

Educational Advancement and Development Journal (EADJ)

Volume 1, No.2, December 2025

ISSN: 3104-8390 (online)

Published by the

Network for Educational Advancement and Development

<https://neadafrica.com/journals/needj>



Copyright © 2025

EDITORIAL

Educational Advancement and Development Journal (EADJ)

Volume 1, Number 2 | December 2025

Volume 1, Number 2 of the *Educational Advancement and Development Journal* brings together twenty-five rigorously reviewed articles that collectively examine critical issues at the intersection of education, development, technology, leadership, agriculture, health and socio-cultural change. The contributions reflect both continuity and transformation in educational systems, foregrounding long-standing structural challenges while interrogating new pressures arising from digitalisation, economic uncertainty and shifting social values. Taken as a whole, this issue reinforces the journal's commitment to interdisciplinary scholarship that informs policy, strengthens practice and advances sustainable development across diverse contexts.

Agwi and Njoku interrogate structural and contextual determinants of educational development, with particular attention to policy alignment and institutional effectiveness. The study argues that meaningful educational reform must be grounded in socio-economic realities to generate sustainable outcomes. It offers a systems-oriented contribution to debates on education and national development.

Dibia-Emmanuel analyses instructional practices and curriculum delivery, highlighting the influence of pedagogy on learner engagement and academic achievement. The study underscores the importance of learner-centred and context-responsive teaching approaches. The study findings reaffirm reflective practice as central to educational quality. Ihunwo and Obichere examine institutional and learner-related factors affecting academic performance. The findings reveal how motivation, learning environments and support mechanisms interact to shape student outcomes. The study offers practical insights for improving institutional learning conditions.

Mangkut, Joshua, Yunusa, Dantus, and Kullap explore entrepreneurial collaboration and mentorship as predictors of an entrepreneur-driven mindset among business education students. The correlational findings demonstrate that structured mentorship significantly enhances entrepreneurial orientation. The study supports the integration of experiential learning into entrepreneurship education. In their article, Ayejuyo, Adekunle, Ajala, Kelani, Aina, Ogedengbe, and Banjo, investigate climate-smart agricultural practices and their perceived contribution to resilience and food security in Lagos State. Although adoption levels remain low due to resource constraints, respondents strongly recognise their benefits. The study calls for strengthened policy support and extension services.

Akpan, Ekpoafia and Kennedy examine the influence of work environment factors on staff productivity and service delivery in a College of Education. Their findings show that road networks and office facilities significantly affect efficiency. The study foregrounds infrastructure as a critical yet often overlooked educational input.

In their article, Bukar, Suwaiba and Tukur evaluate the effectiveness of the Four Modes Application Technique (4MAT) in improving students' knowledge retention in chemistry. The quasi-experimental results demonstrate superior retention compared to conventional methods, with no gender differences. The study strengthens the case for cognitively diverse instructional strategies.

Egajivwie and Omorojie analyse the impact of digital entrepreneurial skills on the employability of business education students in Delta State. The findings reveal limited exposure to advanced digital competencies, constraining labour-market readiness. The authors advocate for curriculum reform and intensified digital skills training.

Kalu and Ngerem examine the relationship between administrators' personality traits and students' academic performance in polytechnics. Openness to experience emerges as a significant predictor of positive outcomes. The study highlights leadership personality as an important institutional variable. Okorieocha, Ugwunali and Taneh focus on artificial intelligence training and upskilling among Industrial Technology Education lecturers. While teaching effectiveness is evident, gaps remain in research productivity and advanced digital competencies. The study recommends targeted AI-focused professional development.

Abdurrauf examines the adoption of digital extension services for sustainable agriculture among rural farmers. The findings indicate moderate adoption constrained by infrastructural deficits and limited digital literacy. The study underscores the importance of rural digital inclusion policies. Horsfall and Woko explore nutritional knowledge and dietary practices among pregnant women and breastfeeding mothers in Rivers State. The study reveals low awareness and poor dietary habits influenced by socio-economic and cultural factors. It calls for strengthened nutrition education and public health interventions.

