

Research Article

Research: An Imperative for Economic Reforms and Development in Educational Administration in Tertiary Institution in Nigeria.

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ABSTRACT: *Research is a systematic investigation towards increasing the sum of human knowledge. Research in Educational Administration is aimed at increasing knowledge in the discipline and providing solutions to problems relating to curriculum, program evaluation and overall improvement in the teaching and learning process. There is no doubt that very high quality research in Educational Administration would lead to improvement in educational practice which Nigeria needs direly in order to break into the bracket of the twenty most developed economies in the year 2020. This study explored: An imperative for Economic Reforms and Development in Educational Administration in Tertiary Institution in Nigeria. The researcher constructed 65 questionnaire items from research reports relevant to the study. The questionnaires were validated using Cronbach Alpha Coefficient which yielded a reliability coefficient of 0.81. A total of 273 questionnaire items were administered to 109 Educational Administrators from Colleges of Education, and 164 universities in Nigeria respectively. 253 questionnaires were completed and retrieved. Two research questions and two hypotheses guided the study. Research questions were answered using mean and standard deviation. While t-test was used to test null hypotheses at 0.05 level of significance. The study revealed that all the constructs studied constituted constraints and strategies of Educational Administration research in Nigeria tertiary institutions. Based on the findings of this study, it was recommended that government should increase research funding, improve and provide adequate facilities and researcher should be well encouraged and the need to ensure proper documentation and dissemination of the outcome of research activities conducted in different parts of the country.*

KEYWORDS: *Administration, Development, Economic Reforms, Imperative Research, Tertiary Institution*

I. INTRODUCTION

Education is synonymous with the existence of human societies. It can be explained to mean the medium through which the society transmits its cultural heritage to its younger generations. [1] defined education as the process by which an individual acquires many physical and social capabilities demanded by the society in which he or she has been born into. This definition also agrees with that of [2] that defined education as a type of initiation into the culture of a society because the learner is being exposed to specific learning situations. The whole essence of education is to ensure the proper functioning and survival of an individual in his society. Education enhances an individual's ability to impact positively on and improve his society.

Research is a systematic investigation towards increasing the sum of human knowledge. The most important tool often used to understand a problem, delineate issues relating to it and resolving conflicts surrounding it, is research [3]. [4] defined research as a process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. He further explained that research is the most important tool for advancing knowledge, for promoting progress, and for enabling man to relate more effectively to his environment, to accomplish his purposes, and to resolve his conflicts. Arising from this definitions therefore, research in educational Administration is aimed at increasing knowledge in the discipline and providing solutions to problems relating to curriculum, evaluation, students and teachers, the society, all aimed at improving the quality of teaching and learning process. According to [5] there is a serious need for professionals to embark on research as a way of finding solutions to numerous problems affecting the education sector. This view was supported by [6] who argued that results of research should help educators solve educational problems. [7] stated that Research simply seeks the answer of certain questions, which have not been answered so far, and the answers depend upon human efforts. Thus, we can say research seeks the answer only of those questions of which the answers can be given on the basis of available facilities. Many agencies claiming to do research are engaged in nothing more than fact-findings. The research is a process of which a person observes the phenomena again and again and collects the data and on the basis of data he draws some conclusions. Research, therefore, presupposes the existence of unsatisfactory and questionable state of affairs. One of the major problems militating against scientific research in general and educational research in particular is the complete absence of a clear cut philosophy of national development, a philosophy which should spell out the direction in which Nigeria wants to channel its development efforts, a philosophy that should not change no matter how frequently political power changes hands The ministry of science and technology dates back less than one decade and there is no separate ministry in charge. Even when special funds are provided for research, they are too inadequate to meet .the research needs of Nigeria. Consequently, developing African countries still depend on all forms of foreign aid to support research, such as those provided by the U.S.A.I.D. and the U.N.E.S.C.O. The proper environment for research is not yet available in Nigeria. All that has changed over the years is the approach or method(s) employed in particular research activities. Similarly, the place of such research activities in the developmental efforts of any society has also been recognized. This is why special attention has been paid to research and documentation by countries that have been eager to develop technologically [7]. Educational research refers to a variety of methods, in which individuals evaluate different aspects of education including student learning, teaching methods, teacher training, and classroom dynamics. Educational researchers have come to the consensus that, educational research must be conducted in a rigorous and systematic way, although what this implies is often debated. There are two main approaches in educational research. The first is a basic or academic approach and the second approach is applied research or a contract research approach. Both of these approaches have different purposes which influence the nature of the respective research. The basis for educational research is the scientific method. The scientific method uses directed questions and manipulation of variables to systematically find information about the teaching and learning process. In this scenario questions are answered by the analysis of data that is collected specifically for the purpose of answering these questions. Hypotheses are written and subsequently proved or disproved by data which leads to the creation of new hypotheses. The two main types of data that are used under this method are qualitative and quantitative. Reform could be conceived as the improvement or amendment of what is wrong, undesirable or unsatisfactory in a system. Reform as an act emphasizes change and improvement that will bring about development through, the removal of inconsistencies, abuses and adoption of modern methods and values [8]. [9] Thus, education reforms could be defined as those practices and programs that are designed to

