



## Renewing the Role of University on Manpower Development for a Democratic Settings in Nigeria

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### ABSTRACT

*The role of the university is statutory on manpower development in the provisions of humans whose imbibition of creativity is subjected to relevant values, abilities, skills and knowledge, energies, initiatives and attitudes that are socially incline to foster relative peace and harmony for national development. Nigeria and Nigerians are undergoing challenges of times which timely response of the university leadership and management could proffer solutions. A descriptive survey with population of 77,315 which comprised of university management staff, academic staff and non-academic for the 128 universities in Nigeria as at 2017. Based on the multistage sampling procedure, universities were clustered into six geopolitical zones while 18 were selected on the purpose of ownership. The study adopted KENPRO (2012) sampling size table for 384 respondents. Three research questions were raised. These were answered using percentage. The results show that little was recorded as an achievements of university objectives in Nigeria. It concludes that; manpower development is open to criteria on manpower planning, with a set of guidelines for improving the linkage between universities and the public and private sectors within the framework of existing institutional and policy structures which universities in Nigeria take the lead. The study recommends among others; universities should acknowledge their unique role in manpower development through reliable, timely and well informed information to determine national needs; give more consideration to measurable outcome on occupational projection with relevant statistical data through periodic evaluation, monitoring and feedback mechanism; align all processes, structures, capabilities and capacities strategically to Nigeria environment to meet global outcomes; experiential approaches on work place behavior and ethics should be prioritized in curriculum design; redesign its linkages with communities; government agencies, civil society, professional group, local community to facilitate enhanced service delivery and higher quality of life from rural areas through participatory approaches in bringing communities into classroom.*

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### INTRODUCTION

Democracy is a concept that is akin to people's interests, aspirations and collective

desires for developmental change. It is a way of life difficult to create and sustain even as a form of government, and, yet to be realized anywhere in

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the world in reality of a democratic state. In a litany of scholarly studies, democracy portends "government of the people, by the people and for the people". Works of Abbass (2022); Adeyinka and Emmanuel (2014) define democracy as the system, either of government under which the people exercise governmental power directly or indirectly through representatives elected by them. Democracy thrives where social service delivery exist in areas of education, health, infrastructural development, poverty alleviation, disease control, employment galore and security for citizens to enjoy basic freedoms and have a voice in how they are governed and, understand the workings of their governmental system.

Nigeria has been lacking in most of the indexes of governance which results to low Gross Domestic Product (GDP) necessary for strengthening peaceful existence, structural changes, savings and investments in an economy. The country's democracy is spend thrift on government officials than on developing resources for the governed. A nation overwhelm in exporting her resources in exchange as finished goods imported back in high prices amidst corrupt practices is questioned on the duties of the government and the rights of the governed. However, many situations in the country were observed to evolve not of the workings of economics or historical forces but social development, blamed on the education system of Nigeria. Universities in Nigeria are never absolved of this blame as the apex learning institution, and their connectivity to other levels of education, institutions and sectors for performances. Therefore the study took an insight towards renewing the role of universities on manpower development in Nigeria in a democratic setting.

Nigeria according to Adekola and Uzoagu (2022) has remained largely illusive as illiteracy, poverty, unemployment and inflationary rates have continued to show unfavorable records due to faulty, ill-informed and unrealistic strategies which in themselves are basically alien, superficial and perfunctory to the environment. Why has the country continued to experience economic failure, structural dilapidation and high rates of antisocial behavior in spite of viable national policies and

abundant resources? Firstly, it is obvious that the global capitalism is not interested in Nigeria becoming a producing nation. Thus, dominance of her raw material is beneficial to the vanguard of capitalism when human existence is premised on ability to survive with creative tendencies. Secondly, education which provides the forum for continual generation of knowledge and acceptable norms should be relevant to environment to be sustainable.

Thirdly, participatory efforts of community groups and sectors in pragmatic approaches to teaching and learning is required in a changing economy and not only formal education. For instance laudable policies; privatizations, commercialization, deregulations, austerity measures to lessen the dominance of unproductive investments in various sectors were met with hardship on citizens. Democratic ethos in Nigeria are mismanaged by agents of state through the instrumentalities of coercion and brutal use of force. However, collective desire for rights, respect for others and disposition to liberal views for a democratic state are teachable where knowledge is universal. Hence, university education system for its connectivity to societal institutions, organizations and professional bodies; should take cognizance of environment on a national objective on manpower development in terms of processes, structures, capacities and capabilities.

