

CURRICULUM VITAE

1. (a) **Name (In Full):** **ONUKA**, Adams Otuoze Umoru
(b) **Date of Birth:** May 7, 1952
(c) **Department:** Institute of Education
University of Ibadan, Ibadan, Nigeria
(d) **Specialization:** Management/Business Education Evaluation
(e) **Status:** Senior Research Fellow

II. UNIVERSITY EDUCATION (With Dates)

- (a) University of Lagos, Akoka (1978-1981)
- (b) University of Ibadan, Ibadan (1989-1991)
- (c) University of Ibadan, Ibadan (1992-1996)

III. EDUCATIONAL QUALIFICATIONS (WITH DATES AND GRANTING BODIES)

- a) B. Sc. (Hons.) Business Administration (July, 1981), University of Lagos, Akoka, Lagos.
- b) M. Ed. Educational Evaluation (January, 1991), University of Ibadan, Ibadan.
- c) Ph.D. Educational Evaluation (April, 1996), University of Ibadan, Ibadan.

IV. PROFESSIONAL QUALIFICATIONS AND DIPLOMAS

- (a) Diploma in Theology, (1988) Immanuel College of Theology, Ibadan.
- (b) Post Graduate Diploma in Education, National Teachers' Institute, Kaduna.
- (c) Member, Nigerian Institute of Management (Chartered)

V. SCHOLARSHIPS, FELLOWSHIPS AND PRIZES

- a) Kwara State Scholarship 1978-1981
- b) Anglican Diocese of Kwara 1989-1990
- c) Kogi State Scholarship 1992-1993
- d) Abiola PG Student Travel Fellowship 1995
- e) St. Mark's Episcopal Church, St. Louis, USA Double Travel Award (Italy and the UK) 1989 (June and July)
- f) Anglican Diocese of Kwara Scholarship 1993-1994
- g) Postgraduate School Conference Grant, University of Ibadan, Ibadan, 2003
- h) Postgraduate School Conference Grant, University of Ibadan, Ibadan, 2005
- i) Institute of Education School Conference Grant, University of Ibadan, Ibadan, 2004
- j) Institute of Education Conference Grant, University of Ibadan, Ibadan, 2005
- k) Institute of Education Conference Grant, University of Ibadan, Ibadan, 2006
- l) MacArthur Training Grant for Mediation Training in Uganda, 2009

VI. HONOURS, DISTINCTIONS AND MEMBERSHIP OF LEARNED SOCIETIES

- a) Financial Secretary, National Association of Educational Researchers and Evaluators 2004-2007 and Vice-President since 2007 to 2011; President (2011 to date)
- b) Editor in Chief, Management Students' Association, Faculty of Business Administration, University of Lagos, Nigeria 1979/1980
- c) Chairman, Higher Education Research and Policy Network (HERPNET) Publication and Editorial Committee, African Region 2007
- d) Associate Editor, the Journal of Educational Researchers and Evaluators 2004 to 2007
- e) Fellow, Programme on Ethnic and Federal Studies, University of Ibadan, Nigeria 2001 to 2006

- f) Fellow, Centre for Peace and Conflict Studies, University of Ibadan, Nigeria 2004 to date
- g) Member, Senate, University of Ibadan, Nigeria for three consecutive times 2003 to 2011
- h) Member, University of Ibadan, Senate Business Committee, three 2005 to 2011
- i) Member, Student Lodgings Bureau, University of Ibadan, 2005 to 2011
- j) Member, University of Ibadan, Staff School Board of Governors, two consecutive times 2005 to 2009
- k) Member, Senior Staff Disciplinary Committee, University of Ibadan, one time 2004/2005
- l) Review Editor, Educational Research and Review
- m) Member, Ad hoc Committee on Reward System for UI Staff 2011.

VII PROFESSORIAL AFFILIATION

- (a) Member, Nigerian Institute of Management, since 1996
- (b) Member, West African Research and Innovation Management Association (WARIMA) 2010 - date
- (c) Member, Higher Education Research and Policy Network 2006 to date
- (d) Member, National Association of Educational Researchers and Evaluators
- (e) Member, Nigerian Association for Educational Administration and Planning
- (f) Member, Social Studies Association of Nigeria

V111 DETAILS OF TEACHING AND WORK EXPERIENCE AT THE UNIVERSITY LEVEL AREAS OF SPECIALISATION AND RESEARCH INTEREST

- a) Management Education Evaluation including funding, management development evaluation etc.
- b) Management and Evaluation of Distance Learning/Peace and Conflict
- c) Educational Evaluation (Management, Assessment of Learning Outcomes etc)

(b) Courses Taught

- (i) EVE 701 Problems of Evaluation at Master's Degree Level
- (ii) EVE 710 Construction of Questionnaire and Rate Scales
- (iii) CDG 703 Education and Society

(d) Dissertation and Theses Supervise 2003 to date

(i) M.Ed. Research Project

(1)	2002/2003	-	4
(2)	2003/2004	-	4
(3)	2004/2005	-	5
(4)	2005/2006	-	5
(5)	2006/2007	-	4
(6)	2007/2008	-	5
(7)	2008/2009	-	4
(8)	2009/2010	-	4
(9)	2010/2011	-	6

Total = 41

(ii) M. Phil., M. Phil/Ph. D & Ph. D Theses

- (1) M. Phil. - 2
- (2) M. Phil/Ph. D. - 2
- (3) Ph. D. - 5

(d) Institute/University Academic Related/Other Administrative

Responsibilities

- 1) Head of Unit, Outreach Reach Services and Linkages, Member, International Centre for Educational Evaluation, and Research and Publications Units, Institute of Education, University of Ibadan, Nigeria (2002 to date).
- 2) Resource person, Institute of Education, U.I. Workshops for Teachers at Staff School, University of Ibadan, Nigeria (2005 to date)
- 3) Conduct of Examinations at Affiliated Colleges to the University of Ibadan, Nigeria (2002 to date).
- 4) Teaching Practice Moderation in affiliated Colleges to the University of Ibadan, Nigeria (2002 to date).
- 5) Moderation of examination questions in affiliated colleges
- 6) Resource person, Modern Measurement and Evaluation Techniques in the Primary School Setting. A Paper presented at a Workshop on Capacity Building for Primary School Teachers at the University of Ibadan Conference Centre, Ibadan, Nigeria, August, 2007.
- 7) Resource person, Questioning in Classroom Teaching a Paper presented at a Training Workshop Organised for Catholic School Teachers in the Archdiocese of Ibadan, Nigeria at Catholic School, Ring Road, Ibadan, Nigeria, September, 2007.
- 8) Resource person, Effective Time Management in the Classroom. A Paper presented at a Training Workshop Staff School, University of Ibadan, Teachers at the University of Conference Centre, Ibadan, Nigeria, April, 2005.
- 9) Resource person, Effective Use of Continuous Assessment in the School. A Paper presented at a Training Workshop Staff School, University of Ibadan, Teachers at the University of Ibadan Staff School Premises, September, 2006.
- 10) Resource person, Passing Remarks on Pupils. A Paper presented at a Training Workshop, Staff School, University of Ibadan Teachers at the University of Ibadan Staff School Premises, Nigeria, August, 2007.
- 11) Managing Your Time Effectively as a Teacher A Paper presented at a Training Workshop for Catholic Teachers at Regina Mudi Girls' School, Iwo, Nigeria, August, 2006.
- 12) Resource person, The Teacher and the Effective Use of His/her Time. A Paper presented at a Training Workshop for the Lord's Kiddies College, Oyo, Nigeria. August, 2006.
- 13) Consultant, National Examinations Council and Institute of Education, University of Ibadan conducted National Assessment of Educational Performance (NAEP) 2006
- 14) Resource person, Training Workshop for Examining Bodies in Africa jointly organised by Institute of Education, University of Ibadan, Nigeria and international Association for Educational Assessment (IAEA) November, 2005
- 15) Resource person, Training Workshop for Examining Bodies in Africa jointly organised by Institute of Education, University of Ibadan, Nigeria and international Association for Educational Assessment (IAEA) November, 2005
- 16) Resource person, Training Workshop for Examining Bodies in Africa jointly organised by Institute of Education, University of Ibadan, Nigeria and international Association for Educational Assessment (IAEA) November, 2006

