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Assessment of Environmental Factors Militating Against Achievements of University Objectives in Nigeria

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Abstract*: The significance of environment as an activity of human phenomenon is being underestimated in the commitment towards the achievement of university objectives in Nigeria. This paper explored the barriers militating against achievement of university objectives in Nigeria. 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 while one hypothesis was formulated. These were answered and tested using percentage and analysis of Variance (ANOVA) statistic at .05 level of significant. The findings shows that there exist differences between environmental issues and achievements of universities objectives in Nigeria. It concludes that; inadequacies in resources not in tandem with societal needs, overemphasis on theoretical knowledge and no relevancy in curriculum designed with oversight on moral value made it difficult for the achievement of university objectives in Nigeria. The study recommends among others that; universities through parent body to address structures, systems, processes and regulations to be societal relevance in areas of recruitment of qualified staff, involvement of parents and students representatives in decision making; strengthen internal efficiency universities by having a clear understanding of needs in terms of manpower requirement for selection of priorities, capacities and capabilities in response to sectors demand; universities to build up innovation through 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.*

Keywords: Environment, Education, University, University education, Proper values, Intelligence, Physical Skills

Introduction

The significance of education from the medieval period to the present age cannot be overestimated. Education is a social institution with an organized pattern of behavior which exhibits people's belief system, thoughts in relation to childbearing, and as well notion for a good life (Babarinde, 2012). The whole system of transmission of people's culture from one generation to another in order to guarantee social and cultural survival is education. Every human society has a cultural transmission in their system of socialization from infancy to childhood. And, the family represent the basic unit of education as it begins from home. For instance, indigenous traditional education of each societies provides the necessities to live in harmony by preparing families and members to share responsibilities long before creation of technologies and invention for different solutions.

Modernity in education has continue to provide opportunities for human advancement in areas of health, education, housing, commerce, technology, Agriculture, transportation among others. The extent of such provisions and in quality based on socializing processes of each society characterize human activities to life struggles, setbacks, disappointment, and happiness. University education to such effect, is distinct to have changing roles in the mandate of teaching, learning, research, dissemination, and community service which cannot be ignored. This is because, other levels of education, sectors and institutes depend, or are connected to it for provisions of quality manpower and performances. Secondly, the university offers courses by advancing the course of truths through research and discoveries in different areas of human activities for the development of the society. As a matter of priority, environments are great determinant for selection of values and skills for university to achieve objectives in the productions of civilized skilled men and women in different fields for national development.

Environment in modern studies is a forceful phenomenon on the existence of human being. Environment retains its preeminence on the order of the socio-economic and political activities of human being and the surrounding (Okoroafor, 2016). These factors determine man's attitudes, values, intuition, ideas in responses to situations. Babarinde (2012) affirms that indigenous traditional education's content of any society is dictated by its relative geographical and environmental factors. In Africa, the curricular which was informal comprises of development of child's physical skills, character, intelligence skills and sense of

belongings to the community as well as inculcating respect for elders, acquisition of specific vocational training, understanding, and appreciating community's cultural heritage.

The influx of western education in Africa aroused unprecedented challenges posed by globalization which necessitates growing roles for university education and education generally as responsibilities of the public and private to achieve internal efficiency. Many countries have taken drastic steps through their university resources to avoid the traps of globalization which serves differently on democracy, social demand and policies (Organization for Economic Corporation and Development, 2018). Kings, McGrath & Rose (2012) suggested that reliance on local solution in areas of application of knowledge, market and institutions in global solidarity can pull African countries out of poverty. In contemporary settings, the absence of technical competence and political will on new technology driven by public private initiatives as revealed in studies make many countries to fail in the responsibility as a great nation. It is significance for resources productivity in terms of relevancy, quality and quantity for society performances (Asthakova etal 2016).

Nigeria is a multidimensional society in terms of rich socio-cultural heritage and economically endowed with natural resources cycle able and non-cycle able. The country was formerly made up of empires, kingdoms, and chiefdoms before the political divides of the six geo- political zones. It had its root of indigenous education in the overall system of thoughts and tradition of the people. Among the Hausas, education centred on a strong moral code due to its long contact with Islam shaped its socio-economic and political framework long before the arrival of colonial masters. Among the Igbos, children were taught to achieve through competitions while the Yoruba education focused around personality on strong moral base. Despite the rigidity in traditional beliefs and conservatism of these societies, it was formidable enough to produce in history world leaders socially, politically and economic wise (Babarinde, 2012; Imam, 2012). Previous studies enunciate effects of the loose network of Islamic schools under different patrons on popular participation in state sponsored education programme as a discourse in Northern part and on Nigeria as a whole. And unhealthy competition on educational development among the earlier political elites unfold many issues of suspicion which overlooked the relevance of model of education in their regions. More so, the growing prosperity of the oil boom years, neglecting of rich agricultural propensity and the prospect of western education without attendance to Nigeria cultural diversity, were an oversight functions of both the ruling class and the academia.