Failure of democratic attitudes across the country questions the role of universities in contemporary times. The idea of manpower development in various researches in Gbesoevi (2019); Odusanya (2019); Luzano (2011) overlooked the objectivity in productions of civilized and well informed men and women in different fields, in tandem with socioeconomic and political needs of an environment. More so, a manpower disposition according to Babalola (2009); in relevant skills, knowledge and values and attitudes becomes optional in approaches such as social demand, manpower forecasting, rate of returns or cost benefit analysis and synthetic. University provides a system where sectors, organization and other levels of education are routinized and internalize with democratic

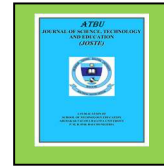
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principles in social, institutions, psychological life and political mind set of beneficiaries of university education. Universities are multipurpose organization enacted by law to facilitate training of highly qualified manpower through; teaching, research, dissemination and community development which the nation needs. Universities in Nigeria are confronted with myriads of problems such as poor quality and relevance, inequity in provisions, management and accountability to meet growing socio-economic demand (Bashir, Salman and Issah, 2022).

Another role of the university is building the nation through community development initiatives inherent in student participation. Community or communities are composed of social entity which in their geographical, religious, cultural and economic affiliations encourage indulgence in peaceful interactions (Adekola and Uzoagu, 2022; Oyalowo; 2021; Ramsey and Blessings, 2021; Owasa and Onimisi). The government, parents and employers of labor are worried on the capabilities of graduates in their disposition to learning outcome.

Emerging issues in Nigeria have shown results of narrow mindedness, ego and wastages which had eroded the significant role of universities in the development of great minds. Studies on motivational techniques had convinced few that acceptable behaviors and attitudes are not only desirable but teachable. This indicates that democratic roots can be firm when there are mechanism in place to reduce the incidence of antisocial behavior which not only drains government resources and destabilizes consolidated developments. Critical issues on students' population and staff personnel (academic and non-academics) in terms of choice of placement, participation, interest, relevant and adequate facilities, workload and other welfare conditions needs to be addressed to overcome the challenges of time in line with the act of establishment.

Democratic approach in pre independent days in Nigeria had promoted the principle of self-help, self-reliance, self-growth, citizen participation adopted by indigenous traditional education to produce an egalitarian

society in rural communities (Adekola and Uzoagu, 2022; Ramsey and Blessings, 2021; Owasa and Onimisi, 2021; Maranzu and Maranzu, 2019; Oyekwelu, 2018). It is no news that 70% of resources for national growth are from the deprived communities in Nigeria. What is holding universities in Nigeria back from bringing classroom into the communities in practical terms to explore and share knowledge, mitigate challenges and issues ravaging the country? Pragmatic approaches to learning create self-awareness, social efficacy, self-management, promotion of cognitive skills, and progression in responsible decision making. It is observed that the government, university management and the society at large are yet to align on willful participatory initiative on key areas of community development for students' measurable outcome guided by relevant, reliable, timely and organized information in all fields of human endeavors.

National unity is another aspect found missing in the role of manpower development in universities in Nigeria. It has become a national question debatable in different dimensions. The feelings of oneness, peace, tolerance, dignity, orderliness and harmony with spirit of understanding irrespective of any social or political differences in a territorial boundary even among the elites are nothing to write home about. This provoke undemocratic responses from the citizens in the form of corruptions, fraud, armed robbery, poverty, kidnapping, communal clash, hate speech, religious bigotry, weak legal system etc. And, today the cause of the failure of democratic roots and fabrics in the nation. The source of concern here is that, students who are expected to be future developers and managers of society's institutions through influence on societies, industries, government policies and decisions have become more vulnerable to ungodly act of insurgency, political thuggery, cult related crimes, indecent dresses, prostitution, homosexuality and many others. Nigeria is one of the major beneficiaries on international aids, grants and partnership under several community based programmes, project and initiatives.

However, learning experiences is yet to address students' development in the cognitive,

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academic, emotional, social, and moral domains in spite of many platforms for acceding nation's interest. More so, the impact of global initiatives, policies and programmes calls for greater respect considering Nigeria environment in terms of social construct to avoid implementation gap. An instance was the withhold of National population Census programme initially scheduled for the month of May, 2023 without consideration for the Muslim faithful who were to be fasting during the period. It is an indication that many efforts put in place to create national awareness, symbol of unity, oneness and integration either by past or present government were relegated due to these act. This is simply because emphasis were not laid on application of knowledge to be socially incline to economic and political behavior towards creativity and utilization.

Although from an economic-stand point, higher standards in the schools are the equivalent of competitiveness but, if all learning and training approaches cannot make persons with good values, then, such education is a failure. In view of this, Njegere (2014) identified four pillars of learning; learning to know (provide the cognitive tools required to better comprehend the world and its complexities), learning to do (provide the skills that would enable individuals to effectively participate in the global economy and society), learning to be (provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all-round 'complete person) and learning to live together (expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony), that are very important in the 21st century to achieve national development under a democratic setting.

#### STATEMENT OF THE PROBLEM

The readiness of present administration is challenged through the nation's apex learning institutions to provide a framework for sectors need and societal demand in terms of socio emotional learning to aid human capacities and

capabilities. This attests the view of Bashir, Salman and Issah (2022) that consideration for technological, economic, political and social factors in context of Nigeria environment in global outcome is prerequisite. It also unfolds sub section 59 of the Federal Republic of Nigeria (2014) which spelt out that, the university education shall make optimum contributions to national development by:

1. intensifying and diversifying its programme for the development of high-level manpower within the context of the needs of the nation;
2. making professional course contents to reflect our national requirements;
3. Making all students as part of a general programme of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism FRN, 2014).

