



**Interdisciplinary Conference on
Gender, Governance, Business
and African Development**

Theme: Advancing Gender Inclusivity in
Governance, Business, and African
Development: Challenges, Innovations,
and Strategies for the Future

25th - 26th February, 2026

**ABSTRACTS
& PROCEEDINGS**



Niger Delta University (NDU), Nigeria



INTERDISCIPLINARY CONFERENCE ON GENDER, GOVERNANCE, BUSINESS AND AFRICAN DEVELOPMENT

THEME: Advancing Gender Inclusivity in Governance, Business, and African Development: Challenges, Innovations, and Strategies for the Future

VENUE: Niger Delta University (NDU), Bayelsa State, Nigeria

DATE: Wednesday 25th – Thursday 26th February, 2026

TIME: 10:00am

CONFERENCE CONTACTS

Prof. Irene Uzezi Berezi

Department of Educational Mgt., Faculty of Education,
Niger Delta University, Bayelsa State

Prof. Heoma Nsirim-Worlu

Centre for Gender, Conflict & Dev. Studies
University of Port Harcourt, NG

Assoc. Prof. Anuli Regina Ogbuagu

Department of Economics,
Alex-Ekweme Federal University, Ebonyi
Chairperson (A-GAWRE)

Prof. Judipat Nkiru Obiora

Dept. of Hospitality Mgt & Tourism,
Faculty of Mgt Sciences, University of Port Harcourt, NG
Secretary (A-GAWRE)

SECRETARIAT:

+234 706 7021 763,
+234 806 0601 893

Email: researchpolicy5@gmail.com

Website: www.internationalpolicybrief.org

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INTERDISCIPLINARY CONFERENCE ON GENDER, GOVERNANCE, BUSINESS AND AFRICAN DEVELOPMENT

CONFERENCE PROGRAMME

DAY ONE – Wednesday 25th February, 2026

Arrival of Guest/Conferees/Delegates

DAY TWO – Thursday 26th February, 2026

OPENING SESSION/AWARD/PLENARY

| | |
|---|---------------------|
| Conference Registration | - 9:00am – 10:00am |
| Opening Prayer/Welcome Remark | - 10:00am – 10:15am |
| Institutional Brief/Chairman's Opening Remark | - 10:15am – 10:30am |
| Plenary Session | - 10:30am – 12noon |
| Launch Break/Group Photograph | - 12noon – 1:00pm |
| Awards | - 1:00pm – 2:00pm |
| Plenary Session 2 | - 2:00pm – 4:00pm |
| Policy Review Session | - 4:00pm – 5:00pm |

DAY THREE – Friday 27th February, 2026

Departure of Guest/Conferee/Delegates



Welcome to
Niger Delta University (NDU)

Established in 2000, the Niger Delta University (NDU) is a Bayelsa State Government funded university which is located in Wilberforce Island (an island of great historic significance) about 30 kilometers from Yenagoa – Bayelsa State capital. Our logo reflects the riverine and petroleum-rich milieu of the State, while the Vision and Mission are summarized in the motto (Creativity, Excellence, Service). The biodiversity of the extensive surrounding landscape opens opportunities for various collaborative research activities. Since academic activities started in 2001/2002 session, we have grown from an intake of 1039 students to a thriving population of more than 20,000 students and 3518 academic and non-academic staff with a main campus and a College of Health Sciences campus in Wilberforce Island and a satellite campus housing the Faculty of Law in the State capital. In NDU we provide our students with the opportunity to change their lives in a friendly environment. Our academic and non-academic staff are creating a conducive academic environment focusing on the development of the abilities of students. The existing twelve faculties provide diverse opportunities.

I invite you to explore our website (<https://www.ndu.edu.ng/>), where you can learn more about our university and the many opportunities for you to get involved. Should you have ideas, concerns, or suggestions that you would like to share with us you may contact me at vc@ndu.edu.ng

Welcome Address by
LOC Chairperson, Professor Irene Uzezi Berezi

Distinguished guests, Esteemed speakers, and Valued participants,

It is with a deep sense of honour that I warmly welcome you all to this interdisciplinary conference on “Gender, Business, and Africa's Development.” As we gather here today, we recognise the power of collaboration and knowledge-sharing in shaping the future of our continent. We thank God for His journey mercies and for bringing us together safely.

As we all know, a university is a congregation of intellectuals; it is a place where prevailing dogma is rigorously interrogated and transformation is fostered.

Today, we will explore the intersections of gender, business, and development, and how they shape Africa's growth story. Through diverse perspectives, barrier-breaking ideas, and shared expertise, we will engage in meaningful discussions, exchange insights, and forge partnerships that drive sustainable change. This is what the African Global Academy for Women Research Experts (A-GAWRE) stands for.

Let us make the most of this platform to inspire, to learn, and to contribute to a more inclusive and prosperous Africa. Together, let us champion ideas and actions that will shape a future where equality, innovation, and opportunity thrive across our continent.

Thank you.

Welcome to Newly Inducted Members
Global Academy for Gender Research Experts (GAGRE)

Distinguished Fellows and Members,

It is with great pleasure and profound honour that we warmly welcome you to the **Global Academy for Gender Research Experts (GAGRE)**. Your induction into this esteemed Academy reflects not only your scholarly dedication but also your shared commitment to advancing gender-responsive research, policy engagement, and sustainable development. You are now part of a vibrant intellectual community devoted to strengthening research capacity, promoting mentorship and leadership, enhancing the visibility of gender scholarship, and fostering interdisciplinary as well as cross-regional collaboration.

What You Stand to Gain

As newly inducted Fellows and Members, you join a dynamic platform designed to empower you academically, professionally, and institutionally.

For Our Fellows

As senior scholars, gender experts, NGO leaders, and professionals, you will:

1. Receive recognition as thought leaders in gender research and policy advocacy
2. Lead research projects, training programmes, and high-level initiatives
3. Enhance your professional visibility within Africa and globally
4. Engage in interdisciplinary and global collaborations that shape policy and development discourse
5. Mentor emerging scholars and influence the next generation of gender researchers

For Our Members

As early- and mid-career researchers, students, and practitioners, you will:

1. Gain access to structured mentorship and professional guidance
2. Participate in training workshops, seminars, and capacity-building programmes
3. Engage in collaborative research and conference participation
4. Access publication and knowledge-sharing platforms
5. Build strong professional networks across Africa and the global academic community

Core Activities of the Academy

As part of GAGRE, you will actively participate in:

1. Training workshops and specialised capacity-building programmes
2. Research fellowships and joint interdisciplinary research initiatives
3. Conferences, seminars, and policy dialogues
4. Scholarly publications and knowledge dissemination platforms
5. Collaborative projects focused on gender-responsive research, innovation, and sustainable development

Through these engagements, you will strengthen your research competencies, expand your professional networks, contribute to evidence-based policymaking, and amplify the impact of gender scholarship globally.

A Collective Mission

The Academy is more than a professional body; it is a movement committed to transforming research into impact. Together, we will advance gender equity through rigorous scholarship, mentorship, innovation, and policy influence. We encourage you to participate actively, collaborate generously, and contribute meaningfully as we work collectively to shape inclusive and sustainable development outcomes.

Once again, we warmly congratulate and welcome you to the **Global Academy for Gender Research Experts**. We look forward to your invaluable contributions.

Yours faithfully,

Associate Professor Bassey Anam

Director of Policy & Research

International Institute for Policy Review and Development Strategies (IIPRDS)

Welcome Address by
Chairman, Global Academy for Gender Research Experts

Distinguished Scholars, Policymakers, Keynote Speakers, Business Leaders, Gender Advocates, Professors and Lecturers here present.

It is my great honour, as Chairman of the Global Academy for Gender Research Experts, to welcome you to this important conference themed “*Advancing Gender Inclusivity in Governance and Business: Challenges, Innovations and Strategies for the Future.*” We gather at a critical moment in global development discourse, one where gender inclusivity has moved from being a peripheral concern to a central pillar of sustainable growth, democratic consolidation, and institutional effectiveness. Global commitments such as the **United Nations** Sustainable Development Goals, particularly Goal 5 on gender equality, reinforce that inclusive systems are indispensable to national progress. From multilateral institutions to grassroots governance structures, the call for equity is both urgent and non-negotiable.