bring about positive changes and new development in one or more aspects of the educational system of a nation [10]. Research provides innovations for economic reforms and development in Nigeria tertiary institution. Research activities in Nigeria,

mostly within the tertiary institution, are sponsored by various individuals and groups. These include the individual departments or units, faculty grants (both of which are few and far between). Senate grants, endowments, foreign aids, fellowships and so on. Outside the University campus, a number of arrangements have been put in place to stimulate research in various fields of endeavour. Notable among these is the Nigerian Educational Research Council (NERC) which later had other bodies merged with it to become the Nigeria Education Research and Development Council. Funding is still largely from grants made available to individual universities through the National Universities Commission and National Commission for Colleges of Education although there is now some amount of private sector participation. Except for a few research activities, most of them are still conducted on small scale levels within each institution or organization and these do not seem to bear immediate relevance to the here-and-now problems of the larger society outside the respective institutions. Test materials are being developed, laboratories are being built and equipped, journals are published, and other provisions are made for research and documentation. However, considering the number of tertiary institution in Nigeria, and considering the yearning needs of Nigeria as a developing country eager for rapid industrialization, research in Education does not seem to have progressed fast enough. This paper therefore examines the importance of research as an imperative for economic reforms and development in educational administration in tertiary institutions in Nigeria. It also discusses the constraints of effective research in tertiary institutions and suggests strategies for improved research activities in tertiary institutions.

1.1 Statement of the Problem

There is a growing apprehension and fear that the process and types of research in Educational Administration in Nigerian tertiary institutions are not only inadequate but generally poor. It is generally believed that the poor quality of research in Educational Administration departments of tertiary institutions is caused because of constraints affecting research in tertiary institutions in Nigeria. Therefore, the statement of the problem put in question form is what are the constraints affecting research in Educational Administration and strategies for enhancing Educational Administration research in tertiary institutions in South -South Nigeria?

1.2 Purpose of the Study

The main purpose of the study was to assess the constraints affecting economic reforms and development in Educational Administration Research in Nigerian tertiary institution.

1. To assess the constraints affecting Educational Administration research in Nigeria tertiary institution
2. To assess the strategies for enhancing Educational Administration research in Nigeria tertiary institution.

1.3 Research Question

1. What are the constraints affecting Educational Administration research in Nigeria tertiary institutions?
3. What are the strategies for enhancing Educational Administration research in Nigeria tertiary institutions?

1.4 Hypothesis

1. There is no significant difference between male and female lecturers' perception of constraints affecting educational Administration research in Nigerian tertiary institutions..
2. There is no significant difference between Colleges of Education and Universities lecturers' perception of constraints affecting Educational Administration Research Nigeria tertiary institution.

1.5 Scope of the Study

The study was on constraints affecting and the strategies for enhancing Educational Administration research in Nigeria Tertiary Institutions. Educational Administration is offered at Colleges of Education and Universities. There are 13 Colleges of Education and 9 Universities offering educational Administration in south-south Nigeria.