#### Purpose of the Study

This study was set to:

1. Investigate the level of achievement on manpower development by Universities in Nigeria
2. Find out the level of university achievement on community development by Universities in Nigeria
3. Identify the level of university achievement on promotion of national unity by Universities in Nigeria?
4. Examine the levels of each achievement on university objectives by universities in Nigeria.
5. Determine the strategies for enhancing the actualization of achieving university objectives by universities in Nigeria.

#### Research Questions

The following questions were raised to guide the study:

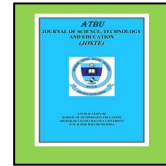
1. What is the level of the university achievement on manpower development by Universities in Nigeria?
2. What is the level of the university achievement on promotion of community services by Universities in Nigeria?

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3. What is the level of the university achievement on promotion of national unity by Universities in Nigeria?

### LITERATURE REVIEW

Nigeria is a land extremely blessed with an agriculture-rich ecology and naturally endowed with human and material resources in all areas of endeavor for sustainable growth and development. It is composed of communities of multicultural tribes of over 250 ethnic diversities split into three main categories Ibo, Hausa and Yoruba-speaking people. The largest African nation with a population of 170 million continues to increase at 3.2% annually blessed with an abundance of natural and human resources that could be found anywhere around the globe (Bashir, Salman, Issah and Oladele (2023). Review of literature in Bashir and Issah (2020) reveal that reflections on the establishment and roles of university education in Nigeria had imminent recourse for quality both internally and externally.

Bashir, Issah and Salman (2021) affirm that lack of understanding of Nigeria environment and circumstances emerged policies on inadequate allocation and inefficient management on governance and leadership which accrued to inappropriate governing structures, political interference anti-intellectual attitudes, and erosion of autonomy and oversight functions of the academia. Mela and Bello (2023) affirmation on participatory approaches is in congruent with these scholars believed that a relatively high rate of institutional failure on the onslaught of corrupt practices in the system inflicted the public and social institutions connected to the university system with structural decays which today degenerated to various dimension of insecurities in the country due to poor national economic performance ranging from students revolt to civil unrest, unemployment, sex scandals, religious bigotry, herders' farmers' clashes ethnic and school-communal clashes and generally poverty. Findings in these studies revealed that non-congruent of strategic plan implementation, emphasis on paper qualification without recourse for localization of the system in intellectuals'

activation in linkage with alumni, professional bodies, Non-governmental agencies and employers on curriculum design, delivery and assessment, and work-based learning to provide specific training and employment galore to have regard for changing demographics in access, cost and demand to meet the needs and aspiration of Nigerian environment result to the structural decay and institutional failure experienced in Nigeria today.

### Theoretical framework

Famous organizational researcher, Kurt Lewin, once said that "theory without practice is sterile; practice without theory is blind". Hence, both theory and facts (or practice) are essential for scientific research. The study is guided by agency theory also known as the principal-agent or principal agency theory propounded by Stephen Ross (1973) and Barry Mitnick (1978) both a faculty member and doctoral students at University of Pennsylvania respectively. The agency theory describes the relationship the university and other institutions connected in the performances of mandate towards national development. It is also guided by participatory theory developed by Charles Tilly and Doug Mc-Adam in (1970). The participatory theory as cited in Mela and Bello (2023), incorporates social planning model premised on social and institutional perspectives. It seeks to engage agencies, urban and local populations in the decision-making process and development projects. Social perspective under such contracts may help to mobilizes people to eliminate unjust hierarchies of knowledge, power and economic distribution.

Development can only come to place where sufferings is replaced with improved life situations among the people in a country. Nigeria is a pluralistic state with numerous resources; recycle able and non-recycle able. Re orientation of the citizenry on new horizon of laudable policies from different administration lead to destructions of lives and properties, dependency and corruptions due to failure of the education system particularly the university. Although failure of the ruling class to meet up with 26% UNESCO

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prescription on national budget into education had marginalized the system. It can be overturned under a quality assurance strategy if corporate social responsibility and other forms of initiatives are put in place. The relevancy of these theories to the study is premised on the optimal interactions through linkage with professional groups, agencies, corporate organizations established to accede the mandates of universities on socio economic and political needs. This support Adekola and Uzoagu (2022), who opine that community development is a holistic approach grounded in principles of empowerment, human rights, inclusion, social justice, self- determination, and collective actions.