Across Africa, measurable progress is evident. Countries such as **Rwanda** have demonstrated global leadership in women's parliamentary representation through constitutional gender quotas, resulting in women occupying the majority of seats in the lower house. In the corporate sphere, **South Africa** has strengthened board diversity through governance frameworks such as the King Reports on Corporate Governance, encouraging greater female participation in executive leadership. Additionally, African women are increasingly visible in entrepreneurship, particularly in fintech, agribusiness, and creative industries, contributing significantly to job creation and economic resilience. These examples illustrate that deliberate policy design and institutional commitment can yield measurable outcomes.

Yet, the gap between policy adoption and lived reality remains significant. Structural inequalities, socio-cultural norms, limited access to finance, and institutional bias continue to constrain meaningful participation across many African states. For instance, while several countries have gender policies on paper, implementation deficits often undermine their impact. Inclusivity must therefore move beyond symbolic representation to substantive participation; where women not only occupy seats but shape legislative agendas, influence budgetary allocations, and direct corporate strategy. Without structural accountability mechanisms, progress risks remaining uneven and fragile.

In **Nigeria**, the challenge is particularly pronounced. Despite being Africa's largest economy and a vibrant democracy, women's representation in the National Assembly and other elective offices remains comparatively low. However, Nigeria is also home to transformative leadership models. Figures such as **Ngozi Okonjo-Iweala**, who currently serves as Director-General of the **World Trade Organization**, exemplify the global impact of Nigerian women in governance and economic leadership. In the private sector, institutions like **Access Holdings** and other forward-thinking corporations are increasingly integrating diversity considerations into board and executive structures. The opportunity before Nigeria is to scale such individual and institutional successes into a coherent national framework for inclusive governance and business practice.

This conference therefore provides a strategic platform to interrogate persistent barriers while advancing practical innovations, ranging from gender-responsive budgeting and regulatory reform to digital inclusion strategies and leadership development pipelines. Our discussions must be evidence-based, policy-oriented, and context-sensitive, drawing from African realities while aligning with global standards. As we deliberate, I urge us to think beyond incremental reforms and envision transformative systems, systems where gender equity is embedded in governance architecture, corporate strategy, and public policy design.

Let this gathering move us from dialogue to commitment, from commitment to implementation, and from implementation to lasting change across Africa, beginning with Nigeria.

Thank you.

Associate Professor Anuli Regina Ogbuagu, FPL, FERIN, FMNES

Chairman, Global Academy for Gender Research Experts

Director, African Center for Public Leadership, Abuja.

Chairman, Nigeria Economic Society Ebonyi State Chapter.

HoD, Economics and Development Studies. &

Young Female Professional Impact Navigator Coach™

Global Academy for Gender Research Experts

| S/N | NAME | ADDRESS | CATEGORY |
|-----|--|--|----------|
| 1. | Professor Irene Uzezi Berezi | Department of Educational Foundation, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State | Fellow |
| 2. | Professor Alozie, Elsie Nkemdilim | Department of Hospitality Management and Tourism, Michael Okpara University of Agriculture, Umudike | Fellow |
| 3. | Asso. Prof. Anuli Regina Ogbuagu | Alex-Ekwueme Federal University Ndufu Aliko Ikwo Ebonyi State | Fellow |
| 4. | Professor Judipat Obiora | University of Port Harcourt | Fellow |
| 5. | Asso. Prof. Maryam Abdu | Department of Business Administration, Faculty of Social and Management Sciences, Kaduna State University, Nigeria | Fellow |
| 6. | Sr. Prof. Ezeh, Mary- Noelle Ethel Ngozi | Department of Religion and Society, Chukwuemeka Odumegwu Ojukwu University, Uli, Ihiala L.G.A. Anambra State, Nigeria | Fellow |
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| 8. | Hannatu Zakari | Department of Science Education, Sa'adu Zungur University, PMB 065, Bauchi – Nigeria | Member |
| 9. | Bara'u, Rabi Ph.D. | Department of Curriculum and Instruction, School of Education, Federal College of Education, Zaria. PMB 1041 | Member |
| 10. | Pamela Isemikon Cyril-Egware | Department of Fine Arts & Design, Faculty of Humanities, University of Port Harcourt. | Member |
| 11. | Ekekwe, Ezinwanne | Department of Public Administration and Local Government/Social Sciences Unit, School of General Studies, University of Nigeria, Nsukka, (UNN) | Member |
| 12. | Adigwe Pretty Dennis | Department of Accounting, Faculty of Management Sciences, Niger Delta University, Wilberforce Island, Bayelsa State. | Member |
| 13. | Alfred Doute Ambrose | Department of Accounting, Niger Delta University, Wilberforce Island, Amassoma, Bayelsa State. | Member |
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| 23. | Dr Nwovuhoma Ihua-Jonathan | Faculty of Education, Department of Educational Management Rivers State University | Member |
| 24. | Dr Victoria Osaruchi Sam-Kalagbor | Faculty of Education, Department of Educational Management Rivers State University | Member |
| 25. | Malik Achama Comfort | Department of Educational Management. Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni, River State | Member |
| 26. | Dr. Arthur Ebibolou Orupou | Department of English, Isaac Jasper Boro College of Education Sagbama Bayelsa State. | Member |
| 27. | Dr. Yibakuro Esther Ayebatorudigimigha | Department of Agricultural Science Education Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State | Member |
| 28. | Aneidima, Nicholas Ebiye | Department of Education Economics Niger Delta University, Amasoma, Bayelsa State, Nigeria | Member |
| 29. | Dr. Edith Ebiye Boussa-Dibite | Department of Management Sciences, Niger Delta University, Bayelsa State | Member |
| 30. | Dr. Blessing Ebi Doqubo | Department of Social Studies, Isaac Jasper Boro College of Education, Sagbama Bayelsa State | Member |
| 31. | Bassey Julia Ayek | Institute of Public Policy and Administration, University of Calabar, Cross River State. | Member |
| 32. | Lydia Kingsley Ambo | Institute of Public Policy and Administration, University of Calabar, Cross River State. | Member |



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Membership offers opportunities for research training, provision of technical support for International Research Projects in Africa, field study reporting, and publication of economic reviews in the African Development Charter Series.

Given this day 22nd February, 2019 at the University of Dar Es Salaam, Tanzania

Bassey Anam
 Director - IIPRDS & UN-African IP-SDGs
 University of Calabar-Nigeria

Paul Henderson
 United Nations Research Consultant
 New York, United States

Project Coordinators
P. R. Gillah
 Sokoine University of Agriculture
 Morogoro, Tanzania

Jonah Ulebor
 ED, Lextra Education Ltd.
 Leeds, LS 11 7HL, United Kingdom

Chukwuemeka Diji
 University of Ibadan-Nigeria

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Dated this day 5th November, 2019
 University of Ghana, Accra



Professor Havindra Kumar
 former Vice Chancellor
 Ombudsman, Swarni Vivekanand,
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Conference Abstracts

Examining Gender Issues in Teacher Education in Imo State

Ezeji, Rebecca Tochukwu PhD

Department of Education Foundation

Benjamin Uwajumogu (State) College of Education, Ihitte Uboma.

Abstract

The study investigates the impact of gender on teacher education. A total of 400 respondents, all of whom are teachers at various levels of the Imo State educational system, were randomly selected from the three zones of the state: two Local Government Areas (LGAs) from the Okigwe Zone, three LGAs from the Owerri Zone, and three LGAs from the Orlu Zone. A 20-item questionnaire was developed to assess issues related to equal access to teacher education, equality in professional development, and school policies that may discriminate against either male or female participants in teacher education. The items were designed in accordance with the research questions. Data collected were analyzed using mean, standard deviation, and simple percentage methods. The study revealed that males and females do not have equal access to teacher education, and disparities exist in terms of professional growth. However, no school policies were found to discriminate based on gender within teacher education. The study recommends that both males and females should be given equal opportunities to access teacher education. It also suggests that special provisions be made to support professional growth among female teachers, and that school policies should be made more gender-inclusive.

Keywords: *Gender, Teacher Education, Professional, School Policies*

Examining the Relationship Between Women's Education and Nigeria's National Development

Iheanaetu Ifenyinwa Beatrice, PhD

Department of Educational Foundation

Benjamin Uwajumogu (State) College of Education, Ihitte / Uboma

Abstract

This study examined the impact of women's education at all levels (primary, secondary, and tertiary) on economic development and child welfare in Nigeria. These two domains were selected to provide a comprehensive assessment of the economic effects of women's education. The Augmented Dickey-Fuller (ADF) test was employed to determine the stationarity of the variables. The analysis was conducted using the Autoregressive Distributed Lag (ARDL) bound test, based on data obtained from World Bank indicators. The results indicated that higher levels of secondary and tertiary education among women are associated with improved economic growth and enhanced child welfare in Nigeria. Consequently, the study concludes that the government should formulate and implement effective policies to increase women's enrollment in education at all levels.