- 17) Marketing Editor, Centre for External Studies now Distance Learning Centre, University of Ibadan, Nigeria 1996-1997
- 18) Co-ordinating Editor, International Journal of Distance Education (IJODE), Distance Learning Centre, University of Ibadan, Nigeria 1997 to date.
- 19) Co-ordinating Editor, West African Journal of Education (WAJE), based at the Institute of Education, University of Ibadan, Nigeria 2003 to date.
- 20) Programme Officer, Evaluation, Distance Learning Centre, University of Ibadan, Nigeria.
- 21) Resource person, Training Workshop for Examining Bodies in Africa jointly organised by Institute of Education, University of Ibadan, Nigeria and international Association for Educational Assessment (IAEA) November, 2005
- 22) Resource person, Training Workshop for Examining Bodies in Africa jointly organised by Institute of Education, University of Ibadan, Nigeria and international Association for Educational Assessment (IAEA) November, 2006
- 23) Consultant, National Examinations Council and Institute of Education, University of Ibadan conducted National Assessment of Educational Performance (NAEP) 2006
- 24) Programme Leader, Managing Conflict and Peace Research Programme, CEPACS
- 25) Resource person, Training Workshop for Examining Bodies in Africa jointly organised by Institute of Education, University of Ibadan, Nigeria and international Association for Educational Assessment (IAEA) November/December, 2008
- 26) UBEC/Institute of Education jointly organized Training Workshop for UBE Teachers in South West, Nigeria August, 2008.
- 27) Coordinating Consultant, Training Workshops on Evaluation of Distance Learners, DLC, UI (2008 & 2010)
- 28) Coordinating Consultant, Training Workshops for Management of DLC, UI (2010)
- 29) Assistant Coordinator, *Agbelkawe* 2010 DLC International Conference
- 30) Chairman, Planning Committee, Institute of Education, UI International Conference, 2010
- 31) Facilitator, UBEC Training Workshop in Oyo State, 2011

b) Special University Appointments

- I. Chairman, UI Anti-Cultism Campaign Committee 2010- date
- II. Director, Centre for Social Orientation (CenSO), 2011 - date
- III. Programme Officer, Evaluation, DLC, UI, 2008-2011

c) National Appointment

- i. Monitoring Officer, National Teachers' Institute, MDG's Training Exercise in Ogun State, 2009-date
- ii. Coordinator, Universal Basic Education Commission, Federal Teachers' Scheme Training Programme, Delta State, 2010.
- iii. Consultant, National Examinations Council and Institute of Education, University of Ibadan conducted National Assessment of Educational Performance (NAEP) 2006
- iv. External Examiner, Dept of Educational Foundations and Counselling, Obafemi Awolowo University, Ile-Ife since 2009 to date
- v. External Examiner, Dept of Social Sciences Education, University of Ilorin 2011 to date
- vi. Team Leader, JSS Business Studies-books 1-3 2008 (Evans Publishers)
- vii. Member, Team on Revision of Countdown on Commerce, 2011 (Evans Publishers)

d) International Appointments

- i. West African Editor, East African Journal of Education, Research and Policy (Uganda)

- ii. Associate Editor, Journal of Higher Education Research (the USA)
- iii. Editor, Journal of Education Research (India)
- iv. Member, Evaluation Team, UI-PHEA-ETI Project

e) **Other Appointments**

- i. Vice-Principal, Okehi Community Secondary School, Ikuehi, Kogi State -1983 to 1984
- ii. Principal, Kwara (now Crowther) College of Theology, Okene, Kogi State-1984 to 1991
- iii. Canon in Residence, St Barnabas' Cathedral, Ilorin-1991 to 1993
- iv. Youth Chaplain, Kwara Anglican Diocese 1993
- v. Asst Chaplain, Chapel of the Resurrection, University of Ibadan, Ibadan-1993-1997
- vi. Chaplain, Chapel of the Resurrection, University of Ibadan, Ibadan, 1997 to 2005

1X. RESEARCH

I Completed

i) Management and Evaluation as a Confluence (Awaiting Publication in Tanzania)

Abstract

Management and Evaluation had from primitive times been always converge at some point in decision making process and never to be separated until they compositely terminate at the realization of the objective, which they were set out to achieve. A careful analysis of the management process, which is principally decision-making and execution of the import of such a decision, reveals that evaluation is inherently in-built in the management process. No effective management can take place if the process fails to take cognizance of evaluation as its major tool. The main objective of the process is organizational/institutional effectiveness ensuing from its responsiveness, which is informed by the in-built evaluation mechanism in the management process. Therefore, the import of this paper was the examination of the management process is-à-vis the evaluation mechanism it utilizes to achieve its objective as well as discuss their interrelating roles, where divergence and convergence occur and the terminal of both processes after they had converged. It must be noted that organizational/institutional objectives berth the management process and the desire to effectively achieve these objectives with little or no deviation is the driving force for inclusion of evaluation as an indispensable element of the process. Converge occurs the moment the need for evaluation of the process is realized. The paper concluded that they both convergence as they individually begun their journeys and then both terminate as one entity at the point when organizational goal is achieved

Accepted for presentation at Kenyatta University International Conference in July, 2011

ii) Distance Learners' Time Management and Learning Effectiveness

Adams O.U. Onuka, Ph. D

Institute of Education,

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Abstract

Studies have shown that time-management is a prerequisite for effective job performance or teaching/learning effectiveness. This pilot work investigated how effective time management can result in the distance learner's learning effectiveness. This study approached the problem by addressing two related questions. The study was carried ex-post facto. One hundred participants were chosen from the distance learning programmes of three Nigerian universities based in the South-West, Nigeria at the ratio: 4: 3: 3. A nine-item time management checklist/model was administered on the subjects and the ensuing data were analyzed using percentages and Spear Brown Rank Order Correlation Statistic. Results showed that time-management assisted the distance learner to cultivate appropriate learning habit/schedule that put him on the pedestal to learning effectiveness, location was also a factor in effective

time management and the concomitant learning effectiveness; the 'busyness' of the location of the participants was equally a contributing factor to their ability to effectively manage their time for study effectiveness; a distance time-management model was evolved for used by distance learners as a means of engendering their effectiveness in their study and suggestion was proffered that all new programme entrants be given orientation on time management vis-à-vis daily tasks including learning scheduling and execution. It was also recommended that programme advisor be assigned to every learner to assist them in effectively managing time for effective learning. Finally the following mathematical model derived from the tabulated model was: $S + Gp + Ct + Sa + Ha + La + Wa + Lt + Th$ or DLSE (i.e. Distance Learner Study Effectiveness) = $24 - S - Gp - Sa - Ha - Lt - Wa - Th$ or $(Ct + La)$ was recommended.

