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The Journal of Educational Research and Technology (JERT) is a peer-reviewed journal engaged in the publication of professional educational research with emphasis on educational technology, management information technology, professional development, educational enrichment research, academic and administrative information systems, information sciences, management information consulting, advertisements, academic collegiate conferences, and community education development summits to show the advantages and the broad range of possibilities that education, research and technology can offer in the educational and the world community. The journal is equally engaged in organizing and advising on conferences, workshops and seminars on invitation for publishing and presentation of research papers and original manuscripts that promote further research and knowledge in the humanities and the sciences in the USA, Africa and the world at large. The JERT is scheduled to be published three times yearly: January, May and September.

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4. Manuscripts must not be less than ten (10) pages and not exceed twenty (20) pages in length, and must have outstanding and innovative educational, research, and technology features.
5. Manuscripts must be typed double-spaced in Microsoft Word version 2003 or 2007 and printed on 20 pound papers (8.5" x 11").
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7. The author of the research manuscript must submit two original copies. Each copy should contain a cover page with the name of author, topic/title. The essay proper should not have any author's name or indication of origin, except for the topic/subject at the top of the paper. This is for blind reviewing
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Preface

When Shakespeare's King Duncan in Macbeth confessed that "there is no art to read a mind's construction on the face," he revealed a timeless truth about the mysteries of the human mind. We can only unlock some of these mysteries when we write about or speak them out. That is just what the Journal of Educational Research and Technology (JERT) was conceived to do- to reveal, to unearth the rich truths that have lain unrevealed in the brilliant minds of African, African Americans and international researchers. As a peer-reviewed journal, JERT has been able to and will continue to solicit articles from national and international scholars who are committed to scholarly research and critical writing with the aim of vocalizing their findings and promoting global knowledge in the areas of educational technology, professional development, management information technology, information sciences, community education management, and all other aspects of research and development. While this journal is tilted towards scientific research and information technology, it nevertheless wants to avail itself of the many rich and burgeoning fields of experience and expertise that do exist and have to exit into the world of scholarship. It is therefore a forum created to discuss issues that affect Africa and the world in these changing times of rapid globalization and the invasion of technology. JERT is proud to announce the maiden issue which has lived to its true creed of research diversity. As the saying goes, charity begins at home; hence the first two articles discuss intensively the issues of education and the technology. Professor Joseph Esin's article is a diagnosis of the Nigerian educational system and the recipe for resuscitation. Approached from an historical point of view, Professor Esin argues and bewails the constant decay of the Nigerian Educational System, one that had occupied the most revered and envied leading position in the early days of the University of Ibadan, University of Lagos, Ahmadu Bello University, University of Nigeria, Nsukka, and the University of Calabar. These universities stood for academic excellence, academic integrity, and the search for pure knowledge which produced topnotch, reputable, and indefatigable African political leaders, professors, artists and writers who have gained notoriety in their own rights. These universities thrived on the formation of a very solid foundation of knowledge and responsibilities. Unfortunately, these foundations have been eroded by corruption, ineptitude and political appointments that have undermined

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excellence and objectivity. His article argues for the restoration of some elements of the status quo or the renewal of those time-honored values that lent solidity, excellence, stability, and international respect and honor to these institutions of higher learning. Professor Esin does not however argue only for a renewal of those early universities but the creation of new universities built on those objective values that will enhance and again reclaim the lost glory of those days of Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, General Murtala Mohammed, Chief Obafemi Owolowo, Sir Ahmadu Belo, and Brigadier Udoakaha Esuene. Consequently, Professor Esin proposes the creation of a national university governance to oversee the university programs, set and evaluate objective standards to be uniformly followed and adhered to by all the universities. Next, Professor Emmanuel Ngwang takes us back to the United States and examines the problems and issues of African American citizenship. His contention here is that these immigrations and citizenship have come with their relative costs. While they all began as a search for education and training, they mutated to the escape from political persecution, poverty, sanctuary for family safety and life, education, religion, settlement, and business. The settled Africans have not

only lost their old homes and identities, they have also engaged in new values that have undercut their Africanisms. Some families have undergone traumatic ruptures, the reversal of roles, and the destruction of those values that identity and set them apart as Africans. Professor Ngwang also attempts to balance the educational and familial gains that accrue from these immigrations with the cultural and emotional losses attendant on this new settlement. He also refers to the new wave of immigration- the reversed immigration- where the elder ones decide to return to the homeland after failing to make it in the USA or completing their mission of providing the children with the solid base of education and work. In the third article, Nathan Nwobi focuses on the introduction of technology into education. Though his research was carried out in Texas, USA, it nevertheless expresses a universal truism about the new trend in education. Since no country is an island in itself, it goes without saying that collaboration and cooperation will be the modus operandi for such education. His research reveals that the intrusive invasion of technology into human life is undeniable and irresistible, and that ultimately, all, spheres of human live will be consumed by this invasion. Unfortunately, there has been a lopsided response to this invasion where university and college professors have been extremely reluctant to go back to the bench to learn how to use these

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technological gadgets and know-how in universities and colleges. His argument is that if education is truly to retain its pristine and prestigious position as a primary route to leadership and effective manpower training and productive citizens for the 21st Century, it must embrace and nurture the fever of technology wholeheartedly. He proposes intensive and extensive technical training and incentive sharing which will go a long way to help the university and college professors, many of whom completed their education when computers were not introduced into schools, to catch up with technological training in order to use them with ease in teaching. He reverts to the basic truth that many colleges and universities are either offering course up to the doctoral level on line or organizing hybrid classes where educational technology has replaced the blackboard or traditional chalk board. His article is a wakeup call to African colleges and universities and their heads and political leaders to invest money in this educational technology business in order to enlist in and be counted among the leaders of education tomorrow. Drs. Sunday I. Efanga, Usen G. Ikpe, and Sunday Offiong take us back to the Nigerian scene again in the fourth article with their contribution entitles "Gender and Differential Opportunities for access to Quantity and Quality Education in the South-south zone of Nigeria." Their collaborative research and efforts reveal the devastating effect of denigrating women and preventing them from full access to quality education. Approached from an ethnocentric perspective, these scholars document the erstwhile shortfall of a system that considered education as an investment which was bound to yield dividends and when such as not the case, the attendant result was disenchantment and disillusionment. It was a system where few were willing to invest in women education for fear that the marrying off of the daughters to some other man would take away from the family the time and money that was invested in their education. Even with the discrimination against girls came disillusionment from the fact that the corruption of the educational system reduced the value of this education, making reasonable earnings through salaries non-existent. Parents found themselves taking off children from school, and schooling became the fad for girls. This change notwithstanding, girls were disproportionately represented in tertiary education; neither could they aspire to managerial positions that called for academic credentials. This atmosphere therefore calls for a shift in education paradigm.

