

Educational Advancement and Development Journal (EADJ)

Volume 1, No.1, June 2025

ISSN: 3104-8390 (online)

Published by the

Network for Educational Advancement and Development

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

Copyright © 2025

A Milestone Achieved: Welcome to the Inaugural Volume of the Educational Advancement and Development Journal!

It is with immense pleasure and profound academic significance that we present the maiden publication of the Educational Advancement and Development Journal (EADJ), Volume 1, No. 1, June 2025. This inaugural volume represents the culmination of dedicated teamwork, unwavering commitment, and the collaborative spirit of countless individuals who believed in the vision of creating a robust platform for scholarly discourse in various fields relevant to the African continent. We extend our deepest gratitude to our esteemed authors, diligent reviewers, and the entire editorial team for their invaluable contributions in bringing this journal to fruition.

This first volume proudly features a diverse collection of insightful research papers – 14 in total, each contributing uniquely to the advancement of education and development.

The study entitled *Networking and Multimedia Skills Needed by Administrative Officers in Colleges of Education in Enugu State, Nigeria* aimed to determine the networking and multimedia skills required by administrative officers in colleges of education in Enugu State. Employing a survey research design, the study utilised a 20-item structured questionnaire administered to 213 respondents. The findings highlight the critical need for Information and Technology (ICT) skills among administrative officers for effective service delivery, recommending government-organised training programs to address these needs.

In *Strategies for Improving Industrial Technology Education Programmes in Universities in South East Nigeria for Job Creation*, the author identified strategies to enhance Industrial Technology Education (ITE) programs in universities across South East Nigeria, aiming to boost job creation. Using a descriptive survey design, the study collected data from 265 respondents (lecturers and students) through a 24-item questionnaire. The findings provide practical strategies for improving ITE programs, emphasising their role in preparing students for employment.

Effective Implementation of Fishery Policies for Food Security in Bayelsa State, Nigeria explored the effective implementation of fishery policies in Bayelsa State, Nigeria, with a focus on their contribution to food security. The study adopted a descriptive survey design, gathering data from 242 agricultural science teachers through a 25-item questionnaire. The results provide valuable insights into policy implementation and its impact on food security in the region.

Employing an ex-post facto design, the study titled *Teachers' Personal Variables as Predictors of Teachers' Job Effectiveness in Public Senior Secondary Schools in Edo State, Nigeria* examined how teachers' personal variables influence their job effectiveness in public senior secondary schools. This research analysed data from a sample of 369 teachers. The findings

shed light on key personal attributes that predict teacher effectiveness, offering implications for teacher training and development.

Influence of Awareness and Preparedness on Artificial Intelligence Technology Adoption in Business Education Programs examined the influence of awareness and preparedness on the adoption of AI technology in business education programmes. The study adopted a descriptive survey research design, utilising questionnaires administered to 266 respondents. The findings revealed that both awareness and preparedness significantly influenced the adoption of AI technology, emphasising the importance of knowledge about AI and readiness to integrate them into business education.

The study entitled *Local Government Financial Autonomy: A Veritable Tool for Attainment of the Sustainable Development Goals (SDGs) in Rural Communities* explored how financial autonomy for local government councils can facilitate the achievement of Sustainable Development Goals (SDGs) in rural Nigerian communities. Using qualitative data from secondary sources, the research identified impediments to financial autonomy, such as state governor interference and constitutional ambiguities. It recommends constitutional reforms and the adoption of the rural web model to foster integrated rural development.

Enhancing E-Marketing Utilisation: The Role of Product Quality Strategies Among Small and Medium-Scale Enterprises in South-East, Nigeria explored the efficacy of product quality strategies in augmenting the utilisation of e-marketing operations among small and medium-scale enterprises (SMEs) in South-East Nigeria. Employing a descriptive survey research design, the study collected data from 388 registered SMEs using an 8-item questionnaire. The study revealed that product quality strategies significantly contribute to enhancing the utilisation of e-marketing operations among SMEs, underscoring their importance for SME growth.

The author of *Acquisition of E-Business Competencies for Enhancing Economics Education Students' Career Prospects* discussed the acquisition of electronic-business competencies for enhancing Economics education students' career prospects. The study adopted the descriptive survey research design, with a sample size of 35 economics educators from tertiary institutions. The findings revealed that e-accounting, e-communication and e-banking are crucial competencies for the enhancement of Economics Education students' career prospects.

Scaling Up Early Childhood Education in Nigeria: Stakeholders' Role Through Policy and Expedient Curriculum for Expected Outcomes examines the critical importance of early childhood education in Nigeria as the foundation of the educational system and the role stakeholders play in scaling up its quality and accessibility. Through an examination of existing policies, curriculum frameworks and the roles of various stakeholders, this paper sheds light on potential strategies for improvement. It offers recommendations for policy enhancements, suitable curricula and collaborative efforts among stakeholders to promote quality early childhood education.