The present situation confronting Nigeria with constellation of circumstances, physical, social, and political depict the reality of tension and anger within the social constructs. Elitism is being used as weapon for divisive tendencies. These are shown in relative studies implicating agitations, ethnic rivalries, struggles, and incessant strike actions, level of corruptions, vandalism, sexual harassment, community clashes, banditry, and robbery cum academic fraud among many due to poor implementation of university educational policies. Such situations had continued to deprive the nation and her citizens' social and economic privileges of development. These inhibits her development of resources, functioning of and proper use of talents and skills (Babarinde, 2012). In the analysis of development, Babarinde (2012) sees man as the object and subject of his own improvement not merely as an instrument. In his study, Babarinde relates that "the question of relevance to which Nigerian universities are confronted with is relevant to all activities and institutions which emanates from the society for them to be able to prove their relevance for survival."

However, it is essential that account of social, economic and political factors is taken in assessing the environment as barriers militating the achievement of university achievement in Nigeria.

Statement of the Problem

It is observed that the innate exploit of Nigerian youths without application to efficiency of education in relation to environment is the source of wastages and dimensions of insecurity in the country. Besides, more education does not translate into better life except with require knowledge, skills, aptitude among others. And, not only that policies are poorly implemented but also the mentality in the university system in the adoption of foreign attitudes against Nigeria rich culture of developing positive values and mindset on the recipients of university education undermines national development. The fault lines are obvious in the productions of jobless brilliant graduates who do not get the holistic and synergistic application of learning. More so, previous studies on university internal efficiency overlooked the significance of environment in the achievement of objectives. Endless enumeration of inadequacies of resources, welfare packages culminating into incessant strike actions and brain drain had only resulted to promotion of irrelevant policies, deregulation, and proliferations of universities which account for more dimensions of insecurity in Nigeria. This study elucidates the importance of environment in the achievement of university objectives where regulatory agencies such as National Planning Commission (NPC), Research Institutes, National Directorate of Employment (NDE), Parent Teachers Association (PTA), National Associations of Nigeria Students (NANS), Ministry of Labour and Productivity (MLP) among others align with university programmes to foster mandate in practical terms and reduce strike actions. The need to improved socio-economic life of every citizen is therefore necessary to meet the mindset of governments, potential employers, parents and the general society.

Purpose of the Study

This study was set to:

1 investigate the environmental factors militating against achievement of inculcation of proper values for the survival of the individuals' and the societies by Universities in Nigeria
2 find out through the opinions of the respondents on environmental factors militating against achievement of intellectual capability of individuals to understand and appreciate their local and external environments by Universities in Nigeria

3. identify in the opinions of the respondents on environmental factors militating against achievement of promotion of community services by Universities in Nigeria?
4 know the levels of each of the environmental factors militating against achievement of university objectives in Nigeria.
5 determine the strategies for enhancing the actualization of achieving university objectives in Nigeria.

Research Questions

The following questions were raised to guide the study:

1. what is the opinions of the respondents on environmental factors militating against achievement of inculcation of proper values for the survival of the individuals' and the societies by Universities in Nigeria?
2. what is the opinions of the respondents on environmental factors militating against achievement of intellectual capability of individuals to understand and appreciate their local and external environments by Universities in Nigeria?
3. what is the opinions of the respondents on environmental factors militating against achievement of promotion of community services by Universities in Nigeria?

Hypothesis

The following Null hypothesis was formulated for the study.

HO_1: There is no significant difference in the opinions of the respondents on environmental factors militating against achievement of acquisition of physical skills which will enable individuals to be self-reliant and useful members of the society by Universities in Nigeria.

LITERATURE REVIEW

Reviewed works of scholars in Bashir & Issah (2020); Astakhova Etal (2016); Adedipe, 2015); Adam (2014) identified university as antecedence of international and national commitment. It is an environment of those who teach and learn. The general expectation on any recipient of university education is the display of harmonious relation at home, workplace and in the society. It is assumed that students are the future developers and managers of society's institutions. Also, the university system through its products has great influence on societies, industries, government policies and decisions making in the country. Most often, results of university researchers are the main foundation upon which the survival of human populace depends. It is in such path that university education plays leading role for human survival in the development of policies, projects, and programmes for national development. It has significantly led to relative increase in educated population, internationalization of education, establishment of institutions, mystified numbers on admission and; upgrading of colleges, institutes, and academics to university equivalents implicative of relative reduction in public expenditure per students from planned growth, restriction on admission to different areas of specialization and fields, creation of privileges in Non-state and state owned institutions, philanthropic act, and development of public schools. In recent years, the increasing numbers of universities in studies iterated the significance of education and implications associated with educational services such as high wages, promised life opportunities, choice of profession, prestige on parental status and contributions to children's life (King etal, 2012). Studies in Bashir & Issah (2020) and Abdkareem, Ottan & Masud (2019) revealed inadequacies of universities in Nigeria in welfare packages, municipal services, professional development, social sentiment and absence of school's curricula that can provide learning experiences that address students' development in the cognitive, academic, emotional, social, and moral domains.