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In the fifth article, Mr. Eno Henry Effiong takes a kaleidoscopic view of geo-economics when he analyzes the import-export balance sheets of African countries. His diagnosis of the fundamental causes of poverty in Africa reveals how poor economic choices have led to changes in export and import malaise and the need to revamp those economic choices. As an importer and exporter himself and a Real Estate businessman and a former university professor, Mr. Effiong writes with his heart and from his heart. He has lived these experiences and continues to find ways out of economic transactions which have always resulted in frustrations and loss of investments. His write up is full of optimism, as he suggests implicitly the way out of this quark mire and impasse. Finally, the newly minted doctor of philosophy but long-time seasoned Dr. Isaac Adeeko spirals us to the heights of academics in the era of financial tumult. His insightful study of financial instability and the negative impact on educational institution re-emphasizes the role alumni have to play in the financial survival and re-habilitation of tertiary institutions in the United States and the world at large. With many universities relying so much on private contributions from donors and, why not, from the alumni, Dr. Adeeko suggests from his findings that tertiary institutions have to fine-tune that fundraising strategies to see and encourage what attracts or draws alumni to sacrificial giving to uphold the survival and dignity of their alma maters. His article points poignantly to these escalating differences between why other universities receive more gifts and endowments from the alumni and others don't. This comes as a wake-up call for those African universities who are looking for ultimate ways of financial survival and funding. As we read these articles, we are called upon to evaluate the need to continue this discourse, this conversation into newer fields and areas of knowledge in order to make our voices heard. Thanks to the blind reviewers who did such a marvelous job. Please feel free to contact us at (469) 744-5290 or E-mail: jesin57@gmail.com Thank you for your patronage

Professor Emmanuel N. Ngwang Professor Joseph O. Esin JERT Chief Editor JERT Chief Publishing Editor

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CHIEF EDITOR'S BIOGRAPHICAL SKETCH

Dr. Emmanuel N. Ngwang, the Chief Editor of The Journal of Educational Research and Technology (JERT), is a 1986 graduate of Oklahoma State University with a Ph.D. in American Literature and presently a Professor of English and Foreign Languages at Jarvis Christian College. Before joining the faculty of Jarvis Christian College, he taught in several universities since 1982: a Graduate Associate at Oklahoma State University (1982-1987); University of Yaoundé, Cameroon (1987-1997); Kentucky State University (1997-2003); Mississippi Valley State University from (2003-2010); and at Claflin University (2010-2012). He has edited two books on criminal justice by Peter Nwankwo:

Criminological and Criminal Justice Systems of the World: A Comparative Perspective (2011) and Criminal Justice in the Pre-Colonial, Colonial, and Post-Colonial Eras: An Application of the Colonial Model to changes in the severity of punishment in the Nigerian Law (2010). In addition, Emmanuel N. Ngwang has published and presented research papers on postcolonial, African, and modern dramatic literature and Feminism. Some of his recent publications include "Education as Female (Dis) Empowerment in Anne Tanyi-Tang's Arrah" in *The Atlantic Review of Feminist Studies Quarterly* (2012). "Arrah's Existential Dilemma: A Study of Anne Tanyi-Tang's Arrah in Cameroon Literature in English: Critical Essays (2010), "Spaces, Gender, and Healing in Alice Walker's *The Color Purple* and Mariama Ba's *So Long a Letter*" in *New Urges in Postcolonial Literature: Widening Horizons* (2009), "Re-Configuration of Colonialism or the Negation of the Self in Postcolonial Cameroon in Bole Butake's Plays in *Reconceiving Postcolonialism: Visions and Revisions* (2009), Buchi Emecheta's *Destination Biafra: A Feminist (Re-)Writing of the Nigerian Civil War* in *Journal of African Literature: International Research on African literature and Culture (JAL:IRCALC)* (2008), "In Search of Cultural Identity or a Futile Search for Anchor: Africa in Selected African American Literary Works" *Identities and Voices. ALIZES (TRADE WINDS 2007)* "Literature as Politics: Revisiting Bole Butake's *Lake God* and Other Plays" in *The Literary Griot: International Journal of African-World Expressive Culture* (2002), and "Female Empowerment and Political Change: A Study of Bole Butake's *Lake God*, *The Survivors*, and *And Palm Wine Will Flow*" in *ALIZE (TRADE WINDS): A Journal of English Studies* (2004) (University of La Reunion, France).

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Dr. Emmanuel Ngwang has also been a recipient of prestigious awards in recognition of his academic and research endeavors: the 2004 Humanities Teacher of the Year Award from the Mississippi Humanities Council, Jackson Mississippi; 2002-2003 Excellence in Scholarship and Creative Activities, College of Arts and Sciences, Kentucky State University; and two-time nomination to the *Who's Who Among America's Teacher* (2001 and 2002 respectively), Educational Communications, Inc.; Lake Forest, Illinois.