### METHODOLOGY

The study was a descriptive survey. The population of the study covered a total population of 77,315 University Management Staff, Academic Staff and Non-Academic staff for the 128 Universities in Nigeria. A Multi-stage sampling procedure was used to cluster universities based

on geopolitical zones. Using purposive sampling, 18 Universities in all were selected with three from each zone (one Federal, one State and one Private). The study adopted KENPRO (2012) sampling size table for 384 respondents. Three research questions and one hypothesis were raised and formulated. These were answered and tested using percentages and Analysis of variance (ANOVA) at .05 level of significance for the study to express results of findings. An adapted Questionnaire instrument "Perceptions of Stakeholders on Barriers to Achievement of University Objectives in Nigeria (PSBAUON)" was used to elicit responses from participants. It was pilot tested in three universities outside sample with reliability coefficient of 0.75.

### RESULTS

**Research Question 1:** What is the level of the university achievement on manpower development by Universities in Nigeria?

**Table 1:** Opinions of Respondents on University Achievement of High-Level Relevant Manpower Training by Universities in Nigeria.

S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
1.	In-adequate funds are barriers to the achievement of high level of relevant manpower training in this university.	MS	6(40%)	4(26.7%)	2(13.3%)	2(13.3%)	1(6.7%)
		AS	85(29.8%)	142(49.8%)	4(1.4%)	12(4.2%)	2(0.7%)
		NAS	36(42.9%)	29(34.5%)	3(3.6%)	5(6.0%)	11(13.1%)
2.	Inability to review the curriculum contents of different programmes is a barrier to the achievement of high level relevant manpower training in this university.	MS	4(60%)	3(20%)	1(6.7%)	0(0%)	2(13.3%)
		AS	84(29.5%)	120(42.1%)	2(0.7%)	2(0.7%)	3(1.1%)
		NAS	27(28.6%)	52(61.9%)	1(1.2%)	2(2.4%)	5(6.0%)
3.	None involvement of professional bodies in designing curriculum contents of academic programmes is a barrier to achievement of high	MS	4(26.7%)	6(40%)	1(6.7%)	2(13.3%)	2(13.3%)
		AS	140(49 %)	85(29.8%)	2(0.7%)	12(4.2%)	4(1.4%)
		NAS	29(34.5%)	36(42.9%)	5(6.0%)	3(3.6%)	11(13.3%)

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S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
4.	level of manpower training in university. Inadequate trained personnel in academic programmes is a barrier to achievement of high level manpower training in this university	MS	6(40%)	5(33.3%)	1(6.7%)	2(13.3%)	1(6.7%)
		AS	100(35%)	150(52.6%)	9(3.2%)	20(7.0%)	6(2.1%)
		NAS	40(47.6%)	20(23.8%)	5(6%)	10(12.0%)	9(10.7%)
5.	Lack of collaboration with relevant agencies to foster development of relevant manpower is a high level achievement in the university.	MS	4(26.7%)	6(40%)	3(20%)	1(6.7%)	1(6.7%)
		AS	130(45%)	99(34.7%)	50(17.5%)	4(1.4%)	2(0.7%)
		NAS	30(35.7%)	35(41.7%)	13(15.5%)	1(6.7%)	5(6.0%)

Research question 1 detail of responses to item 1 revealed that out of 15 management staff (MS), 6(40%) of the respondents strongly agreed that in-adequate funds are barriers to the achievement of high level relevant manpower training in this university, 4(26.7%) agreed, 2(13.3%) of the respondents undecided, 2(13.3%) of the respondents disagreed, and 1(6.7%) strongly disagreed. Out of 285 academic staff (AS), 85(29.8%) of the respondents strongly agreed, 142(49.8%) agreed, 4(1.4%) of the respondents undecided and 12(4.2%) of the respondents disagreed while 2(0.7%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 36(42.9%) of the respondents strongly agreed, 29(34.5%) of the respondents agreed, 3(3.6%) of the respondents undecided while 5(6.0%) of the respondents disagreed while 11(13.1%) of the respondent strongly disagreed.

Moreover, responses to item 2 revealed that out of 15 management staff (MS), 4(26.7%) of the respondents strongly agreed, 6(40%) agreed, 1(6.7%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 2(13.3%) strongly agree. Out of 285 academic staff (AS), 142(49.8%) of the respondents strongly agreed that inability to review the curriculum contents of different programmes is a barrier to the achievement of high level relevant manpower training in this university, 85(29.8%) agreed,

2(0.7%) of the respondents undecided and 12(13.3%) of the respondents disagreed while 4(1.4%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 29(34.5%) of the respondents strongly agreed, 36(42.9%) of the respondents agreed, 5(6.0%) of the respondents undecided, 3(3.6%) of the respondents disagreed while 11(13.1%) of the respondent strongly disagreed that inability to review the curriculum contents of different programmes is a barrier to the achievement of high level relevant manpower training in this university.