Concept of value

The term value in Arisi (2013), Okpokolor (2013) and Elendu (2012) connotes a socio-cultural element as principle, fundamental conviction, ideas, and standard of life and stances which act as genuine guide to behavior or reference point in decision making or the evaluation of actions in a society. Osaat and Omordu (2011) asserted that value is relative to religions, intellectuality, economic, social, moral, and aesthetic. It is subjective to different socio-cultural context of society or individual as an operation within the conscience. For example, in Nigeria society, everyone acts according to his or her conviction (Osaat & Omordu, 2011). Babarinde (2012) availed that Islam in Nigeria is being criticized for not measuring up to the standard known in countries like Turkey, Cairo, and Mecca among others. The emphasis according to the scholar is that Islamic education had contributed to world civilization and culture scientifically. For example, the establishment of first university in the world, and advancement of scientific researches in many areas against the anti-intellectual disposition of terrorist groups that heightens insecurity in killings of innocents, burning of churches and mosques, banditry and ransom taking. Studies in Babarinde (2012) aired those scientific discoveries in this century gave rise to genuine optimism, materialistic accomplishment and unethical values undermining core traditional value system in African countries. Earlier studies had demonstrated that "good teaching" depends on value of what is being taught, environment and other situational factors. Values in scholarly works are opined to be addressed consciously, critically, and publicly as something which begins with the family through culture and religion before other influences. Any good education is derived from its value to function on the recipient in terms of his socio-political and economic relevance (Bashir & Issah, 2020). Okoroafor (2016) affirms that no society is strong, healthy, and creative unless the set of common values give meaning to purpose of live. The scholar emphasized that, knowledge; system and environmental practices do provide insight and tools for tackling social-cultural and economic issues. He also opined that these factors influence lifestyle of individuals' behavior, consumption pattern and values related to environment when attention is given to the processes and outcomes in global solidarity.

Intelligence skill development:

Intelligence is a general word for what constitute social, artificial, and emotional ability underlining human's ability to reason, think and act on knowledge. Skills in Adebisi (2014) is defined as special ability or expertise to do something well through acquisitions of experience undergoing training. The scholar emphasizes that skills become habits which ensure adaptation because of adequate practice. It evolves around physiological, psychological, social, emotional activities such as experiencing practical learning necessary for growing childhood or adulthood. Anwar, Majoka & Khan (2018) see intelligence as the ability to see relationship between objects and ideas of a prior experience to a new solution. These scholars view intelligence skill development as the simple accrual and tuning of many small units of knowledge that in total produce complex cognition, available to a person at a particular point of time. In view of this, intellectual development is a phenomenon characterized by periods of complex advancement, suspension or even reversal of growth in some aspects of knowledge and reasoning. Ayogu (2015) support the above in his studies where increasing complexities in intelligence skill development is linked to have positive impact on career development in attitudes, and affective experience of working life. It is unarguable that human behaviors are indicative of intelligence understood through nine basic capabilities. These are reasoning capability, acculturation capability, visualization capability, auditory capability, quantitative capability, fluency of retrieval of knowledge, process of maintaining immediate awareness, process of speed of apprehension and process of quick arriving at a decision. Each capability is distinctively distributed and relative to others in terms of basic information-processing components (Anwar etal, 2018). Scholars discovered that curricular activities in universities has no effect on the emotional intelligence of students. This was because courses in university programmes lacked the capacities to improve emotional intelligence of learners due to factors such as stress, absence of relevant resources which leads to deviant behaviors of learners. The study of Anwar etal (2018) suggested that the purpose of education on students is not only to master academic or subject matters but manage emotion, become responsible and emphatic in positive decision making. Huitt and Dawson (2011) postulated that schools' curricula must provide learning experiences that address students' development in the cognitive, academic, emotional, social, and moral domains. The study identified five teachable competencies that is believed to provide a foundation for effective personal development which are self-awareness, social awareness, self-management, relationship skills: responsible decision making.

Physical skills development:

Scholarly works foresee skills in different perspectives. The word physical abilities encompass bodily exercising, endurance, and mental coordination in use of body structures. It is more than running and jumping but other physical activities such as writing, walking, reading and use of mental abilities (Adebisi, 2014). For an individual to be physically satisfied revolves around physiological, psychological, social, and emotionally balanced. New skills and abilities are being developed when such individuals experience growth internally and externally. Physical growth occurs when ability to use body in movement pattern for skill disposition known as motor development (Abubakar, 2013). Esan & Adewumi (2018) and Adeyemo (2010) defined physical skills as the acquisition or development of organic power, neuromuscular skills and desire pursuit of social attitude and intellectual awareness in the course of practice, exercising or training. It is a skill related not only in verbal, perceptual, quantitative reasoning areas of intelligence but performance. The scholars affirmed the rigorous muscular activities, increased muscular strength, endurance, cardiovascular efficiency which physically enables individuals to work longer with lower energy expenditure. Adeyemo (2010) found out that practical oriented courses in field trip, character and community developmental programmes enable students to design, carryout experiment, appropriate forms of measurement skills, aptitude, and work satisfactorily among others. Physical skills is acquired through proficiency in movement, management of strength and adjustment to both self and others. Adebisi (2014) recommends that joint university and industry panel to address issues on; work study programme, expended internship, introductory courses taught by professionals from industry group, and promotions of partnership to bridge gap between universities and the public. The study affirmed that more education without relevant and better skill does not translate to better skill or life. This is on the emphasis that real empowerment is such that makes a graduate or beneficiary self-reliant. And to be self-reliant, employable, and productive demands adequate training, right attitude, habits, and sellable skills to explore.