This work was commissioned by In-Tech Publishers International to be published as a Chapter in the book: Time Management

iii. **Curtiling Examination Fraud for Improved Quality Assurance in the African Examining System**

Abstract

The degrading impact of the recurrent incidence of examination malpractices on the African continent particularly Nigeria calls for drastic measures to arrest the situation. Using Examination Malpractice and Quality Assurance Scale and a sample of 80, the study sought to examine the nature, causes, methods, effects of examination malpractices and how the quality of regional examining systems can be assured, and found that examination malpractice occurs at all levels of the system in diverse ways: leakage of question papers in the process of setting, printing, packaging, storing and distribution. impersonation, undue favoritism from invigilators to students, bribing/influencing examination staff, councils' allotment of choice examination centres termed "special" / "miracle" centers and inflation or reduction of candidates' original scores by those who mark/grade the scripts. It was also discovered that students carry out examination malpractices by various means: desktop publishing and laptop publishing. Some of the causes of this examinational menace included greed, corruption, dishonesty, indolence/Lethargy, students' poor study habits, and compromise. The effects and way out to this problem were discussed. Recommendations included: stakeholders should summon the courage to apply appropriate sanction on the culprits, and all stakeholders must corporately fight against this vice. Communities, government, corporate bodies and examining bodies should jointly build large examination halls across the nation and examining bodies should come together in the region to educate stakeholders, from time to time, on the appropriate teaching and learning techniques as well as conduct researches that will improve classroom interaction and preparation for the examinations.

Presented at the 29th Annual Conference of the Association for Educational Assessment in Africa in Nairobi, Kenya in August, 2011 with Durowoju, E.A (Accepted for publication in AEAA Journal 2011)

iv. Teacher Education in Open and Distance Universities in Africa

Abstract

The principal objective of open/distance learning (ODL) is the provision of greater and unfettered access to education which could be delivered to the learner at home and his convenience, and thereby giving a second chance access to those who would have otherwise lost such opportunity. It should use media that could communicate effectively to learner without feeling the absence of a physical human facilitator as the learning materials are meant to be very self-explanatory. The issues in ODL teacher education include among others the following: ODL's marketability in the current knowledge commodity world of ours; putting in place formidable learning materials must be very self explanatory; application of modern ICT facilities to facilitate instructional delivery to learner much by self-effort; the application of contemporary evaluation techniques in ODL; effective management of ODL; provision of Support Service and Counselling; admissions process, record management and client services. It is thus imperative that ODL teacher education mode must be well-packaged for marketability to its clientele for sustainability and must also be well-managed in all ramifications: the admissions process, evaluation, its information base, its staff must be managed to conform to the total quality management principles and practices.

Commissioned by CODESSRIA as a Chapter in a book on Distance Learning

v. THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE DEVELOPMENT OF MANAGEMENT MANPOWER IN NIGERIA

Dr. Adams O.U ONUKA
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&
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Being a Paper Presented at the 2010 HERPNET Annual Conference Held at the 680 Hotel, Nairobi, Kenya and hosted by Moi University, Eldoret, Nairobi Campus.

Abstract

In Nigeria, there are management institutions which are saddled with management manpower preparation. It is an obvious fact that in management, as in other sectors of the economy, the role of Information and Communication Technology (ICT) cannot be over-emphasized. ICTs are a diverse set of tools and resources used to communicate, create, disseminate,

store, and manage information. Thus, the paper attempted to investigate the role of ICT in the preparation of management human capital for the economy. A rating scale on the role of ICT in management preparation developed and validated by the researchers was administered on a sample of 250 management trainees and 50 management educators in a specialized management institution in Nigeria. Findings showed that ICT played significant role in the development of managers for the Nigerian economy; ICT had significantly improved teaching and learning in management courses and the trainees' achievement in courses like Planning, Statistics, Management Communication, Quantitative Analysis and Operations Research. It was recommended that every institution involved in management development should be well equipped with ICT facilities and educators in order to further the improvement of management development system in the country. It was further recommended that management trainees should be sent on practical exposure programmes outside the institution to enhance their knowledge and application of ICTs in management practices.

Awaiting publication in Tanzania

2 In-progress

- (i) Funding the university education in Nigeria: The role of the various stakeholders in mobilization and utilization of funds in Nigerian public universities being funded by University of Ibadan Senate Research Grant. This was started in October, 2007 analysis has been done, it is Being written up

Abstract

This study aims at finding out how funds are mobilized and utilized in two Nigerian public universities in Oyo State (one Federal University of Ibadan and one State-Ladoke Akintola University of Technology Ogbomosho) respectively. A preliminary survey of literature has been done. The sample sets for the study include students, bursary and administrative personnel, principal officers, heads of departments and academic staff as well as other stakeholders. Three instruments were developed and used to collect, data while literature review had been also concluded. Data had been analysed and the first draft is in progress (Now completed).

SOME BEST PUBLICATIONS

1. Funding the Nigerian University Education: The role of the various stakeholders

Abstract

This paper addresses the issue of funding the education in Nigeria. The study sampled various stakeholders in the sector including parents, university management and administrators, students, academic staff, tax-payers, company executives to determine the level of funds available to the university system in Nigeria, to produce quality graduates and what could be done to ameliorate the shortfall. Percentages and chi-square statistics were used to analyse the data. Among the findings were that the

current level of is insufficient, the burden of funding is almost solely on government and parents, most of whom live below poverty line, the corporate bodies are seemingly averse to funding education and would rather prefer to sponsor sports and other shows such as gambling that easily attract publicity. Also the present rot in the sector is largely due to lack of sufficient fund to finance education. Recommendations were made based these findings: corporate world in Nigeria, apart their contribution to the Education Task Fund, should invest in university education to ensure the production of quality graduates for their future employment. Government should provide more funds for higher education in order to address the current abysmal decadence in the system. Well-to-do individuals should endow these institution and fund researches as well. (JOSEA 6)