Again, responses to item 3 revealed that out of 15 management staff (MS), 4(26.7%) of the respondents strongly agreed, 6(40%) agreed, 1(6.7%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 2(13.3%) strongly disagreed. Out of 285 academic staff (AS), 140(49.8%) of the respondents strongly agreed that Non-involvement of processional bodies in designing curriculum contents of academic programmes is a barrier to the achievement of high level relevant manpower training in this university, 85(29.8%) agreed, 2(0.7%) of the respondents undecided and 12(4.2%) of the respondents disagreed while 4(1.4%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 29(34%) of the respondents strongly agreed, 36(42.9%) of the respondents agreed, 5(6.0%) of the respondents undecided, 3(3.6%) of the respondents disagreed

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while 11(13.3%) of the respondent strongly disagreed.

With respect to responses in item 4 which revealed that out of 15 management staff (MS), 6(40%) of the respondents strongly agreed, 5(33.3%), 1(6.7%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagree. Out of 285 academic staff (AS), 100(35.1%) of the respondents strongly agreed that Non-involvement of professional bodies in designing curriculum contents of academic programmes is a barrier to the achievement of high level relevant manpower training in this university, 150(52.6%) agree, 9(3.2%) of the respondents undecided and 20(7.0%) of the respondents disagreed while 6(2.1%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 40(47.6%) of the respondents strongly agreed, 20(23.8%) of the respondents agreed, 5(6.0%) of the respondents undecided, 10(12.0%) of the respondents disagreed while 9(10.7%) of the respondent strongly disagree.

Detail of responses to item 5 revealed that out of 15 management staff (MS), 4(26.7%) of the respondents strongly agreed that that lack of qualified and competent lecturers to teach moral philosophy in the university is a barrier to achievement of inculcation of proper values to students, 6(40%) agreed, 3(20%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) strongly disagreed. Out of 285 academic staff (AS), 130(45.6%) of the respondents strongly agreed, 99(34.7%) agree, 50(17.5%) of the respondents undecided and 4(1.4%) of the respondents disagreed while 2(0.7%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 30(35.7%) of the respondents strongly agreed, 35(41.7%) of the respondents agreed, 13(15.5%) of the respondents undecided, 1(6.7%) of the respondents disagreed while 5(6.0%) of the respondent strongly disagreed.

**Research Question 2:** What is the level of the university achievement on promotion of community services by Universities in Nigeria?

**Table 2:** Opinions of Respondents on University Achievement on Promoting Community Services by Universities in Nigeria.

S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
1.	Mismanagement of available funds is a barrier to promoting community services in the university	MS	7(46.7)	3(20%)	2(13.3)	2(13.3%)	1(6.7%)
		AS	130(4%)	120(42.1)	20(7.0)	10(3.5%)	5(1.8%)
		NAS	42(50%)	21(25.0%)	10(11.9)	10(11.9%)	1(1.2%)
2.	Poor relationship between university and community is a barrier to promoting community service in the university	MS	6(40%)	4(26.7%)	2(13.3%)	2(13.3%)	1(6.7%)
		AS	100(35%)	85(29.8%)	50(17.5%)	30(10.5%)	20(7.0%)
		NAS	30(35.7%)	24(28.6%)	15(17.9%)	10(11.9%)	5(6.0%)
3.	Lack of good leadership is a barrier to promotion of community service in the university	MS	7(46.6%)	4(26.7%)	2(13.3%)	1(6.7%)	1(6.7%)
		AS	185(64%)	50(17.5%)	25(8.8%)	20(7.0%)	5(1.8%)
		NAS	25(29.8%)	20(23.8%)	15(17.8%)	14(16.7%)	10(11.9%)

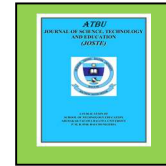
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S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
4.	Poor communication is a barrier to promotion of community services in the university	MS	7(46.6%)	4(26.7%)	2(13.3%)	1(6.7%)	1(6.7%)
		AS	150(52%)	110(38.6%)	19(6.7%)	5(1.8%)	1(0.4%)
		NAS	50(59.5%)	25(29.8%)	6(7.1%)	2(2.4%)	1(1.2%)
5.	Over utilization of infrastructural facilities is a barrier to promotion of community service in the university	MS	5(33.3%)	4(26.7%)	3(20%)	2(13.3%)	1(6.7%)
		AS	85(29.8%)	65(22.8%)	55(19.3%)	45(15.7%)	35(12.3%)
		NAS	25(29.8%)	24(28.5%)	20(23.8%)	10(11.9%)	5(6.0%)

Research question 2 at the same time, responses to item 1 revealed that out of 15 management staff (MS), 7(46.7%) of the respondents strongly agreed, 3(20%) agree that misappropriation of available funds is a barrier to promotion of community service in the university, 2(13.3%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagree. Out of 285 academic staff (AS), 130(35.1%) of the respondents strongly agreed, 120(42.1%) agree that mismanagement of available 20(7.0%) of the respondents undecided and 10(3.5%) of the respondents disagreed while 5(1.8%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 42(50.0%) of the respondents strongly agreed, 21(25.0%) of the respondents agreed, 10(11.9%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 1(6.7%) of the respondent strongly disagreed.