Keywords: *Education, Women, Growth and development*

The Role of Gender Norms in Shaping Political Leadership: A Critical Analysis on Nigeria Perspective

Ogbete Anthony Okechukwu

Department of Political Science, School of Arts and Social Sciences

Benjamin Uwajumogu (State) College of Education, Ihitte Uboma, Imo State

Abstract

Political leadership in Nigeria are stratified on the basis of gender distinction, thereby calling to question the assertion of gender equality. Gender norms play a critical role in shaping the dynamics of political leadership across the world. This study examines the role of gender norms in shaping political leadership in Nigeria, focusing on the representation and participation of women in political institution, the challenges posed by gender norms, the impact of gender equality policies and the comparism of leadership styles between male and female leaders. Using a qualitative approach, the study relied on secondary data sources including policy reports, academic literature and historical documents. The analysis focuses on content analysis of the evolution of gender norms and their impact on political leadership, as well as the effectiveness of gender equality initiatives. The findings reveals that despite progress in women's representation, tradition patriarchal norms continue to limit women's full participation in political leadership. This study concludes that striving for gender equality is not only advantageous to the women who might benefit from those efforts but it is beneficial for Nigeria society in general. It further recommends comprehensive gender sensitive reforms, awareness campaign to challenge restrictive norms and the implementation of affirmative policies to empower women's political involvement and leadership in Nigeria.

Keywords: *Gender norms, political leadership, women representation, leadership styles, Nigeria*

Test Anxiety and Self-Efficacy as Predictors of Secondary School Students' achievement In Financial Accounting

Mrs. Evangelista C. Oguguo

*Department of Business Education, College of Vocational and Technical Education,
Benjamine Uwajumogu (State) College of Education, Imo State*

Abstract

Students' performance in financial accounting continues to attract attention due to its central role in academic success and national development. Despite its importance, many students experience persistent challenges that hinder achievement, including affective factors such as test anxiety and low self-efficacy. Test anxiety has been shown to impair students' concentration and problem-solving ability, while self-efficacy influences the confidence and persistence learners demonstrate when faced with accounting tasks. Understanding how these psychological variables interact to predict achievement is therefore crucial for improving financial accounting teaching and learning. This study examined the extent to which test anxiety and self-efficacy predict secondary school students' achievement in financial accounting. A correlational research design was employed, involving a sample of 362 secondary school students selected through a multistage sampling procedure. Data were collected using three validated instruments: the Financial Accounting Test Anxiety Inventory (FATAI), the Financial Accounting Self-Efficacy Scale (FASS), and the Financial Accounting Achievement Test (FAAT). The internal consistency reliability coefficients were 0.91 for the FATAI, 0.77 for the FASS, and 0.82 for the FAAT (KR-20). Data were analyzed using multiple regression and ANOVA. Results revealed that both test anxiety and self-efficacy significantly predicted students' financial accounting achievement, both independently and jointly. The findings highlight the need for interventions that reduce students' test anxiety and strengthen their self-efficacy to enhance financial accounting learning outcomes.

Keywords: *Accounting education, Predictive potency, Students' academic success, Test anxiety, Self-efficacy*

The Efficacy of Website and Facebook Page in Promoting Business Ventures in Imo State

Onuoha Angela Chidinma

Department of Economics

School of Arts and Social Sciences, Imo State College of Education, Ihitte Uboma

Abstract

The study aimed to analyze the efficacy of website and Facebook page in promoting business ventures in Imo state. In carrying out the study, an Expost Facto research design was adopted. The study was conducted in Imo State. The targeted population for the study consisted of all the entrepreneurs in Imo State. Simple regression statistics was used in selecting a total of 180 business entrepreneurs used for the study. The instrument used for data collection was “Efficacy of Website and Facebook Page in Promoting Business Ventures Questionnaire” (EWFPPBVQ). Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics meant to answer the research questions and simple regression analysis meant to test the hypothesis. The test for significance was done at 0.05 alpha levels. The findings underscore the critical role of well-designed websites in enhancing customer satisfaction and conversion rates. One of the recommendations made was that the business owners should prioritize user-friendly design, responsive layouts, and clear navigation on business websites to enhance the overall user experience as well as implementing SEO strategies to improve search engine visibility and attract relevant local traffic.

Keywords: *Website Facebook Page, Business Ventures and Imo State*

Gender and Economic Development in Africa: Pathways for Inclusive Growth and Sustainable Transformation

¹Uchechukwu Godwin Anyaegbu, ²Uchechukwu Chinemerem Eguzouwa, &
³Ugochukwu Jacob Ukaegbe
^{1,2&3}*Architectural Technology Department,
Ogbonnaya Onu Polytechnic, Aba, Abia State, Nigeria*

Abstract

Gender inclusivity is increasingly recognized as a pivotal factor for sustainable economic development in Africa. Despite periods of economic growth, structural inequalities continue to limit women's participation in governance, business, and productive sectors, thereby constraining inclusive and resilient development outcomes. This study examines six interlinked theses: (1) gender inequality as a structural constraint on economic development, (2) gender-inclusive governance and development outcomes, (3) women's entrepreneurship and business ecosystems, (4) gender inclusion, innovation, and human capital development, (5) socio-cultural norms, informality, and economic vulnerability, and (6) integrated strategies for gender-inclusive economic transformation. Utilizing desk-based research and comparative analysis across Nigeria, Rwanda and Ghana, the study highlights how policy frameworks, socio-cultural contexts, and institutional reforms influence gender-inclusive economic outcomes. Findings suggest that gender-responsive governance, financial inclusion, entrepreneurial support, and culturally aligned formalization strategies are critical for achieving sustainable economic growth, human capital development, and innovation-led transformation across African economies.

Keywords: *Gender inclusivity, Economic development, Women's entrepreneurship, Governance, human capital, Africa, Innovation, Socio-cultural norms*

Effect of Aqueous Leaf Extract of *Euphorbia Hirta* on Acetaminophen-Induced Kidney Damage in Albino Rats

¹Shurahabil Ibrahim Bunu, ²Faisal Dauda Zagi, ³Hamisu Abdulmumini, &

⁴Aisha Ahmad Tijjani

^{1,3&4}Department of Science Laboratory Technology, Abubakar Tatari Ali Polytechnic, PMB 0094 Bauchi Nigeria.

²Department of Biochemistry, Bayero University, PMB 3011, Kano-Nigeria

Abstract

Kidney disease has become one of the major causes of morbidity and mortality in man and animals all over the globe arising from toxins, infectious and non-infectious conditions. Acetaminophen overdose is a common cause of kidney damage, and *Euphorbia hirta* has been traditionally used for its medicinal properties. This research was aimed at investigating the effect of aqueous leaf extract of *Euphorbia hirta* on acetaminophen-induced kidney damage in albino rats. Kidney function and histopathology were evaluated. Acute oral toxicity test of the aqueous leaf extract of *Euphorbia hirta* was also carried out to ascertain the safety of the extract. Administration of acetaminophen induced kidney damage by significantly ($P < 0.05$) increasing the serum concentration of urea, creatinine, potassium, sodium and chloride. Results of the acute toxicity test showed that the aqueous leaf extract of *Euphorbia hirta* was not toxic as there were no deaths at 5000 mg/kg body weight. Treatment with the extract improved kidney function by significantly ($p < 0.05$) reducing the kidney function parameters and restored kidney tissue architecture. Dose and time dependent responses were found in the normalization of the kidney function indices. In conclusion, the overall results showed that aqueous leaf extract of *Euphorbia hirta* extract may be a potential therapeutic agent for the treatment of kidney damages.

Keywords: *Euphorbia hirta*, Kidney damage, Acetaminophen, Therapeutic, Toxicity, Aqueous leaf extract

The Effect of Pesticides Dichlorodiphenyl Trichloroethane (DDT) and Benzene Hexachloride on Microflora of Different Types of Soil

¹Faisal Al-amin Abdullahi, ²Aishat Ahmad Tijjani & ³Daniel Potari Rabo

^{1,2&3}Department of Science Laboratory Technology,
Abubakar Tatari Ali Polytechnic, Bauchi, Bauchi State, Nigeria.

