their uniqueness, who has love for truth, hard work, diligence and honesty. What duties? They are trained to handle the welfare of others in the system. They are answerable to higher authorities (in government) and to other stakeholders like students, teachers, other staff members, parents, the mass media, etc. they perform other functions like planning, organising, mobilising, coordinating, utilising resources, evaluating policies, programmes, and processes, and revising them from time to time for updates. Whether they work as field officers or as office administrators, they combine resources together to ensure the smooth running of the educational system.

The role of administration in organisational growth and development cannot be underplayed, just as the role of effective schools cannot be ignored in shaping the future of nations. Educational administration and management as a course commenced in the University of Ibadan, Ibadan when some UNESCO experts were on ground in 1976 to handle the teaching of the programme in Nigeria. Notable names included A. S. Patwari, H. N. Pandit, J. D. Chesswas, T. N. Chau, A. Callaway and Zakki. Their first sets of products were T. O. Ohikhenja J. I. Nwankwo and S. D. Akangbou. Undergraduate and postgraduate programmes began in earnest and with time, more managers (and administrators) were produced to service the nation's educational system. Also, many other universities have introduced educational management today.

My Early Life and Parentage

I had parents whose love for their children was unparalleled. And until their demise, their love was usually extended to our friends and associates. Our father was briefly in school (some two years); his mother

had to withdraw him from school due to the fear that the White Man might want to ferry him across the oceans! (*Me ye je k'an gb'omo mi r'aju agba'mi*).

Our mother completed Standard Six level, which was highly regarded as the highest level of schooling available locally in those days. With this certificate, she could secure very good white collar jobs in the ministries or take up a teaching job in the neighbouring school. Father grew up to trade and farm cash crops and for our subsistence. He also married at an early age. At every opportunity, with him on the farms most especially, father never missed to tell us his life's stories of opportunities and misfortunes. It was always evident that he regretted not going far with schooling. He often described his fortune like this: *Bi ikun imu agutan ba bo s'erun re, e maa j'obe o dun* meaning 'No easy road to survival'. As he bemoaned his grilling life experiences, he often prayerfully vowed: '*Ori mi ni'yaa ti a pin*', meaning: 'No evil transfer'. To ensure this, he made us answer his own name, and not that of his own father, Atewogbola.

Father supervised our going to school, even as a diligent farmer. He would be the first to arrive at parent meetings and would not leave until the meeting ended. He never missed the 'PTA' meetings or end-of-year programmes in our schools. He would be there when academic performances of children were being read out and report cards given to us in the crowded gatherings. As my junior bother Gboyega and I would rise severally to collect prizes for obtaining leading grades in our school subjects. Though in a silent manner, he always took pride in the performance of his children with joy and fulfilment. Father was always there to supervise my studies at night. Carrying his smoking local lamp ('Sakabula'), he would sit right in front of my reading table looking directly at my

direction, nay at my future. Whenever I protested his vigil on me, he would insist, wanting to help me to bed, peradventure I dozed off on the table. I had some not too academically committed classmates. Then he would say: *Se ni ko ka'we re o; ki o ba ka'we re, Oyinbo a ko leta si o!* It means: *Study hard, if you do, the Whiteman would write to you!* He left a stern warning to us not to inherit him and that we should go and prosper with our certificates. None of us ventures to pursue those estates, and we are moving on.

I remember vividly some months before his demise, I came home from Minna, Niger State and I offered to cut his fingernails. As he obliged me, he requested for a bottle of Coke, and if I could get to play the track of 'Omo o, e e pe d'agba, kekere jojolo mo bi t'emi', meaning, *O child today, tomorrow an adult, innocent beauty, I carry mine* --produced by Akeeb Kareem. He told me how much he enjoyed the cold drink and how much others and I meant to him at his old age! My father would not be blamed. The vicissitudes of life cost him to bury thirteen children in his lifetime, before we came around!

Our mother also married early. Both loved giving us education and they really invested all they had in our education. They believed in our education and in our future. Mother would attempt any business, sell anything she had to earn money to feed us and send us to school. She could not use her certificate for formal employment for some reasons, but she spent her last coin on those of us who desired an education.

That Future is here

By the grace of God, I have recorded some 'firsts' in my family and generation—first to earn a Master and Doctoral certificates and first to be Professor. I have

always admired teaching at the university level. The opportunity came in in April 1998, when I joined the University of First Choice and the Nation's Pride. Greatest Akokites! Since the last two decades, I alone, and with other colleagues, have conducted some researches on the pressing issues in the management of education, and specifically, on student-related problems in Nigerian tertiary institutions. As a scholar whose primary interest is in student personnel services in secondary and higher education management, my Masters and Doctoral reports have covered issues bothering on the full achievement of the goals of higher education in Nigeria, more especially.

John Dewey's Child-centred education curriculum was a concept taught to us in our days in the teachers' college. I boldly say that, like it was to my parents, the fact still holds sway today that everything in the school system is about the child. In Family Law, a sizeable chunk of it the curriculum is devoted to Child Rights issues. The principle is that every conflict in the affairs of marriage is resolved in the best interest of the child. That is even what God does for the child in the womb. Everything needed by the baby is captured by the child no matter the physical and biological health of the mother. God is mighty! When Court is to decide cases of separation or divorce, the Court is careful to decide the custody of the child (or children) of the marriage and other welfare issues, Court is always guided by the principle of '**best interest**' (of the child).

The Matrimonial Causes Act (MCA) CAP M7

S. 57(1) (a): *This section explains the duty of court, in the event of divorce or dissolution of marriage ensure that proper arrangements are made in all circumstances for the 'children of the marriage' (who are under the age of*

16 years) especially, their welfare, and the advancement and education.

S. 70(1) (4): the power of court to make an order with respect to the maintenance of children of the marriage shall not be exercised for the benefit of a child who has attained the age of 21 years unless the court is of the opinion that there are special circumstances that justify the making of such an order for the benefit of the child.

S. 71(1) speaks on powers of court proceeding as regards custody, guardianship, welfare, advancement, or education: Court shall regard the interest of those children as the paramount consideration.

S. 71(3): court may, if it is satisfied that it is desirable to do so, make an order placing the children or such of them as it thinks fit, in the custody of a person other than a party to the marriage.

S. 71(4): where court make an order placing a child of a marriage in the custody of a party to the marriage, it may include in the order such provision as it thinks proper for access to the child by the other party to the marriage or by the parties or a party to a party to the marriage, as the case may be.

Children and Allied Laws address salient issues of children in general such as Child's Right Act, Children and Young Persons Law, Children and Young Persons (Harmful Publication Law, Adoption Law, and Trafficking in Persons Act).

Child's Rights Act C50

It is very wrong and harmful to deny children of childhood. It is a very delicate stage of life. **Part I (1-2)** of Child's Rights Act insists that in all actions, and at all times, whether undertaken by an individual, public or private body, institutions or service, court of law or administrative or legislative authority, the best interest of the child should be of paramount consideration. It also prescribes that a child is to be given protection and care necessary for his/her well-being, taking into account the rights and duties of the child's parents, legal guardians, or other individuals, institutions, services, agencies, organisations, or bodies legally responsible for the child. They shall all conform to the standards established by the appropriate authorities, particularly in the area of safety, health, number and stability of their staff, and competent supervision.

Part II (3-20) presents the rights and responsibilities of a child. It begins with application of **Chapter IV of 1999 Constitution on Fundamental Rights** in general and proceeds to the child's rights to **survival and development**, to a **name**, of **association and peaceful assembly**, of **thought, conscience and religion**, to **family life privacy**, home, correspondence, telephone conversation and telegraphic communication (with parental control), to **freedom of movement** (subject to parental control), to **freedom from discrimination** (on account of ethnicity, place of birth, sex, religion or political opinion, and disability and circumstances of birth), to **dignity of the child** (no physical, mental, or emotional injury, abuse, neglect, or maltreatment, sexual abuse, torture, inhuman or degrading treatment or punishment, attacks upon his honour or reputation, slavery or servitude) while in the care of a parent, legal

guardian, or school authority or any other person or authority having the care of the child.

Others are right to **leisure, recreation and cultural activities** (opportunities to access rest, leisure, play and recreational activities appropriate to his/her age); to **health and health services** (such as enjoying the best attainable state of physical, mental and spiritual health.) The right to **parental care, protection and maintenance** hangs on the fact that no child shall be separated from his/her parents against his/her wish except for the purpose of education and welfare and in the exercise of a judicial determination in accordance with the provisions of this Act, ***in the best interest of the child.***

Every child has the right to free, compulsory and universal basic education and it shall be the duty of Government in Nigeria to provide such education. the child's right to free, compulsory and universal primary education is very instructive to us here at this point in time and space.

It provides:

- i. Every parent or guardian shall ensure that his child or ward attends and completes his/her:
 - a. Primary school education; and
 - b. Junior secondary education.
- ii. Every parent, guardian or person who has the care and custody of a child who has completed basic education shall endeavour to send the child to a secondary school, or
- iii. The child is encouraged to learn an appropriate trade and the employer of the child shall provide the necessities for learning the trade.
- iv. A female child who becomes pregnant, before completing her education shall be given the

opportunity, after delivery, to continue with the education, on the basis of her individual ability.

- v. Where a parent, guardian or person who has care and custody of a child, fails in the duty imposed on him under sub-section (ii) above, commits an offence and is liable
 - a. On conviction to be reprimanded and ordered to undertake community service;
 - b. On second conviction to a fine of two thousand naira or imprisonment for a term not exceeding more than one month or both such fine and imprisonment; and
 - c. On any subsequent conviction to a fine not exceeding five thousand naira or imprisonment for a term not exceeding two months or to both such fine and imprisonment.
- vi. The provision of this section shall not apply to children with mental disability.