CHIEF PUBLISHING EDITOR'S BRIEF BIOGRAPHICAL SKETCH

Professor Joseph O. Esin, the Chief Publishing Editor of The Journal of Educational Research and Technology (JERT), the Founder and Chairman of AFASIN FOUNDATION, INC., a charitable non-profit organization. He holds a Bachelor of Science in Biology from Saint Louis University, Saint Louis, Missouri; a Master of Arts in Religious Studies with emphasis on Moral Theology from the Society of Jesus College of Divinity, Saint Louis, Missouri; and a Doctorate in Computer Education from the United States International University, San Diego, California. The State of California awarded him a Life-time Collegiate Instructor's Credential in 1989, and he was named an Outstanding Professor of Research in 1997. He met the selection criteria for inclusion in the 1992-93, 1994-95, and 1996-97 editions of Who's Who in American Education for his outstanding academic leadership in management information technology. Furthermore, he met the selection criteria for inclusion in the 1993-94 edition of the Directory of International Biography, Cambridge, England, for his distinguished professional service in academic computing technology. A Professor of Computer

Information Technology from 1988-2000, and he was appointed a Deputy Provost at Paul Quinn College, Dallas, Texas, from 1997-2000. He is currently a professor of computer information systems at Jarvis Christian College, Hawkins, Texas and a visiting Professor of Research at the University at Calabar, Nigeria. Professor Esin has published several professional journal articles including High Level of Teachers' Apprehension (HLTA): About the use of Computers in the Educational Process (1991) Journal of Educational Media & Library Science (JEMLS); Computer Literacy for Teachers: The Role of Computer Technology in the Educational Process. (1992-JEMLS); Strategies for Developing and Implementing Academic Computing in Colleges and Universities (1994JEMLS); Faculty Development: Effective use of Applications Software in the Classroom for instruction (1993-JEMLS); Strategic Planning for Computer Integration in Higher Education through the Year 2000 (1994-JEMLS); The Challenge of Networking Technologies (1995JEMLS); The Design and Use of Instructional Technology in Schools, Colleges and Universities (1997-JEMLS); and Decay of the Nigerian Education System, Journal of Educational Research and Technology (JERT) (2013-JERT). Professor Esin served as member of Doctoral Dissertation Committee at Southern Methodist University, Dallas, Texas (1998-2000), and Jackson State University, Jackson,

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Mississippi (2010-2011). He is the author of The Power of Endurance (2008); Evolution of Instructional Technology (2011); Messianic View of the Kingdom of God (2011); Global Education Reform (2013); and his current research emphasis is on The Structural View of Computer Information Technology.

In order to achieve what is possible, you must attempt the impossible

DECAY OF THE NIGERIAN EDUCATIONAL SYSTEM Dr. Joseph O. Esin Professor of Computer Information Systems Jarvis Christian College Hawkins, Texas USA

Preamble The Nigerian educational system is a regrettable oversight and a deterrent factor in opposition to the goal of global education reform, preparation, nurturing and educating the future education leaders and representatives of the unified free world. The author subscribes to the fact that Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, Chief Obafemi Owolowo, Sir Ahmadu Bello, and Brigadier Udoakaha Esuene were enduring, patriotic, and outstanding education advocates for all citizens in Nigeria. The education system in the epoch of the aforementioned leaders was imbued with adequate support for education providers (chancellors, vice chancellors, presidents, academic professors and allied instructional team) recipients (enrolled

learners, undergraduates, graduates and post-graduate candidates), and the entire Nigerian community regardless of the state of origin. In order to implement unconditional and comprehensive global education reform, and to regain the previous enviable status of education in Nigeria, the article contends that the Nigerian president, congressmen, congresswomen, senators, governors, local, state and federal ministers of education must retrace their roots back to the era immediately following independence in 1960. It was the era when Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, Chief Obafemi Owolowo, Sir Ahmadu Bello, Brigadier Udoakaha Esuene, and Governor Owelle Okorochoa implemented national equal education opportunity policy for the advancement of human dignity and the development of resourceful and productive citizens. The primary objective of these distinguished and patriotic leaders was to endow college and university students and future graduates with high moral values and to empower these students to assume leadership roles in the unified free Nigerian community. An atmosphere of harmony and agreement must be established. It is the responsible of the current education administrators to re-institute an atmosphere of harmony and establish well-conceived guidelines on how to deal with the impasse, protect the freedom of the institution, and examine the source of discord and tensions,

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length of time to respond to the disharmony and dissatisfaction on college and university campuses. Notably, the wide range of student disruption on the college and university campuses is a malady to which a serious thought must be given; therefore, the culture of supporting equal education for all citizens exhibited during the era of the patriotic education leaders (Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, General Murtala Mohammed, Chief Obafemi Owolowo, Sir Ahmadu Bello, and Brigadier Udoakaha Esuene) must once again be reestablished and restored. The new era must not only look like the immediate post-independent era, but must be infused with the information technology. The author's twenty-one years of higher administration and instruction clearly confirm that the use of information technology in the classroom for instruction is an unavoidable and inevitable, demanding and complex process. The current Nigerian Educational System must be prepared to comply with what the world community and corporate industries realistically expect from school, college, and university graduates. A concentrated plan of action must be put into operation to retain committed, dedicated, and qualified professors. The projected determined endeavors must involve all academic segments in the process of global education reform and all stakeholders in the business of education. THE DECAY OF THE NIGERIAN EDUCATION SYSTEM Education is the most important engine for human development, and the only credible avenue for a resourceful, healthy standard of living and a healthy citizenry. The Nigerian education and healthcare systems are at the brink of collapse. The executives listed below served the nation as outstanding education presidents, prime ministers, governors and premiers: Dr. Nnamdi Azikiwe Nationwide Education President Sir Tafawa Balewa Nationwide Education Prime Minister General Aguiyi Ironsi Nationwide Education President General Yakubu Gowon Nationwide Education President General Murtala Mohammad Nationwide Education President Chief Obafemi Awolowo Western State Education Premier

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Sir Ahmadu Bello Northern State Education Premier Brigadier Udoakaha J. Esuene South Eastern State Education Governor Owelle Rochas Okorochoa Imo State Education Governor In order to implement comprehensive global education reform, all serving national presidents, prime ministers, senators, congress men and women, governors, and local and state representatives must engage in the nations instruction and learning process from kindergarten, all the way to the university. National presidents, prime ministers, and governors are themselves byproducts of the educational process. History continues to remind us that Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, General Murtala Mohammed, Chief Obafemi Owolowo, Sir Ahmadu Bello, and Brigadier Udoakaha Esuene were enduring, and outstanding education advocates for all citizens in Nigeria. Under their leadership: i. School teachers, college instructors and university professors were paid and rewarded accordingly; ii. The Chief Udoji Commission's recommendations provided a rewarding solution that revitalized and strengthened teachers, professors, allied instructional professionals, academic administrators, and civil servants with a sense of belonging and determined efforts to serve the nation; iii. The impulsive and unexpected school, college and university students' unrest and faculty disarray did not last for months and years; iv. Higher education facilities were equipped and maintained, institution and public libraries were furnished with studies and research materials; v. Hospitals were equipped with reliable, committed and experienced physicians, allied healthcare professionals, adequate pharmacies, medical equipment and medications for the Nigerian community; vi. Civil servants, healthcare personnel, academic professors and school teachers were paid accordingly; and v. Every citizen's right to quality education, establishment of new factories, employment, adequate healthcare services, and road network were top priorities on government's schedule of their daily activities.