Abstract

This study investigated the effects of two organochlorine pesticides, Dichlorodiphenyl Trichloroethane (DDT) and Benzene Hexachloride (BHC), on the microflora of three different soil types (sandy, clay, and loamy) collected from Abubakar Tatari Ali Polytechnic Biology Garden, Bauchi State. Stock solutions of DDT and BHC were prepared at concentrations of 10, 50, and 100 mg/L and applied to 500g soil samples with three replicates for each treatment. Microbial populations were assessed using serial dilution and plate count methods on Nutrient agar and Potato Dextrose agar after 7 days of incubation. Soil chemical properties, including pH, moisture content, organic matter, nitrogen, phosphorus, and potassium, were analyzed pre- and post-treatment. Results revealed significant dose-dependent reductions in both bacterial and fungal populations across all soil types, with sandy soil showing the highest vulnerability (bacterial CFU reduced from 8.5×10^6 to 2.1×10^6 at 100 mg/L DDT) and loamy soil demonstrating the greatest resilience (15.7×10^6 to 6.1×10^6). DDT exhibited consistently higher toxicity than BHC, with EC50 values ranging from 35.2 mg/L in sandy soil to 61.7 mg/L for BHC in loamy soil. Fungal populations showed greater sensitivity than bacteria, with reductions up to 78% at maximum concentrations. Soil chemical analysis revealed significant deterioration in all parameters, with nitrogen content declining by 17.7-27.7% and organic matter by 7.3-22.2%. Recovery rates after 7 days were inversely related to initial toxicity, ranging from 15.3% in DDT-treated sandy soil to 41.8% in BHC-treated loamy soil. These findings highlight the detrimental impacts of organochlorine pesticides on soil ecosystem functioning and emphasize the need for sustainable pest management strategies that minimize environmental contamination and preserve beneficial soil microorganisms.

Keywords: *Pesticides, Dichlorodiphenyl Trichloroethane (DDT), Benzene Hexachloride (BHC), Soil*

Gender Issues in the Novel of Auwalu Yusuf Hamza's *A Question of Marriage*

Shehu, Bilyaminu Sarki

*Department of European Languages,
Federal University Birnin Kebbi.*

Abstract

This study investigates the representation of gender issues in Auwalu Yusuf Hamza's novel *A Question of Marriage*, with particular emphasis on the socio-cultural challenges faced by women. The research critiques dominant societal narratives around marriage, education, and divorce - especially how these are used to reinforce gender inequality. Central to this inquiry is the application of the Negro-feminism theoretical framework, which offers a lens to critically examine the roles and value systems assigned to male and female characters within the text. Employing a qualitative analytical approach, the study reveals that gender-based struggles are not limited to women alone; rather, both men and women are implicated in and affected by the rigid structures of patriarchy. Ultimately, the novel advocates for a collective pursuit of liberation and social justice, emphasizing the need for a shared ideological commitment to gender equity.

Keywords: *Gender issues, A Question of Marriage, Negro-feminism, marriage, education*

Analysis of Ways of Harnessing Facility Managers Creativity in Students Hostels Management for Sustainable Development in Nigeria

Esv. Hussein, Tanko Ahmad

*Department of Estate Management and Valuation
School of Environmental Technology*

Abstract

In the face of rapid urbanization, population growth and increasing demand for student's hostels, African Higher Institutions, particularly in Nigeria, are struggling with the management and sustainability of student hostels. Nigeria is not an exception in this dilemma. Facility managers play a crucial role in maintaining and optimizing these living environments. This paper explores how the creativity and innovation of facility managers can be harnessed to promote sustainable development in students' hotels management. Emphasis is placed on energy efficiency, waste management, space optimization and community engagement. The study proposes actionable strategies for integrating creative practices into hostel management frameworks to support the UN Sustainable Development Goals, [SDGs] in Nigeria as well as Africa at large!

Keywords: *Harnessing facility, Hostels management and Sustainable development*

Influence of Gender and Health Education Policies on the Teaching and Learning of Biology in Secondary Schools in Owerri Municipal Council of Imo State

Rev. Sr. Metu Georgiana Chinyere (PhD)

Department of Biology, School of Sciences

Benjamin Uwajumogu (State) College of Education, Ihitte Uboma, Imo State

Abstract

This study investigates the influence of gender and health education policies on the teaching and learning of Biology in secondary schools. The study is built on the understanding that education policies play a vital role in shaping classroom practices, teacher attitudes, and students' overall learning experiences. Gender education policies promote fairness and equal opportunities for both male and female students, while health education policies encourage the integration of health-related knowledge and practices into school learning. Together, these policies aim to create a balanced, inclusive, and healthy learning environment, especially in a subject like Biology that deals directly with life and health. A descriptive research design will be adopted, involving Biology teachers and students as participants. Data will be collected through questionnaires and interviews to determine the extent to which gender and health education policies are implemented in schools and how they influence students' participation, motivation, and achievement in Biology. The study will also identify the challenges faced by teachers in applying these policies during instruction. Findings are expected to reveal that when gender and health policies are properly implemented, they enhance students' interest, promote equal participation, and improve skill acquisition in Biology. The study will therefore emphasize the importance of teacher training, policy awareness, and supportive learning environments. It concludes that integrating gender equality and health awareness into Biology teaching not only strengthens scientific understanding but also promotes holistic development among secondary school learners.

Keywords: *Gender, Health Education Policies, Teaching and Learning, Biology*

Application of Artificial Intelligence in Science Technology, Engineering and Mathematics (STEM) Curriculum Delivery for Nigeria's National Development

¹Abdulummini Aliyu Cheledi, & ²Salisu Harisu Usman

^{1&2}Department of Technical Education, Abubakar Tatari Ali Polytechnic Bauchi, Bauchi State, Nigeria.

Abstract

The rapid evolution of intelligence technologies, propelled by advancements in artificial intelligence (AI) presents a transformative potential in every aspect of human endeavor including teaching, learning and curriculum delivery. This dynamic landscape necessitates the reviews in application of Artificial Intelligence in Education (AIED) more specifically, Science, Technology, Engineering and Mathematics (STEM) curriculum delivery in Nigeria. This paper aims to investigate the current trends in STEM curriculum delivery, distinguishing it from that of conventional education while considering the evolving requirements of 21st Century learners. Furthermore, the study reviews the application of Intelligence Technologies in STEM curriculum delivery, such as Natural Language Processing (NLP), Machine Learning (ML), Large Language Model (LLM) and Artificial Intelligence-based Robots in Education (AIRE) among others. Despite several efforts towards integrating 21st century technology into general education curriculum delivery, available literature revealed that a lot needs to be done as regards to its integration in STEM curriculum delivery. This paper therefore, seeks to depict the strategies of these Technologies to STEM curriculum delivery in Nigeria and its contribution to National Development. The study recommended among others that the Nigerian government through the National Information Technology Development Agency (NITDA) in collaboration with Nigerian Educational Research and Development Council (NERDC) needs to redesign the STEM curriculum delivery by incorporating 21st Century Technology tools and that comprehensive training programs should be developed for STEM teachers to equip them with the skills necessary to integrate 21st Century Technology tools in teaching.

Keywords: *Artificial Intelligence (AI), 21st Century Technology, STEM, & Curriculum Delivery*

University Management Strategies for Promoting Gender Education and Skill Development in the 21st Century

¹Ifunanya Nkechi Ohamobi (PhD) & ²Gloria Chineze Osegbue (PhD)

^{1&2}*Faculty of Education*

Chukwuemeka Odumegwu Ojukwu University Igbariam Campus, Anambra State, Nigeria

Abstract

The modern-day academic setting is being strained to provide inclusive and responsive education to the changing labour market demands. Though it is true that significant progress has been achieved in the realms of higher education, it is important to note that persistent signs of gender inequality and shortages in skills development continue to reduce the potential of students and negatively impact equitable access to academic and career opportunities. Universities are often challenged by institutional and organizational barriers, gender discrimination, inadequate financial resources, policy implementation gaps, and unequal access to technology that hinders improvements in gender equity and the development of the required competencies. This paper examines the university management strategies aimed at reducing these difficulties, which include; gender-sensitive policy making, inclusive leadership and governance, capacity building of academic and administrative staff, competency-based curriculums, incorporation of digital learning platforms, entrepreneurship and innovation centers, and systematic experiential programs like internships, mentorships, and apprenticeships. Results suggest that leadership, deliberate investment, implementation of policies and industry partnership plays a key role in promoting gender education and acquisition of skills. The paper concludes that universities that employ these strategies can have graduates that are competent, flexible, and socially responsible and can create inclusive and safe campuses. These measures are implemented not only to lead to the success of the individual students but also to a greater development of society and economy.