The child also has the right of access to **special protection measure**. It presents the **rights of the unborn child to protection against harm**; the **contractual right** of the child, the **responsibilities of a child and a parent** and how parents are to provide **guidance with respect to the child's responsibilities**.

Part III (21-40) presents child's **right to protection**. It prohibits child marriage, child betrothal, tattoos and skin marks, exposure to use, production and trafficking of narcotic drugs, use of children in other criminal matters, abduction, removal, and transfer from lawful custody, exploitative labour, buying selling hiring or otherwise dealing in children for the purpose of hawking or begging for arms or prostitution, unlawful sexual intercourse with a child and other forms of sexual abuse and exploitation, recruitment of children into the armed forces, importation of harmful publications, etc.

S. 58. On education supervision orders provides:

1. On the application Supervision Orders of an appropriate education authority, the Court may make an order to be known as an education supervision order putting the child with respect to whom the application is made under the supervision of a designated appropriate education authority.
2. The Court shall only make an education supervision order if it is satisfied that the child concerned is of compulsory school age and is not being properly educated.
3. For the purpose of this section, a child is being properly educated only if he is receiving efficient suitable education suitable to his age, ability and aptitude and any special educational need that he may have.
4. Where a child is:
 - a. The subject of a school attendance order which is in force and which has not been complied with; or
 - b. A registered pupil at a school which he is not attending regularly.It shall be assumed that he is not being properly educated unless the contrary is proved.
5. An education supervision order may be made with respect to a child who is in the care of a State Government **if the Court deems it necessary in the interest of the child.**
6. The appropriate education authority designated in an education supervision order shall be:
 - a. The authority within whose area the child concerned is living; or
 - b. The authority within whose area the school is situated if:
 - i. the child is a registered pupil at that school, and

- ii. the authority mentioned in paragraph 'a' of this subsection and the authority within whose area the school is situated agree.

The Home - School – Society Nexus

We have discussed Dewey's Child-Centred Curriculum and the active role the child should play in content determination and the methodologies of learning the content. We have perused through Matrimonial Causes Act and Rules with Marriage Act where we established that all the issues emanating from marriage with respect to property, care, conflict, separation, divorce and custody must be resolved in the best interest of the child. Thirdly, we have also presented the provisions of Children and Allied Laws, especially the Child Rights Act, C50 where, in addition to constitutionally-enshrined Fundamental Rights, children enjoy many other significant rights as presented earlier. Of particular interest here is the aspect on Education Supervision Orders which drags parents, persons and institutions having the duty of care to provide basic and lifelong quality education and further training in the best interest of the child. What else remains to say other than we take notice of the nexus of common emphasis laid on the best interest of the child when making decisions at home, in the school and in the affairs of the community?

There are so many prodding questions to be fixed. Why are lands acquired and schools established? Why are funds raised to purchase equipment for laboratories, libraries, sports and games, hostels and staff quarters, road construction water power and supply, office equipment, machines and vehicles? Why are workers employed, and the managers are appointed? Why are they promoted, motivated and disciplined as and when

due? Why are schools inspected and accredited? Why does the system conduct several meetings spending a lot of time and money for entertainment and keeping such records in safe storage? Why planning, organising, staffing, coordinating and communicating policies and instructions? Why reporting, budgeting, evaluating and providing feedback? Why do we teach different courses, labour to set questions, conduct examinations and mark the papers? Why do we, as education managers grade performances and award certificates? What is the reason for investing so much in energy matters to power the system to achieve desired result? What are the reasons for accreditation of programmes of institutions of higher education and the accompanying huge budgets? Why draw and evaluate strategic plans? Why do we build hostels, staff quarters and staff offices, workshops and vote a lot of budgets to equip them with the state-of-the-art materials? What is the goal of employing, training and promoting different professionals in their respective areas of expertise namely the technicians, teachers, gardeners and gatekeepers, cleaners and security personnel and other service providers in rank and file? Why are the medical facilities established and equipped and why do we spend so much to generate and distribute power to provide essential services on regular basis? Why are the ministries of education at State and Federal levels bent on ensuring management effectiveness and efficiency? Why appoint the Minister of Education, the Commissioners of Education, and the Directors of units and Heads of parastatals, the technocrats in the ministries, the technical and general staff in schools at all levels? Why appoint the Vice-Chancellor, Deputy Vice-Chancellor, Bursar, Librarian, DSA, Hall Masters/ Hall Mistress, Deans, HODs and their management staff and lecturers?

You still wonder why? Of course, there is only one answer and that is for the sake of our children, and our students IN THEIR BEST INTERESTS.

As general workers, administrators, teachers, gardeners, security personnel, transport staff, cleaners, builders, counsellors, managers of unit, planners and executors of policies as evaluators and record keepers, as watchmen and maintenance officers are we dispensing our services with this golden rule in mind.

Just imagine they are not here! Let us ponder a while and ask: what is so thick about students?

1. The whole place called campus becomes a ghost place.
2. The hurly-burly is drastically reduced.
3. The business activities become dull as service providers bemoan their loss and low sales.
4. If the reason for absence in school is closure as a result of unrest which sometimes goes violent, a lot of people usually call for dialogue and compromise between aggrieved parties, the ultimate resolution is to muster all genuine efforts to eliminate all problems and provide a safe learning environment for our students without which all our labour and expenses will be in vain.

Two Pillars of my Research Works in Student Personnel Administration

My Masters Report: Ibadan, 1988

In 1988, I completed my Master's programme in the University of Ibadan and submitted a report, where I appraised the causes of student crises in tertiary institutions in Nigeria and critiqued the effectiveness of

recommended solutions usually adopted by educational authorities in and out of campuses.

To do this I reviewed the findings and recommendations of five past Commissions of Inquiry set up by the government. They were:

1. Justice Kazeem Commission of Inquiry into the University of Ibadan Riots of February 1971. (Insensitivity of administration and poor catering services: first bloody student demonstration in Ibadan, February 1. Adekunle Adepeju died).
2. Justice Uthman Mohammed Commission of Inquiry of April 1978 (No to increase in feeding and lodging fees. 'Ali Must Go' Crisis led by Mr Segun Okeowo). Violent demonstrations; Akintunde Ojo died of police shooting in Lagos. More deaths elsewhere.
3. Justice Alfa Belgore Commission of Inquiry into the University of Ife Riots of June 1981. (Protest against the ritual murder of Bukola Arogundade; four students died of electric shock on 7th June).
4. Major General Emmanuel Abisoye Commission of Inquiry into Ahmadu Bello University Riots of 23rd May 1986. (Sex relations: regulations against male entry into female halls; a number of lives through police shootings).
5. Justice Akanbi Commission of Inquiry into Nigerian University Students Riots of July 1986. (Nationwide students' riot, as a result of ABU shootings).

Major Causes of Unrest: a Summary

Many reasons exist for the development of conflict between students and the various authorities, and within the student's body itself. Peterson (1966), in a study of the American situation, found that students protested due to:

1. Unfavourable questions of national politics.

2. Unfavourable issues of internal university conditions namely, (a) living group regulations and (b) participation in university governance.
3. University educational matters.
4. Tension from outside university campus.

These four cogent issues were found to be adaptably fitted appropriately to the Nigerian situation when the various crises events and the findings of the commissions of inquiry were organised in more organised perspective.

Recommended Solutions Discussed and Critiqued

1. Closing down institutions for a long time.
2. Expelling, rustivating, suspending, detaining and jailing student leaders and others implicated.
3. Outright banning of student unionism.
4. Making membership and financial obligations to unions non-obligatory.
5. Withdrawing financial subventions from protest-prone universities. Dismissal of staff and compulsory retirement from service, if implicated for instigation.
6. Drafting armed police/soldiers into university campuses to keep the peace.
7. Trial of erring student leaders and staff at a Miscellaneous Military Tribunal.
8. Banning demonstrations.

My Doctoral Report: Ibadan, 1996

The need to find solutions to students' unrest informed this study. To do this, the study examined the major sources of student conflict and established, empirically, the effectiveness of the strategies employed by the authorities in managing the problem. It also acknowledged that the problem of students' crisis and

unrest are not new in Nigerian higher institutions. What can be new is finding a lasting solution to reduce its frequency and intensity on our campuses now and in the future. Peterson's (1966) model was also found to fit perfectly and will continue to apply whenever the story of students' unrest is told in Nigeria.

Dimensions of Student Conflict

Tamuno (1989) identified four forms of student conflict as those affecting the university, the relationship between the university and the regime in power at the state and national level, the regime itself, and international affairs. In brief, the following four points have continued to emerge, regarding the forms of student conflict:

1. Student-University Authorities
2. University-Government
3. Student-Government
4. Student-International Relations

Students' Method of Expressing Discontent

These range from threats to issuance of ultimatums, vandalistic behaviours, arson, boycotts of classes, school children as human shields against police attacks during protests, abduction of staff's children while demanding ransom, mounting roadblocks, bonfires, hunger strike, etc.

Consequences

The outbreak of student unrest usually inflicts heavy social economic, physical, material and psychological costs on the society. They include deaths, damages, disruptions, massive wastes of study time, research programmes, disruption of the academic calendar, economic sabotage, fatal accidents, stress, idleness, disorderly behaviours like looting, molestation of innocent

others, rape and some others constituting a great risk to human life, property and security.

General Systems Theory applied to the Educational System

The thrusts of my doctoral reports were to establish the basis for **school-community relations**, diagnose the present tertiary education system and to project into the strategies of achieving campus peace now and in future years. **Ludwig von Betalanffy** was a 20th-century scientist who **formulated the theory of systems** to account for similarities in the function of diverse phenomena as living organisms, machines, galaxies and organisations. It was a unique departure from the earlier emphasis on separate analysis of individual parts. All forms, from atomic particles through atoms, molecules, crystals, planets, solar system, and galaxies may be regarded as 'systems'.