2. EVALUATION OF STUDENTS' PERCEPTION OF THE PROBLEMS, PROSPECTS AND VIABILITY OF DISTANCE EDUCATION IN NIGERIA

ABSTRACT

This study contextualized Distance Learning (DL) from Nigeria perspective. Some concepts of the subject matter were considered and adapted to the Nigerian situation. The advantages derivative from running distance-learning programmes in Nigeria include: the opportunity to realize one's educational aspiration without necessarily relocating to a formal school, the fact that it uses various methods of teaching without any need for teacher-student physical interaction. Some of findings are: inadequate funding; lack of finances on the part of the learners; constant power outage; inadequately staff to man these Distance Learning programmes in Nigeria among others. Other findings show the following prospects of distance learning programmes in the country: substantial percentage of the marginalised can access education; learners' ability to learn at their own pace; as well as the fact that DL affords learners the opportunity to combine work with learning, with none of the two suffering at each other's expense. The study found out that if properly manned by qualified personnel and adequately it would be not only viable but completely favourably with the formal educational setting. The study suggested that if the success of such venture is to be ensured, every stakeholder in the Distance Education programme must be prepared to be part of the funding of the enterprise, while constant power supply must be assured for sustainability and both the academic and non-academic must be given proper training commensurate the duty they perform. (IJODE vol. 4 2009)

3. Effective Time Management for Teaching Effectiveness

with Virgy Onyene *Department of Educational Administration, University of Lagos, Akoka;* and **I. Olanrewaju Junaid** *Institute of Education, University of Ibadan, Ibadan*

Abstract

This paper discusses the essence of time management and its positive effect on teaching and subsequently on learning. Samples were selected in two phases of the study viz: at the outset when 31 schools were selected in Ibadan City and after phase one of the study when the most effective teacher-time-manager and the least-effective-teacher-time manager were identified. Thirty students each from these classes were randomly selected and used as the pretest –posttest experimental/control

groups design to confirm or confound the results of one. Findings include: effective-time management resulted in effective and learning, if teachers were to be effective time managers they must minimize social activities and devote more time preparation, good time management engenders improved student performance etc. Recommendations were that to assist teachers to manage their time better, they should be well remunerated; teachers should reduce their social activities to the barest minimum; they should the business more seriously among others.

In European Journal of Social Sciences – Volume 5, Number 4 (2008)

4. Nigerian Management Manpower Development In The Context Of Globalization: An Evaluation

Abstract

In this paper, management manpower development is viewed as a vehicle for national development that enables the Nigerian nation to meet up with the rest of the world in the context of globalization. The paper defines management, management manpower education and globalisation. It views information the beacon of globalisation. It therefore, posits that the effective use of information and communication in globalization cannot be downplayed. The paper reports an assessment of a new management training elements and notes that the organisations that patronize management training institutions do not normally conduct training needs assessment; they were strong in the areas of provision of libraries, course materials, number of trainers among others. The recommendations include: proper and adequate funding of the institutions and making them more relevant by equipping them and exposing them to universal practices.

5. In International Journal of African & African American Studies Volume V, No. 1, January 2006

An Annual Publication in the Department of Curriculum and Instruction, Southern Illinois University Edwardsville, Illinois 62026-1122, United States of America

MANAGEMENT TRAINEES' PERCEPTION OF PROSPECTS AND CHALLENGES OF ICT IN MANAGEMENT COMMUNICATION IN NIGERIA
with ESTHER DUROWOJU

ABSTRACT

Some studies have found that information and communication (ICT) can play an important role in the development of management manpower and academic research in Nigeria. The study determined the management trainees' perception of the role of ICT in management communication in Nigeria. The study used 450 graduating students of educational management, management sciences and economics in a Nigerian university. A two-response option questionnaire was administered on the 450 subjects. The data were analysed using Percentages and bar chart. Results show that respondents perceived that ICT in management communication in Nigeria conserves money; minimises time and other resources wastages; increases management productivity; minimises staff movement and thus distraction; engenders quicker management decisions and consequently management actions and results; minimises information denial, preserves management information for easy retrieval whenever needed and promotes management openness and transparency among other things as its prospects; while challenges as perceived by respondents were reduction in employment level; reduces interpersonal contacts; information could be suddenly if no back

up was done and also reduces the level of confidentiality etc. it was recommended that every manager be encouraged to key into the utilisation of ICT in management communication and more of the technology should be acquired to enhance its application in management communication and that devices for preserving information against sudden loss be put in place.

JHER vol. 3

6. Strategic Management in Education for Quality Output

With Peter S. ONUKA and Joseph S. Owoye

Kampala International University

Kansanga, Kampala, Uganda

Abstract

This paper discusses the role of strategic management in promoting quality educational output, by looking at strategic management in education, styles of management and the components of management as tools for effective strategic management of educational resources in order to achieve quality educational output. It enumerated educational resources and outlined the educational process as being three dimensional in nature: input, process/transformation and output. It opined that if the strategic management in education were to be profitable it must employ the management components as defined by Onuka (2009): forecasting, planning, budgeting, organising, implementing, monitoring and evaluation, feedback and revision for improvement (FPBOIMEFR). Furthermore, it highlighted the constituents of the things for quality output strategic management as the following resources: Students (the basic input), Human resource (capital)- workers of all category in the industry, Fund management, Equipment including communications equipment, Learning materials, Infrastructure and other facilities and Time management and even classroom management. It concluded that strategic management in the education brings about effectiveness and efficiency culminating in quality educational output. It was recommended that since every in the industry is a manager to some degree there should specialty specific management training. In WAJE Vol. XXIX 2009

7. MANAGING THE CHALLENGES OF SCHOOLING IN IBADAN RURAL SETTINGS OF OYO STATE, NIGERIA

with **Dr. Benedict O. Emunemu**

Department of Educational Management,

University of Ibadan,

Ibadan, Nigeria.

Abstract

There are many challenges facing schooling in a typical Nigerian rural setting, hence this study was undertaken to verify how these challenges could be managed in some rural settings which are quite close to an urban centre. This is a non-experimental study. Simple random sampling was used to select 45 teachers and 150 students from 5 secondary schools in Egbeda and Lagelu Local Government Areas of Ibadan Less City of Oyo State, Nigeria. Two structured questionnaires were administered respectively on the two categories of subjects. The data so gathered were analysed using percentages and chi-square. Findings included: trekking long distance to get to school, teachers' unwillingness to live among the people in these communities and their often refusal to get posted to these communities due to lack of social amenities and the concomitant unbearable living conditions in these settings.

The roads are also “un-motorable” with its consequent hardship in accessing these areas. The school buildings are equally in a state of dilapidation. It was discovered that if schooling in these settings were to be effectively managed, then, stakeholders would have to invest in the provision of social amenities such as “motorable” roads, provision of rural electricity, mini-markets as well as hospitals. It was thus suggested that both government and other stakeholders should provide the necessary social amenities to attract teachers to rural areas as well as provide extra perquisites to attract teachers to these communities. (In AJEM 2009)

8. Causes, Effects of and Probable Solutions to Examination Malpractices in Nigeria: A case study of the West African Examinations Council.
with Amusan, M. A.

ABSTRACT

The foci of this investigation were the causes, effects of and probable solutions to examination malpractices in Abeokuta metropolis, in Nigeria using West African Examinations Council as a case study. Stratified sampling technique was employed to obtain the various classes of respondents. The total of 350 respondents was used in study. A segmented single instrument was used for data collection. The data was analyzed using descriptive and non –parametric statistics.