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Today, the soul and body of Nigerian communities are crying piteously for the opportunity to acquire quality education, healthcare services, security, and an improved basic standard of living. An enduring education is a promising hallway to self-enrichment, personal fulfillment, economic advancement, social development, good health and improved quality of life. The current Nigerian leaders must assiduously accept the fact that after their installation, and swearing-in ceremony into their offices, they are predestined to serve the entire community under the divine plan rather than the party line. Responsible, committed and dedicated national leaders must stay completely away from undertakings that lead to the total demolition of divine sovereignty through corruption, embezzlement, coercion, and misappropriation of public funds. They must be ready and willing to use the available resources to support the underprivileged individuals and disadvantaged population. A well-structured plan of action must be implemented to allow everyone ample opportunity for quality education, healthcare service, and dignified standard of living. Every citizen must be accorded the opportunity to participate in the development of their potential, information and free education. The escalating and ongoing long-term decay, instability and uncertainty in the Nigerian education and healthcare systems have been a result of the politicization of the Nigerian education and radical departure from the government responsibility for the education of all citizens. Esin (2011) and Partee (2003) noted that such spite and instability have been the students' and population's response to corruption, embezzlement of the college and university funds, and incompetence that has hardly received adequate response from the nation's presidents, governors, local government chairpersons, and law makers who have reduced the nation's education and healthcare process to an archaic, prehistoric, and regrettable undertaking in need of urgent reforms.

The global education reform will forever remain unsuccessful without active participation and contribution of the decision makers, providers and recipients. The decision makers (local, state, and federal department of education), providers (college and university chancellors, vice chancellors, presidents, academic professors, and allied instruction professional), and the recipients (student, current and future graduates) must acknowledge the fact that education is the best and a promised corridor for societal progress and advancement for the world security. Consequently, education must be handled properly and taken care of so as to provide its destined function. In addition, this education is not static; it must be dynamic and subject to changes and

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reforms from within and without by a carefully orchestrated and well-balanced body of experts, engineers and mentors. The realistic and cost-effective global education reforms must include the implementation of the National Education Council (NEC) made of the colleges' and universities chancellors, vice chancellors, presidents, academic professors, grade, middle and high schools' headmasters and principals. The proposed NEC will serve as a promised land for the national presidents to create time out of their busy schedule to meet in person with chancellors, presidents and vice chancellors of degree granting institutions, and similar sessions with headmasters and principals of grade, middle and high schools in the nation. The projected session will draw national attention to the education process and offer the providers (chancellors, vice chancellors, presidents, professors, headmaster and principals) the confidence, support, assurance, and a sense of belonging to the larger societal audience. The same popular sessions will inspire recipients (students, current and future graduates) and provide them with the determination and confidence to function in the free society. The anticipated special guest during the NEC joint session may include state governors, local and state representatives, and federal ministers of education. The rationale for the national president's mandated NEC meeting will reinforce global education reform, economic-growth, academic advancement, and the strengthening of everyone's determination to embrace global education reform for the benefit of the community. On November 1, 2011, Hon. Owelle Okorochoa, the Governor of Imo State, postulated that the larger goal of education is to give students the sense of belonging they deserve from the government. In order to cope with the changing education system, educators and students in the Imo State will be paid promptly on the scheduled time and date. Indeed, Governor Owelle Okorochoa traced his roots back to the era of Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, Chief Obafemi Owolowo, General Murtala Mohammed, Sir Ahmadu Bello, and Brigadier Udoakaha Esuene who implemented a national equal education opportunity policy for the development of productive citizens. The primary objective of these patriotic leaders was to endow college and university graduates with a high moral value system, determination, and opportunity to assume leadership roles in the united free human community. The education system in the epoch of Dr. Azikiwe, Sir Balewa, General Ironsi, General Gowon, Chief Owolowo, General Mohammed, Sir Bello, and Brigadier Esuene was endowed with stable support for education providers, recipients, and the Nigerian community at large.

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The success of a global education reform process will not yield an automatic and magic solution for providers and recipients in any country; therefore, the decision makers and providers must form

collaborative and unified partnerships to increase student performance and measurable outcomes, economic capability, and skills to function in a demanding international information technology community. As an integral part of the projected education partnership, the providers must be willing to implement effective and on-going academic programs that will stimulate the students' ability to communicate effectively, think and write critically and independently in the atmosphere of authentic academic freedom. The world communities have entered the 21st century with notably inadequate instructional effectiveness; therefore, the providers of education must be willing and committed to the annual evaluation of existing degree programs, internal and external factors that might lump and obstruct the student's opportunity to choose careers-related degree programs that are practical, relevant and functional. The current graduate needs adequate skills, knowledge, and expertise to function in order to fulfill the objectives of the global educational process. The higher education administrators ought to be able to provide sturdy leadership, embrace continuous education growth, and implement all-inclusive education policies to include academic divisions, departments, staff members, professors, allied professional instructors and students. In order to improve instruction and learning effectiveness and student satisfaction with administrators, the chancellors, vice chancellors, presidents and professors must be willing and ready to trace the educational journey back to their encounter as students, instructors and professors. The prehistoric goal of education was to learn how to uncover the misplaced destiny, synthesize information, and improve method of instruction and learning, and the creation of *modus operandi* that will be beneficial to the current and future education leaders. The author professes that in order to stimulate diplomatic, democratic life-long instruction and learning in the education systems, academic administrators must incorporate into the list of administrative activities quarterly collegiate meetings with professors, division and department chairpersons, and allied instructional professionals and possibly, know them by name and instructional discipline. The focus of the collegiate sessions must include instructional effectiveness, institutional efficiency, and student satisfaction with instruction and the learning processes, ongoing professional growth and professional training in different subject areas.