Theoretical framework

The theoretical framework of this study focused on agency theory. The goal of agency theory is to specify optimal contracts between principal and agents, and the conditions under which such contracts may help minimize the effect of goal incongruence. University education has a vital role to play in the development of knowledge, skills, attitudes, and values that make people to contribute and benefit from an inclusive and sustainable future. This depends on synergy within the government agencies in each sectors and universities to prepare students for the relative world of work. It requires equipping students with relevant skills to become active and responsible engaged citizens. This is favorable when information asymmetric and goal conflict are presented as condition relevant to avoid problems within the relationship. Human beings are inherently social in nature and the ability to foster competencies means adaptation to an increasing complex social situation. Agency theory offers insights to relativity of universities to other social institutions such as parents, students' representatives, employers of labour, corporate organizations and individuals and agencies established to accede the achievement of mandate in compliance with the national philosophy. Opportunities offered by universities are analyzed through different forms of issues unfolding with most unique insights that the theory can offer. It examines the socio-economic characteristics of each regions for universities and through provisions of alternative insight recommend

with respect to the behavioural implications for government to equip the institutions with relevant resources and allocation mechanisms.

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.

RESULT

Table 1 Shows Detail of Opinions of Respondents on Research Question 1

Table 1: Opinions Of Respondents on Environmental Factors Militating against Achievement of Inculcation of Proper Values for the Survival of the Individuals' and the Societies in Universities in Nigeria.

S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
1.	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	MS AS NAS	7(46.7%) 150(52.6) 39(46.5 %)	3(20%) 100(35.1 %) 29(34.5%)	1(6.7%) 15(5.3%) 10(11.9 %)	2(13.3%) 11(3.9%) 5(6.0%)	2(13.3%) 9(3.2%) 1(6.7%)
2.	Marginalization of parents in the university affairs leads to poor attitude of students which makes it difficult for the university to inculcate proper value to students	MS AS NAS	8(53.3%) 126(44.2) 60(71.4 %	3(20%) 100(35.1 %) 15(5.3%)	2(13.3%) 30(10.5 %) 5(1.8%)	1(6.7%) 20(7.0%) 2(2.4%)	1.(6.7%) 9(3.2%) 2(2.4%)
3.	Adopting of western culture in our system creates a barrier to achievement in inculcation of proper values to students in the university	MS AS NAS	6(40%) 130(45.6) 40(4.6%)	5(33.3%) 120(42.1 %) 15(17.9%)	2(13.3%) 18(6.5%) 12(14.3 %	1(6.7%) 10(3.5%) 10(11.9 %)	1(6.7%) 7(2.5%) 7(8.3%)
4.	Non compliance to rules and regulations creates a barriers to achievement of inculcation of proper values to students in the university	MS AS NAS	8(53.3%) 140(49.1) 40(47.6 %)	4(26.7%) 130(45.6 %) 20(23.8%)	1(6.7%) 8(2.3%) 10(11.9 %)	1(6.7%) 5(1.3%) 10(11.9 %)	1(6.7%) 2(0.7%) 4(4.8%)
5.	Poor feedback mechanism on maintenance of discipline create a barrier to achievement of inculcation of proper values to students in the university	MS AS NAS	9(60%) 129(45.3) 50(59.5 %)	3(20%) 125(43.9 %) 15(17.9%)	1(6.7%) 14(4.9%) 10(11.9 %)	1(6.7%) 10(3.5%) 5(6.0%)	1(6.7%) 7(2.7%) 4(4.8%)

In response to items 1 to 5 which sought university Staff opinion on environmental factors militating against achievement of inculcation of proper values for the survival of the individuals' and the societies by Universities in Nigeria. Responses to item 1 revealed that out of 15 Management Staff (MS), 7(46.7%) 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., 3(20%) 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), 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 Non Academic Staff (NAS), 39(46.4%) of the respondents strongly agreed, 29(34.5%) of the respondents agreed, 10(11.9%) of the respondents undecided, 5(6.0%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

The responses to item 2 revealed that out of 15 Management Staff (MS), 8(53.3%) of the respondents strongly agreed that marginalization of parents in the university affairs leads to poor attitude of students which makes it difficult for the university to inculcate proper value to students, 3(20%) agreed, 2(13.3%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) strongly disagreed. Out of 285 Academic Staff, 126(44.2%) of the respondents strongly agreed, 100(35.1%) of the respondents agreed, 30(10.5%) of the respondents undecided, 20(7.0%) of the respondents disagreed while 9(3.2%) of the respondent strongly disagreed. Out of 84 non-academic staff (NAS), 60(71.4%) of the respondents strongly agreed, 15(5.3%) agreed, 5(1.8%) of the respondents undecided and 2(2.4%) of the respondents disagreed while 2(2.4%) of the respondents strongly disagreed.

Detail of responses to item 3 revealed that out of 15 Management Staff (MS), 6(40%) of the respondents strongly agreed that adopting of Western culture in our system creates a barrier to achievement of inculcation of proper values to students in the university., 5(33.3%) agreed, 2(13.3%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) answered strongly agreed. Out of 285 Academic Staff (AS), 130(45.6%) of the respondents strongly agreed, 120(42.1%) agreed, 18(6.3%) of the respondents undecided and 10(3.5%) of the respondents disagreed while 7(2.5%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 40(47.6%) of the respondents strongly agreed, 15(17.9%) of the respondents agreed, 12(14.3%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 7(8.3%) of the respondent strongly disagreed that adopting of Western culture in our system creates a barrier to achievement of inculcation of proper values to students in the university.