Based on the findings which include non- completion of the syllabi, over-crowdedness, poor teacher quality among others, the recommendations made include adequate coverage of syllabi, improved parental commitment towards wards’ educational development, commitment to training and retraining of teachers to improve the quality of teaching and learning as well as undiluted application of Act 33 of 1999 on examination malpractices in Nigeria. Ghana Journal of Teaching Vol 1, 8

9. Teacher-Initiated Student-Peer Assessment: A Means of Improving Learning Assessment In Large Classes

Abstract

This paper evaluated the effect of using teacher-initiated student assessment strategy as a means of enhancing student leaning achievement and by extension as tool for minimizing examination malpractices that are so phenomenal in the education sector of Nigeria. The paper reviewed relevant literature on assessment and achievement as well as on examination malpractices - which has become a cankerworm and also cast doubt on the quality of education in the country. The research was carried out adopting the pre-post test quasi-experimental/control design. The data were analysed using the t-test. Results show that the strategy facilitated significant improvement in student achievement in both Mathematics and English language respectively with the following t-values of 20.4 and 15.94 @ 0.05 significant levels. Also it was found that the experimental groups respectively made a mean gain of 5.9 and 5.3 as again 1.7 and 2.0 in these respective subjects. Another discovery was the fact that those who had the treatment were found not to have been involved in examination malpractices while some of those in control groups were involved in malpractices in the subsequent school examinations. Based on these findings, it was recommended that since most classes in the zone have more than forty students and in some cases up to 80, this strategy be formally introduced in the schools where there are more than 40 students in a class and that teachers be given relevant training in evaluation methods and that record-keeping be a co-operative and a team work, to make the system more effective. (In IJAAAS, (2007 Vol. 6)

10. Determining psychometric properties of achievement tests in odl business management

**Esther O. Durowoju,
Adams O. U. ONUKA,
&
Adesoye T. Onabamiro,**

ABSTRACT

The study sought to expose ODL educators to the challenges of constructing achievement tests in Distance Learning School of Business Management. A pool of one hundred test items were drawn and administered on two hundred respondents, who were purposively selected among the University of Lagos Distance Learning Business Management students. The data collection instrument used was Business Management Achievement Test (BMAT). The discrimination and difficulty level of the test items were determined and the instrument was subjected to content and concurrent validity and Kuder-Richardson formula 20 was used to ascertain its reliability. The results showed that 48% of the test items were moderately difficult and discriminated well among the examinees, 12% of the items were too difficult, while 40% of the items were too simple for the testees. The study found out that the instrument was 0.94 reliable and valid (0.78 for content and 0.76 for concurrent). The implications of the findings were discussed with a view to exposing distance educators to the challenges involved in constructing a valid and reliable test. International Journal of Distance Education vol 5 (2010)

11. COMMUNICATING EVALUATION AND RESEARCH FINDINGS FOR DEVELOPMENT

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Abstract

Evaluation is everybody's business and it involves all humans no matter their walk of life to ensure any human effort is on track, while research is carried out to facilitate development. Thus, research and evaluation are twin sisters working hand in hand for human development. The outcomes of any of or both exercises must be communicated in diverse ways to diverse audience who are expected to utilise their results otherwise they become exercise in futility. Feedback from evaluation and research exercises are giving to the system for improvement/innovation or invention. This study was undertaken to find out how effectively evaluation and research findings are disseminated to the various publics expected to consume them. Survey design was used in the investigation and random sampling technique was used to select 350 subjects from five sectors of the economy as well as twenty researchers from University of Ibadan and NISER, while a research and evaluation communication scale was used for data collection. The data were analysed using descriptive and correlation statistics. The results show that there was no significant relationship between the number of evaluation and researches conducted and their communication to users. They also show that the most of researchers embark on research for promotion purpose while those evaluation and research findings disseminated are so done through seminars, conferences and journals. Based on these, it was recommended

that communication should be part of evaluation and research activities from the outset to the dissemination of findings, that there should be agency for dissemination of findings which could disseminate outcome through appropriate media to relevant publics, organisations and philanthropists should fund the dissemination of research findings and that researchers and evaluators should endeavour to publicise the findings of their works through workshops, conferences and book and/or journal publications as well as through both print and electronic media.

12.

COLLABORATIVE FUNDING OF UNIVERSITY RESEARCH UNDERTAKING FOR RAPID NATIONAL DEVELOPMENT

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ABSTRACT

The paper examined current level of collaborative funding of research undertakings in the Nigerian university system in order to determine the level to which various stakeholders (corporate and endowed individual Nigerians) had been contributing their quote towards funding research in the university system and to find out if research funding in the system matches the expected level of collaborative research funding. Two research questions were, therefore, addressed. One hundred Academics in the system from five Nigerian University who converged at a National Research Conference were used as sample and an instrument tagged Nigerian University Research Funding Perception Questionnaire was thus administered on the conferees from four of the six geo-political zones of the country. The data were analysed using graph and Chi-square. Results were that collaborative funding apart from the ones jointly funded by government and the universities or government agency (e.g. ETF) and universities, no meaningful collaborative funding of research in our universities, and that corporate bodies would fund sports and lottery/gambling because these easily bring back quick return to them and that well-endowed individuals and corporate bodies should either voluntarily collaboratively fund research in the university system or a legislation should compel to undertake collaborative funding of research in the university system for enhanced development of the country. In order to engender collaborative, the university system should evolve joint research initiating body that would be responsible for generating research policy, plans and programmes so that endowed individuals and the organized private sector could collaborate in funding the university system research undertakings for rapid national development.

In press- Journal of Education Review, India

7. Dissertation And Thesis

- a) UMORU-ONUKA, A.O (1981).** Lease Financing in Nigeria: A Critical Examination - A Bachelor's Degree Project, University of Lagos, Akoka, Lagos.
- b) UMORU-ONUKA, A.O (1990).** Entrance Examination as a Predictor of Student Achievement in Secondary School Mathematics. M.ED. Degree Dissertation, University of Ibadan, Nigeria.
- c) UMORU-ONUKA, A.O (1996).** An Impact Evaluation of the Agricultural and Rural Management Training Institute, Ilorin.
- d) ONUKA, A.O.U. (2008)** Systematic School Based Assessment of Secondary School Economics at NTI PGDE 2008