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The current education researchers, such as Sutphin (1987), Esin (1991), Moore (1996), Keengwe (2007), and Esin (2011) noted that an authentic life-long education is directly related to the administrator's determination to pay attention to the division's, department's, professors', allied instructors and students' concerns and suggestions. It is an idle education operation for the administrators of degree-granting colleges and universities to ignore suggestions that can help to restore the instructional, learning and institutional effectiveness. The world community is moving away from the industrial epoch into information technology and the innovative era; therefore, the method of instruction and learning processes must be structured to meet the challenges of the future and must also be in line with information technology innovation. The current information technology culture strongly requires a systematic approach that will provide the current and future graduates with opportunity for a promising system of professional development, personal skills, and adequate expertise to survive in a challenging human kingdom. The new generations have to recognize and accept the notion that the government alone cannot be the sole employer. Therefore, they must look up to education as a provider of these practical skills and expertise that will prepare and equip them for survival in the world of private business and innovative self-employment opportunities. It should be understood that no knowledge is a waste. Education which endures must include what we learn from everyone whom we come in contact and connect with in our lives.

In the educational community, students will benefit more from individuals who have successfully completed the degree program and are putting their skills into practical and profitable use. Unfortunately, the majority of current college and university graduates are subjected to a deep sense of frustration and dejection, and a deep dissatisfaction with instruction, learning, institution, and administrative process. Approximately, ninety-nine (99%) of students' sense of dejection may be related to diffidence, connection and closed door policy by the education administrators. The education of minds, body and souls is the fulfillment of individual's misplaced potentials, dreams, and aspirations for a healthy and rewarding standard of living. The conventional wisdom asserted that sustainable life-long education is accurately delivered to the winner, and poorly conveyed to the loser; therefore, the perceived slow-pace learners should also be allowed ample opportunity to become active members of the winning team. I must admit that a lasting philosophy of education must focus on the development of ethical, enlightened and

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resourceful citizens bequeathed with the enlargement of good moral judgment, capable of creating a healthy and reliable human global community. The use of information technology for data and voice transmission and communication has caused the world to become increasingly smaller than it had ever been. The live instrument to press forward with the prehistoric philosophy of education is to provide chancellors, vice chancellors, presidents and academic professors with hard-wearing support, and adequate financial resources to help in nurturing and developing current and future graduates as leaders of a dignified and civilized global society. Students and current graduates are entitled to life-long education and a healthy and productive standard of living as leaders of the global community. On the same accord, there cannot be productive, well-informed, erudite, and effective future leaders without the supervision, support and counseling of well-educated, cultured, ethical, and efficient chancellors, vice-chancellors, presidents, and academic professors. However, the alarming rate of students' atypical and weird attitudes on college and university campuses is on the threshold of destabilizing and undermining the fabric of the college and university education. In order to dispel the prevalent disturbances and creepy line of behaviors by students on the college and university campuses, the administrators must be willing and ready to contribute immensely to the fundamental purpose of education, fulfill their administrative aspirations and reinforce positive and lasting education standards by establishing ongoing open lines of communication. Regrettably, a majority of college and university students are, to some extent, uncompromising political beings and too feeble to accommodate and handle. In order to bridge the gap of the lingering and looming students' weird behaviors at some point, the college and university administrators (chancellors, vice-chancellors, and presidents), and academic professors must leap forward and draw a boundary by reproofing atypical and uncanny attitude in students, both current and future graduates. It is my line of reasoning that current and future graduates are the future leaders of the unified free world; however, they must be squarely and sternly reprimanded for continued unacceptable and odd actions that can perpetually destabilize the institution of higher learning. Cogently, such actions must not be overlooked. All the same, should the current and future graduates also view themselves as imminent diplomats, ambassadors of the education system and noble representatives of the global community, they must stand out as thoughtful leaders, recognize and accept the fact that any irrational and violent

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behaviors are mismatched to the philosophy of higher education, instruction and learning process. The primary objective of education is to expand the horizons of the students and to develop their talents so that they are prepared for future personal and professional endeavors. Education is an unending foundation of wisdom that will forever lead to the enhancement of high-quality and ethical judgments, spiritual growth, collapse language barrier, economic advancement, individual development and societal freedom. The continued and prevailing student unrest on college and university campuses is a malady that must be aggressively and receptively handled by chancellors, vice-chancellors, presidents, professors, and allied instructional professionals. In the epoch of Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, Chief Obafemi Owolowo, General Murtala Mohammed, Sir Ahmadu Bello, and Brigadier Udoakaha Esuene the college and university campuses were 98.5% free of upheaval, insurrection and rebellious line of actions that tended to linger, and unattended for one or two academic calendar years. These continued occurrences tend to disrupt instruction, postpone graduation dates and time, and in actual fact, cause the community to develop the wrong impression about the government, and the entire educational process. There cannot be noble and dedicated leadership without legions of impartial and understandable followers; therefore, nobody should expect loyal followers without determined, committed, and dedicated leaders. In order to advance and develop the unified education free world, presidents, prime ministers and their deputies, local, state, and federal departments of education must face up to their responsibilities and prepare to support, and allocate sufficient financial and human resources for elementary, middle, and high schools, and college and university educational process. In addition, chancellors, vice-chancellors, presidents, and academic professors must be prepared and willing to step out of their regular activities to accept their responsibilities as lasting mentors and custodians of the new generations. Coherent and constant efforts must be put in place to re-connect with members of the Student Government Association (SGA), and to recognize and maintain professional contact with students and their academic disciplines. The believable by-product of enduring and life-long education is the restoration of the sense of personal and professional fulfillment in the mind of students, graduates, and the community. Convincingly, no knowledge is a waste; hence, a lasting education paves a concrete foundation for next generations and leads to a culture of a

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resourceful, healthy, civilized, and productive standard of living. This can only be realized if the education provided is relevant, up-to-date, and in line with present day global trends. On the same note, students and future graduates must accept the fact that continued disruptive behavior can destabilize and possibly subvert the whole academic systems, disrupt academic degree programs, and subvert the ability to fulfill their educational dreams and aspirations. The point that I am underscoring is that all components of student satisfaction with education, instruction and the learning process are inevitably intertwined with the college and university chancellors, vice chancellors, presidents, and professors' inter-personal intelligence, well-structured sense of administration, problem-solving skills, and ability to recognize enrolled students, current and future graduates as promising, contributing members, and alternate leaders of the unified human community. The physician and allied healthcare professional's activities are directly related to the prolongation of human lives, and the whole healthcare systems and private physician clinics are the most singular, and dignified article of trade. College and university administrators and academic professors must recognize their undertakings as a lasting vehicle for growth, academic and behavioral mentorship, fulfillment of dreams, building of an enduring and civilized society, and the

development of professionally-focused, and productive future education leaders. SIGNIFICANCE OF ADMINISTRATORS AND STUDENTS INTERACTIONS ON THE COLLEGE AND UNIVERSITY CAMPUSES