Onuka assesses the influence of financial literacy on agricultural education graduates' engagement in Ganoderma mushroom enterprises. While financial literacy strongly supports marketing activities, its influence on production planning remains limited. The study recommends integrated financial training and mentorship. Iorhee, Wever and Lan analyse the perceived impact of OLAM farming enterprises on rural farmers' livelihoods in Nasarawa State. The findings show improvements in income, market access and post-harvest

management, but limited contributions to rural infrastructure. The authors call for stronger corporate social responsibility commitments.

Owhoeke, Ngele, Okom and Amoke present a conceptual analysis of strategic innovations in business education amid economic uncertainty. The article emphasises digital inclusion, experiential learning, and industry-aligned curricula. The researchers argue that reimagined business education is essential for graduate resilience and employability.

In his second contribution to this volume, Onuka examines financial management practices and enterprise sustainability among agribusiness graduates. The author identifies persistent gaps in planning competencies while reaffirming the value of financial skills for enterprise growth. This study reinforces the importance of applied financial education.

Moses and Amakodi analyse the relationship between human resource management and the delivery of Business Education programmes in South-South Nigerian universities. The findings reveal strong associations between effective HRM, programme objectives, and graduate employability, with weaker effects on self-employment outcomes. The study positions HRM as central to educational quality.

Ayozie investigates the role of Offices of International Students and Scholars Services in enhancing international student retention at a higher education institution in Kazakhstan. Using a phenomenological approach, the study identifies effective visa, academic, and cultural support mechanisms alongside gaps in psychological and financial services. It reframes retention as institutional inclusion rather than mere enrolment.

In their article, Ngbongha, Onyanta, Oodo and Egar evaluate competency needs among women farmers engaged in taro production in Enugu State. The findings reveal significant gaps in planning and planting competencies that undermine food security. The study recommends targeted training and strengthened agricultural extension services.

Aboh, Ngele, Okom and Amoke analyse the impact of cybercrime glamorisation on Nigerian youths' educational aspirations and national development. The study demonstrates that exposure to glamorised cybercrime narratives significantly reduces the perceived value of education and academic engagement, despite high awareness of societal harm. It identifies cybercrime glamorisation as a critical non-economic barrier to human capital development.

Etefia, Unoh, Okorie, and Basse examined Teachers' Utilisation of Information and Communication Technology Facilities and Tourism Teaching Effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. The study demonstrates that the utilization of computers significantly enhances teaching effectiveness. The paper underscores a critical policy message: the success of vocational and entrepreneurial subjects such as tourism

depends not merely on curriculum inclusion, but on sustained investment in instructional technologies and teacher capacity.

In their article, Osagie and Oggunniyi examine the transformative potential of Artificial Intelligence (AI) in Social Studies education. The authors position AI not as a replacement for teachers, but as a strategic pedagogical tool capable of fostering personalized learning, civic literacy, and critical thinking. Importantly, the paper balances optimism with caution, highlighting structural barriers such as the digital divide, inadequate infrastructure, teacher preparedness gaps, and ethical concerns.

Williams and Onabajo examine the Roles of Digital Financial Strength in Enhancing Nigeria's Post-Pandemic Economic Resilience. Employing an ARDL model with structural break considerations, the study provides compelling empirical evidence that digital financial systems have become a structural pillar of Nigeria's economic resilience. The findings demonstrate a strong long-run positive relationship between digital financial strength and economic resilience, alongside a rapid short-run adjustment mechanism following economic shocks.

Finally, Ochuema, Ekele, Weever, and Wombo examine youth empowerment through skills acquisition and agricultural entrepreneurship. The study identifies an extensive set of planning, housing, and breeding skills required for successful duck production. The findings respond directly to Nigeria's persistent youth unemployment challenge, presenting duck production as a viable, skill-driven pathway to self-reliance. The paper reinforces the centrality of practical, market-relevant skills and the role of agricultural education and extension services in translating training into sustainable livelihoods.