II. LITERATURE REVIEW

Research plays a very significant role in various aspects of development nationally and internationally, including the academic development of the Higher Education community where researches are carried out. Research is an orderly, systematic and insightful search for dependable knowledge. Unlike experience, which deals with events occurring in their own haphazard manner, research is orderly, providing a deeper understanding of a phenomenon. To research is to search again, to take another more careful look, to find out more; often because something may be problematic with what is already experienced [7]. One key feature in various views of the meaning of research is that, it is directed towards solution to problems or searching for answers to questions. Research, therefore, presupposes the existence of unsatisfactory and questionable state of affairs. The human society is replete with problems and experiences that call for further search and problem solving. To this end the importance of research is invaluable. Educational research is directed at solving educational problems. As observed by [11], until the 20th century, education as a field of study had not embraced the scientific method in deriving knowledge about educational phenomena or events, but depended on experience or authority. Such a situation could obviously result in accepting inaccurate assertions from well-known authorities in Education. [11] added that by the beginning of the 20th century, there was a craving for sustaining claims with verifiable information obtained through scientific method of investigation. The method of science is the systematic search for knowledge. It is objective, self corrective, and consists of some identifiable steps in solving definite problems. Educational research, having adopted the scientific method is, therefore, systematic in approach. Scientific research can be primary or secondary. In primary research, an analysis of large collection of empirical experiences, observations and measurements is undertaken and deduction of facts made from it, while secondary research involves a collection or review of a large number of pieces of knowledge which are often results of a primary

research [12]. The findings of these researches, whether primary or secondary, can provide inputs for policy formulation and implementation. Therefore, to justify the resources sunk into researches by individuals, educational institutions, research institutes, or funding bodies, research quality must be given serious consideration. Given the indispensable significance of education in the development of the nations of the world, and Africa in particular, the quality of researches in this important field of enquiry cannot be over-emphasized. As pointed out by [12] the extent to which research knowledge is dependable and

useful is enhanced if the process of generating information is representative and comprehensive in content and involvement of all research subjects and relevant stakeholders.

2.1 Theoretical Framework

Organizational change models are concerned with group process. An example is the model whose emphasis is on the effects of internal environment of an organization on the change process. The model suggests two basic stages in change: initiation and implementation, each with series of sub-stages. Initiation sub-stages are knowledge-awareness, attitude formation and decision, while implementation goes through initial implementation and continued-sustained implementation. An important implication of the organizational model also is that organizational characteristics which facilitate introduction of innovations may make implementation difficult, while characteristics enabling easy implementation may make initiation difficult. Further, its linear structure is blind to realities of innovations. Many changes are initiated, but not implemented fully or at all. For instance, lack of teacher commitment may produce only passive compliance with change, and thus the potential benefits of the change may not be fully realized.

2.2 Methodology

The study used descriptive survey design to elicit information from the respondents on the Research: an imperative for economic reforms and development in Educational Administration in south-south Nigeria tertiary institutions. The study was on all Educational Administration lecturers in Colleges of Education, and Universities in south -south Nigeria. The Population of the study consisted of 546 education Administration lecturers from Colleges of Education, 218 and 328 from Universities. The population was obtained from the membership directory of the Association of Educational Administration of Nigeria. This is the official population frame of all Educational Administration in Nigeria tertiary institutions. Purposive sampling technique was adopted in selecting 50% each of the Educational administrators from Colleges of Education, and Universities in Nigeria which yielded 109, and 164 respondents respectively. 65 items questionnaire was the instrument used for the study. Questionnaire instrument consists of two sections. Section A had 3 items that demanded for information on the personal data of the respondents while section B consisted of 62 items on the economic reforms and development in Educational Administrators research in Nigeria tertiary Institutions. The questionnaire was titled, "Assessment of constraints and Strategies for Enhancing Educational Administration research in Nigerian Tertiary Institution questionnaire". The instrument was validated by three experts, one from measurement and evaluation Two from educational foundation, all from Enugu state university of science Technology. Cronbach Alph was used to determine the reliability of the instrument and obtained co-efficient of 0.81 using statistics implying that the questionnaire items have internal consistency. The instrument was structured on a 4 point type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagreed (SD). A total of 273 copies of the questionnaire were administered to the respondents of Educational Administrators of the tertiary

institution of Nigeria involved in the study. 253 questionnaires were duly completed and retrieved by the researcher with the help of eight colleagues. The Research Questions were answered using mean scores and standard deviation. A criterion mean that was equal to or greater than 2.50 was taken as agreed, while a mean that was equal to or less than 2.49 was taken as disagreed. The hypotheses were tested using t-test statistics at 0.05 level of significance. If the calculated F-ratio value was equal or greater than the given critical F-ratio value, the null hypothesis was rejected. If the obtained value of F-ratio was less than the given critical F-value, the null hypothesis was accepted.