Keywords: *University management, Gender education, Skill development, Inclusive policies, 21st -century competencies*

Principals' Leadership Styles and Teachers Job Performance In Public Senior Secondary Schools in Jos North Local Government Area of Plateau State, Nigeria

Bako Samuel Dulang

*Government Senior secondary School, Kabong,
Jos, Plateau State*

Abstract

This study investigates the relationship between Principals' Leadership Styles and Teachers' Job Performance in Public Senior Secondary Schools in Jos North Local Government Area of Plateau State, Nigeria. The researcher aims to identify the dominant leadership styles adopted by Principals – transformational, transactional, and laissez – faire and examine how these styles influence the effectiveness, motivation, and productivity of teachers. Data collected from a sample of teachers and principals through structured questionnaires. The findings revealed that transformational leadership positively correlates with higher levels of teachers' job performance, while transactional leadership shows moderate influences, and laissez – faire leadership is associated with lower teacher effectiveness. The study underscores the importance of adopting leadership styles that foster collaboration, motivation, and professional development. Based on the findings, recommendations are made for policy makers and educational administrators to promote leadership training programmes that enhance school management and improve teaching outcomes.

Keywords: *Principals' Leadership Styles and Teachers' Job Performance*

Gender Inequality and Women Participations in Governance in Sagbama Local Government Area in Bayelsa State

¹Dogubo, Blessing Ebi & ²Yinkore, Diana Seye

¹Department of Social Studies, Isaac Jasper Boro College of Education, Sagbama

²Department of Educational Foundations, Niger Delta University, Amassoma, Bayelsa State

Abstract

This study examined gender inequality and women's participation in governance in Sagbama Local Government Area of Bayelsa State, Nigeria. Despite constitutional guarantees of equality and global commitments to inclusive governance, women remain underrepresented in political and decision-making structures at the local level. Anchored on feminist theory, the study investigated the influence of gender inequality in political representation, political appointments, and the inclusion of women's views in decision making processes on women's participation in governance. A correlational research design was adopted. The population comprised women involved in governance and women residents aged 18 years and above in Sagbama L.G.A. A sample of 227 respondents was selected through stratified random sampling across the wards. Data were collected using a structured questionnaire titled "Gender Inequality and Women Participation in Governance Questionnaire (GIWPGQ)". The instrument was validated and its reliability established using the test retest method. Pearson Product Moment Correlation was used to answer the research questions and to test the hypotheses at 0.05 level of significance. The findings revealed a strong and significant negative relationship between gender inequality in political representation and women's participation in governance $r = -0.716$, $p < 0.05$. Similarly, gender inequality in political appointments showed a strong and significant negative relationship with women's participation $r = -0.770$, $p < 0.05$. However, the inclusion of women's views in decision making processes demonstrated a moderate and significant positive relationship with women's participation $r = 0.512$, $p < 0.05$. The study concludes that structural and institutional forms of gender inequality substantially constrain women's effective engagement in governance at the local government level. It recommends the adoption of gender responsive policies, equitable political appointments, and institutional mechanisms that guarantee the systematic inclusion of women's voices in governance processes.

Keywords: *Gender Inequality, Women Participation, Governance, Political Representation, Political Appointment, Decision Making, Sagbama L.G.A., Bayelsa State*

The Impact of Biology Education to Ensuring Food Security by Women for Sustainable Development in Tropical Africa

Aguoru Martins Chinenye

Department of Biology,

Benjamin Uwajumogu (State) College of Education, Ihitte Uboma, Imo State.

Abstract

Biology education plays a vital role in ensuring food security, a crucial component of a sustainable knowledge development. In tropical Africa, subsistence agriculture, especially by the females is the backbone of food security. By empowering the female gender with the knowledge of biological principles, ecology, and environmental science, biology education fosters sustainable knowledge-based economy through crop rotation, fish farming, genetic engineering and conservation of natural resources. This paper examines the role of biology education in ensuring food security for a sustainable development. A sample of sixty-five (65) female students was selected from a population of six hundred and fifty-two (652) students from Three (3) secondary schools in Owerri Municipal council. Four (4) specific purposes of study and four (4) research questions guided the conduct of the study. Data was collected using SPRBEEFS? questionnaire and analyzed by Mean and Standard Deviation to answer the research questions. Results of data analysis shows that crop rotation, fish farming, genetic engineering and conservation ensures food security. The study recommended among others the practice of crop rotation and fish farming by all female farmers.

Keywords: *Biology education, Food security, Female gender, Sustainable development*

Politics and Management of Institutional Leadership in University Education in Rivers State

Dr. Eliphaletephebe Chinyere Amaewhule

*Department of Educational Management, Faculty of Education,
Rivers State University, Port Harcourt, Rivers State*

Abstract

This paper examines the intricate relationship between politics and institutional leadership management in university education within Rivers State, Nigeria. Political interference pervades critical dimensions of university governance, including leadership appointments, academic course allocation, and resource distribution, significantly compromising institutional effectiveness and academic excellence. The paper reveals that politicised leadership appointments create legitimacy challenges, whilst political considerations in course allocation undermine educational quality and faculty morale. Resource allocation driven by political imperatives rather than academic priorities generates institutional imbalances and developmental fragmentation. These political dynamics produce multifaceted management challenges, including leadership conflicts, policy inconsistency, erosion of meritocracy, and administrative inefficiency, which collectively constrain universities' capacity to fulfil their educational and developmental mandates. However, the paper suggested that politics and university management need not be inherently antagonistic. Through strengthening institutional autonomy, implementing transparent appointment procedures, instituting robust governance reforms, and fostering meaningful stakeholder engagement, Rivers State universities can achieve balanced arrangements that respect academic freedom whilst maintaining legitimate governmental accountability, thereby enabling effective and ethical institutional leadership.

Keywords: *Institutional Leadership, University Governance, Political Interference, Management*

Gender Education and Skill Development in University Education in Rivers State

Dr. Eliphaletephebe Chinyere Amaewhule

*Department of Educational Management, Faculty of Education,
Rivers State University, Port Harcourt, Rivers State*

Abstract

The study examined the relationship between gender, education and skill development in university education in Rivers State. The study adopted a correlational research design to investigate the relationship between Gender Education and Skill Development in University Education in Rivers State. The population of the study comprised 3,282 female teaching and non-teaching staff across the seven tertiary institutions in Rivers State, including the University of Port Harcourt, Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), and other state-owned tertiary institutions. Using a 10% sampling proportion, a sample size of 328 respondents was selected for the study. Data were collected using a researcher-made questionnaire titled Gender Education and Skill Development in University Education Questionnaire (GESDUEQ). The validity of the instrument was established through expert judgment and its reliability was tested using Cronbach's Alpha, which yielded a coefficient of 0.71, indicating acceptable internal consistency and confirming that the instrument was reliable for the study. The administration of the instrument was carried out by the researcher with the assistance of trained research assistants. Data collected were analysed using the Pearson Product-Moment Correlation Coefficient (r) to answer the research questions and test the hypotheses at a 0.05 level of significance. The statistical analysis was carried out with the aid of SPSS version 27.0. The findings revealed that gender participation, gender-responsive curriculum, and gender empowerment significantly relate to skill development in university education in Rivers State, indicating that inclusive gender education enhances students' skill acquisition. In conclusion, gender education through participation, curriculum, and empowerment positively influences skill development in Rivers State University education. It is recommended that universities promote gender-inclusive policies, responsive curricula, and empowerment programs to enhance skill development among all students.