Moreover, detail of responses to item 4 revealed that out of 15 Management Staff (MS), 8(53.3%) of the respondents strongly agreed that non-compliance to rules and regulations creates a barrier to achievement of inculcation of proper values to students 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%) answered 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 Non Academic 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.

Responses to item 5 revealed that out of 15 Management Staff (MS), 9(60%) of the respondents strongly agreed that poor feed-back mechanism on maintenance of discipline creates a barrier to achievement of inculcation of proper values to students in the university, 3(20%) agreed, 1(6.7%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 1(6.7%) answered strongly disagreed. Out of 285 Academic Staff (AS), 129(45.3%) of the respondents strongly agreed, 125(43.9%) agreed, 14(4.9%) of the respondents undecided and 10(3.5%) of the respondents disagreed while 7(2.7%) of the respondents strongly disagree. Out of 84 Non Academic Staff (NAS), 50(59.5%) of the respondents strongly agreed, 15(17.9%) of the respondents agree, 10(11.9%) of the respondents undecided, 5(6.0%) of the respondents disagreed while 4(4.8%) of the respondent strongly disagreed.

Research Question 2: How do respondents perceive environmental factors militating against achievement of development of intellectual capability of individuals to understand and appreciate their local and external environments by Universities in Nigeria?

Table 2: Shows Detail of Opinions of Respondents on Research Question 2

Table 2: Opinions on Respondents on Environmental Factors Militating against Achievement of Development of Intellectual Capability of Individuals to Understand and Appreciate their Local and External Environments in Universities in Nigeria.

S/N	Item	R	SA%	A%	UN%	D%	SD%
1.	Lack of consideration of students individual differences is a barrier to developing the individual capacity of students to understand and appreciate	MS AS NAS	6(40%) 84(29.5%)	4(26.1%) 120(42.1%) 5(6%)	2(13.3%) 3(1.1%) 11(13.1%)	1(6.7%) 2(0.7%) 29(34.5%)	2(13.3% 2(0.7%) 3(3.6%)

	their local and external environment in the university		36(42.9 %)				
2.	Much emphasis on the theoretical aspect of knowledge is a barrier to developing the individual capacity to understand and appreciate their local and external environment in the university	MS AS NAS	5(33.3%) 85(29.8 %) 36(42.9 %)	4(26.7%) 142(49.8 %) 5(60%)	3(20%) 4(1.4%) 3(3.6%)	0(0%) 12(4.2%) 29(34.5 %	3(20%) 2(0.7%) 11(13.1 %)
3.	Lack of practical skills development such as field trips, micro teaching and feasibility studies is a barrier to developing the capacity of students to understand and appreciate their local and external environment in the university	MS AS NAS	4(26.6%) 142(49.8 %) 29(34.5 %)	5(33.3%) 85(29.8%) 36(11.9%)	3(20%) 22(7.7%) 11(13.0 %	2(13.3%) 21(7.3%) 5(5.9%)	1(6.7%) 15(5.2%) 3(3.5%)
4.	None availability of instructional facilities is a barrier to developing individual capacity of students to understand and appreciate their local and external environment in the university	MS AS NAS	8(53.3%) 126(44.2 %) 60(71.4 %)	3(20%) 100(35.0 %) 16(19.0%)	2(13.3%) 30(10.5 %) 5(5.9%)	1(6.7%) 20(7.0%) 2(2.3%)	1(6.7%) 9(3.2%) 1(1.2%)
5.	Interference of professional bodies is a barrier to developing individual capacity of students to understand and appreciate their local and external environment in the university	MS AS NAS	8(53.3%) 140(49.1 %) 40(47.6 %)	4(26.7%) 130(45.6 %) 15(17.8%)	1(6.7%) 8(2.8%) 12(14.2 %)	1(6.7%) 5(1.7%) 10(11.9 %)	1(6.7%) 2(0.7%) 7(8.3%)

In responding to items 1 to 5 which sought the opinions of university management staff, university academic staff, university non-academic staff on environmental factors militating against achievement of development of intellectual capability of individuals to understand and appreciate their local and external environment by Universities in Nigeria. In the following, detail of responses to item 1 revealed that out of 15 Management Staff (MS), 6(40%) of the respondents strongly agreed that Lack of consideration of students' individual differences is a barrier to developing the individual capacity of students to understand and appreciate their local and external environment in the university. 4(26.1%) agreed, 2(13.3%) of the respondents undecided, 1(6.7%) of the respondents disagreed, while 2(13.3%) answered strongly disagreed. Out of 285 Academic Staff (AS), 84(29.5%) of the respondents strongly agreed, 120(42.1%) agreed, 3(1.1%) of the respondents undecided and 2(0.7%) of the respondents disagreed while 2(0.7%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 36(42.9%) of the respondents strongly agreed, 5(60%) of the respondents agree, 11(13.1%) of the respondents undecided, 29(34.5%) of the respondents disagreed while 3(3.6%) of the respondent strongly disagreed.