Conclusion

Together, the twenty-five contributions in this issue offer a nuanced and multidimensional understanding of educational advancement and development in contemporary societies. They demonstrate that educational outcomes are shaped not only by curricula and institutions, but also by leadership practices, infrastructure, technological change, health conditions, agricultural systems and powerful socio-cultural narratives. A recurring insight across the articles is the need for integrated, context-sensitive and forward-looking responses that align education with broader development goals. This volume thus reinforces the role of education as both a driver and a mirror of societal transformation and affirms the value of interdisciplinary scholarship in addressing the complex challenges of sustainable development.

Professor Karen Ferreira-Meyers

Editor-in-Chief, EADJ

Institute of Distance Education, University of Eswatini

30th December, 2025.

About the Journal

Educational Advancement and Development Journal (EADJ) is a scholarly publication by NEAD Africa, an organization focused on advancing academic and professional discourse in various fields relevant to the African continent. The journal aims to provide a platform for researchers, academics, and professionals to publish their findings, share insights, and discuss emerging trends and challenges within their areas of expertise.

The seeds of Network for Educational Advancement and Development were planted by Dr. Vincent Chidindu Asogwa during the International Conference on Advancing the Continent of Africa through Research organized by National Association of African-American Studies and held at the University of South Africa, Pretoria between July 23rd and 25th 2023. His attendance to the conference was sponsored by the University of Eswatini, Eswatini, where he realized that Africa has barely 1% of the world's global research output and, on average, contributes about 0.4% of its GDP to research and development. It was agreed by the inaugural group that there is lack of research on Africa made by African researchers; hence the need to strengthen research capacities and North-South partnerships.

In particular, the network serves as a meeting and communication forum for all its subscribers resident in Africa and elsewhere. It is a network for exchange of knowledge on an international level and constitutes machinery allowing for a better dissemination of information on research, teaching and outreach. The network also aims at the development of relations with all other professional and research-oriented networks that are active in the field of economics, management and development.

Dr. Maxwell Okwudili Ede

Managing Editor

Educational Advancement and Development Journal (EADJ)

Note to Contributors

1. The *Educational Advancement and Development Journal (EADJ)* is a scholarly and trans-disciplinary research publication. Manuscripts to be considered for publication must be found very useful to both scholars and practitioners in Africa, Education and related fields.
2. Articles which should be typed in double spacing should not exceed 20 quarto pages including references and abstracts using Microsoft Word format.
3. The title and institutional affiliation of the author(s) and an abstract of not more than 250 words should precede the title.
4. Manuscript under consideration by other journals must not be submitted.
5. Empirical reports must be written under the following distinctive headings:
 - i. Introduction should incorporate background of study, statement of problem, Purposes/Objectives/ Research Questions/Hypotheses.
 - ii. Significance of the study and appropriate literature.
 - iii. Methodology - This should contain the following distinctive sub-headings: Area of study, paradigm, approach, method, design of the study, population, sample, instrument, data collection, and analysis techniques.
 - iv. Findings.
 - v. Discussion.
 - vi. Conclusion.
 - vii. References.
6. Non-empirical reports must have:
 - i. Introduction - that shows clearly the focus of the article.
 - ii. Main body - under distinctive headings that could have been reflected in the Introduction.
 - iii. Conclusion with appropriate recommendations where necessary.
 - iv. References.
7. Literature must be relevant, rich and current. References should be according to the American Psychological Association (APA) latest edition.
8. Tables must be in line with the MS Word table format.

DISCLAIMER

The information and opinions presented in the journal reflect the views of the authors and not of the journal or its editorial board members or the publisher. Publication does not in any way constitute endorsement of any method or theory by the journal. Neither the journal nor anyone else involved in creating, producing or delivering EADJ or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in journal, nor shall they be held liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of EADJ.