Moreover, responses to item 2 revealed that out of 15 management staff (MS), 6(40%) of the respondents strongly agreed that poor relationship between the university and community is a barrier to promotion of community service in the university, 4(26.7%) agreed, 2(13.3%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly agreed. Out of 285 academic staff (AS), 100(35.1%) of the respondents strongly agreed, 85(29.8%) agreed, 50(17.5%) of the respondents undecided and 30(10.5%) of the respondents disagreed while 20(7.0%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 30(35.7%) of the respondents strongly

agreed, 24(28.6%) of the respondents agreed, 15(17.9%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 5(6.0%) of the respondent strongly disagreed.

It was revealed in item 3 that out of 15 management staff (MS), 7(46.7%) of the respondents strongly agreed that lack of good leadership is a barrier to promotion of community development in the university, 4(26.7%) agreed, 2(13.3%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) strongly agreed. Out of 285 academic staff (AS), 185(64.9%) of the respondents strongly agreed, 50(17.5%) agreed, 25(8.8%) of the respondents undecided and 20(7.0%) of the respondents disagreed while 5(1.8%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 25(29.8%) of the respondents strongly agreed, 20(23.8%) of the respondents agreed, 15(17.8%) of the respondents undecided, 14(16.7%) of the respondents disagreed while 10(11.9%) of the respondent strongly disagreed.

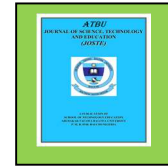
Also detail of responses to item 4 revealed that out of 15 management staff (MS), 7(46.6%) of the respondents strongly agreed, 4(26.7%) agreed that poor communication is a barrier to promotion of community development in the university, 2(13.3%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) strongly agreed. Out of 285 academic staff (AS), 150(52.6%) of the respondents strongly agreed, 110(38.6%) agreed, 19(6.7%) of the respondents undecided and 5(1.8%) of the respondents disagreed while 1(0.4%) of the respondents strongly disagree. Out

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of 84 nonacademic staff (NAS), 50(59.5%) of the respondents strongly agreed, 25(29.8%) of the respondents agree, 6(7.1%) of the respondents undecided, 2(2.4%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

Responses to item 5 revealed that out of 15 management staff (MS), 5(33.3%) of the respondents strongly agreed that over-utilization of infrastructural facilities is a barrier to promotion of community development in the university, 4(26.7%) agree, 3(20%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagree. Out of 285 academic staff (AS),

85(29.8%) of the respondents strongly agreed, 65(22.8%) agree, 55(19.3%) of the respondents undecided and 45(15.7%) of the respondents disagreed while 35(12.3%) of the respondents strongly disagree. Out of 84 nonacademic staff (NAS), 25(29.8%) of the respondents strongly agreed, 24(28.6%) of the respondents agreed, 20(23.8%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 10(11.9%) of the respondent strongly disagreed.

**Research Question 3:** What is the level of the university achievement on promotion of national unity by Universities in Nigeria?

**Table 3:** Opinions of Respondents on University Achievement on Cementing National Unity by Universities in Nigeria.

S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
1.	Noninvolvement of alumni in the activities of the university is a barrier to forging national unity in the university	MS	6(40%)	5(33.3%)	1(6.7%)	2(13.3%)	1(6.7%)
		AS	100(35.1)	150(52.6%)	9(3.2%)	20(7.0%)	6(2.1%)
		NAS	40(47.6%)	20(23.8%)	5(6.0%)	10(12.0%)	9(10.7%)
2.	Poor coordination of students state association is a barrier to forging national unity in the university	MS	4(26.7%)	6(40%)	3(20%)	1(6.7%)	1(6.7%)
		AS	130(45.6)	99(34.7%)	60(17.5%)	4(1.4%)	2(0.7%)
		NAS	30(35.7%)	35(41.7%)	13(15.5%)	1(6.7%)	5(6.0%)
3.	Poor academic linkage between the university and other institutions across the country is a barrier to forging national unity in the diversity	MS	5(33.3%)	4(26.7%)	1(6.7%)	3(20%)	2(13.3%)
		AS	150(52.6)	120(42.1%)	5(1.8%)	9(3.2%)	1(0.4%)
		NAS	60(71.4%)	16(19.0%)	5(6.0%)	2(2.4%)	1(1.2%)
4.	Lack of promotion of cultural activities is a barrier to forging national unity in the university	MS	7(46.7%)	4(26.7%)	1(6.7%)	2(13.3%)	1(13.3%)
		AS	150(52.6)	100(35.1%)	15(5.3%)	11(3.9%)	9(3.2%)
		NAS	39(46.4%)	29(34.5%)	10(11.9%)	5(6.0%)	1(1.2%)
5.	Noninvolvement of students in decision making process is a barrier to national unity in the university	MS	8(53.3%)	4(26.7%)	1(6.7%)	1(6.7%)	1(6.7%)
		AS	140(47.6)	130(45.6%)	8(2.8%)	5(1.8%)	2(0.7%)
		NAS	40(47.6%)	20(23.8%)	10(11.9%)	10(1.9%)	4(4.8%)