According to him, a system means 'complexes of elements standing in interaction. The closed system is **'closed'** if it neither takes in nor emits matter (as only energy exchange is possible and taken into account). The system is called **'open'** if there is a continual input and output of both energy and matter in it. Griffiths (1964) added that all systems except the smallest have subsystems and all but the largest have supra systems, which are their **environment**. Each system or subsystem conceptualised as having a **boundary**. That boundary of a system is the component that separates the system from its environment and filters the inputs to the output from the system. **Inputs, processes and outputs are all stages in the system's cycle of events.**

The open system theory also emphasises the dependence of any organisation on its environment.

See Figure 3: Education as an input-process-output system.

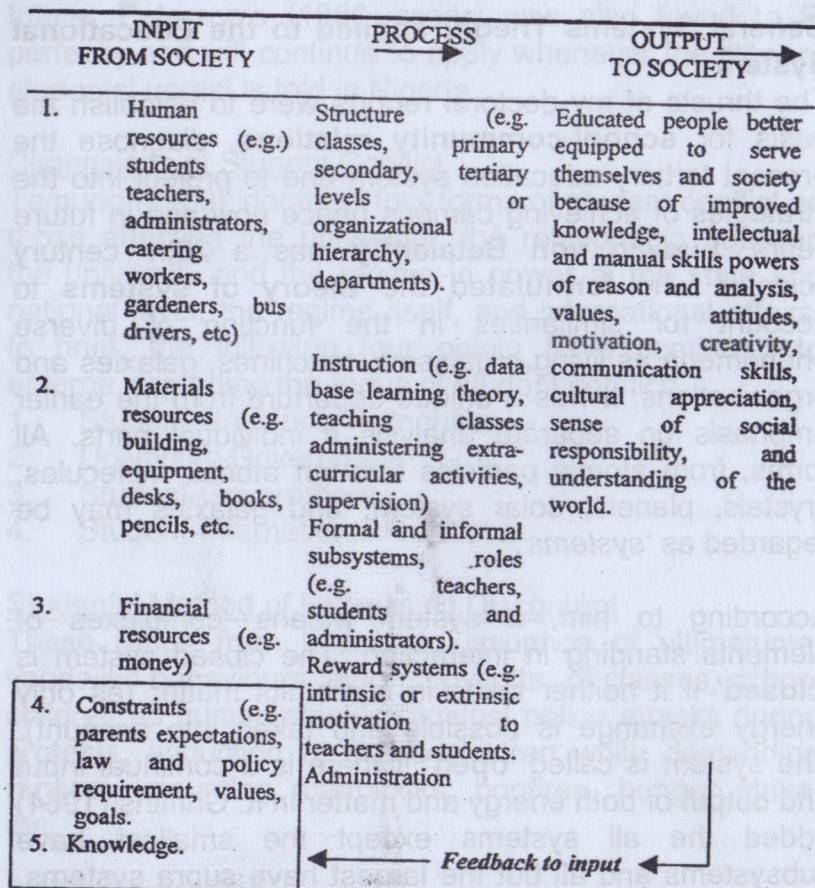


Fig. 3: Education as an input-process-output system. Adapted from Hason (1977) and Owens (1981) in Obilade, S.O. (1989). *An Introduction to Educational Administration Ibadan: Odusote Books Ltd.*

Figure 3 shows that an organisation imports various forms of energy from the environment and transforms that energy into some other forms in the production process. At the processing stage, the organisation

creates a new product, processes materials, trains people or provides a service. Something is done to the input. The output is then exported (with value added) to the environment. It then becomes input for another system or the system itself. The cycle is eventually renewed and the process begins again.

Education as an Open System

The environment is made up of several social, economic and political institutions which are constantly interacting and interdependent. Everything in an environment is a complete system on its own. But it is a unit or a subsystem of yet another system and all are interdependent. The same is true of the school system. According to **Schmuck (1977)**, schools are essentially living systems and that without people; they are nothing but concrete and papers. As living systems, they are in constant process of interaction with their communities and other institutions in them. They see the school system as a living and dynamic organisation, and though a complete system on its own, yet, it is a subsystem of the nation's educational system which, in turn, subsists in the larger social supra system called the environment.

Using an enlarged **Input-Process- Output-Feedback** model from Hanson (1977) and Owens (1981), Obilade (1989) examined education as a process involving the following five forms of inputs:

1. Human resources such as students, teachers, administrators, catering workers, gardeners, drivers, cleaners, etc.
2. Physical and material resources such as buildings, desks books, equipment writing materials and stationeries, etc.
3. Financial resources such as money;

4. Constraints, such as the requirements of the law and policy, expectations of parents, societal values and goals; and
5. Existing knowledge in the society.

The **through-put** process involves mainly the teaching-learning process such as:

1. Organisational structure – classrooms, school levels, hierarchy, and departments.
2. Instructional technology – database learning theory, teaching, administering tests and conducting extra-curricular activities.

The **output or products of the educational system are the students in the form of educated people now better equipped** or prepared to serve themselves and society. These students have acquired intellectual and manual skills, powers of reason and analysis. Also affected are their values, attitudes, creativity, communication skills, sense of social responsibility and understanding of the world.

Some of the outputs or products go back to the system as new inputs. **The feedback** process is evaluative because it provides the necessary information about the performance so that appropriate modifications can be effected on the objectives and other inputs. Feedback helps adjustments and checks discrepancies between intended outputs and actual outcomes.

Examples of subsystems within the school system are instructional and support service subsystems all made up of people and things.

The School as a Social System

Dale (1984) viewed the school as a total system comprising the environment, the formal arrangement and

the technical systems are constantly interacting. The school is, therefore, a social living and open system with different subsystems like departments, sections or units. It is a subsystem to a larger (supra) system which, in turn, has its own subsystems (e.g. the ministries of education, the central and local schools' boards, admissions, examinations and research agencies, service commissions, etc.).

These agencies exist for a purpose. Productive school-community relations confirm that the school system exists so that it can to serve the society. **Obilade (1989)** referred to Parson's classification of the different levels of authority in a school as the technical (teaching and instruction), the managerial (administration and management) and the community institutions (ministries and schools' boards).

Nwankwo (1982) applied the systems theory to education, identified and discussed four of the characteristics of open systems which the educational system shares with other systems. These are:

1. Input-output of energy
2. Cycle of events
3. Frequent fight against death and liquidation
4. Differentiation of equifinality.

It is possible and easy for the educational administrator to discover the existence and locate the source of a problem in the organisation, using the system approach. This total system view prods him to search for appropriate solutions. Administrative problems in education related to policies, objectives, fallen standards, resource utilisation, programmes evaluation, staff turnover, staff conflict, student conflict and others can be

identified by systemic analysis of the content, functions and operations of the major components of education.

See **Figure 4**

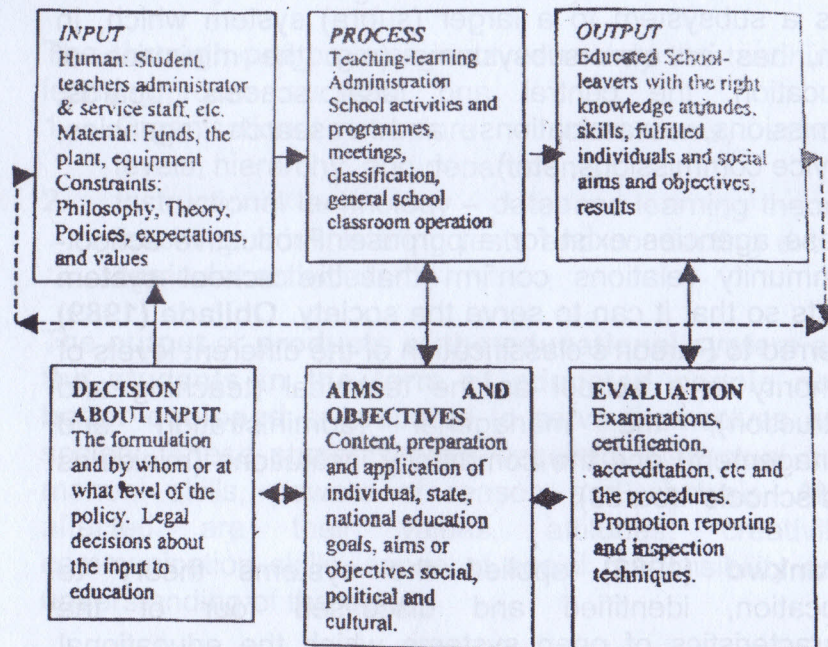


Fig. 4: A simplified model of some of the components of the school system considered in the analysis of an education issue or problem.

Source: Nwankwo, J. I. (1982). Educational Administration: Theory and Practice. Ibadan: Bisi Books (Nig.) Ltd. P. 33

The model presents the major components of the school system which interact together for the system to succeed. It also serves the purpose of locating the source of any educational problem and the way to tackle them. No doubt, one of the critical educational problems of contemporary school administration is the management of student affairs and conflict. This manifests through protests, unrest, demonstrations and violence which usually produce dastard consequences not only for the

educational institution but also education generally in Nigeria.

Student Conflict and Systems Theory

The works of Peterson (1964), Akinboye (1990), Ojo (1995) and Oyeade (1996) have shown that the sources of students' conflict and unrest in Nigerian tertiary institutions are both internal and external. Students' grouse or complaints which have been found to arise from internal campus issues like welfare problems and from external unfavourable factors related to the university or college concerns like increase in fees, sudden change in academic policies; student's problems also relate to national issues affecting the generality of the masses like election problems, economic policies, and change of government, etc.