Keywords: *Gender Education and Skill Development*

Effects of Digital Gamification on the Reading Performance of Secondary School Students in Kaduna State

¹Awwal Yahaya Abdullahi (PhD), ²Saidu Yushau (PhD),

³Hafsat Usman Kasim (PhD) & ⁴Ismail Abubakar

^{1,2&4}Department of General Education; ³Department of General Studies

School of Vocational and Technical Education, & School of Advance and General Studies

Nuhu Bamalli Polytechnic, Zaria,

Abstract

This study investigates the effects of digital gamification on the reading performance of secondary school students in Kaduna State, Nigeria. With the growing integration of technology in education, gamified learning platforms have emerged as innovative tools for enhancing student engagement and academic achievement. The research adopted a quasi-experimental design involving two groups: an experimental group exposed to digital reading materials embedded with gamification features such as points, badges, and interactive quizzes, and a control group using traditional reading methods. Population of 360 and Sample size of 120 SS1 students via random technique from four public secondary schools students were randomly assigned to experimental (n=60) and control (n=60) groups. Data were collected using pre-test and post-test reading comprehension assessments and analyzed using descriptive and inferential statistics. The findings revealed that students in the experimental group demonstrated significantly improved reading performance compared to their counterparts in the control group. Furthermore, the study observed increased motivation, active participation, and a positive attitude toward reading among students exposed to gamified content. These results suggest that digital gamification can serve as an effective pedagogical strategy for improving literacy skills in secondary schools, particularly in under-resourced educational settings. The study recommends the integration of gamified digital resources into the reading curriculum and the training of teachers to effectively implement such tools. Future research should explore long-term impacts and subject-specific applications of gamification in diverse educational contexts.

Keywords: *Digital, Gamification, Reading, Performance, Secondary School, Students*

The Place of a Career Woman in Transformative Leadership and Entrepreneurship: Gender Perspective

Dr. Beatrice Ifeyinwa Iheanaetu

School of General Education,

Benjamin Uwajumogu (State) College of Education, Ihitte / Uboma, Imo State

Abstract

In contemporary times, a lot of career women are venturing into businesses in order to maintain and sustain their standards of living and that of their various families. In fact, career women in recent times prefer entrepreneurship to active professional participation. This is because of the poor salary and allowance structures and the delay in the review of salaries and allowances of most professional career workers. Issues of gender are beginning to take centre stage in the Nigerian society. And whenever gender and its corresponding concepts are discussed, one realizes that people tilt towards supporting any struggle that has to do with the female gender. Concepts like career woman, feminism, lesbianism, girl-child education, motherhood, widowhood, queenship, female traditional title installation and so on keep coming up. The Nigerian people forget that gender is made up of male and female. The sympathy for the female gender has always dominated any discussion on gender. Gender and transformative leadership are trending especially among academics when it comes to appointment of females into leadership of tertiary institutions of learning especially in Nigeria – Vice-Chancellors for Universities, provosts for college of education and rectors for polytechnics. This is really a problem in the Nigerian context but fortunately, the entry of women into businesses or better put, entrepreneurship has increased tremendously. The challenge is that majority of these women in entrepreneurship endeavours are not career women and hence do not possess transformative leadership skills/abilities. By so doing, expansion in business becomes a huge problem. The career women prefer maintaining white-collar jobs-seeing business as double stress and a venture for the uneducated women. But is this perception true? Career women only earn salaries and allowances that in most cases are not enough for their up keep and that of their family members. Females that feel the negative impact more are those that are bread winners of their various families. This is the importance of venturing into business even if you are female lawyer, medical doctor, tertiary education lecturer, banker and so on. Entrepreneurship brings supplementary source(s) of survival (income). This paper is interested in unraveling the place of the career woman in entrepreneurship and how transformative leadership abilities can impact on enterprise.

Keywords: *Gender, Transformative leadership, Entrepreneurship and Career woman*

Climate Change and Gender as Determinants of Students' Attitudes Towards Learning: A Case Study of Faculty of Education, Imo State University, Owerri

Kelechi Chinemerem Mezieobi, PhD

*Department of Educational Management and Foundational Studies,
Faculty of Education, Alex Ekwueme Federal University,
Ndufu-Alike, Ikwo, Ebonyi State, Nigeria.*

Abstract

The study investigated climate change and gender as determinants of students' attitude towards learning in faculty of education, Imo State University, Owerri, Imo State, Nigeria. The aim was to determine the relationship between climate change, gender and students' attitude towards learning. Two hypotheses were formulated to serve as guide to the study. Three hundred (300) Imo State University students were randomly selected for the study. A questionnaire titled climate change scale and students' attitude towards learning questionnaire was administered and used for data collection. The hypotheses were tested using multiple regression tested at 0.05 level of significance. Findings revealed that the criterion variable (students' attitude towards learning correlated positively and low towards climate change. Also, gender was not a determinant factor to both students' attitude towards learning and climate change. The results also showed that only students with knowledge of climate change with the regression coefficient (b) of .258, and a beta weight of .592 significantly have good attitude towards learning, while gender was not a significant factor in predicting students' attitude towards learning. Based on these findings the following recommendations were made: that students should be encouraged to be knowledgeable on climate change, understand climate change irrespective of gender, the university should make climate change education more interesting, orientation on climate change should be given to students, physical materials depicting climate change should be made available within the schools' environments, teaching of climate change education should be students-centred, workshops, conferences, seminars, symposia on climate change should be organized on regular bases to sensitization purposes and so on. It is also important to note that climate change and gender have no influence on each other. All students irrespective of gender can be knowledgeable and understand climate change without restrictions or bias.

Keywords: *Climate change, Gender, Students' Attitude and Learning*

Gender and Poverty as Determinants of Secondary Schools' Teachers' Attitude Towards Teaching in Imo State

Dr. Roseline Nkechinyere Okafor

School of General Education,

Benjamin Uwajumogu (State) College of Education, Ihitte / Uboma, Imo State

Abstract

The attitude of teachers' towards teaching especially in secondary schools is very important for enhancing students' learning experience and satisfaction. This study investigated gender and poverty as determinants of secondary schools' teachers' attitude towards teaching in Imo State, Nigeria. The aims are to determine and also ascertain the nexus between gender, poverty and teachers' attitude towards teaching. Two hypotheses were formulated to guide the researcher in the course of the study. A total of 300 (three hundred) secondary schools' teachers in Imo state were randomly selected as samples for this study. The instrument used for data collection was a questionnaire titled: Gender, poverty and teachers' attitude towards teaching questionnaire (GPTATTQ). The hypotheses were carefully analyzed using the multiple regression tested at 0.05 level of significance. Findings showed that the attitude of teachers towards teaching correlates positively and low towards poverty. Furthermore, gender was found not to be a determinant of both teachers' attitude towards teaching and poverty. The results showed that to a large extent, if secondary schools' teachers are paid salaries and entitlements timely, their attitude towards teaching will improve significantly. This is because they will be able to handle their numerous financial challenges as and when due. Recommendations for further studies were also made.

Keywords: *Gender, Poverty, Secondary Schools' teachers, Teachers' attitude and teaching*

Peacebuilding and Conflict Prevention Through Femininity: Erima Philosophy Among the Igbo, South East, Nigeria

Ohajanwa Sylvester Enyioma (PhD)

*Benjamin Uwajumogu (State) College of Education
Ihitte Uboma, Imo State.*

Abstract

This study explores the socio-historical relevance of Erima - an Igbo concept of familyhood, rooted in femininity and blood affinity, with particular focus on its potentials for peacebuilding and conflict prevention. Utilising the qualitative survey research methodology, the study examines the meaning, origin, philosophy and applicability of Erima philosophy in South Eastern Igbo communities. Using the prescriptive/elicitive and relational conflict resolution theories, the study juxtaposes Erima concept with contemporary Western conflict resolution models, eliciting their similarities, differences, strengths and weaknesses. The study suggests that, there are aspects of potentially adoptable mechanisms from both models for generating a hybrid approach, which is capable of sustaining peacebuilding and mitigating conflict eruption more efficiently, in contemporary Sub-Sahara Africa.