Student unrest and their disruptive actions on college and university campuses were not born yesterday, and will not suddenly go away in the next two weeks; therefore, the academic chancellors, vice chancellors and presidents, and professors are required to include students in their timetable. As a result, there is a grave need to come up with administrative structures for solutions at all levels of college and university education. I am referring to the structure that will provide venues for students' and administrators' effective line of communication and interactions. This will inevitably lead to the establishment of student organizations and periodic meeting as discussed below: i. Quarterly meetings with members of the elected Student Government Association (SGA). ii. Quarterly meetings with representatives of the Executive Student Alliance (ESA). The projected ESA quarterly sessions must consist of representatives from all

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degree granting disciplines - chemistry, biology, physics, mathematics, computer science, computer information systems, journalism, medicine, sociology, anthropology, theology, education administration, philosophy, psychology, law, economics, history, geography, surveying, estate management, English, social work, criminal justice, allied healthcare management, engineering, geology, mass communication, accounting, to mention but a few; iii. Quarterly meetings with Undergraduate Student Council (USC). The recommended USC should include representatives from undergraduate degree granting programs; iv. Quarterly meetings with Graduate Students Council (GSC). The proposed GSC should include representatives from all graduate degree granting programs; v. Quarterly meetings with Student Concerned Review Council (SCRC). The projected SCRC quarterly sessions must include representatives from SGA, ESA, USC, GSC, academic deans, department chairpersons, and director of student affairs, fiscal affairs, institutional effectiveness, institutional advancement, physical plant, library, computer centers, registrar, financial aids, bookstore, food service, career placement, male and female dormitories; and vi. Higher Education Accreditation Unit (HEAU). The proposed HEAU representative should be the director of the college and university accreditation unit with direct communication with the Nigerian National University Commission (NNUC) on Colleges and Universities, and the United States Commission on Colleges, Southern Association of Colleges and Schools (SACS). The purpose of the HEAU is to keep colleges and universities in full compliance with the requirements and established uniform standards of the Accreditation Criteria. It is obvious that continued student unrest and the riotous actions on the college and university campuses is directly related to the academic administrators' and professors' inability to listen conscientiously to students' immediate needs, and stop waiting until the last minutes to resolve broad-ranged and all-encompassing campus-wide problems. The objective of the proposed Student Concerned Review Council (SCRC) is to establish opportunities for students to freely communicate their dissatisfaction with the administrators and professors of college and

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university community. The anticipated free line of communication can help to reveal underlying evidence that will allow the academic chancellors, vice chancellors, presidents and professors to have the firsthand knowledge of students' disillusionment with the institution and devise ways to find satisfactory solutions to the problem before it becomes insurmountable, and possibly gets out

of control. The world community views all academic administrators (chancellors, vice chancellors, presidents) and professors as endowed, scholastic, intelligent and civilized citizens of the education community. Students, current and future graduates, have to be viewed as perpetual, resolute, and tenacious academic brigades with continued determination to search for available opportunities and fulfillment of educational dreams and human development, which make intelligent decisions, and recognize paths that lead to success and failures. Approximately, ninety-five percent (95%) of enrolled students and current graduates are unattached, in other words, they are not involved in unrest that is violent and damaging to the college and university's valuable properties needed to support the enrolled learners' educational aspirations and dreams. The chancellors, vice chancellors, presidents, and academic professors have to trace the roots of this uneasiness back to the uneasy educational pilgrimage when they themselves were students, and are prepared and willing to wipe out the confusion and delusion in enrolled students' minds. College and university administrators must allow students the opportunity to measure their satisfaction with administrative operation and instructional effectiveness. The chancellors, vice chancellors, presidents and academic professors must be determined to adjust their schedules, and accept joint session quarterly meetings with Student Government Association (SGA), Executive Student Alliance (ESA), Undergraduate Student Council, (USC), Graduate Student Council (GSC), Student Concerned Review Council (SCRC) and Higher Education Accreditation Unit (HEAU). The primary purpose of HEAU is to work collectively with academic affairs, student affairs, fiscal affairs, institutional effectiveness, institutional advancement, physical plant, library, information technology centers, registrar, financial aids, bookstore, and career placement, and prepare the institution for special accreditation team visit, respond to the recommendations and suggestions, and maintain the institution's accreditation criteria requirements and standards. The creation of the HEAU will instill in the student a sense of recognition and relevance since all national universities and colleges will be subjected to uniform accreditation and recognition standards.

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A good number of students believe that the best way to change situations on college and university campuses is to exercise their rights by way of insurrection, and violent revolution. To the best of my knowledge, a majority of students are lethargic, functional procrastinators and these noticeable attributes, in actual fact, are believable signpost for unacceptable apparition. I recall that in 1998 one of my students was not prepared and ready for the final examination and the simple available subversive action was for him to leave the examination on the pretext of going to use the rest room. He then, unlocked the building emergency doors, triggered the alarm in the entire building, and disrupted the final examination in progress. Prior to this incident, comprehensive course review of all the topics covered throughout the semester and examination question booklets were disseminated to everybody in the class. The best available option was to reset the entire questions since the questions were easily leaked out and re-schedule the final examination within two days in order to submit the final grades to the registrar's office, and satisfy the requirements for the graduating candidates. The majority of the questions from the previous examination were presented in the new final examination, benefitting all students including the perpetrators. The point I am underscoring in this article is that student disruptive behavior and unruliness always starts in a room with one to three individuals and spreads to the entire community. The college and university campuses should be allowed the fundamental right to protect the education freedom, encourage exchange of ideas, and create positive channels of communication between administrators and students. It is understandable that there must be a problem before a solution,

and there is absolutely no magic solution to student unrest, disruptive behavior, and unruly actions on college and university campuses. The credible avenue to resolve institution-wide students' disruptive behavior on college and university campuses is to concentrate on the combination of intelligent and continued joint session's communication with the Students Government Association (SGA), Executive Student Alliance (ESA), Undergraduate Students Council (USC), Graduate Student Council (GSC), Student Concerned Review Council (SCRC), and Higher Education Accreditation Unit (HEAU). ADVANTAGE OF ADMINISTRATORS-PROFESSORS INTERACTIONS ON COLLEGE AND UNIVERSITY CAMPUSES Academic chancellors, vice chancellors, and presidents are strongly urged to trace their starting point as division and department chairpersons, deans, professors and academic