In item 2, responses revealed that out of 15 Management Staff (MS), 5(33.3%) of the respondents strongly agreed that, Much emphasis on the theoretical aspect of knowledge is a barrier to developing the individual capacity of students to understand and appreciate their local and external environment in the university. 4(26.7%) agreed, 3(20%) of the respondents undecided, 0(0%) of the respondents disagreed, while 3(20%) 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 Non Academic Staff (NAS), 36(42.9%) of the respondents strongly agreed, 5(60%) of the respondents agreed, 3(3.6%) of the respondents undecided, 29(34.5%) of the respondents disagreed while 11(13.1%) of the respondent strongly disagreed.

Detail of responses to item 3 revealed that out of 15 Management Staff (MS), 4(26.6%) of the respondents strongly agreed that Lack of practical skill development such as; field trips, micro-teaching and feasibility studies is a barrier to developing the individual capacity of students to understand and appreciate their local and external environment in the university,5(33.3%) agreed,

3(20%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagreed. Out of 285 Academic Staff (AS), 142(49.8%) of the respondents strongly agreed, 85(29.8%) agreed, 22(7.7%) of the respondents undecided and 21(7.3%) of the respondents disagreed while 15(5.2%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 29(34.5%) of the respondents strongly agreed, 38(11.9%) of the respondents agree, 11(13.0%) of the respondents undecided while 5(6.0) of the respondents disagreed while 3(3.5%) of the respondent strongly disagreed.

In item 4 detail of responses revealed that out of 15 Management Staff (MS), 8(53.3%) of the respondents strongly agreed that Non availability of relevant instructional facilities is a barrier to developing the individual capacity of students to understand and appreciate their local and external environment in the university, 3(20%) 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), 126(44.2%) of the respondents strongly agreed, 100(35.0%) agreed, 30(10.5%) of the respondents undecided and 20(7.0%) of the respondents disagreed while 7(3.2%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 60(71.4%) of the respondents strongly agreed, 16(19.0%) of the respondents agreed, 5(6.0%) of the respondents undecided, 2(2.3%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

More so, detail of responses to item 5 revealed that out of 15 Management Staff (MS), 8(53.3%) of the respondents strongly agreed that Interference from professional bodies is a barrier to developing the individual capacity of students to understand and appreciate their local and external environment 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%) answered strongly agreed. 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(1.7%) of the respondents disagreed while 2(0.7%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 40(47.6%) of the respondents strongly agreed, 15(17.8%) of the respondents agreed, 12(14.2%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 7(8.3s%) of the respondent strongly disagreed that Interference from professional bodies is a barrier to developing the individual capacity of students to understand and appreciate their local and external environment in the university.

Research Question 3: How do respondents perceive environmental factors militating against achievement of acquisition of physical skills which enable individuals to be self-reliant and useful members of the society by universities in Nigeria?

Table 3: Opinions Of Respondents On Environmental Factors Militating against Achievement On Acquisition Of Physical Skills Which Enable Individuals To Be Self-Reliant And Useful Members Of The Society by Universities In Nigeria.

S/N	Item Statement	R	SA%	A%	UN%	D%	SD%
1.	Poor designed curriculum is a barrier to acquisition of physical skills for individuals to be self reliant and useful to society	MS AS NAS	5(33.3%) 85(29.8 %) 25(29.8 %)	4(26.7%) 65(22.8%) 24(28.6%)	3(20%) 55(19.3 %) 70(23.8 %)	2(13.3%) 45(15.7%) 10(11.9%)	1(6.7%) 35(12.3 %) 5(6.0%)
2.	Financial mismanagement is a barrier to acquisition of physical skills for individuals to be self reliant and useful to society	MS AS NAS	7(46.7%) 130(45.6 %43(50. 0%)	3(20%) 120(42.1 %) 21(25.0%)	2(13.3%) 20(7.0%) 10(11.9 %)	2(13.3%) 3(3.5%) 10(11.9%)	1(6.7%) 5(1.8%) 1(1.2%)
3.	Poor implementation of curriculum is a barrier of physical skills for individuals to be self reliant and useful to society	MS AS NAS	6(40%) 100(35.1) 30(35.7 %)	4(26.7%) 85(29.8%) 24(28.6%)	2(13.3%) 50(17.5 %) 15(17.9 %)	2(13.3%) 30(10.5%) 10(11.9%)	1(6.7%) 20(7.0%) 5(6.0%)
4.	Lack of corporation with government and non government agencies for acquisition of skills is a barrier to acquisition of physical skills for individual to be self reliant and useful to society	MS AS NAS	6(40%) 90(31.6 %) 60(71.4 %)	4(26.7%) 70(24.6%) 15(17.6%)	3(20%) 50(17.5 %) 5(6.0%)	1(6.7%) 40(14.0%) 3(3.6%)	1(6.7%) 35(12.3 %) 1(1.2%)
5.	Lack of creativity in students is a barrier to acquisition of physical	MS AS	4(26.7%)	6(40%) 89(31.2%)	1(6.7%) 25(8.8%)	2(13.3%) 24(8.4%)	2(13.3%) 15(5.3%)

skills for individual to be self reliance and useful to society	NAS	132(46.3) 53(63.1%)	14(16.7%)	7(8.3%)	8(9.5%)	2(2.4%)