See **Figure 5.**

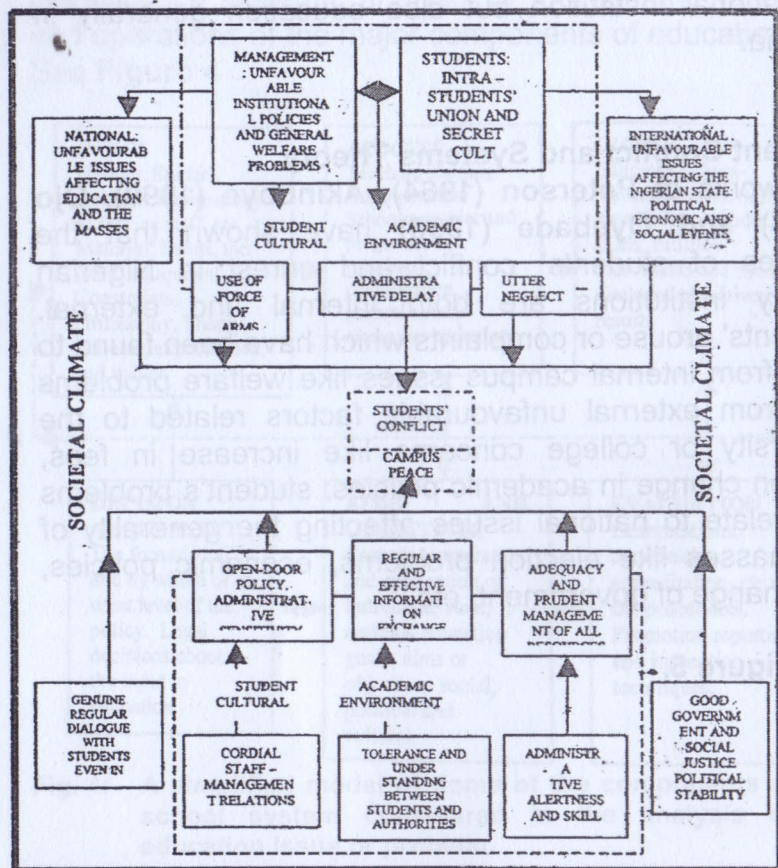


Fig. 5: Student Conflict – Peace Model

Source: Oyebade, S. A. (1995): Administrative Strategies as Correlates of Students' Conflict in Tertiary Institutions in Nigeria. Unpublished Ph.D. Thesis. Ibadan. P. 74

In **figure 5**, of particular significance are the directions of the flows (or connections) and the locations of the sub-systems within the larger system called the '**Societal Climate and Campus Environment**', side by side with the problem of students' conflict as the focus of all. It, therefore, means that Nigerian students would protest if any serious problem affects them as students, their institutions, the educational, economic, political, religious

or cultural sub-systems, or even, the national and the Nigerian state in a larger, supra perspective.

A critical look at the '**Campus Peace**' segment of **Figure 5** shows the relevance of the systems theory in the search for lasting solutions to student conflict and violence in Nigerian tertiary institutions. Like the upper '**Student Conflict**' segment, the boundary surrounding '**Campus Peace**' in the middle is not closed, so also are the boundary lines delimiting '**Students Academic Cultural Environment**' from the larger society. Note that three of the sub-systems located below '**Campus Peace**' appear within '**Student's Academic Cultural Environment**' i. e they are basically internal concerns for the attention of institutional authorities. On the other hand, three other suspended systems are both relevant concerns of institutional authorities and the eternal ones (government of the state) while two sub-systems are external to the broken boundary lines of '**Student's Academic Cultural Environment**' simply called Campus Environment.

Implications

The critical implication of this model, its sub-systems and connection links is that in case there is a hitch in any of these prescriptions, campus peace will be jettisoned. Two questions may be asked here, with reference to this two-in-one model:

1. How much of conflict issues exist within the socio-political, economic, cultural and religious experiences of Nigeria?
2. How much hope could be entertained in the realisation of campus peace with reference to the prevailing state of the Nigerian nation?

To place the issues in the proper theoretical perspective, therefore, the **Student Conflict-Campus-Peace MODEL** has been developed. It is made up of subsystems and connections or flows and of course, subsumed in a larger supra system, which is both national and international. The model has fifteen subsystems, representing all the interacting factors either in the causation of student conflict or crises, or, in the resolution of student problems or unrests. The boxes contained a number of problems inherent in each. Hence, an effective resolution of these issues automatically ensures lasting peace on campus. Also, the connection links between and among the subsystems represent directions of flow-which can be described in three perspectives:

1. Flow of information-especially those of student-student, government- students, government-management, management-students, student union-students, teachers-students, teachers-management, etc.
2. Supply of welfare facilities by institutional or state authorities or both. Such factors include water, power supply, transport facilities, catering services, academic facilities like libraries, laboratories, maintenance of equipment, environmental sanitation, and others.
3. The flow of policy issues usually coming international to national to institutional levels. Eventually, the most affected the chain are usually the students (inputs).

Student Personnel Issues Covered in Research and Findings

Major Aspects

1. Tertiary

Analysis of recommended solutions

Reasons for protest has four sources

- National politics
- University conditions and politics
- University educational matters
- Tension from outside university campus

Solutions:

- Closure of schools only an interim cosmetic measure; closure without dialogue is meaningless.
- Outright banning of student unionism stops the development of social, cultural, intellectual and athletic aspects of student knowledge and growth; kills their general interest; not in their best interest; it will create a power vacuum which will definitely be filled with informal and faceless student groups. May create unknown 'leaders' unknown students who are likely to be mischievous.
- Making membership and financial contributions obligatory, so that only a few will join it, but in times of taking crucial decisions, what weight would be attached to the legitimacy of their decisions? Who would be accountable for the behaviour of the students who are not members of the union? Few voluntary members mean starvation of funds; looking for alternative sources of funds may lead to playing into the hands of mischievous elements outside campus which will counter productions.
- Withdrawing financial subventions from protest prone universities will create anarchy; rather improve radically on the degenerating conditions of university services.

Students can be critical of obvious administrative lapses. Their access to the information would empower them to compare and contrast similar issues far and wide. Student demonstration can be linked to mismanaged

conflict. Before hitting the streets, they must have been pressing for attention; they demonstrate because they have not seen or have been ignored. What ameliorates is to have an institutional framework in which different parties involved in the conflict can talk to one another amicably, not waiting for too late. The new democratic structure will include students in all aspects of the university administration including the Senate and the Council.

Some people may argue that students are not matured to be in the Senate and the Council. This is incorrect. Many of these students can really articulate their interests very well. Involving them will close any communication gaps by encouraging interactions among the major and minor actors in the University system, among staff and students on the basis of equality and mutual respect. Students being privy to certain inner meetings will encourage trust, probity justice, fair play and equity. Like most new members of the university committees, they may initially appear to be inadequate, but will definitely catch up with time. What is important is the process. A Yoruba adage says *the old practice in which adults fail to carry the young ones along will soon perish*.

Oyebade (2000) noted that the militarized climate of the Nigerian society has no doubt hamstrung genuine academic culture in the nation's educational systems at all levels. When educational authorities sound intolerant, Nigerian students tend to result to the subterranean approach in which case they underground to regroup, source for crude weapons and sophisticated ammunition, drugs and money. In doing this, students are just seeking for ways to overthrow their oppressors.

Three, they engage in nocturnal meetings and immoral activities all in the bid to ensure their purloined freedom even at the expense of their academic pursuits.

Oyebade and Oni (2012) accessed the state of student unionism in Nigeria and concluded that the situation was pathetic. What has become of student unionism in Nigeria according to **Babarinde (2000)** gave no cause for celebration because student activists are now shallow minded, conflict prone, bereft of ideology and constructive thinking. Orderly conduct, enlightened arguments, strategic planning, intellectual prowess and tactical sophistication are no longer the hallmarks. Election rigging and embezzlement of funds are common. Just as intimidation and harassment of fellow students, drug abuse, cultism and violence, pride, overconfidence, kidnapping, robbery and extortion as well as gun running are common occurrences.

My observation is that unionism seems to have died an unnatural death. Students of tertiary institutions in Nigeria have been emasculated totally now that they can no longer protest against authority lapse again. No more protest greeted open corrupt practices in the society such as election rigging, official lapses, fraudulent practices, poor state of social welfare facilities, sexual abuses, unpatriotic behaviour of national leaders, kidnapping and baby factory incidents, brutality of the security outfit, judicial corruption, poor conditions of living, invasion of schools and greedy attitudes of leaders.

The pity is that can Nigeria afford the docility of supposed future leaders who have been denied relevant growth experiences?

Oyebade (1998) evaluated the socio-economic consequence of student unrest in tertiary institutions in Nigeria. The study found that students unrest usually produced dastard consequences whenever authorities treated students immaturely and when institutional authorities are rigid in handling student affairs their own way, when there are inadequate orientations given to students on the limits of academic freedom. Among the dastard consequences as unnecessary death, destruction of properties, disruption of campus peace, massive waste of study times, accidents as a result of unplanned journeys, emotional upset for parents and guidance, undue molestation of innocent students and people in crisis times, unprofitable use of basic utilities and upsetting or truncating of institutional academic calendar.

Oyebade (1999) conducted a study on student cultism and considered it the bane of university management. The study vied cultism and student violence as problems that always diverted the attention of institutional authorities from pressing issues of campus governance. Among this factors are, inadequate supervision of children at home, in school, unhindered access to hard drugs within and outside the campuses, moral laxity and injustice in society, peer pressure, indiscipline in society, inadequate orientation and poor structure of mentoring and monitoring by parents, teachers and school management.