III. RESULTS

Research Question One: What are the constraints affecting Educational Administration Research in tertiary institutions in Nigeria?

Table 1: Mean Rating of Educational Administration Research in Tertiary Institutions in Nigeria (N = 273)

S/N	Items on Constraints affecting Educational Administration Research.	X	SD	Remark
1	Inadequate equipment for research	2.60	0.97	Agreed
2	Lack of experience for research.	2.76	0.81	Agreed
3	Inadequate Provision of educational facilities	2.81	0.79	Agreed
4	No provision for information communication technology	2.77	0.96	Agreed
5	Lack of conducive environment for research and overall academic excellence.	2.89	1.89	Agreed
6	Insufficient time devoted to research work.	2.82	0.96	Agreed
7	Curriculum content not suitable for the modern age	2.80	0.86	Agreed
8	Lack of legalization for professionalism	2.69	0.95	Agreed
9	Poor funding of educational research	2.93	0.78	Agreed
10	Inadequate infrastructures	2.90	0.87	Agreed
11	Modern in structural materials not provided	3.00	0.78	Agreed
12	Political instability	2.90	0.86	Agreed
13	Lack of recognition to researchers	2.86	0.96	Agreed
14	Record keeping inadequate in Nigeria institutions.	2.83	0.79	Agreed
15	Inadequate system of transportation and communication	2.97	0.96	Agreed
16	Poor quality of information used	2.69	0.87	Agreed
17	Lack of objectivity.	2.92	0.36	Agreed
18	Researcher spends much longer time retrieving information	3.18	0.93	Agreed
19	Economic depression in research.	3.20	0.93	Agreed
20	Skewed preference of quantitative over qualitative method	3.41	0.76	Agreed
21	Disruption of academic calendar.	2.96	0.29	Agreed
22	Shortage of well trained personnel	3.31	1.01	Agreed
23	Lack of adequate planning and conducting of research.	3.19	1.18	Agreed
24	Absence of true experimental studies.	2.85	0.50	Agreed
25	No supervisory ministry for higher Education	2.69	0.97	Agreed
26	Discrepancy between data collected and tools used for analysis	2.88	0.91	Agreed
27	Inadequate resources available for research	2.72	0.87	Agreed
28	wrong conclusions about the incidence that occurred.	2.86	0.78	Agreed
29	Lack of laboratories	2.74	0.81	Agreed
30	Problems associated with sampling procedures/Techniques	2.89	0.95	Agreed
31	Poor inductive and deductive reasoning in research	2.97	0.86	Agreed
32	Poor teaching of research methodology	2.79	0.95	Agreed
33	Poor conceptualization research problems	2.86	0.86	Agreed
34	Misunderstanding of relevance/usefulness of studies	3.01	0.78	Agreed

35	Poor clarification of relationships between variables	2.87	0.89	Agreed
36	Presumptions about validity and reliability of instrument used	2.80	0.86	Agreed
37	Poor knowledge between common sense and scientific research	2.81	0.69	Agreed
38	Shallow knowledge of procedure in attitude measurement	2.94	0.94	Agreed
Grand mean		2.81	0.86	Agreed

The table above indicated that all the 38 items investigated are constraints affecting Educational Administration Research in Tertiary Institutions in Nigeria.