In response to items 1 to 5 which sought the university staff opinions on environmental factors militating against achievement of acquisition of physical skills which enable individuals to be self-reliant and useful members of the society by Universities in Nigeria**;** In item 1, detail of responses revealed that out of 15 Management Staff (MS), 5(33.3%) of the respondents strongly agreed that Poor designed curriculum is a barrier to acquisition of physical skills for individuals to be self-reliant and useful to society, 4(26.7%) agree, 3(20%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) answered strongly disagreed. Out of 285 Academic Staff (AS), 85(29.8%) of the respondents strongly agreed, 65(22.8%) answered agree that Mismanagement of available funds is a barrier to the achievement of high level relevant manpower training in this university, 55(19.3%) of the respondents undecided, 45(15.7%) of the respondents disagreed while 35(12.3%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 25(29.8%) of the respondents strongly agreed, 24(28.6%) of the respondents agree, 20(23.8%) of the respondents undecided, 10(11.9%) of the respondents disagreed while 5(5.9%) of the respondent strongly disagreed.

Responses to item 2 revealed that out of 15 Management Staff (MS), 7(46.7%) of the respondents strongly agreed that Financial mismanagement is a barrier to acquisition of physical skills for individuals to be self-reliant and useful to society, 3(20%) agreed, 2(13.3%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagreed. Out of 285 Academic Staff (AS), 130(45.6%) of the respondents strongly agreed, 120(42.1%) agreed, 20(7.0%) of the respondents undecided, 10(3.5%) of the respondents disagreed while 5(1.8%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 43(50.0%) of the respondents strongly agreed, 21(25.0%) of the respondents agreed, 10(11.9%) of the respondents undecided while 10(11.9%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

Moreover, detail of responses to item 3 revealed that out of 15 Management Staff (MS), 6(40%) of the respondents strongly agreed that Poor implementation of curriculum is a barrier to acquisition of physical skills for individuals to be self-reliant and useful to society, 4(26.7%) agreed, 2(13.3%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 1(6.7%) strongly disagreed. 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 Non Academic 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.

Moreover, responses to item 4 revealed that out of 15 Management Staff (MS), 6(40%) of the respondents strongly agreed, 4(26.7%) answered agree, 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), 90(31.6%) of the respondents strongly agreed, 70(24.6%) agreed, 50(17.5%) of the respondents undecided and 40(14.0%) of the respondents disagreed while 35(12. 3%) of the respondents strongly disagree. Out of 84 Non Academic Staff (NAS), 60(71.4%) of the respondents strongly agreed, 15(17.9%) of the respondents agreed 5(6.0%) of the respondents undecided while 3(3.6%) of the respondents disagreed while 1(1.2%) of the respondent strongly disagreed.

Meanwhile detail of responses to item 5 revealed that out of 15 Management Staff (MS), 4(26.7%) of the respondents strongly agreed, 6(40%) answered agree, 1(6.7%) of the respondents undecided, 2(13.3%) of the respondents disagreed, while 2(13.3%) answered strongly agree. Out of 285 Academic Staff (AS), 132(46.3%) of the respondents strongly agreed, 89(31.2%) agreed, 25(8.8%) of the respondents undecided and 24(8.4%) of the respondents disagreed while 15(5.3%) of the respondents strongly disagreed. Out of 84 Non Academic Staff (NAS), 53(63.1%) of the respondents strongly agreed, 14(16.7%) of the respondents agreed, 7(8.3%) of the respondents undecided while 8(9.5%) of the respondents disagreed while 2(2.4%) of the respondent strongly disagree.

Hypothesis Testing

H_0:1 There is no significant difference in the opinions of respondents on environmental factors militating against achievement of acquisition of physical skills which will enable individuals to be self-reliant and useful members of the Society by universities in Nigeria.

Table 4: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on the Environmental factors Militating against Achievement of Acquisition of Physical Skills which will Enable Individuals to be Self-reliant and Useful Members of the Society by Universities in Nigeria.

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	18.6105	2	9.305				
				2.6160	3.00	0.074	Retained
Within Groups	1355.22	381	3.557				
Total	1373.831	383					

As shown in Table 4,the calculated F-value (2.62) is less than the critical value (3.00), while the P-value (0.074) is greater than the significant value of 0.05 which indicated that there is no significant difference in the opinions of respondents on barriers to achievement of acquisition of physical skills which will enable individuals to be self-reliant and useful members of the society in Universities in Nigeria The P-value (0.074) is greater than the significant level of 0.05 which indicated that the hypothesis 1 which stated that there is no significant difference in the opinions of university management staff, university academic staff and university non-academic staff on barriers militating against achievement of acquisition of physical skills which will enable individuals to be self-reliant and useful members of the society by Universities in Nigeria is retained.

Discussion of Results

Findings of the research question 1 revealed the followings; lack of qualified and competent lecturers, marginalization of parents in the university affairs, adoption of western culture in Nigerian university system, non-compliance to rules and regulations, poor feedback mechanism on maintenance of discipline create barriers to achievement of inculcation of proper values to students in the university. This falls in line with the studies of Abdkareem, Ottan & Masud (2019) who found out that internal efficiency of universities in areas of quality and relevance, inequity in provisions, management and accountability to meet growing demand be strengthen. It also support the findings of Ijaiya (2012) who opined planning, organizing, managing and strategy appears more appropriate in contemporary setting in the use of resources, the quality of products and also the societal relevance of such activities. In same vein, the findings affirm the studies of Ekudayo & Ajayi (2014) that courses relevant to the needs of the society in context of socio-economic and political emancipation are not in place.