Cultism has never produced a good result. It is 100% tragic to all the stakeholders. Unfortunately, the larger society still practices a lot of cultism which has made all the attempts at curbing the evil abortive. It is getting worse but hope shouldn't be lost.

However institutional authorities must never condone cultism among students because of the impact on school safety. Rather, they should encourage the growth of moral regulating youth clubs like the Boys' Scout, Red Cross, Girls' Guide, Man o' War in public and private schools at all levels. Also, they should do proper orientation and wage media war on cultism on campuses and in society.

Active unionism where monitored is an antidote to negative activism that usually manifests in cultism. There should be more of counselling and recreational activities and other basic needs for the growing adolescents. Authorities should treat cultism with disdain by exposing their accomplices. They should provide more bed spaces so that students who have the privilege to live in hostels will imbibe good, moral and living ethics which they carry on to later life. It is only true that adults, parents, authority figures, lecturers and public celebrities will have the guts to condemn cultism and violence if they are not accomplices themselves.

University management must provide every student access to university rules and regulations at the point of admission and orientation which can make them 'fit and proper' to earn our degrees.

I always insist that God did not create unemployment. In fact, it does not exist. One can always have something to do. Does anyone need a degree certificate to be employed or prosper? Now, students get involved in shady deals, baby factory business, armed robbery and prostitution, stripping ad naked partying because they want quick gains. The truth is that secret cultism obtains in government offices, private establishments, worship and market centres, etc. Youths definitely need a clean

break from this tragic road to destruction and all hand must be on deck to educate, persuade and if possible indoctrinate our young ones to act right and drop this vices promoted by their identity with secret cultism.

Oyebade (2000) wrote on the need for administrators of schools and higher institution to always keep abreast of the law guiding the performance of their roles and responsibilities. Every profession has its laws, rules, regulations, policies, guiding its practice. The same is true of education. Administrators must know where to find the laws and their applications to daily decisions made in office. They must by law be qualified and experienced. They must be persevering, confident and positive minded. They must be able to defend their good actions and those of their subordinates.

Administrators must be able to accept the challenges and implications of their responsibilities which include working in the interest of the employing organisation, subordinate and, in case of schools the students. Administrators must live above petty feeling, be decisive, disciplined, honest, humorous, prudent, humane and familiar with policy matters and rules guiding professional conduct in office.

The reasons are not far-fetched. In the past, some issues and problems arising from the educational sectors hardly find their ways into the court. But nowadays, the trend is changing fast. To succeed, administrators must constantly familiarise themselves with relevant modern theories, techniques principles and laws guiding the practice of their roles. Among such cases that have become contestable in court are related to student admission processes, the conduct of examinations, teacher-student relationships, students' disciplinary

processes, management of student riots, parent-school relationships, the exercise of fundamental rights, obligations of all stakeholders etc. Other factors include problems relating to living group regulations (in the hostels), unionism and governance, academic freedom, attack on the personality of students, deviation from the standards prescribed by professional ethics, encroachment on land and property issues, the invitation of law enforcement agents during unrest and more.

Now, students are especially too eager to exercise their fundamental rights should their teachers, school management and even the government infringe on them. Our university has not been left out in such development too. We can simply reduce these distractions if adequate precautions are ensured because a 'stitch on time saves nine others'.

In other words, school administrators must seek knowledge of the relevant laws, be advised by the experts and should be able to decipher within the line. In fact, they should occasionally visit the courts not only to ask for and obtain court decision and judgements but also to learn from the raw lessons of life during court processes. In addition to seeking legal advice from experts, they need to constantly update their knowledge through regular readings of journals, research reports, attendance of workshops and conferences to keep abreast of contemporary events and developments in school management.

Oyebade (2003) presented **Akangbou's (1987)** model linking economy and education:

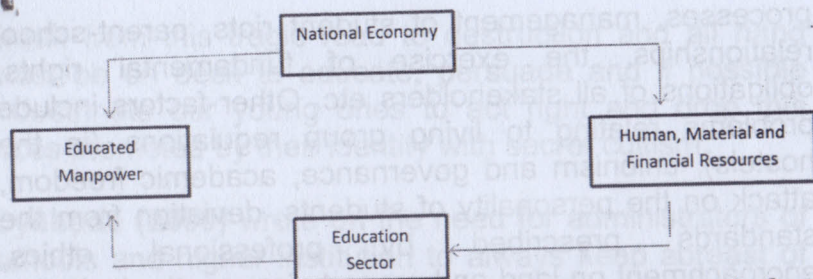


Figure 6: The Economy-Education Linkage Adapted from Akangbou, S. D. (1987). *The Economics of Education: An Introduction*

This figure assumes that all those trained by the educational system will automatically be lucky to find jobs. This is what is expected to happen if the education system is able to accurately forecast the manpower needs of the economy. Unfortunately, this is not the case. It is very difficult in Nigeria where dependence is majorly on primary products for national income. The results are that people are trained to become unemployed or unemployable and thereby unproductive. These issues have led to socio-economic problems for individuals, families and communities concerned because the economy is not able to fully absorb the manpower produced by the educational system. A reason for this may be due to the faulty planning of the nation's economy and the educational system and the carelessness and mismanagement of resources.

In the Faculty of Education, University of Lagos, the issue of inclusion of teaching subjects is still very volatile. The NUC guidelines prescribed it but the University of Lagos does not want it especially for the curriculum in the Department of Educational Management. Other universities have updated and are running as NUC prescribed but local politics has robbed the products of Educational Management Department of the opportunity

of easier employment after training. They carry the certificate which only indicates Bachelor of Arts in Educational Administration but excludes the respective teaching subjects which they have offered up till 300 Level while with us in the University. **At 300 Level, they would have offered 38 units of teaching subjects remaining only 10 units to offer in 400 Level in order to have a total of 48 units of teaching subject.**

I hereby reproduce proposal my Department presented to the Curriculum Review Committee:

Graduation requirements

B.A. Ed. Educational Management/ Arts Teaching Subject and B.Sc. Ed. Educational Management/ Science/Social Science Teaching Subject

- i. In order to be eligible for an award of the degree, a student admitted for a four-year (full time) degree programme must successfully complete **a minimum of 128 units and the university required courses** in accordance with the university regulations. All compulsory courses must be passed.
- ii. In order to be eligible for an award of the degree, a student admitted for a three-year (full time) degree programme must successfully complete **a minimum of 96 units and the university required courses** in accordance with the university regulations. The Cumulative G.P.A. must not be less than 1.5.
- iii. In order to be eligible for an award of the degree, a student admitted for a six-year (sandwich) programme must successfully complete **a minimum of 128 units and must pass all compulsory courses and the university required courses.**
- iv. In order to be eligible for an award of the degree, a student admitted for a six-year (sandwich) programme must successfully complete **a minimum**

of 96 units and must pass all compulsory courses and the university required courses.

Table 2: Summary of Units by Levels and Course Types

Level	University Wide Courses	Faculty of Education Courses	Department Core Courses	Departmental Electives	Content Teaching Courses	Total
100	4	4	10	4	14	34
200	4	12	8	4	12	40
300	2	12	8	4	12	38
400	-	12	18	4	10	44
Total	10	40	44	16	48	156

Notes:

1. A student will take one Teaching subject throughout the programme, that is, from **100 to 400 levels** which mean no subsidiary teaching subject.
2. Total units of **48 at 400 Level** include **6 units of Teaching Practice** and **4 units of Research Project** which are not taught courses.

Degrees to be awarded

- a. **B.A. Ed. (Hons.) Educational Management/ Arts Teaching Subject** e.g. Yoruba, Igbo, Hausa, etc.
- b. **B.Sc. Ed. (Hons.) Educational Management/ Social Science Teaching Subject** e.g. Geography, Economics, Mathematics etc.

In 2016, we had the **NUC directive** to review and update our curriculum at bachelor's level. We laboured to put the documents together. At last, some forces disorganised the progress and stopped what the NUC has approved for us and what obtains in other notable universities around the country. Ibadan, Ife, Port-Harcourt, Calabar,

Ilorin, Jos and Benin award bachelor's degree certificates in Educational Management reflecting the teaching subjects and their products do not appear despondent or helpless in securing teaching appointments like our own graduates of the same course.

I graduated from Ibadan like others here present who also graduated from the universities listed earlier. I studied Educational Management and Geography as teaching subjects and with this certificate got three jobs in one day. I only chose the one closest to my house for easy reach. The lesson here from my experiences as lecturer and HOD is that students should be given a fair ground for completion with their counterparts from other universities by inclusion of teaching subjects in their certificates. Right now, the faults are not in their stars but in the system we have designed to produce them.

Oyebade (2005) wrote on the trend that makes disbursements of funds to education to appear to be tilted towards the provision of infrastructure and personnel for the regular schools, to the disadvantage of the educational programmes for the challenged children. This is contrary to the provisions of the **Nigerian Constitution (1999)** and the recommendations of the **World Conference on Education for All (EFA) held in Jomtien, Thailand in March 1990**. The objective here was to investigate the status of the planning, organisation and management of special schools established to care for the challenged children. Also, in the University of Lagos, what training opportunities avail for the proper care and training of these special groups of learners in our campus?

The National Policy on Education (FRN), 1998:39 provided that: '*special education is for children and adults*

who have learning difficulties because of different kind of challenges such as blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social maladjustments, limb deformity or malformation, etc., due to circumstances of birth inheritance, social position, mental and physical health patterns or accidents in later life. As a result, such children and adults are unable to cope with regular school class organisation and teaching and learning methods'.