Keywords: *Erima Philosophy, Peacebuilding, Conflict Prevention, femininity, South East - Nigeria.*

Education and Skill Development: Need for Gender Equity in Nigeria

¹Gloria Chineze Osegbue (PhD) & ²Ifunanya Nkechi Ohamobi (PhD)

^{1&2}*Faculty of Education*

Chukwuemeka Odumegwu Ojukwu University Igbariam Campus, Anambra State, Nigeria

Abstract

Nigeria's socio-economic development is intricately linked to its ability to harness the potential of its citizens, particularly women, who constitute over half of the population. Despite progress in increasing access to education, gender disparities persist in Nigeria's education and skill development landscape. This paper argues that achieving gender equity in education and skill development is crucial for Nigeria's development, and that concerted efforts are needed to address the existing gaps. This study highlights the current state of education and skill development in Nigeria, with a focus on the challenges faced by women and girls. It examines the impact of societal norms, cultural practices, and policy implementation on women's access to quality education and skills training. This study also discusses the benefits of promoting gender equity in education, including improved economic outcomes, better health, increased participation of women in politics and governance, and increased civic engagement. This study advocates for a multi-faceted approach to promoting gender equity in education and skill development, including policy reforms, increased funding for girls' education, and community-based initiatives. It also emphasizes the need for a shift in societal attitudes and norms that perpetuate gender inequality. The study concludes that achieving gender equity in education and skill development is not only a matter of social justice but also a critical component of Nigeria's development strategy.

Keywords: *Education, Skill Development, Gender Equity*

Gender-Responsive Science and Health Policy as a Catalyst for Inclusive African Development

Nwosu Jude Uchechukwu

Chemistry Education Department

Benjamin Uwajumogu (State) College of Education Ihitte Uboma Imo State

Abstract

Achieving sustainable and inclusive development in Africa is intrinsically linked to addressing profound gender disparities in the Science, Technology, and Innovation (STI) sector, particularly in the health sector. Despite women comprising a significant portion of the healthcare workforce and bearing the brunt of communicable diseases, maternal mortality, and other health burdens, they remain critically underrepresented in scientific research, policy formulation, and leadership roles. This exclusion not only constitutes a socio-political injustice but also leads to the formulation of gender-biased health and science policies, ultimately diminishing the quality and impact of development outcomes for Africa. The central problem addressed is the persistent gap between national and continental commitments to gender equality and the practical implementation of gender-responsive policies in African STI and public health institutions. Consequently, health policies often fail to address specific gendered health determinants. This study aims to analyse the structural and cultural barriers that limit women's participation and leadership in African science and health-related fields, examine how the lack of gender-disaggregated data and gender analysis in health research and policy leads to suboptimal public health interventions, and propose innovative, evidence-based policy frameworks to foster gender inclusivity in science funding, research design, and health service delivery. This paper employs a systematic review of current literature, policy documents (e.g., national gender policies, STI frameworks), and reports from continental bodies, as well as empirical studies focusing on Sub-Saharan Africa. The analysis employs an intersectional feminist lens to illuminate how gender intersects with other social stratifiers, such as location, class, and age, to influence access to health and scientific opportunities.

Keywords: *Health policy; Science, Technology and Innovation; gender bias; gender inclusivity; policy formulation*

Gender and Economic Development

Njoku Kelechi Patricia

Economics Department

Benjamin Uwajumogu (State) College of Education, Ihitte-Uboma, Imo State.

Abstract

Nigeria, with its vast economic potential, continues to grapple with the challenge of integrating gender perspectives into its development agenda. This paper examines the complex relationship between gender and economic development in Nigeria, highlighting the existing gaps and opportunities for growth. Despite progress, women in Nigeria face significant barriers to economic participation, including limited access to education, finance, and decision-making roles. Using a mixed-methods approach, this study analyzes the impact of gender inequality on Nigeria's economic growth, poverty reduction, and sustainable development. The findings suggest that promoting gender equality and women's economic empowerment can significantly enhance Nigeria's economic outcomes, improve productivity, and reduce poverty. The paper concludes by recommending policy interventions and innovative strategies to bridge the gender gap, foster inclusive growth, and unlock Nigeria's full economic potential.

Keywords: *Gender, Economic Development, Women's Empowerment, Nigeria, Inclusive Growth Benjamin Uwajumogu State College of Education Ihitte-Uboma Imo State*

Gender Inclusivity in Corporate Governance and Entrepreneurial Performance in Nigeria

Dr. (Mrs) Adigwe Pretty Dennis

*Department of Accounting, Niger Delta University,
Wilberforce Island, Bayelsa State.*

Abstract

Women's participation in corporate governance remains limited in many African contexts, despite evidence suggesting that gender diversity enhances strategic decision-making, innovation, and firm performance. In Nigeria, where small and medium-sized enterprises (SMEs) drive economic growth, the influence of gender-inclusive governance on entrepreneurial performance remains underexplored. This study examines the effect of gender inclusivity in corporate governance on entrepreneurial performance in Nigerian SMEs. Using a quantitative survey approach, primary data were collected from 150 SMEs across manufacturing, services, and ICT sectors. Data were analysed using SPSS, employing descriptive statistics, correlation, and regression analysis to test the relationship between female representation in boards and executive roles, and measures of entrepreneurial performance, including profitability, growth, and innovation. Preliminary findings suggest that higher gender inclusivity in governance is positively associated with entrepreneurial performance, and firm-specific factors such as size and industry type moderate this relationship. The study contributes to the discourse on gender diversity by providing empirical evidence from a Nigerian context and offers practical recommendations for policymakers, entrepreneurs, and corporate boards seeking to enhance firm performance through inclusive governance practices. Findings also underscore the importance of equitable female representation in leadership as a strategy for advancing sustainable business development in Africa.

Keywords: *Gender inclusivity, Corporate Governance, Entrepreneurial performance, Nigeria, SMEs*

Gender and Economic Development

Chukwunyere Christiana

*Benjamin Uwajumogu (State) College of Education,
Ihitte Uboma.*

Abstract

This study investigates the bidirectional relationship between gender and economic development, synthesizing cross-country panel data with in-depth country case studies. It examines how gender gaps in education, labor force participation, earnings, asset ownership, and decision-making power shape macroeconomic performance, poverty dynamics, and long-run growth. The analysis reveals multiple channels through which gender equality can boost development: expanding the skilled labor supply, enhancing household welfare and bargaining power, reducing fertility-related constraints, and increasing productive investments in women's income-generating activities. The paper documents heterogeneity across regions and income levels, highlighting that the returns to gender-sensitive policy are generational and cumulative. Education and health investments for girls yield high returns in economic growth, human capital formation, and poverty alleviation. Women's access to finance, land, and property rights accelerates entrepreneurship and productivity in both informal and formal sectors. Equal pay, parental leave, affordable childcare, and flexible work arrangements improve labor force participation and earnings without sacrificing productivity. Removing discrimination and institutional barriers reduces gender gaps in the digitized economy, climate resilience sectors, and public procurement. Gender-responsive governance—through inclusive institutions and targeting women's representation—correlates with better policy outcomes and social cohesion.

Keywords: *Gender, Economic Development*

Impact of Graduate Studies on Security Management Competency of Sociology Educators IN Nigeria

¹Aruno Ogheneruonano & ²Pondei Oyakemeagbegha Divine

^{1&2}*Department of Educational Foundations, Faculty of Education
Niger Delta University, Wilberforce Island, Bayelsa State*

Abstract

This study examines the impact of graduate studies on the security management competency of sociology educators in Nigeria, with a focus on how postgraduate education contributes to enhancing educators' ability to manage, prevent, and respond to security challenges within academic and social environments. The research examines the increasing need for educators, particularly in the field of sociology, to possess critical competencies in security management as Nigeria continues to face multifaceted threats such as campus insecurity, cyber threats, and social unrest. The paper identifies the concept of graduate studies, components of graduate studies, security and security management, security management competency, influence of graduate studies on building educators competence, indicators of effective security management for educators, institutional support for, enhancing security competence in graduate programmes and implications of educators' security competence for national development. The study concludes that graduate education remains a transformative platform for developing informed, proactive, and socially responsible educators who contribute meaningfully to institutional safety and national development. Therefore, it was recommendations to strengthen institutional frameworks, integrate security-focused curricula in postgraduate programmes, and promote collaborative training between academia and security agencies.

Keywords: *Graduate studies, Security management, Competence, Sociology educators*

Household Sanitation and Water Handling Practices in Bauchi Local Government, Nigeria

Faruk Aliyu

*Abubakar Tatari Ali Polytechnic,
Bauchi*

Abstract

This study assesses household sanitation and water management practices in some communities of Bauchi Local Government Area (LGA), Nigeria. Using a structured survey of 118 households, the research explores toilet availability, water sources and treatment, hygiene behaviors, and waste disposal methods. The majority of households have access to toilets (92%), yet 8% still practice open defecation. Boreholes and public taps are the main water sources, with only 40% of households treating water before use. Waste disposal methods range from composting to burning and open dumping. Handwashing facilities are present in 90% of homes, and 85% of respondents use soap. However, water treatment practices remain limited. The study concludes that while progress is evident, gaps persist in sanitation infrastructure, water safety, and waste management. Recommendations include infrastructure expansion, hygiene education, improved waste policies, and community-based interventions.