Findings in research question 2 reveal that lack of consideration of students' individual differences, much emphasis on the theoretical aspect of knowledge, lack of practical skills development such as; field trips, micro-teaching and feasibility studies, lack of infrastructural facilities , non-availability of relevant instructional facilities, interference from professional bodies are barriers to developing the individual capacity of students to understand and appreciate their local and external environment in the university. The findings correlate the studies of Huitt and Dawson (2011) which postulated that schools curricula must provide learning experiences that address students' development in the cognitive, academic, emotional, social, and moral domains. It affirms the findings of Ayonmike, Okwelle, and Okeke (2013) that lack of required facilities, poor funding of programmes, poor training and retraining of teachers and instructors; poor teaching methods employed by teachers and instructors and poor assessment of students' competency are many of the challenges of attaining technical education in Nigeria tertiary institutions. It also align with the study of Yusuf (2007) that inadequacies of municipal services in the past and present resulting to crises of unruly behavior, broken down of law, displacement, looting and vandalism, destructions of property and loss of lives which students are known for. The findings also correlate with the studies of Ayogu (2015) that the increasing complexities in intelligence skill development is linked to have positive impact on career development in attitudes, and affective experience of working life Scholars discovered that curricular activities in universities has no effect on the emotional intelligence of students. This was because specialized courses and general courses in university programmes lacked the capacities to improve emotional intelligence of learners due to factors such as stress, absence of relevant resources which leads to deviant behaviors of learners

The findings of research question 3 reveal the followings; poor designed curriculum, financial mismanagement, poor implementation of curriculum, non-involvement of professional bodies to support students on capacity building programmes, lack of community participation in terms of provision of well-equipped entrepreneurial centres for students' skill acquisition, lack of collaboration with the government and non-governmental agencies for students' skill acquisition, improper maintenance of instructional facilities are barriers to acquisition of physical skills for individuals to be self-reliant and useful to society. Adebisi (2014) who recommends that joint university and industry panel to address issues on; work study programme, expended internship, introductory courses taught by professionals from industry group, and promotions of partnership to bridge gap between universities and the public. The study affirmed that more education without relevant and better skill does not translate to better skill or life. This is on the emphasis that, real empowerment is such that makes a graduate or beneficiary self-reliant. And to be self-reliant, employable and productive demands adequate training, right attitude, habits, and sellable skills to explore. It agrees with the studies in Adeyemo (2010) who found out that practical oriented courses in field trip, character and community developmental programmes enable students to design, carryout experiment, appropriate forms of measurement skills, aptitude and work satisfactorily among others.

The findings of hypothesis 1 showed that P-value (0.074) is greater than the significant level of 0.05 which indicated that the hypothesis 4 which stated that there is no significant difference in the opinions of university management staff, university academic staff and university non-academic staff on barriers militating against achievement of acquisition of physical skills which will enable individuals to be self-reliant and useful members of the society by Universities in Nigeria is retained. This is in line with the studies of Anwar etal (2018) that suggested that the purpose of education on students is not only to master academic or subject matters but manage emotion, become responsible and emphatic in positive decision making. It also correlate with the findings of Ayonmike etal (2013) who opined that technical education equips people not only with technical and vocational skills but also life skills with reference to Nigeria as non-industrialized nation is alluded low utilization of its resources. Also, it falls in line with Okoroafor (2016) emphasis that, knowledge, system and environmental practices do provide insight and tools for tackling social-cultural and economic issues. The scholar opined that these factors influence life style of individuals' behavior, consumption pattern and values related to environment when attention is given to the processes and outcomes in global solidarity.

CONCLUSIONS

A critical examination of the performance of universities in Nigeria in the last thirty years paints a picture of inefficiency. Most of what happens in the society today continues to be a source of stress and embarrassment to teachers, parents and the government. The influence of globalization in population, knowledge and climatic changes has been observed to make nation's progress alive both socially and economically in contemporary settings. In any society, reflection of environment on education in whatever form, is meant to better the life, needs, and aspiration of the people. It is in such path that university education is expected to plays leading role for arousal of strategies and initiatives in the development of policies, projects and programmes. Formal education with creative tendencies should be an excuse for proliferations of universities in Nigeria on the question of relevance for the growing population at 3.2% annually. However, planning a nation's development through university education is optional in the following approaches; social demand, manpower forecasting, rate of returns or cost benefit analysis and synthetic (recognizes every levels of education) relevantly based on priority of the nation in global solidarity.

RECOMMENDATIONS

This study recommend that;

1. universities through parent body to address structures, systems, processes and regulations to be societal relevance in areas of recruitment of qualified staff, involvement of parents and students representatives in decision making;
2. Strengthen internal efficiency of universities by having a clear understanding of needs and provisions of relevant resources in terms of manpower requirement for selection of priorities, capacities and capabilities in response to sectors demand;
3. Universities to build up innovation through linkage with alumni, professional bodies, Non-governmental agencies and employers on curriculum design, delivery and assessment, provisions of quality and relevant resources and work-based learning to provide specific training and employment galore.

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