On the other hand, there are also the specially-gifted and talented children who are intellectually precocious and who find themselves insufficiently challenged by the programmes of the regular school system. At the University of Lagos, we are blessed with a handful of those with severe disabilities (male and female) offering courses across faculties such as Education, Law, Social Sciences, Arts, Management Sciences and the Medical Sciences. On the main campus, they live in the Mariere and Moremi Halls for male and female respectively. From my limited experience in Unilag, I have lived with them in Mariere hall and I remember that our care for them needs to be upgraded. Accessibility to classes is too risky for them. The way our road system is networked seems not to be compliant to the needs of the blind and those with total or partial paralysis. In classes, libraries, laboratories and recreation centres or during examinations, one can only imagine the shortage of required attention they receive from others responsible for their welfare. Yet, these people are very brilliant performers in their respective disciplines.

Therefore, managing special institutions where the challenged persons are cared for is an enormous task requiring careful planning and management. These are very important owing to the varying nature of disabilities

and the attendant complexities. In the Faculty of Education, we have enrolled a few in the undergraduate and PGDE programmes. We, therefore, need to encourage this trend with complementary planning and effective management.

Oyebade (2012) reported on a volatile issue of policy and practice of pre-service and in-service teacher training programmes and facilities in Nigeria. The National Policy of Education (FGN, 2004) stressed that *"since no educational system may rise above the qualities of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development"*.

The policy explains what the relevant authorities must be doing or putting in place on a continual basis to enhance quality teacher education. In **S.8**, the goals are to produce efficient classroom teachers for all levels of the educational system and enhance their commitment to the teaching profession. **S.8B, ss. 75-77** of the policy further noted that in-service training shall be developed as an integral part of continuing teacher education and shall take care of all inadequacies. It also says that those already engaged in teaching but not professionally qualified shall be given a period of time to qualify for registration or leave the profession.

Really, Nigeria needs to focus on quality teacher training because no nation can rise above the level or quality of its teachers. **Ijaiya (2008)** noted that if Nigeria would be one of the world's best 20 economies (**VISION 20-2020**), she needs a virile high-quality educational system that will make Nigerians be active participants and not on-lookers. Teacher preparation involves impartation of certain technical, human and conceptual skills.

Respectively, they mean the proficiency or ability to use tools, methods, techniques, processes or procedures of the specialised field of teaching. The teacher trainee, aside from having full knowledge of content, is schooled on how to deliver the content and must also know the learner who receives the content. That is the reason for offering foundation courses such as philosophy, psychology, sociology, comparative education studies, educational guidance and counselling administration, human kinetics and health education, and the content areas that enrich the cognitive, affective and the psychomotor domains of the schoolchild. Teacher education and certification are nothing to joke with. They are serious matters.

Nigerian authorities have resolved to encourage teacher education programmes first by accepting the NCE qualification as minimum level approved to be possessed by a teacher in the professional employment of all levels of schooling (FGN, 2004: s.8, ss. 70b). the NUT further established the **Institute of Certified Teachers of Nigeria (ICTON)** 'as a gateway of professionalism' and to mobilise men and equipment for a befitting database for its membership and ensuring that those it hopes to serve are duly informed of its aims and future plans.

Nigerian teachers now belong to a professional body **ICTON** that will hopefully include all teachers at all levels of schooling. When this is concluded, the re-engineered teaching service will be professional, strong and respectable. Since 2001 till date, applications for membership are being received and processed. The officials are always in touch (including UNILAG) to conduct induction ceremonies for the graduating classes in the Faculty of Education. They also get in touch with other practitioners who are yet to professionalise fully in

line with the ultimatum in the policy document that: 'all teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching' (FGN, 2004: S.8 ss. 61).

Membership is open to serving teachers in public and private institutions, lecturers of universities and institutes of education, consultants and other providers of educational services as well as others with requisite qualifications who are desirous of contributing to the process of professionalising teaching in Nigeria. The objectives are, among others to:

1. Expose serving teachers to content and methodologies of teaching all school subjects and prepare them for new leadership roles;
2. Enable serving workers to improve academically and professionally at a lesser cost to them and at little or no cost to the government.
3. Make the staff members work together through in-service programmes in workshops, conferences and study groups in areas of common interest for professional growth and competences.

Generally, responses to in-service teacher training courses are growing fast with increasing awareness of inherent benefits such as job security, psychological relief, and self-realisation, self-actualisation and general satisfaction enjoyed by participants. Subsequently, old and young school teachers keep enrolling even when it is evident that having the certificates has little or no impact on their earnings and promotion.

Yearly, in Unilag, some sizable numbers of younger UTME and Direct entry JAMB applicants are now found switching to the sandwich and DLI programmes, obviously after many failed attempts to secure regular

admissions. Definitely, these sets of young and adult learners have challenges of health and medical services, classroom and hostel spaces, access to libraries and conveniences, missing grades and large class size, family distractions and a shortage of study time.

In many Nigerian Universities, there are lectures not trained as teachers. So, we face the danger of teaching without teachers. In Unilag for instance, in 2009 and 2010 academic sessions, the faculty of education had 77.3% and 68% respectively of lecturers possessing teaching qualifications such as NCE, B.A. Ed., B.Sc. Ed, PGDE or M.Ed. degrees. Education was followed by Arts (0.60%), Social Sciences (0.05%) and Sciences (0.05%). Other faculties regrettably had none. Data on the qualification of lectures in the University of Lagos were gleaned from the handbooks of the School of Postgraduate Studies, 1984-84, 1991-1995, 2007-2008, 2009-2010 academic sessions. I am quite aware of some of our colleagues in Arts and Social Science Faculties who gave brazen up to enrol for the PGDE programme in our faculty and completed their studies successfully and have added enriching values to their teaching experiences.

My take is that exposing University lecturers without teacher training certificates to training in the pedagogy to empower them for future challenges is what the NUC and university authorities must treat with dispatch.

Also, the rate at which we are losing experienced teachers to retirement is high even when it is evident that many are still physically and intellectually alert to contribute in one way or the other more than new entrance will do. Moreover, we have lessons to learn from Finland and Turkey where teacher certification and

continuous development are taken very seriously. No wonder, there is the prevalence of high standard of teaching capabilities, hence the high-quality of teaching output from their school system.

Oyebade and Dike (2013) worked on restructuring Nigerian tertiary (university) education for better performance. It noted the low-level of achievement of the goals set for higher education namely; development of high-level manpower, scholarship and community service. Tertiary institutions pursue these goals through teaching, researching, generation and dissemination of knowledge which they achieve through a variety of programmes such; certificates, diploma, undergraduate and postgraduate courses. Amongst problems encountered are social, political, financial and personnel issues. Specifically, they include problems of infrastructure, funding, staffing, record management and external interference. Results included low quality outputs, poor state of infrastructure, poor level of international competitiveness, low carrying capacity, overcrowding etc.

An aspect of this research prescribed that students and staff personnel needs should be taken as priorities if the system will revive. Top on the list is overcrowded lecture rooms and halls. Another is insufficient housing facilities for staff and students. Student and staff live far away from campuses, especially in the cities, suffering untold hardships while commuting to school on daily basis. How were countries like Ghana and China able to provide accommodation for staff and students in their thousands? The University of Ghana, Accra, even has well-furnished hostels for international students and charged the appropriate fees.

The study recommended that university authorities need to monitor the attitudes, inclinations and behavioural lifestyles of students so as to nip in the bud their slips into bad behaviours. Regular counselling programmes should be organised in the print and electronic media to reinforce the benefits of decent living and hard work. In Unilag, it is like they are permanently in a mourning mood. Many of our youths have turned the notorious annual 'Rag Day' culture into something on a daily routine. In 2009, a study conducted by Fayokun, Adedeji and Oyebade on moral crisis among students on campuses reviewed the cases of indecent dressing among the youth of today, especially on campuses. We observed that this trend persists because of the absence of legal and procedural structures for enforcement and sanctions, payment of lip service to the malaise by the authorities, negative influence of the social media and the corrupt society in which we grow the youth. Nonetheless, in our great university, we can make a difference. We should design structures and enforce the rules. Regular counselling sessions anchored by lecturers in classes, officers in hostels, by parents at home, in the worship centres and, by the mass media are veritable tools to employ and win the war targeted at wasting the youth. It is the case of young people thinking that adults are wrong. But we adults know that it is the young ones who are really wrong. Unilag should take the lead. A stitch in time saves other nine.

Oyebade and Dike (2013) further noted that the work-study programme is worthwhile in offering indigent but academically sound students the opportunity to earn some stipends while learning to support their expenses. It, however, suggested that the scope should be expanded from only being beneficial to the students alone to also be of mutual benefit to the system in terms

of more income. The W-K programme can be expanded to cover more profit-making ventures like soap making that will meet the needs of the university community and its neighbours. Already, UNILAG Water and Unilag Bread are good products yet to hit the streets and the homes in Lagos and beyond. According to Adeogun, Oyebade and Osifila (2009), internship and work-study programmes should be given more attention for the preparation of youths for the labour market. By these opportunities, they will be aware of the challenges ahead of them in their future chosen careers.

Our study noted that the Nigerian university system should be structured in such a way that if the need arises, a student can transfer credits from one university to another within and beyond the country, especially those with similar educational systems. This collaboration can also include staff mobility and exchange in teaching, research, technical exchange and community service.