Research question 3 item 1 responses revealed that out of 15 management staff (MS), 6(40%) of the respondents strongly agreed that

non-involvement of alumni in the activities of the university is a barrier to forging national unity in the university. 5(33.3%) answered agree, 1(6.7%)

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of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagree. Out of 285 academic staff (AS), 100(35.1%) of the respondents strongly agreed that non-involvement of alumni in the activities of the university is a barrier to forging national unity in the university, 150(52.6%) agree, 0(3.9%) of the respondents undecided and 20(7.0%) of the respondents disagreed while 6(2.1%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 40(47.6%) of the respondents strongly agreed, 20(23.8%) of the respondents agreed, 5(6.0%) of the respondents undecided while 10(12.0%) of the respondents disagreed while 9(10.7%) of the respondent strongly disagreed.

Moreover responses to item 2 revealed that out of 15 management staff (MS), 4(26.7%) of the respondents strongly agreed that poor coordination of students' state associations is a barrier to forging national unity in the university, 6(40%) agree, 3(20%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) strongly disagree. Out of 285 academic staff (AS), 130(45.6%) of the respondents strongly agreed, 99(34.7%) of the respondents agreed, 50(17.5%) of the respondents undecided, 4(1.4%) of the respondents disagreed while 2(0.7%) of the respondent strongly disagreed. Out of 84 nonacademic staff (NAS), 30(35.7%) of the respondents strongly agreed, 35(41.5%) agree 1(1.5%) of the respondents undecided and 1(6.7%) of the respondents disagreed while 5(6.0%) of the respondents strongly disagreed

It was also revealed in item 3 revealed that out of 15 management staff (MS), 5(33.3%) of the respondents strongly agreed that poor academic linkage between the university and other institutions across the country is a barrier to forging national unity in the university, 4(26.7%) answered agree, 1(6.7%) of the respondents undecided, 3(20%) of the respondents disagreed, while 2(13.3%) strongly disagree. Out of 285 academic staff (AS), 150(52.6%) of the respondents strongly agreed, 120(42.1%) agreed, 5(1.8%) of the respondents undecided and 9(3.2%) of the respondents disagreed while

1(0.4%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 60(71.4%) of the respondents strongly agreed, 16(19.0%) of the respondents agree, 5(6.0%) of the respondents undecided, 2(2.4%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

Detail of responses to item 4 revealed that out of 15 management staff (MS), 7(46.7%) of the respondents strongly agreed that lack of promotion of cultural activities is a barrier to forging national unity in the university, 3(20%) agreed, 1(6.7%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 2(13.3%) strongly disagree. Out of 285 academic staff (AS), 150(52.6%) of the respondents strongly agreed, 100(35.1%) agreed, 15(5.3%) of the respondents undecided and 11(3.9%) of the respondents disagreed while 9(3.2%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 39(46.4%) of the respondents strongly agreed, 29(34.5%) of the respondents agree, 10(11.9%) of the respondents undecided, 5(6.0%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

Responses to item 5 revealed that out of 15 management staff (MS), 8(53.3%) of the respondents strongly agreed that non-involvement of students in decision-making process is a barrier to forging national unity in the university, 4(26.7%) agreed, 1(6.7%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) strongly disagreed. Out of 285 academic staff (AS), 140(49.1%) of the respondents strongly agreed, 130(45.6%) agreed, 8(2.8%) of the respondents undecided and 5(1.8%) of the respondents disagreed while 2(0.7%) of the respondents strongly disagreed. Out of 84 nonacademic staff (NAS), 40(47.6%) of the respondents strongly agreed, 20(23.8%) of the respondents agreed, 10(11.9%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 4(4.8%) of the respondent strongly disagreed.

## DISCUSSION OF RESULTS

The findings of the study in table 1 revealed that inadequacies in funds, irrelevant

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curriculum, marginalization of professional bodies, inadequacies of qualified personnel and poor collaborative strategies hinder university achievements on manpower development in Nigeria universities. It agrees with Odusanya (2019) that every society is faced with a peculiar problem and manpower planning through university education are the instrument that would be used to address the problem. It is also in line with Aruma (2018) who airs that the work environment is hugely dependent on human factor therefore training should cut out work place behavior, ethic, formal certification and respect for professional entity. This supports Nzokurum and Awah (2017) that socio-economic development of a nation is largely dependent upon a country's ability to effectively develop and utilize its human resources through implementation of plans, policies and programmes that are informed by relevant, reliable, timely and organized information on major aspects of the labour market.

This is in support of Gbesoevi (2017) that the tertiary institutions should fashion new ways of tackling the challenges inherent in the school system such as inadequacies in funding, irrelevant curriculum and facilities to meet the financial requirement for adequate manpower training. It is linked to Bashir, Salman and Issah (2022) that universities should have a clear understanding of needs in terms of manpower requirement for selection of priorities, capacities and capabilities in response to sectors and communities demand.