In *Perception of Teachers on the Teaching of Controversial Issues in Secondary School Social Studies as Remedy for Polarisation Period in Nigeria*, the author investigated the perception of teachers on teaching controversial issues in secondary school Social Studies as a remedy for the polarisation period in Nigeria. The study employed an analytical survey design, with 55 social studies teachers randomly selected from four public secondary schools. The findings indicated that teachers held a positive perception towards teaching controversial issues in Social Studies as a means to address societal polarisation.

Reinventing Economics Education for National Security focused on examining how to reinvent Economics Education for national security. The study aimed to understand security challenges in Nigeria, establish the role of Economics in promoting national security and identify strategies for its reinvention. It found that Economics Education promotes human capital development, prepares individuals for productive employment, fosters national unity and imparts economic literacy, all crucial for addressing national security issues.

Overhauling Senior Secondary School Chemistry Curriculum Delivery in the Face of Security Challenges in Nigeria looked into the need to revamp the delivery of the Chemistry curriculum in senior secondary schools, amidst ongoing security challenges. It explored issues hindering effective implementation, including safety concerns, teaching methods and curriculum deficiencies. The paper offered solutions such as integrating technology, adopting learner-centred methods and implementing a representative curriculum, emphasising the transformation of chemistry education to prepare students for future challenges.

The paper entitled *Peace, Peace Culture and Moral Education as a Panacea for Sustainable Nation-Building* addresses the increasing violence and decline of civic virtues in Nigeria's socio-political and economic landscape, highlighting youth restiveness and incessant cult-related activities. It notes the concerning use of youths by politicians for illicit activities during elections, despite government efforts to instil national unity and peace through Social Studies and Civic Education. The paper emphasises that moral education and a culture of peace are essential for sustainable nation-building, urging urgent attention to these societal issues.

We invite you to delve into these compelling papers, explore their findings and engage with the critical discussions they present. The EADJ is committed to fostering a vibrant intellectual community and we eagerly anticipate your contributions to future volumes. This particular volume focuses solely on studies based in Nigeria. However, we encourage researchers, academics and professionals from all over the world to consider submitting their work to the Educational Advancement and Development Journal and become part of this exciting new chapter in educational scholarship.

Professor Karen Ferreira-Meyers
Editor-in-Chief, EADJ
Institute of Distance Education, University of Eswatini

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.

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. Nwukah	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
Networking and Multimedia Skills Need of Administrative Officers in Colleges of Education in Enugu State, Nigeria Asogwa, Emmanuel Chinonye	1
Strategies for Improving Industrial Technology Education Programmes in Universities in South East Nigeria for Job Creation Okorieocha, Christopher Ndudi & Ugwunali, Yannick Chidi	14
Effective Implementation of Fishery Policies for Food Security in Bayelsa State, Nigeria Osemene, Emizibo Samuel & Suwari, God'stime Samuel	25
Teachers' Personal Variables as Predictors of Teachers' Job Effectiveness in Public Senior Secondary Schools in Edo State, Nigeria Osabuohien-Osarumwense, Abieyuwa & Osawaru-Ogbegie, R. I.	36
Influence of Awareness and Preparedness on Artificial Intelligence Technology Adoption in Business Education Programmes Joshua, Samson Salasi & Apuru, Jonathan Iliya	47
Local Government Financial Autonomy: A Veritable Tool for Attainment of the Sustainable Development Goals (SDGs) in Rural Communities Nweze, Godwin Chukwunonye & Mba, Cornelius Chukwudi	60
Enhancing E-Marketing Utilisation: The Role of Product Quality Strategies Among Small and Medium-Scale Enterprises in South-East, Nigeria Alonta, Gabriel Chidiebere & Ufondu, Chidiebere Christopher	75
Acquisition of E-Business Competencies for Enhancing Economics Education Students' Career Prospects Oleabhiele, Eric Oziegbe	84
Scaling Up Early Childhood Education in Nigeria: Stakeholders' Role Through Policy and Expedient Curriculum for Expected Outcomes Emenike, John Afamefuna	94
Principals' Administrative Strategies and Instructional Supervisory Techniques as Correlates of Teachers' Productivity in Public Secondary Schools in South East Nigeria Ngerem, Eucharia Iheoma; Ukamunna, Glory Nwanyieze & Ngerem, Febian Chukwumeka	106
Perception of Teachers on the Teaching of Controversial Issues in Secondary School Social Studies as Remedy for Polarisation Period in Nigeria Osagie, Joyce Oguromsi & Nebo, Amaka Henrietta	118

Reinventing Economics Education for National Security Ukoro, Anthony & Ede, Maxwell Okwudili	127
Overhauling Senior Secondary School Chemistry Curriculum Delivery in the Face of Security Challenges in Nigeria Michael, Olugbenga & La'ah, Deborah	137
Peace, Peace Culture and Moral Education as a Panacea for Sustainable Nation-Building Nwokah, Lawson K.	146