One more issue the study touched was students' allocation to hostels on admission to create identification, endearment and long-lasting attachment for them while in school and for life. In Ibadan, this is the practice, whether the student physically in the hostel or not, he or she belongs to a hall of residence. By this, every registered student becomes physically and psychologically attached to support the system. With identity card, a student can always go to his or her assigned hall of residence to participate in games, recreational activities, a study in the library, use the conveniences, the lobby, use the internet facilities, visit friends, do sports, vote during hall elections, and so on. The benefit is that students who have this opportunity can access the hall facilities during examinations, socialise positively with other hall mates without the fear of being labelled, 'bonafide' or

'squatter'. All we need to do is to step up supervision of the Halls and monitor what is going on to checkmate the danger of **'mixed multitude'**. **The OONI of Ife, Oba Adeyeye Enitan Ogunwusi Akande, Ojaja II**, was on point in his advice to the authorities on Nigeria's 58th Independence anniversary that: we should take care of the youth. They are the most active population of our demography. We should create a virile environment capable of growing healthy patriotic youths.

One more study very relevant to this project was the evaluation of the performance of student hostels under private management in the **University of Lagos by Oyebade, Oladipo and Aigbokhan (2012)**. **Unilag** commenced this model in **2004**, like other universities in Nigeria. In 2003, students in hostels in Nigerian tertiary institutions were made to pay ₦10,000:00 instead of ₦90:00 per session. Of course, there were widespread demonstrations all over campuses in Nigeria. Sequel to this, **Professor Fabian Osuji (Minister of Education)** directed all tertiary institutions to withdraw immediately from the management of student hostels and hand them over to private operators who would determine the rent to charge and provide good services to buyers. By this arrangement, buyers would only direct their complaints and protests to private service providers and spare the university authorities of the troubles. The government also hoped that the arrangement would relieve the institutions of the problems associated with hostel management and would be able to concentrate on critical aspects of institutional life.

Our study also was set to determine to what extent this policy impacted on welfare services and on moral behaviours of hostel students in Unilag. I happened to enter into hall administration in the university as Hall

Warden in 2005. So, I was part and parcel of the personnel in charge. In fact, I spent nine years as Hall Warden to **Professor F. A. Falade** as my Hall Master. And when he disengaged from the office, I was appointed to fill the vacancy in August 2014. Professor Falade and I worked together with **Mr Tunde Adejumo and Co**, a team of facility managers. We also had very committed Hall Executives who were always ready to take instructions. However, under this climate, we had some great challenges bothering on students' careless and destructive tendencies, claiming that they have 'paid for it'. We had some running battles day and night with the youthfully exuberant, the vandals and the violent. There were cases of immoral behaviours such as male-female cohabiting as if in regular marriage; there were cases of some notorious cartels who bought bed spaces in the hostels for prostitution and drug businesses. There were cases of stabbing with broken glasses, burglary, stealing, drugs use and drug abuse, illegal possession of firearms, and many other campus crimes which the laws of the land would not condone! We never spared them; we always reported to the Security Unit and they also always obliged us. The usual vigilance of committed University staff at the gates and at the service points in the halls were not there as such again. All we had to rely on the uniformed Legion personnel and the few Porters employed by the Consulting firm whose instructions the students could overturn almost with impunity. But we would insist on doing it right, once we had the wind of what was going on.

Our study found that transferring hostel management to private facility managers created less stress for the university and the hostels had more quality facilities in place. However, private management impacted negatively on the moral standards of students. We

recommended that university administration should not stand too far aloof in ensuring disciplined and decent hostel environments. Continuous orientation, counselling, monitoring, mentoring should be embarked upon, compliments of experienced and committed university staff who have a real passion for the job. Eternal vigilance is the price to pay for freedom. We recommended that more hostels be built while those under construction should be completed on time so that they can be open for occupation. We should also take necessary precautionary measures to get students buying hostel spaces to sign agreements to be of decent behaviour in tenancy. We can continue to negotiate with private hostel developers around the university campuses on terms not detrimental to the progress of the entire system.

My Activities and Rewards in Student Personnel Administration

1. Course Advising: As soon as I resumed as lecturer 1 in the Department in April 1998, I became the Course Adviser to the 400 Level students. This assignment took us round the cooperating faculties and departments in the University where our students offered teaching subjects. No doubt, the job was tedious and it is still. But we took it up and always combed the necessary quarters and would diligently return on demand to obtain outstanding results of our students so that we could update as and when necessary and then compute carefully on broadsheets for all necessary signatures to prepare them for graduation. I am still in touch with some of them. Of particular interest are three members of that Cohort, Gboyega Israel Osifila, Modupe Adefeso Olateju and Akeem Ayotunde who later returned to the Department to complete their doctoral programmes. Osifila is now a lecturer Adekunle Ajasin University,

Akungba, Ondo State, while Adekunle is with us in the Department in the company of other former colleagues like Drs E. E. Oshionebo, O. A. Thomas, J. A. Adeyanju, and E. V. Abolo, whom I had privilege to interact with at postgraduate level.

I still have Modupe Adefeso, (now Mrs Modupe Olateju) the very talented young girl in class to whom I was Project Supervisor. She later completed her doctoral studies in the Institute of Education, University of London in 2012. In September 2012, fourteen years after, she remembered me, called me from London to tell me that she had recommended me to a university teacher of hers looking for 'a credible Nigerian' to team up with for a four-year British Council International Research Project and would want to confirm my interest and availability. The teacher was Dr Tristan McCowan of International Education Department, Institute of Education, at the University of London. I became the Country Researcher, Nigeria, and later, Country Co-Researcher with Professor Segun O. Adedeji of the University of Ibadan. Professor Adedeji and I covered Nigeria. The project, which took us to Ghana, Kenya, South Africa, Great Britain and some research points in Nigeria, was completed in 2016 with great experiential and financial rewards.

2. In the same April 1998, I had **Julius Ademola Awoyeye's** masters' project to supervise. As we carried on, he intimated me of the opportunity at his disposal to make me own a landed property in Ibafo, Ogun State. He insisted on my picking it up, even if it entailed paying on instalments. He helped to supervise the construction because he lived close to the site. We packed into the house in 2002 and that same year, he won the USA Visa Lottery. After a fruitless search for relatives and friends for sponsorship, he approached me for help, which

entailed securing the approval of my Brother-in-law in the USA who came in handy. Awoyeye and family are in the USA today. In fact, he gracefully hosted my daughter, Oluwagbogo, in the USA in June 2018 on a four-week Med clerkship Course...really a case of "one good turn...deserves another".

I had a unique interaction with matured students in the postgraduate class. Of note is my very amiable Sister and immediate past Registrar of this great University, Dr T. F. Ipaye. I also had the privilege of relating with Dr Sijibomi O. Olusanya, currently the Provost of Federal College of Education (Technical), Akoka, Lagos and his one-time Deputy, Prince Manuwa. I had the privilege to contribute to relate in class with A. Tikolo, L. Binitie-Cassidy, O. Oyetubo, R. Tilije, S. O. Ogundiran, G. I. Ilusanya, F. Olalusi, O. Agbolade, R. A. Salisu, B. Gobir, S. T. Subair, A. Ayandele, S. I. Anumnu, K. C. Ibe-Moses, J. Ajero, B. U. Olisaemeka, S. N. Ayeomoni, B. F. Oni, O. Okafor, B. Adegoroye (nee Faleti), and many more, holding their doctoral degrees today. I have had as former students elsewhere who are lecturers here in the Faculty of Education, Unilag, like A. A. Oni, O. Oyelami, O. A. Akinloye, and in NIEPA, Ondo, like O. A. Oyekan and Y. Egbebi. They are all high fliers in their respective endeavours.

3. In 2007, I went on a leave of absence to Kampala International University (KIU), Kampala, Uganda. In my diligent interactions with staff and students, I gained lots of confidence in the university management. Even, as a foreigner, I was offered university's scholarship to study law as an evening student in 2008 in the University. I was the first to be so honoured. In 2008 also, my University sponsored me to visit six states in the USA on conference and collaboration projects with selected

American Universities. I returned with great success. I also was appointed Dean of the Faculty of Education, KIU. When leaving in May 2010, I was treated to a befitting send-off ceremony, the first ever given to any foreigner in KIU! I returned to Lagos in June 2010.

4. In the academic session of 2011/2012, I was Chairman of the Teaching Practice Committee in our Faculty. On a supervisory visit to Wesley Girls' College, Yaba, I met all my students on 'TP' unprepared, apparently because the school was in the 'revision week'. They were really afraid and confused, not knowing whether the anger I expressed could adversely affect my scoring should I insist on supervising their teaching activities at that point in time. I did otherwise. I gave them another day and supervised them as planned, as objectively as ever. Obviously, they were grateful. The Leader of that TP group later graduated in First Class grade and became a Graduate Assistant in the Faculty. In 2017, she recommended me to Mr Ariel Milgram, the International Marketing Manager of Contego Technologies, Israel, who was in Abuja, looking for a 'diligent Professor' to collaborate with in Nigeria. Ever grateful Miss Toyibat Olabisi Sebili submitted my name and the rest is history today. I was appointed as 'Testmaster Professor' in Nigeria. The **TESTMASTER PROJECT** has taken our Team to the media, the private and public secondary schools, Education District offices, Ministries of Education National Headquarters of the West African Examinations Council, Lagos, Headquarters of the Joint Admissions and Matriculations Board (JAMB), Abuja, and we are still counting!

Testmaster workbooks aid efficient preparation for WASSCE/NECO examinations, based on their Nigerian WASSCE/NECO curriculum. Each workbook has unique

exercises- all solved in short video networks on students' or other users' mobile devices. Just imagine how it all began, as a diligent task in a hidden corner of a class in a remote public school somewhere...