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coordinators, especially those that came up through the normal channel of academic promotions. Student unrest on the college and university campuses is a vital part of the natural human progression; therefore, the institutions' administrators (chancellor, vice chancellor and presidents) have to include them on their agenda opportunity for: i. Quarterly meetings with Academic Deans; ii. Quarterly meetings with Division Chairpersons; iii. Quarterly meetings with Department Chairpersons; iv. Semi-annual meetings with the entire faculty members; v. Quarterly meetings with members of the Faculty Senate; vi. Quarterly meetings with Coordinators of Graduate Degree programs; and vii. Quarterly meetings with Coordinators of Undergraduate Degree programs. Contemporary obstacles and setbacks are integrated into the education community, and will not suddenly disappear. Saliently, the convincing, undeniable, civil and democratic solution to education setbacks, such as student's unrest is directly related to the administrators and academic professors' willingness to establish productive lines of communication with vast segments of the education community, the student body and other stakeholders. One of the potential free-of-charge corridors leading to student disruptive behaviors is the wide-spread often conflicting and misleading information across the education populace generated by unidentified individuals. The process of establishing effective communication with citizens from diverse educational, national, social, and cultural backgrounds is always very challenging, demanding, and complicated. The chancellors, vice chancellors, presidents, and professors are entrusted with the responsibility to keep all segments of the education community squarely informed of the education instruction and learning process. One of the perceptible tactics of most segments of students with disruptive behaviors is to spread misleading information against the institution. College and university chancellors, vice chancellors, presidents and professors should incorporate information dissemination into their quarterly meetings agenda with division and department chairpersons, coordinators for undergraduate and graduate degree programs, academic deans and semi-annual meetings with the entire faculty members. It is my recommendation that the proposed joint-sessions with influential academic leaders will certainly safeguard and preclude academic professors who have professional contact with students from

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falling prey to misleading information and decrease the broad range of student unrest and other disruptive actions on the college and university campuses. Fundamentally, the education process is an open-ended and enduring continuum that will always provide everybody a second chance to reconnect and recapture the missed opportunity. In other words, everybody regardless of

age, gender, nationality, creed, and religion can fulfill and bring their education potentials to fruition at any time in life. The division and department chairpersons, academic deans, and coordinators for undergraduate and graduate programs must be empowered with adequate information and schedule of the campus-wide activities to be able to provide current, accurate, and reliable information about their programs and the strength of the institution at any given time. The flow of correct information to the appropriate academic leadership can help to reinforce the determination to reject unproven anecdotes and prevent the use of outside law enforcement personnel to resolve internal college and university campuses fracas. In the event of student unrest and unruliness, the majority of the external law enforcement agencies will appear in frightening uniform, with teargases, guns, and threatening language. Their presence often aggravates situations, rather than provide solutions to the problem. Loaded or unloaded gun, teargas, and bullets have no friends. Any such occurrence must be viewed as uncompromising agents of peace and unity in the education community. In addition, entities such as academic affairs, student affairs, fiscal affairs, institutional effectiveness, institution advancement, physical plant, library, information technology centers, registrar, financial aid, bookstore, food service, and career placement are vital to the education process; therefore, college and university elites must incorporate into their schedule quarterly joint-sessions with the chairpersons, deans and coordinators of all the important academic service community. The institutional administrator (chancellors, vice chancellors and presidents) must also recognize and acknowledge the fact that the education community is a reliable vehicle designed to convey consecrated potential to the local, state, national and world populace. The proposed assignment must extend beyond completing the loop of the education assignment, and focus on mission-driven goals to meet the needs of the demanding and challenging global society. The administrators are the immediate, secured and life-long academic mentors and vicars of the education community. The salient feature is that the academic and behavioral mentors must be willing to step out of the bureau of their overwhelming assignments and meet a student or group of students in a hallway, library, cafeteria, dormitory, and study hall and shake hands with them,

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and ask simple questions such as “How are you? What is your name? What is your major, and how are your studies? I strongly urge the chancellors, vice chancellors, presidents, and academic professors to fully utilize the surprise meeting occasion to reassure students, the entire human society, and the education community that students are, in actual fact, the center, and active resourceful members of the universal free human community. Such unexpected positive interest from the privileged elites (chancellors, vice chancellors, presidents, and professors) will definitely reinforce a sense of identification, ownership and belonging for the students by restoring hope in the minds of the current and future graduates. The chancellors, vice chancellors and presidents must be supportive and consistent at all levels of the disciplinary actions meted out to students. They must agree and acknowledge the fact that enrolled students are not academic apprentices; instead they are alternative leaders of the world community. Persuasively, this is not an attempt to bequeath spoken and unspoken support, condone any magnitude of student rowdiness, and unruliness on the college and university campuses, but a step in the right direction for collective efforts to formulate solutions to lasting peace and unity in the education community. In order to overcome and possibly decrease students’ unruliness on the college and university campuses, the chancellors, vice chancellors, presidents, professors, and Student Concerned Review Council (SCRC) must be willing and ready to give up aggravation, the ultimatum of “my-way or no way” attitudes prior to the beginning of any quarterly sessions. An atmosphere of harmony, agreement and unity

must be established and well-conceived guidelines on how to deal with the impasse and protect the freedom of the institution, examine the source of discord and tensions, length of time to respond to the disharmony and dissatisfaction on college and university campuses must be put in place. Notably, the wide range of ongoing student uncanny and disruptive actions on the college and university campuses is a malady to which a serious thought must be given; therefore, the culture of supporting equal education for all citizens exhibited during the era of the patriotic education leaders (Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, General Murtala Mohammed, Chief Obafemi Owolowo, Sir Ahmadu Bello, and Brigadier J. Udoakaha Esuene) must once again be “reestablished and restored.” The national presidents, local, state and federal ministers of education, and the world community can no longer afford to be indifferent and expect magic solutions from the