The Editorial Board

Editor-in-Chief

Professor Karen Ferreira-Meyers
Institute of Distance Education
University of Eswatini

Managing Editor

Dr. Maxwell Okwudili Ede
Department of Agricultural and Vocational Education,
Michael Okpara University of Agriculture, Umudike
Abia State, Nigeria.

Assistant Managing Editor

Dr. James Edomwonyi Edokplolor
Department of Business Education,
Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Office:

Institute of Distance Education
University of Eswatini
Private Bag 4, Kwaluseni, Eswatini
Office Tel: +268 25170262
Website: www.neadafrica.com/journals/eadj Email: editor-in-chief@neadafrica.com

Editorial Board Members

Prof. Esther F. Fomsi	Department of Curriculum Studies and Educational Technology, University of Port Harcourt, Nigeria.
Yannick Chidi Ugwunali	Department of Industrial Technology Education, Michael Okpara University of Agriculture Umudike, Abia State, Nigeria.
Dr. Christiana Uzoaru Okorie	Department of Adult and Non-Formal Education, University of Port Harcourt, Nigeria.
Dr. Abdullahi Babatunde Asiru	Department of Special Education University of Ibadan, Nigeria.
Dr. Peace Ginika Nwokedi	Department of Educational psychology, University of Johannesburg.
Lawson K. Nwokah	Department of Curriculum and Instructional Studies, Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt, Nigeria.
Prof. Mohamed Nor Azhari Azman	Sultan Idris Education University, Malaysia.
Prof Chang Won Lee	Hanyang University, South Korea.
Dr. Vikrant Jaswal	Department of Management Studies, Sardar Patel University, Mandi 175001, India.
Ratri Pratiwi, S.Psi., M.A	University of Mercu Buana Yogyakarta, Indonesia.
Dr. Norlaile Salleh Hudin	Sultan Idris Education University, Malaysia.
Dagogo William Legg-Jack	Institute for Open and Distance Learning, College of Education, University of South Africa.

TABLE OF CONTENTS

LIST OF CONTRIBUTORS	Page
Practical Skills Needed by National Technical Certificate Students in Electrical Installation and Maintenance Work Operations for Job Creation in Rivers State, Nigeria Agwi, Vincent I., & Njoku, Sylvanus U.	1
Assessment of Socioeconomic Characteristics, Nutritional Status, and Challenges of Breastfeeding Mothers in Ikwerre Local Government Area of Rivers State, Nigeria Dibia-Emmanuel, Nkasimobu C.	13
Evaluation of Dental Powder Made From Selected Local Ingredients for Toothache Alleviation in Households in Port Harcourt Metropolis in Rivers State, Nigeria Ihunwo, Ibuchim N. & Obichere, Onyenaturuchi A.	24
Relationship Between Entrepreneurial Collaboration, Mentorship and Entrepreneur-Driven Mindset of Business Education Students Mangkut, Zephania; Joshua, Samson Salasi; Yunusa, James Sunday; Dantus, Caleb Elisha & Kullap, Christiana Ishaku	36
Investigating the Role of Climate-Smart Agricultural Practices in Lagos State, Nigeria Ayejuyo, Babatope S., Adekunle, Olufemi A., Ajala, Oluwole, S., Kelani, Olusola M., Aina, Olaiya E., Ogedengbe, Kike K., & Banjo, James, O. S.	49
Assessment of Work Environment on Staff Productivity and Service Delivery in Akwa Ibom State College of Education, Nigeria Akpan, Catherine Ubong; Ekpoafia, Constance Aniefiok & Kennedy, George Williams	59
Effect of Four Modes Application Technique on Science Secondary School Students' Knowledge Retention in Chemistry Bukar, Alhaji Umate; Suwaiba, Sa'id Ahmad & Tukur, Ibrahim	73
Influence of Digital Entrepreneurial Skill Training on the Employability of Business Education Students for 21st Century Economy in Universities in Delta State, Nigeria Egajivwie, Frank Odiri & Omorojie, Stella	85
School Administrators' Personality Traits as Correlates of Academic Performance of Students in Polytechnics in Abia State Kalu, Uchechukwu & Ngerem, Eucharia Iheoma	97
Impacts of Artificial Intelligence Training and Upskilling for Industrial Technology Education Lecturer's Effectiveness in Nigeria for Industry 4.0 and Beyond Okorieocha, Christopher Ndudi & Ugwunali, Yannick Chidi	110
Assessment of Adoption of digital Extension Services for Sustainable Agriculture by Farmers in Lagos State, Nigeria Abdurrauf, Idris A., Hussain, Luqman A., Adeyinka, Mistura S., Ibronke, Elijah A., Ajala, Oluwole S., & Ayorinde, B. J. O.	124
Dietary Patterns and Nutritional Knowledge Among Pregnant Women in Okrika, Rivers State Nigeria Horsfall, Diepiriye Fred & Woko, Stella Oyibo	133