XI PUBLICATIONS

(a) **Books already published:** Nil

(b) **Chapters in Books**

- 1) **Umoru-Onuka, A.O.** (2003) Accountability: A Instrument for Improving Student Performance in Babalola, J.B & Adedeji, S.O. (Eds.) Contemporary Issues in Educational Management: A Book in honour (2003) (chapter 2 section 4) (Department of Educational Management, U.I.)
- 2) **Onuka, A.O.U.** (2004). Planning a distance education programme (DEP.): A proposal; In Fagbamiye, E.O.; Babalola, J. B.; Fabunmi, M. and Ayeni, A.O. (eds) Management of Primary and Secondary Education in Nigeria. NAEAP Publications. (Nigeria) 8.1&2 (227-242)
- 3) Non-Parametric Analysis Of Variance (co-authored with Adewale, J.G. In Alegbeleye, G.O. And Fabunmi, M. (Eds.) Research Methods in Education, Published By Faculty of Education, University Of Ibadan, Nigeria (2006)
- 4) Umoru-Onuka, A. O. (2001). Accountability in Education: The programme Evaluation Approach in Awosika, Y et al (eds) Topical Issues in Education: Papers in honour of Professor C. O. Udoh (Faculty of Education, University of Ibadan)
- 5) Umoru-Onuka, A.O. (2002). An Evaluation of the Nigerian Civil War: The Case of Kogi Central in Osaghae, E. E. et al (eds) The Nigerian Civil War and its Aftermath
- 6) Umoru-Onuka, A.O. (2002). Language as a Means of Educational Accountability in Mansaray, A. et al (eds) Curriculum Development at the Turn of the Century: The Nigeria Experience- A Book in honour of Professor Ebo Ubahakwe (Teacher Education)
- 7) Onuka, A.O.U (2009). Instructional Evaluation and Accountability in Babalola, JB & Ayeni, AO (eds) . Contemporary Issues in Educational Management. Ibadan: MacMilan Publishers
- 8) Onuka, A.O.U (2009). Instructional Evaluation and Accountability in Babalola, JB & Ayeni, AO (eds). Educational Management: Theory and Tasks. Ibadan: MacMilan Publishers
- 9) Onuka, A. O. (2010). Total Quality Management In Distance Learning in Onuka, Adams (ed) Some Aspects of Management in Distance Learning. Ibadan: DLC UI
- 10) Onuka, A. (2010). Time Management in Distance Learning in Onuka, Adams (ed) Some Aspects of Management in Distance Learning. Ibadan: DLC UI
- 11) Onuka, A. (2010). Strategic Management Evaluation Model (SMEM) in Distance Learning in Onuka, Adams (ed) Some Aspects of Management in Distance Learning. Ibadan: DLC UI
- 12) Onuka, A. (2010). Evaluation, Continuous Assessment and Feedback Mechanism in Distance Learning in Onuka, Adams (ed) Some Aspects of Management in Distance Learning. Ibadan: DLC UI
- 13) Onuka, A.O.U (2009). Resource Management in Education in Babalola, JB & Ayeni, AO (eds) .Educational Management: Theory and Tasks. Ibadan: MacMilan Publishers

- 14) Onuka, A.O.U. (2008). Continuous Assessment as an Instrument for Improving the achievement of learning objectives in Secondary Economics. In Obemeata, J.O & Okwilagwe, E.A.(eds) A Hand Book on Evaluation Research pp.22-40 (Nigeria)
 - 15) Onuka, A.O. U. (2011). Management and Evaluation as A Confluence in Fabunmi, M. (ed.) Exigent Issues in Education. A Book in Honour of Professor Emeritus Sam. Olajide Owolabi (**Tanzania**)
 - 16) Onuka, A.O. U. (2011). Distance Learners' Effective Time Management and Learning Effectiveness in Ivona (ed) Time Management. Coratia: InTech Publishers
 - 17) Onuka, A.O. U. (2011). Teacher Education in Open and Distance Universities in Africa In Adegoke and Oni, A. O. (eds). Distance Open and Distance Universities in Africa. Dakar: CONDESRIA
 - 18) Essentials of Effective Management in Adepoju, (ed) Book On Contemporary Management Issues (Obafemi Awolowo University, Ile-Ife).
- (c) **Articles that have already in Refereed Proceedings**
- 19) Planning a distance education programme (DEP.): A proposal; A paper presented at the National Conference of the Nigerian Association for Educational Administration and Planning (NAEAP) 2003.
 - 20) The Quality of Private Schools in Nigeria: How Far? A Paper Presented at the Annual Conference of National Association of Educational Administrators and Planners 2004
- (d) **Patents:: Nil**
- (e) **Articles that have already appeared in Learned Journals**
- 21) Umoru-Onuka A.O. (2001). Language: An Effective Tool for Management. In African Journal of Educational Management 8.2 (175-183) (Department of Educational Management, U.I.)
 - 22) **Onuka, A.O.U** (2002). A Qualitative Evaluation of Agricultural Management Training Programme: An Experience. Nigerian Journal of Clinical & Counselling psychology (2002) 8.2 (133-146). (U.I.)
 - 23) **Umoru-Onuka, A.O.** (2003) TQM As A tool for Improving Educational Outcomes. Journal of Oyo State Chapter of Nigerian Library Association. 21.1 (2003) (18-28). (Oyo State)
 - 24) **Onuka, A.O.U** (2004) Achievement in common Entrance Examination as A Predictor of achievement in JSS Business studies. West African Journal of Education. 24.1 (126-134). (Institute of Education, U.I.)
 - 25) **Onuka, A.O.U.** and Oludipe, B.D. (2004). Feedback as A Poor Performance Remediation, *Education For Today* 4 (1). 70% contribution) (University of Calabar, Nigeria)
 - 26) **Onuka, A.O.U.** and Amoo, S.A. (2004). Examination Malpractices and Act 33 of 1999, *Nigerian Journal of Educational Research and Evaluation* 5 (1) (50%). (Nigeria)
 - 27) **Onuka, A.O.U.** (2005). A comparative study of the quality of the managers, teachers and facilities of private and public primary schools in Ibadan, Oyo State. *Nigerian Journal of Educational Administration and Planning* 5(2). (Nigeria)

- 28) Onuka, A.O.U. (2006) Systematic School Based Assessment for an Improved Cognitive Achievement (Journal: Academic Journal of Research and Development: NERDC, Abuja. 2006 with Dr. Bimbo D. Oludipe O.O.U., Ago-Iwoye, Nigeria). (75%).
- 29) Onuka, A.O.U. (2006) Evaluation as a feed back and accountability mechanism: The theory and a trial; West African Journal of Counselling and Psychotherapy 3(1).
- 30) **Onuka, A.O.U.** (2006). Total Quality Management and Students' Attitude as Predictors of Choice Of university Of Ibadan Distance Learning Programme. Nigerian Journal of Educational Administration and Planning, Vol .6 No1.pp.81-101(Nigeria)
- 31) Onuka, A.O.U. (2006). **Nigerian Management Manpower Development in the Context of Globalization: An Evaluation.** In International Journal of African African-American Studies **Vol. V No 1 pp. 17, January, 2006**
- 32) Onuka, A.O.U. (2006). Total Quality Management and Students' Attitude as Predictors of Choice of University of Ibadan Distance Learning Programme. *Nigerian Journal of Educational Administration and Planning*. 6.
- 33) Onuka, A.O.U. (2007). Research for Improved Teaching in Kogi State. In Journal of Sociology and Education in Africa. 6(1) 121-141. (2007);
- 34) Onuka, A.O.U. (2007). Influence of feedback mechanism on students' performance in Economics in Kogi State, Nigeria, International Journal of Distance Education (IJODE) 2. 2007. with I.O. Junaid, Institute of Education, U.I. (80%)
- 35) Onuka, A.O.U. (2007). Funding the Nigerian University Education: The role of the various Stakeholders. In *East African Journal of Education, Research and Policy 1*
- 36) Onuka, A.O.U. (2007).Teacher-initiated student-peer assessment: A means of improving learning-assessment in large classes. In International Journal of African African-American Studies Vol. VI, No. I pp. **23, January, 2007**
- 37) **Onuka, A.O.U.,** Adewale,T.M & Ajayi ,K.O. (2007). An Evaluation of the use of internet for Research by Nigerian Education University Lecturers. In Nigerian Journal of Education administration and Planning (NAEAP).Vol.7No.1,pp. 92-104. (Nigeria)
- 38) **Onuka, A.O.U. & Raji, M.A.A.** (2007). University Students' perception of Teacher Academic Intergrity in a Nigerian University In Nigerian Journal of Educational Research and Evaluation. Vol.6 No.1 pp.37-37 (Nigeria)
- 39) Use of Internet in Research by a Nigerian University of Education Academics In *Nigerian Journal of Educational Administration and Planning*.7. 2007
- 40) Onuka, A.O.U. (2008). An evaluation of parents' patronage of private primary schools in Abeokuta, Nigeria with A.F. Arowojolu. In International Journal of African African-American Studies Vol. V11 No 2 pp. 55, July, 2008.