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chancellors, vice chancellors, presidents, and professors to the ruinous and life-threatening predicaments like student unruliness, insubordination and disruptive actions on the college and university campuses. For the interest of national peace, the local, state, and federal ministers of education, and the representatives of the education committees in the Senate and Congress must be willing and prepared to streamline the program of activities and possibly adjust their schedule to include joint session meetings with chancellors, vice chancellors and presidents of degree granting colleges and universities twice a year. Most student engagement in insubordination and disruptive behaviors results in loss of human lives, extensive damage to college and university facilities and imposes an all-embracing burden on chancellors, vice chancellors, presidents, professors, parents, and the community. The author professes collaborative endeavors including allocation of adequate financial resources, and physical presence of the nation’s presidents, local, state and federal ministers of education, representatives of the education committee in the Senate and Congress during the campus-wide activities. The projected collaborative alliances will unquestionably play a key role in weakening and abating the likelihood of student unrest and undesirable actions on colleges and university campuses. Students of the current generation are very vivacious and animated and some of them are ready to cause upheaval in the education community for no apparent reason. Many of them go through depression and anxiety, and trouble is their middle initial. Intrinsically, students and current graduates are the primary and promising future leaders of the world community; therefore, history will hold the nation’s presidents, local, state and federal ministers of education, representatives of the education committees in the Senate and Congress, chancellors, vice chancellors, presidents, professors, and allied professors fully accountable for their failure to utilize available national resources to support the instruction and learning process, and to restore self-confidence and hope in the minds of the students who will be our future leaders.

DRAWBACK OF POLITICAL INFLUENCE ON COLLEGE AND UNIVERSITY CAMPUSES The most conspicuous and prominent cause of student unrest and disruptive actions on college and university campuses is directly related to the struggle for dominance and supremacy by politicians. African elected officials, especially the current Nigerian politicians, must learn to keep politics completely out of the college and university campuses. For the interest of peace

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and unity in the nation, the Nigerian founding fathers, and patriotic education mentors utilized available national resources to design and implement universal and all-inclusive education opportunities for Nigerian citizens. Unlike the era of the founding fathers and education mentors, the present day institution of higher learning is on the threshold of being permanently obliterated by the evolution of political referendum on the college and university campuses. The majority of enrolled learners on colleges and university campuses are innocent ready and willing to be transformed and reformed by a well-structured education environment. Political influence and the culture of offering vast amount of money to students are considered a guaranteed vehicle to reroute and redirect students to irreparable and unproductive waste land. Financial recipients must be educated in order to be qualified for appointed, and enthroned as even a local village chief in Nigeria; therefore, education will forever remain a permanent and unending instrument of advancement and development for the entire human kingdom. In the same vein, the author envisions the emergence of political influence, and financial inducement on college and university campuses as unacceptable mechanisms for the degeneration of the educational process, instruction and learning endeavors. The culture of political influence on the education community has created a conduit for the surfacing of gangsters, and cultic activities in a fertile terrain that is designated by God and our founding fathers to educate, nurture, and prepare productive future leaders. I must profess that it would be an unforgivable, mismatched, and sad miscalculation to completely ignore political influence on the college and university campuses as it is ready to obliterate the entire educational process in our generation. It would be exceptionally naïve to expect students who have been tainted and enticed with large sums of money from politicians to appreciate the value of education, and cultivate a determination to successfully complete their degree program, and still build the confidence to function effectively in the demanding global society. This evolution will take place where politicians across the globe keep all façades of political maneuvering away from the education community and pay greater attention to the educational philosophy and vision of the patriotic education leaders such as Dr. Nnamdi Azikiwe, Sir Tafawa Balewa, General Aguiyi Ironsi, General Yakubu Gowon, General Murtala Mohammed, Chief Obafemi Owolowo, Sir Ahmadu Bello, Brigadier Udoakaha Esuene, and Owelle Rochas Okorocho, Imo State Governor and cultivate committed determination to give students, current and future graduates, the sense of

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belonging and ownership to fulfill their education dreams and complete the degree program in a timely manner. I appeal to all chancellors, vice chancellors, presidents, professors, and local, state and federal ministers of education to redouble their endeavors with the committed determination, and willingness to: i. Keep political influence out of the education community; ii. Accept the responsibility of establishing collaborative alliance with all academic stakeholders to nurture and promote effective learning endeavors on the college and university campuses; iii. Establish comprehensive educational standards, codes of conduct, policies and procedures required to advance student learning endeavors; and iv. Retain academically qualified provosts, academic deans, and professors who are imbued with the ability to handle internal and external academic affairs including students' emotional welfare and academic achievement. Based on the above scenario, an all-embracing participation of provosts, deans, division and department chairpersons, professors, and allied instructional professional joint sessions will to improve student academic performance and learning endeavors, and reinforce the students' determination to complete the degree program in the scheduled quarter or semester. A majority of students have gainful employment with full or partial tuition reimbursement. Other students are working to pay the

tuition. Most of them as heads of families of two or more, and others are from single family units. Invariably, they are truly in need of academic counsel and support. The eradication of political pressures from college and university communities will intensify the collective, all-inclusive endeavors, and empower the chancellors, vice chancellors, presidents, professors to support and sustain students' unquenchable determination to satisfy their academic goals. It is extremely very challenging to operate perfect and trouble-free colleges and universities. I must confess that the only trouble free colleges and universities are those that had been closed and no longer in operation. The chancellors, vice chancellors and presidents and local, state and federal ministers of education must be prepared to plan an active role to implement compelling codes of conduct, policies and procedures to prevent the wideranging, and campus-wide political influence, on-going irregularities, improprieties, and lack

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of decorum on matters relating to accepting students without the adequate requirements for admission into the degree program on colleges and universities. Furthermore, political influence should not be involved in the appointment of university and college chief administrators who are ignorant of what truly transpires on college and university campuses, but who may be there mainly to make money and employ their best cronies, cohorts and friends with limited knowledge of the educational process.

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