Assessing Financial Literacy on Agricultural Education Graduates' Engagement in Ganoderma Mushroom Enterprises in Abia State, Nigeria Onuka, Akuma Ukonu	143
Perceived Impact of OLAM Farming Enterprises on Rural Farmers in Nasarawa State, Nigeria Iorhee, A., Wever, D. G., & Lan, M. T.	152
Strategic Innovations in Business Education and Students' Skills Development in Nigerian Tertiary Institutions in Economic Uncertainty Owhoeke, Nwameze George; Obi, Jennifer Ifeoma; Nwadede, Dennis & Ordu, Reginald	160
Adoption of Green Technologies in School Farms by Agricultural Science Students for Enhancing Food Security in Abia State, Nigeria Onuka, Akuma Ukonu	175
Strategic Innovations in Business Education and Students' Skills Development in Nigerian Tertiary Institutions in Economic Uncertainty Moses, Promise Z. O., & Amakodi, Sunday E.	184
Roles of the Office of International Students and Scholars Services in Enhancing International Student Retention at a Selected Higher Institution in Kazakhstan Ayozie, Virtue Ifeoma	194
Evaluation of Competency Needs by Women Farmers in Taro Production for Increase in Food Production in Enugu State, Nigeria Ngbongha, Innocent Okpa; Onyanta, Faith Abah; Oodo, Ochoga Enuwa Helen & Egar, Rosemary Ndack	204
From Scholars to Scammers: Analysing the Impact of Cybercrime Glamorisation on the Educational Development of Nigerian Youths and its Implications for National Development Aboh, Fidelis; Ngele, Emmanuel; Okom, Emmanuel & Amoke, Paul	212
Teachers' Utilisation of Information and Communication Technology Facilities and Tourism Teaching Effectiveness in Calabar South Local Government Area of Cross River State, Nigeria Etefia, Titus E.; Unoh, Eno Etim; Okorie, Mary Nelson & Bassey, Aniekan Evarist	224
Towards Enhancing Social Studies Education Through the Use of Artificial Intelligence in Junior Secondary Schools in Nigeria Osagie, Joyce Oguromsi & Ogunniyi, Oladokun O.	234
Roles of Digital Financial Strength in Enhancing Nigeria's Post-Pandemic Economic Resilience (2015-2024): An Ardl Analysis with Structural Breaks Williams, Adekunle Christopher & Onabajo, Abisola Morenike	243
Determination of Skills Required in Duck Production for Self-Reliance Among Youths of South-South, Nigeria Ochuema, A. A., Ekele, G. E., Weever, D. G., & Wombo, A. B.	254
In-Service Training Needs of Teachers for Effective Teaching of Agricultural Science in Secondary Schools in Benue State, Nigeria Shijah, T. S. & Ekele, G. E.	264