- 41) Onuka, A.O.U. (2008).Effective Time Management for Teaching Effectiveness with Virgy Onyene and I. O. Junaid In European Journal Of Social Science Vol. 5, No. 4 pp.122-132. February, 2008.
- 42) Onuka, A.O.U. & M. A. Amusan Causes, effects and probable solutions of examinations malpractices in Abeokuta Metropolis, Nigeria: an analysis of the examinations of the West African Examinations Council in Ghana Journal of Teaching
- 43) **Onuka, A. O. U.,** Onuka, P. S. & Owoeye, J. S. (2009). Strategic Management in Education. In West African Journal of Education 30.
- 44) **Onuka, A. O. U. &** Emunemu, B. O. (2009). The Role of University Education in Leadership preparation in Nigeria. In Journal of Education Review (India Serials Publications)
- 45) **Onuka, AOU &** Onabamiro, AT. (2009). The Effect of Formative Test, Individual Assignment and Group Assignment on Students' Achievement in JSS Mathematics. In International Journal of Educational Leadership Vol 3, 3. (Ghana).
- 46) **Onuka, A.O.U.** (2009) (Stakeholders' perception of Test Security in the Nigerian Public Examining System. In African Journal of Educational Management (AJEM). 12 (1). (Nigeria)
- 47) **Onuka, A.O.U. &** Emunemu, B. O. (2009). Managing Rural Schooling in Ibadan, Nigeria. In AJEM 12 (2). (Nigeria)
- 48) Durowoju, E. O., **Onuka, A.O. U. &** Onabamiro, A. T. (2010).Determining psychometric properties of achievement tests in ODL business management In IJODE vol 5 (2010)
- 49) **Onuka, A. O. U &** Durowoju, EO. (2010). Teacher-Student and Parent-Child Relationships as Determinants of Academic Achievement in Senior Secondary School of Commerce in Ibadan, Oyo State. In Journal of Educational Researchers and Evaluators 10 (1)
- 50) Onuka, A.O.U & Emunemu, B.O. (2010). The Role of Research and Higher Education in Sustainable Development in Nigeria in Journal of Educational Review Vol. 3, 4 (India)
- 51) **Onuka, AOU (2011).** Collaborative Funding of University Research Undertaking for Rapid National Development in JER (India)
- 52) **Onuka, A.O.U. &** Durowoju, E.O. (2011). Communicating Evaluation and Research Findings for Development. In Nigerian Journal of Research and Evaluation (Nigeria)

(g) **Technical Reports and Monographs**

- 53) **Onuka, A. (2004)** Management Manpower Development: A Vehicle for National development. Programme on Ethnic and Federal Studies, University of Ibadan, Monograph New Series No. 9
- 54) Ojerinde, Okpala, Isiugo-Abanihe, Nweke, Falaye, Adewale, Okwilagwe, **Onuka,** Adegoke, Onwuakpa, Olapade, Oladokun, Uhunamure, Ajisegiri and Rosanwo,(2006) National Assessment of Educational Performance (NAEP). National Examinations Council and Institute of Education, University of Ibadan
- 55) **Onuka, A.O.U.** (2006). Managing the seeds of Faith: Church Governance the political Economy of "Giving" in Nigeria and Ghana. (Unpublished research report sponsored by & submitted to French

Institute for Research in Africa). 42pages. Systematic School-based Assessment for Cognitive Learning in SSS Economics Monograph published by WAEC (2009).

- 56) **Onuka, A.O.U.** (2011). Stakeholders' Role in Fund Mobilisation and Utilisation in Nigerian Public Universities (Undertaken Senate Research Grant) and over five other publications and another five accepted for publication.

Dr. Onuka has edited two books published by DLC UI and co-edited four books published by HERPNET.

X1 MAJOR CONFERENCES/WORKSHOPS ATTENDED WITH PAPERS READ

- a. Programme Evaluation: A Management Education (Training) Programme Perspective. (Presented at the Conference of the National Association of Educational Researchers and Evaluators at Abeokuta on Nov. 12-15, 2001).
- b. Implementation of the UBE Programme: A Funding Proposal – A Paper Read at the Annual Conference of National Association of Educational Researchers and Evaluators at Ibadan, October 2002.*
- c. Analysis of Funding Pattern of Federal Universities in Nigeria (1992-2002) Presented at the 1st National Conference of the Institute of Education, O.O.U., Ago-Iwoye, Nigeria 2004*
- d. Planning a distance education programme (DEP.): A proposal; A paper presented at the National Conference of the National Association for Educational Administration and Planning (NAEAP) 2003.*
- e. The Quality of Private Schools in Nigeria: How Far? A Paper Presented at the Annual Conference of National Association of Educational Administrators and Planners 2004*
- f. Academic Integrity in a Nigerian University: A Students' Perception (co-authored with MAA Raji). A Paper presented at the National Conference of National Association of Educational Researchers and Evaluators, held at Ado – Ekiti, June, 2005
- g. HIV/AIDS Prevention: the Christian Perspective – A Paper Presented at A workshop on HIV/AIDS Prevention organised by University Village association in Collaboration with UNESCO on December 21, 2004 at the Conference Centre, University of Ibadan, Nigeria
- h. Continuous Assessment as Means of Achieving Cognitive objectives. A Paper presented at the International Conference of the International Association for Educational Assessment held at Abuja, September, 2005.
- i. A Comparative Study of the Quality of Private and Public Primary Schools in Ibadan. A Paper presented at the National Conference of Nigerian Association of Educational Administration and Planning held at Calabar in 2005.*
- j. TQM, and Students' attitude as predictors of choice of University of Ibadan Distance Learning Centre. A Paper presented at the National Conference of Nigerian Association of Educational Administration and Planning held at Enugu 2006
- k. Use of Internet in Research by Academics of A Nigerian University of Education. A paper presented at the International Conference of Nigerian Association of Educational Administration and Planning held University of Lagos, Nigeria 2007 with T.M. Adewale and K.O. Ajayi September, 2007
- l. Funding the Nigerian University: Stakeholders' Views. A paper presented at African Regional Conference of Higher Education Research and policy Network held at IITA, Ibadan, Nigeria, August, 2007
- m. Effects of formative test, individual assignment and group assignment on students' achievement in Senior Secondary Mathematics. A paper presented at the National Conference of National Association of Educational Researchers and Evaluators held at the Olabisi Onabanjo University, Ago-Iwoye, Nigeria, with A.T. Onabamiro, December, 2007.
- n. Study Tour of Distance Learning Institutes in Ghana.
- o. E-Learning Africa Conference in Ghana participated and led Discussion on Challenges of e-learning in Africa