Table 2: Mean Rating of Lecturers Perception of Strategies for Enhancing Economic Reforms and Development in Educational Education Research in Tertiary Institutions In Nigeria (N = 273)

S/N	Items on strategies for enhancing Educational Administration Research	$\bar{X}$	SD	Remark
39	Provision for adequate equipment for research	2.82	0.92	Agreed
40	Experience hands are needed for research.	2.87	0.92	Agreed
41	Provision of adequate educational facilities.	2.68	0.70	Agreed
42	Provision for information communication technology.	2.90	0.90	Agreed
43	Conducive environment for research and overall academic excellence should be provided.	3.02	0.82	Agreed
44	Sufficient time should be created for research work.	2.97	0.88	Agreed
45	Curriculum content suitable for the modern age	2.86	0.98	Agreed
46	legalization for professionalism in research	2.85	0.96	Agreed
47	Provision of sufficient fund for educational research.	2.83	0.80	Agreed
48	Adequate provision of infrastructures	2.89	0.73	Agreed
49	Modern in structural materials should be provided	2.69	0.79	Agreed
50	Political stability can enhance research work.	2.75	0.91	Agreed
51	Researchers should be recognized	2.89	0.97	Agreed
52	Adequate record keeping in Nigeria institutions will improve research findings.	2.99	0.80	Agreed
53	Adequate system of transportation and communication	2.89	0.85	Agreed
54	Quality of information used for research should be rich	2.70	0.79	Agreed
55	Good construction of research instrument can enhance education research	2.97	0.99	Agreed
56	Researchers should retrieve information within shortest time	2.89	0.91	Agreed
57	Economic depression in research should be controlled	2.83	0.88	Agreed
58	Adequate planning and conducting of research is essential	2.99	0.95	Agreed
59	Stable academic calendar can enhance research work	2.87	0.87	Agreed
60	Provision of well trained personnel for research	2.89	0.92	Agreed
61	Organizing workshops and brainstorming sessions for lecturers on causes of low can enhance business education research	2.77	0.85	Agreed
62	Creation of supervisory ministry for higher Education.	3.00	0.86	Agreed
Grand mean		2.86	0.82	Agreed

The table above indicated that all the 24 items investigated are strategies for enhancing Educational Administration Research in Tertiary Institutions in Nigeria with a grand mean of 2.86. 0.82

3.1 Testing of Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference between male and female lecturers' perception of constraints affecting educational Administration research in tertiary institutions in Nigeria.

Table 3: T-Test of Male and Female Lecturers' Perception of Constraints Affecting Economic Reforms and Development in Educational Administration Research in Tertiary Institutions in Nigeria.

Variable categories	N	$\bar{X}$	SD	Df	Level of sig.	t-cal	t-cal	decision
Male lecturers	161	2.58	0.86					
Female lecturers	112	2.41	0.80	271	0.05	1.55	1.96	Accepted

In the table, the calculated t-value of 1.55 is less than the t-tabulated value of 1.96 at 271 degree of freedom and 0.05 level of significance. This means that there was no significant difference between male and female lecturers' perception of constraint affecting educational Administration research. The hypothesis was therefore retained.

There is no significant difference between colleges of education and universities lecturers' perception of constraints affecting educational Administration research in Nigeria.

Table 4: T-Test of Colleges of Education and Universities Lecturers' Perception of Constraints Affecting Educational Administration Research in Nigeria

Variable categories	N	$\bar{X}$	SD	Df	Level of sig.	t-cal	t-cal	decision
College of education lecturers	164	2.72	0.90	271				
Universities lecturers	109	2.50	0.86		0.05	1.43	1.96	Accepted

In the table, the calculated t-value of 1.43 is less than the t-tabulated value of 1.96 at 271 degree of freedom and 0.05 level of significance. This means that there was no significant difference between colleges of education and universities lecturers' perception of constraints affecting educational administration research. The hypothesis was therefore retained.