5. Aside from being an adjunct lecturer in 1998, I also served as Course Adviser to students in the Sandwich programme in the Faculty. I was appointed Coordinator of the Sandwich Programme in 2012, by Professor O. M. Omoegun as Dean of Faculty of Education. I resumed the appointment with the vision of redemption and according to what God told me: 'to go to the valley of dry bones and prophesy to them to receive life'. I had the wonderful support of students of the programme, their leaders, and my colleagues across the cooperating faculties. Just because he believed in us, and because he was convinced that more quality attention should be given to the sandwich programme that is awarding the degrees of the University of Lagos, the Registrar of the University, Mr Oluwarotimi Shodimu (Esq.) posted Mr S. K. Shittu (now the Deputy Registrar, Human Resource Department) to the Sandwich Office to register more of university presence in the programme.

On our request, the Registrar approved released some stationery and other office materials for us. Mr Shittu really came in full force, and we worked together with his team in the Secretariat. All of us worked and we succeeded so well that the twelve months I was able to spend as Coordinator restored a lot of confidence in the Sandwich programme. My students and my colleagues across campus called me 'Baba Sandwich'. So, those who were amazed at the drive and the speed which we applied to the task have their answers this evening. Many 'lost' results were recovered and many missing records were reconstructed. We went into the hidden corners and

ransacked all possible places in the Faculty and University to retrieve results.

So many events occurred, **but two came on point now**. A woman came in carrying a baby one sunny noon. I could not attend to her immediately because I was very busy. I briefly gave her another appointment, two hours away. When she came back, I waved her to the long cushion chair and continued working, hoping that she would sit down and cool down before I could answer her queries. Alas, she did not hear me right. I repeated the offer and she managed to sit delicately on the edge of the chair as if the floor of the office would cave in. On instruction, she was able to put her baby on her laps, relaxed in the air-conditioned office and still had her queries postponed till the next day and date. Thankfully, she left, but not long she re-appeared on the door again begging to pass a remark. She said: *'since I have started this programme, no one had ever treated me this way in this place'; 'I will have something good to tell my husband about this place when I get home today'*. I mused quietly and thoughtfully, thanked her for the comments and she left. How long ago she had been on the programme, I did not inquire. But that day, she had a patient hearer, ready to listen to her 'cries'.

Close to the end of my tenure, Mrs Dada arrived in Nigeria from Scotland to apply for her bachelor's certificate in a course she did in the Sandwich programme. She needed it urgently to complement her requirement for starting a school in Scotland. As usual, we spent extra time looking for the relevant documents and promised to send them to her as demanded, because she had no more time to wait back to process and collect the documents. She was very happy receiving her request in no time and she was able to secure the

licence to open a school in Scotland. When I told her I was soon coming to Britain, she offered to host me for one week, touring Scotland. I could not honour her invitation eventually because my schedules were very tight. When she found out that I was back to Nigeria, she expressed her disappointment. Nonetheless, she ordered to have my account number in Nigeria and in a jiffy, transferred the money she had set aside for my visit to her family in Scotland into my account in Nigeria. Who says you will become poorer when you give out to the needy that which you can conveniently afford? Who is that farmer, with fertile lands and good working implements, who is still bent on eating his good seeds? In the season of harvests, what would he reap?

In August 2005, I became a Senate Member in the University. That year too, I was appointed as Hall Warden of Mariere Hall. In 2007, I went on a leave of absence to Uganda. On returning in 2010, I was appointed again, the position I kept until 2013, all under the erudite and indefatigable Hall Master, Professor Funso A. Falade (now Dean of Faculty of Engineering on UNILAG). In 2013, with Professor Falade in the saddle as Hall Master Tunde Adejumo and Co., and his team of diligent staff of facility managers, Mariere Hall won the First Prize as the best Male Hall in the University of Lagos. The Cash Prize was ₦100, 000: 00. We simply utilized to build a very strong Metal Notice Board which is still on the wall till date. It was very tough passing through the scrutiny of Professor Muyiwa Falaye's Team of Inspectors who came without notice to comb every corner of our rooms, conveniences, eateries, offices and premises and nothing gladdened our hearts more than that at last, we did not labour in vain!

We also worked with the Hall Executives led by Mr Moses Odutolu, a.k.a 'Olu Omo' (Hall Chair) to publish the maiden edition of Mariere Hall Magazine 'MARIERE ECHO (Volume 1, No. 1.) in 2014. Mariere students called me 'Mr Mariere' because of the passionate way I usually corrected them whenever they erred. In August 2014, I was appointed as Hall Master of Mariere Hall, under the Deanship of Professor Olukayode O. Amund in the Student Affairs Office. He was later succeeded by Professor Tunde Babawale. It was a rewarding experience working with these two administrators in my capacity as Hall Warden and later, as Hall Master of Mariere Hall.

On Friday September 26 2014, we held the First Mariere Day and Annual Lecture in the University Main Auditorium (right in this place), with the family members, close friends and political disciples of Late Chief Samuel Jereton Mariere, in large attendance. The first Nigerian Professor of Oral Literature and Folklore, G.G. Darah of Delta State University, Abraka, gave the keynote address titled: 'S. J. MARIERE: FEDERALISM AND THE NIGERIAN REVOLUTION'. The programme was a huge success. Chief J. T. Mariere (1907-1971) was the First Pro-Chancellor and Chairman of Council of the University of Lagos.

6. In August, 2014 I was appointed as Acting Head and in 2015, as Head of Department of Educational Management, University of Lagos. Needless to say that we ran a very inclusive administration all through, with students' interests fully in the front burner. It was not that we handed government or lost control to students, but as fair as possible, we listen to them and conduct every activity of the department in the best interest of the students, knowing fully of the convention that they are a

very critical stakeholder without who the relevance of department, or the institution, cannot be reasonably determined. On July 18 2017, with the total cooperation of all staff and the wonderful support of all levels of students, we were able to hold the first Annual Departmental Lecture. The first Professor of Educational Management of Educational Management, Retired Professor J. I. Nwankwo of the University of Ibadan, gave the lecture. When I was ending my tenure in July 2018, the Department organised a novelty football march of staff versus students to celebrate the 'outgoing' and welcome in the 'in-coming' HODs. It was another 'first' of its kind!

Two lessons we learn from these interesting events in my traversing the teaching landscape as a professional hand in the calling. One is that we always insisted on walking the talking as service providers; and, two, we were always mindful of putting first, **'the best interests of our clientele, our students'**. This approach is paying off as our Department produced three first class graduates during the 2016/2017 academic session, yet, the first ever in the history of our Department! Even at the postgraduate level, two of the four postgraduate scholarships slots available in the University were won by two of our Ph.D. students, Chijioke Herbert Nwajiaku and Ojuolape Ifioke Ukobo.

CONCLUSION

In conclusion, the focus of this presentation has been that the authorities must consider as primary the total welfare of the youths who come into the educational system as raw inputs and leave as finished products into the society in planning and implementation of policies. They must also design workable strategies for their participation in the planning and implementation

procedures in governance, project implementation, employment ventures and in other issues of national importance most especially the issues that directly affect them because they are the yardstick with which the society measures the success of the school system that produces them. The society must clean up and realise that our shadows who are the youths of today are very vigilant and critical. While we are not canvassing that they should be indulged, they should, however, be carefully protected by our policies and counselled out of their exuberances anytime they manifest. The youths of today are too exposed to be ignored because of the influence of technology. The fact is that the modern managers and teachers of the school system can only guide them but not coerce them into compliance at all cost. It is hoped that monitoring and mentoring added to exemplary leadership will point the way forward to them.

RECOMMENDATIONS

1. Outright banning of student unionism will create power vacuum which will definitely be filled with informal and faceless student groups who are likely to be mischievous. This can create avenues for secret cultism to grow. Active student unionism has been on hold since 2016 owing to negative student activism and violence. I move that we should not totally close the gate for too long. Students will always protest. We can only groom the process of choosing student leaders through monitored elections and not selection.
2. We should involve student leaders in administrative issues and decisions to avoid communication gaps. This will encourage useful interaction, mutual respect, trust, justice, fair play and equity. Involving them in issues that directly relate to them means

that we are not denying them of relevant growth experiences.

3. The maxim that *ignorantia legis neminem excusat*, i.e., 'ignorance of the law excuses no one is very instructive'. University administrators in charge of affairs must know the rules and keep them. So must other stakeholders in the system. Hence, fundamental rights must be respected. The principle that states that where there is no law, there is no sin does not come to play here because there are laws but they are not made available to the students and business operators. Therefore, all stakeholders including business operators and visitors must be exposed to these laws and proper orientation should be given for enforcement and compliance.
4. In the best interest of our students in Education especially Educational Management Department should be allowed to take teaching subjects up to 400 Level so that the certificate can indicate this subject and create additional teaching opportunities should they fail to secure jobs as administrators. This request is not against NUC demand for curriculum review.
5. Our university must provide enough facilities for the welfare of the specially challenged staff and students to enable them excel in their daily activities.
6. Nigerian teachers now belong to a professional body called Institute of Certified Teachers of Nigeria (ICTON) that will include all teachers at all levels of schooling. This is the time for awareness to encourage our lecturers to pick up the challenge to enrol for PGDE Programme in the Faculty of Education to ensure their professional certification. We can create special classes to accommodate our lecturers to train up.

7. Hostel facilities are definitely not enough. They are overcrowded. As a result, students live in degrading conditions. I recommend the speedy completion of on-going constructions and encouragement of more investors for new hostels around the university.
8. The dressing of students needs the intervention of the authorities. Students should be constrained to dress well and not in rags.
9. The work-study programme should be expanded to cover more profitmaking ventures that will be of mutual benefits to both student participants and the institution.
10. Finally, the take-home from this lecture is that we should add humanity, diligence and kindness to our work and relationships with others. Whatever we do as services in the system, we should always be guided by the universal principle of "best interest". If you teach, lead, build, plan, direct, correct, discipline, administer, drive or even sweep, do it in the system. That is the way to accountability and all-round progress of the system

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