- p. Regional Conference of Higher Education Research and Programme Network (HERPNET), at IITA, Ibadan in August, 2007
- q. E-learning Africa Conference Accra, Ghana May 27- Jun2, 2008
- r. Higher Education Research and Policy Network African Regional Conference August, 2008 IITA Ibadan
- s. Association for Educational Assessment in Africa 26th Annual Conference, Accra, Ghana, August 18 -22, 2008. Presented Challenges and prospects of Continuous Assessment in Nigeria with Dr. H. O Owolabi of University of Ilorin
- t. Nigerian Association for Educational Administration and Planning 2nd International Conference, Abuja, Sept. 2008 Presented two papers with two different persons.
- u. National Conference of the Nigerian Association of Educational Researchers and Evaluators, Abraka July 2008.
- v. 4th Annual Conference of Higher Education Research and Policy Network at Kampala, Uganda Aug, 2009
- w. 5th Annual Conference of Higher Education Research and Policy Network at Nairobi, Kenya June, 2010
- x. West African Research and Innovation Management Association, Monrovia, Liberia, November/December, 2010
- y. The National Conference of Nigerian association of Educational administration and Planning held at Calabar. **Paper presented:** A comparative study of the quality of private and public primary schools in Ibadan. October, 2006.
- z. The Annual Conference at Enugu state University of Technology, Enugu, **Paper presented:** TQM and students' attitude as determinants of choice of a University DL Programme October, 2006.
- aa. The international conference of the higher Education Research and policy Network at IITA, Ibadan, Nigeria. **Paper presented;** Funding Nigerian University Education: the roles of the various stakeholders. August, 2007.
- bb. The 3rd International conference of HERPET held at international Institute of Tropical Agriculture, Ibadan, Nigeria on 17-19 August, 2008. **Paper presented:** the Role of University Education in Leadership preparation in Nigeria
- cc. 26th annual Conference of Association of educational Assessment in Africa, held on 18-22 August, 2008 at the international Hotel, Accra, Ghana. **Paper presented:** A pilot study on the challenges of Continuous Assessment in Nigeria with Dr. Henry O. Owolabi , University of Ilorin
- dd. Annual Conference of Nigerian Association of Educational Researchers and Evaluators held at Delta State University, Abraka, 7-12 July, 2008. **Paper Presented :**The Challenges of And Possible Solutions to Educational Research and Evaluation in Nigeria With A.T. Onabamiro
- ee. The International Conference of Nigerian Association of Educational Administration and Planning, Sheraton Hotel and Towers, Abuja Nigeria 22-25 September, 2008. **Paper presented:** The Role of Stakeholders and Partners in The Effective Management of Education Sustainable Development in Sub-Saharan Africa with Dr. Benedict Emunemu and Managing Gender and Youth Education Research for Sustainable Development in Nigeria with Dr. Serifat F. Akorede.

- ff. The Role of Evaluation Research and Higher Education for Sustainable Development. Paper presented at the 2009 Annual conference of HERPNET at Kampala International University, Kasanga, Kampala, Uganda with B.O. Emunemu
- gg. Managing the Challenges of Implementation Continuous Assessment in Rural Ibadan, Nigeria at 2009 National Conference of Nigerian Association of Educational Researchers and Evaluators at NERDC, Sheda, Abuja, Nigeria
- hh. Strategic Management for Quality Education. Paper presented at NAEAP Annual Conference in Port Harcourt, September 2009
- ii. Managing the Challenges of Schooling in Ibadan Rural Area, Nigeria. Paper presented at UKFIT Conference, Cambridge UK, September, 2009 with B. O. Emunemu.
- jj. Test Security Mechanism in Public Examining in Nigeria. Paper presented at 27th AEAA Conference in Yaoundé, Cameroon 2009
- kk. Future Management Preparation: Motivation and Gender as Correlates of Achievement of Business Studies in Akinyele, Ibadan, Nigeria. Paper presented at the International Conference organised by the Institute of University of Ibadan, Nigeria 2010
- ll. The Role of Information and Communication Technology in the Development of Management Manpower in Nigeria. Paper presented at 2010 Conference of HERPNET at Moi University Nairobi, Campus, Kenya
- mm. Motivation and Gender as Correlates of Achievement in Senior Secondary Economics in Ibadan North, Nigeria. Paper presented at National Conference of the Nigerian Association of Educational Researchers and Evaluators at University of Port Harcourt, Nigeria, July 2010 with Esther Durowoju
- nn. The Role ICT in the Management Communication in Distance Learning. Paper presented at 2010 HERPNET Conference at Moi University Nairobi, Campus Kenya
- oo. A Critical Examination of Strategies for Managing Malpractices in the Nigerian Public Examining System. Paper for presentation 2010 Association for Educational assessment in Africa at Sheraton Hotels and Towers, Abuja, Nigeria October, 2010 with Suraju Adeyemi
- pp. Examination Malpractices: Nature, Causes, Methods, Effects and Solutions. A Presentation at the Roundtable Talk organised by the Orderly Society Trust on Examination Malpractices at Ikoyi, Lagos, Nigeria on Friday, 17 September, 2010.
- rr. Managing Social Conflicts in Nigeria. A Presentation at the 10th Anniversary of the Centre for Conflicts and Peace Studies, University of Ibadan, May, 2010.
- ss. The Role of Partners in Effective Management of UI DLC Outreach Centres. A presentation at One-Day Seminar for DLC Outreach Partners Held at Sagbe, Ibadan, Nigeria 28 September, 2010
- tt. Evaluation and Research Communication. A Paper presented at 13th Annual Conference of the Nigerian Association of Educational Researchers and Evaluators at Obafemi Awolowo University, Ile-Ife 8-12 July, 2011 with Durowoju, E.O.
- uu. Management and Evaluation as a Confluence. A Paper presented at the International Conference on Quality at the Kenyatta University, Nairobi, Kenya. 20-21 July, 2011

- vv. Curtailing Examination Malpractices in the African Public Examining System. A Paper presented at the 29th Annual Conference of the Association for Educational Assessment in Africa at Nairobi, Kenya, 1-5 August, 2011
- xx. Collaborative Funding of University Research Undertaking for Rapid National Development. A Paper presented at the 6th Annual Conference of Higher Education Research and Policy Network at the University of Lagos, Akoka, Lagos (8-12 Aug. 2011)
- ww. Improving Educational Research for National Development. A Paper presented at the 7th University of Lagos Conference and Research Fair in October, 2011, with Adebayo, Janet O.
- yy. Challenges of Effective Management of Classroom Learning in Nigeria
A Paper at the 2011 Conference of Nigerian Association for Educational Administration and Planning at Ambrose Alli University, Ekpoma, Nigeria with Isah, E.
- zz. Continuous Assessment for Higher Education Achievement. A Paper presented at Annual Conference of HERPNET at the University of Lagos, Akoka with Durowoju, EO. (8-12 August, 2011).