IV. DISCUSSION OF FINDINGS

The findings revealed that there are constraints affecting educational Administration research in colleges of education and universities in South- South Nigeria. These are Inadequate equipment for research , Lack of experience for research , Inadequate provision of educational facilities , no provision for information communication technology , Lack of conducive environment for research and overall academic excellence, Insufficient time devoted to research work, curriculum content not

suitable for the modern age, Lack of legalization for professionalism, Poor funding of educational research, Inadequate infrastructures, Modern in structural materials not provided, Political instability, Lack of recognition to researchers, and the remaining 14 to 38 items. This study agreed with [13] Lack of experience for research in Nigeria. The result of the hypotheses revealed that there was no significant difference between male and female lecturers' perception of constraints affecting educational Administration research in tertiary institutions in Nigeria, there was no significant difference between colleges of education and universities lecturers' perception of constraints affecting educational Administration research. The findings also revealed that there are some strategies for enhancing educational Administration research in tertiary institution in Nigeria. These are provision of adequate equipment for research, experience hands are needed for research, provision of adequate educational facilities, provision for information communication technology, conducive environment for research and overall academic excellence should be provided, sufficient time should be created for research work, curriculum content suitable for the modern age, legalization for professionalism in research, provision of sufficient fund for educational research, adequate provision of infrastructures, modern in structural materials should be provided, political stability can enhance research work, researchers should be recognized, adequate record keeping in Nigeria institutions will improve research findings, adequate system of transportation and communication, quality of information used for research should be rich, good construction of research instrument can enhance education research, researchers should retrieve information within shortest time, economic depression in research should be controlled, adequate planning and conducting of research is essential, stable academic calendar can enhance research work, provision of well trained personnel for research, organizing workshops and brainstorming sessions for lecturers on causes of low can enhance business education research, creation of supervisory ministry for higher education. This study is in agreement with [13] who earlier identified some of these strategies for enhancing educational Administration research in colleges of education and universities. The result of the hypotheses revealed that there is no significant difference between male and female lecturers' perception of strategies affecting Educational administration research, there is no significant difference between colleges of education and universities lecturers' perception of strategies for enhancing educational Administration research.

V. CONCLUSION

Conclusion the proper environment for research is not yet available in Nigeria. A conducive environment is needed for growth and utilization of research. For this to happen, many things have to be considered. These include adequate infrastructure, trained manpower, institutional capacity, and adequate financial support. It also involves motivating the entire population to adopt a science culture as a pattern of life. These and other matters call for the urgent attention of practitioners and policy makers in Nigeria.

IV. RECOMMENDATIONS

The following recommendations are suggested for the study

1. A philosophy of national development must be evolved and everything must be done to give appropriate legal backing to bodies concerned with research and research-related activities. Policy-making bodies should be set up to guide research activities. Appropriate government agencies should also ensure that research activities are backed up by adequate infrastructure, adequate personnel and adequate funding. Over-reliance on foreign aid would only

reduce the relevance of research activities to the Nigerian situation. In order to sustain scientific and technological impetus, and notwithstanding the general depression, sub Saharan nations must inject huge amounts of funds into initiating and expanding training and research facilities.

2. In 1984, Cameroon promulgated a decree establishing a Ministry of Higher Education and Scientific Research to coordinate and organise higher education and scientific research, supervise all research activities, and actively reorient the populace in the adoption and promotion of a science culture in the country [14] as cited in [15]. Such an arrangement is long overdue in Nigeria.
3. There is need for practitioners to come together and have a register of educational Administration researchers. Such a body would men evolve a code of conduct to guide members and Ethics Committees should be established at national, state and institutional levels. In preparing its constitution or priority list, such a body of practitioners would need to emphasize practical, action-oriented research that can easily be applied in solving particular problems facing education. Such problems as examination malpractice, education standards, staff morals, AIDS, indiscipline, corruption, rising wave of crimes, etc. could be given priority attention. Part of the function of such a body would be to ensure proper and adequate dissemination of information, like the Dissertation Abstracts published regularly in some other parts of the world. As at now, practitioners have no way of knowing what their colleagues in other research institutes are doing, and this can lead to unintentional replication or wasteful duplication of efforts. Through such a national body of research practitioners, syndicates can be formed to examine particular topics from their respective cultural perspectives in order to arrive at conclusions that can be valid for the very diverse groups that form Nigeria.
4. The publishing culture is virtually dead in Nigeria. Publishers now only accept materials suitable for use as school texts which attract ready market. Highly scholarly materials do not appeal to publishers. Journals now charge authors heavily to publish their articles. Something needs to be done about this and foreign non-governmental bodies would still need to play a major role in this respect. The Nigerian private sector could also be encouraged to contribute to these efforts.

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