In the table 2, the findings revealed that funds were being mismanaged, poor communication gap between communities and the university staff, and students, poor leadership style, poor engagement initiatives on political support from the government and administrative bureaucracies of regulatory agencies, poor maintenance culture on available facilities. This supports Maranzu and Maranzu (2021) who perceived communities as the root of education, and that the study of community education based on the origin and history of people put in clear picture local knowledge, ideas and expertise which can be worked upon for the collective development of all. It agrees with Gbesoevi (2017)

who noted that there should be a cordial relationship between the tertiary education institutions and the other sectors of the nation's economy especially in the areas of staff training and overall personnel management.

It is also in line with the statement of Abbass (2019) that the failures of the government programmes were attributed to the fact that communities were excluded from the designs, formulations and implementations processes. The scholar suggest that there should be a bottom-up or top-down approach to incorporate the community in participatory programmes in order to achieve the desired objectives. It aligns with Bashir, Salman and Issah (2022) findings which revealed that internal efficiency of universities in linkage with alumni, professional bodies, local communities, Non-governmental agencies and employers on curriculum design, delivery and assessment, and work-based learning will provide specific training and employment galore reducing gaps in social constructs in Nigeria. This is in support of Wordu and Pepple (2019) who opine that regulatory agencies for business education programme should review the curriculum to integrate and adequately emphasize the skills rated as highly needed while the implementers should adopt suitable approaches to help all the graduates acquire the skills in order to become successful entrepreneurs who will contribute to the entrepreneurial development of the area.

And, the findings in table 3 revealed that inadequate involvement of alumni, poor coordination of student body and associations and poor implementation of curricular and extracurricular activities on promotion of socio-economic interdependence in faculties and departments, and staff resistance to changes made it difficult for achievement on national unity by Universities in Nigeria. It aligns with Bashir, Salman, Issah and Oladele (2023) that adopting Nigeria's critical cultural perspectives in curriculum which recognizes the strength and weaknesses in current culture and subcultures is a strategy for reimagining the tertiary education system. That means to redesign the internal and external efficiencies of TE in tandem with the Nigerian environment (traditional education) to

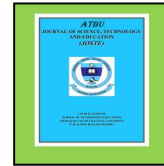
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have a measurable outcome in global solidarity. All ideas should take note of Nigeria's environment in criteria of course design, facilities, recruitment, promotions, engagements, linkages, policies and structures to promote social, political and economic development. It also support the claim of Adekola and Uzoagu (2022) that many development efforts had failed to achieve desired goals due to the usage of wrong approaches.

### CONCLUSION

Every society is faced with a peculiar problem and people are the instrument that would be used to address the problem. The ability of people to solve society problems is tied to investment on education particularly university education. One of the cornerstone of democracy is the participatory decision making process which is required by all. University education should be used a leveler to many diversities in Nigeria socially, politically and economically The process of people becoming more aware of one's creative potentials, gives room for aspiration which the system shape attitudes and responses to circumstances in the society at the university level. It concludes by rejecting what is conventionally referred to as manpower planning, and offering, instead, a set of guidelines for improving the linkage between universities, regulatory agencies, professional groups, students and the labour market within the framework of existing institutional and policy structures. Based on the findings of the study, conclusions were drawn that: knowledge; system and environmental practices do provide insight and tools for tackling social-cultural and economic issues. These factors influence lifestyle of individuals' behavior, consumption pattern and values related to measurable outcome when attention is given to the processes and outcomes in tandem with environment in global solidarity.

### RECOMMENDATIONS

1. Universities should acknowledge their unique role in manpower development through reliable, timely and well informed information to determine national needs.

2. Universities should give more consideration to measurable outcome on occupational projection with relevant statistical data through periodic evaluation, monitoring and feedback mechanism.
3. Universities should align all processes, structures, capabilities and capacities strategically to Nigeria environment to meet global outcomes.
4. Experiential approaches on work place behavior and ethics should be prioritized in curriculum design, relevant and qualified resources utilization and inclusiveness in learning techniques to reduce unruly behavior, unemployment and insecurity in Nigeria.
5. Universities should redesign its linkages with communities; government agencies, civil society, professional group, local community to facilitate enhanced service delivery and higher quality of life from rural areas through participatory approaches in bringing communities into classroom vis a vis as resource persons, work shop, media, extension, volunteerism, industrial training, and community services channel through periodic evaluation, monitoring and feedback mechanism.
6. Rural areas or communities should be target for experiential learning and developmental initiatives for research.
7. Autonomy should be given to each university to determine most appropriate and effective way to reflect manpower consideration in relation to other objectives like community development and national unity in the context of mission achievement. Such practices foster self-reliance, dignity of labour, knowledge management, reduced cost, sense of belonging, promotion of value system, alleviation of poverty.
8. linkages should reflect flexibility and adaptive capability of the societal needs in terms of socio economic and political realities.

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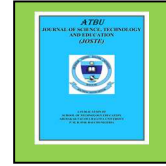
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