Keywords: *Sanitation, Household infrastructure, Water Handling, Communities, Bauchi*

Students' Motivation and Interest in Learning French: Analyzing the Role of Parental Attitudes

Isiodu Amarachi Love

Department of French,

Benjamin Uwajumogu (State) College of Education Ihitte-Uboma, Imo State, Nigeria

Abstract

As a result of increased economic globalization, Nigeria has a pressing requirement to encourage the study of other languages. French is recognized as an official second language in Nigeria, but it has not gotten the attention it deserves in the educational system of that country because the majority of students lack the enthusiasm and interest necessary to learn French, insinuation point to the possibility of a broad pessimism regarding the teaching and learning of the French language in the school system. Thus, the primary objective of the present study was to explore parental attitudes as a factor that could predict the variation in student motivation and interest in learning the French language. The study's participants included adults identified as parents, and they were randomly pooled from different locations in Imo State, Nigeria. They completed a self-report measure to ascertain their overall attitude toward the French Language. A cross-sectional survey design was adopted, and the simple regression analysis revealed that parental attitudes significantly predicted students' motivation and interest in learning French. The study concluded that parents' attitudes are an essential determinant of students' motivation and interest in learning the French language.

Keywords: *Students' Motivation Interest and Learning French*

Effect of Peer Assisted Learning Strategy on Students' Locus of Control and Academic Achievement in Reading Comprehension in Okigwe Education Zone, Imo State, Nigeria

Dr. Ugboaja, Chukwudi

*Department of Psychology and Guidance/Counseling,
Benjamin Uwajumogu (State) College of Education, Ihitte Uboma, Imo State.*

Abstract

This study investigated the Effect of Peer Assisted Learning Strategy on Students Locus of Control and Academic Achievement in Reading Comprehension in Okigwe Education Zone of Imo State, Nigeria. The study was guided by two purposes, two research questions and two hypotheses were tested at 0.05 level of significance. The design of the study was a quasi-experimental non-equivalent pretest-posttest research design involving one experimental and one control group. The population of the study comprised 4694 Senior Secondary Two (SS2) students. The sample consisted of 152 Senior Secondary Two (SS2) students drawn from four co-educational schools with boarding houses in Okigwe Education Zone of Imo State. Two instruments used for the study were "Reading Comprehension Achievement Test (RCAT) and Student Locus of Control Scale (SLOCS). These were validated by experts and used for data collection. Mean and standard deviation were used to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The findings of the study among others showed that the treatment (Peer assisted learning strategy) had significant effect on students' locus of control when learnt reading comprehension using Peer assisted learning strategy (PALS) than the conventional learning strategy. The treatment (Peer assisted learning strategy) had significant effect on students' achievement in reading comprehension. Based on these findings, conclusions were drawn and educational implications discussed. Among others, it was recommended that students should be made to understand their uniqueness, this could be achieved when an innovative learning strategy is used during classroom instruction.

Keywords: *Peer Assisted Learning Strategy, Locus of Control and Academic Achievement*

Analyzing the Relationship Between Women's Education and National Development in Nigeria

Ogu Odiebube

Department of Biology Education

Benjamin Uwajumogu (State) College of Education, Ihitte / Uboma

Abstract

This study explored the influence of women's education across all levels—primary, secondary, and tertiary—on Nigeria's economic development and the welfare of children. Economic development and child welfare were specifically chosen as focal areas to provide a thorough and holistic assessment of the broader socio-economic effects of educating women. The stationarity of the variables was first examined using the Augmented Dickey-Fuller (ADF) test to ensure the robustness of the econometric analysis. Following this, the study employed the Autoregressive Distributed Lag (ARDL) bounds testing approach to investigate both short- and long-term relationships, using comprehensive data obtained from World Bank indicators. The empirical results demonstrate a significant positive relationship between higher levels of female education—particularly at the secondary and tertiary levels—and key development outcomes, including economic growth and child welfare in Nigeria. These findings underscore the critical role of women's education not only in enhancing individual capabilities but also in driving broader socio-economic development. In light of this evidence, the study strongly advocates for proactive government intervention, recommending the formulation and implementation of targeted policies aimed at increasing female enrollment and retention at all levels of education. Such policies could include scholarship programs, improved school infrastructure, gender-sensitive curricula, and community awareness initiatives to reduce cultural and socio-economic barriers to female education. Ultimately, investing in women's education is positioned as a strategic approach to achieving sustainable economic growth and improving societal well-being in Nigeria.

Keywords: *Education, Women, Growth and Development*

Digital Learning Platforms and Students' Entrepreneurial Competencies in Public Universities in Rivers State

¹Okechi Uhuka Anunobi, PhD, ²Dr. Nwovuhoma Ihua-Jonathan &

³Joyce Chisoma Wodi, PhD

^{1&3}*Department of Educational Management, Faculty of Education Rivers State University, Port Harcourt, Rivers State*

²*Institute of Education, Rivers State University, Port Harcourt, Rivers State*

Abstract

The study investigated Digital Learning Platforms and Students' Entrepreneurial Competencies in Public Universities in Rivers State. Two research questions and two hypotheses were drawn. The study adopted a correlational design. The population stood at 8,780 students across public universities in Rivers State, which include University of Port Harcourt, Rivers State University and Ignatius Ajuru University. The sample size which stood at 383 respondents, was determined using Taro Yamen formula. Stratified sampling technique was use in selecting the respondents, comprising of 181 male and 202 female students. The instrument for data collection was two self-structured questionnaires titled: "Digital Learning Platforms Questionnaire (DLPO) and Students' Entrepreneurial Competencies in Public Universities Questionnaire (SECPUQ)". The instrument was validated by experts in the field of Measurement and Evaluation in Rivers State University. The reliability of the instrument was determined using Cronbach Alpha method. A cumulative reliability index of 0.80 and 0.83 was obtained. The data gathered from the respondents were analyzed using Pearson Product Moment Correlation Coefficient. Furthermore, t-transformation was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that, there is significant relationship between Massive Open Online Course (MOOC) Platforms, Skill-Based Learning Platforms and Students' Entrepreneurial Competencies in Public Universities in Rivers State. Based on the findings of the study, it was recommended among others that, Governments and Public universities should embed the use of digital learning platforms such as Coursera, edX, and YouTube Learning into entrepreneurship courses to expose students to global entrepreneurial knowledge, case studies, and best practices.

Keywords: *Digital Learning Platforms, Entrepreneurial Competencies, Public Universities, Students. Rivers State*

Market Mobility and Matriarchy: The Economic Agency of Women in Pre-Colonial Trade Networks of South-Eastern Nigeria

Okoroafor Anthony Chigozie

*Benjamin Uwajumogu (State) College of Education,
Ihitte Uboma*

Abstract

This study explores the intersection of market mobility and matriarchal structures in fostering the economic agency of women in pre-colonial South-Eastern Nigeria. Contrary to colonial narratives that depicted African women as passive domestic figures, historical evidence reveals that women in societies such as the Igbo, Ibibio, and Efik played central roles in trade and economic governance. The research investigates how women utilized indigenous institutions—such as the omu, umuada, and market guilds—to control local and regional trade, navigate market spaces, and assert influence over pricing, supply chains, and dispute resolution. Drawing on historical, anthropological, and gender-based literature, the study highlights the mobility and autonomy that women exercised through market participation, and how matriarchal or dual-sex systems supported their authority in both the private and public spheres. The findings show that these women were not merely participants but key economic agents who shaped pre-colonial commercial life. The study also identifies how colonialism disrupted these indigenous systems, leading to the marginalization of women's roles in formal economic structures. By bringing these dynamics to light, the research contributes to a more inclusive understanding of African economic history and challenges conventional gender assumptions. It recommends a reevaluation of African historiography to reflect the vital roles played by women and suggests that traditional gender systems can inform contemporary policies on women's economic empowerments.

Keywords: *Market Mobility, Matriarch, Economic Agency, Pre Colonial Trade*

School Management Strategies, Gender Inclusion and Teacher Effectiveness in Secondary Schools in Port Harcourt Metropolis

¹Nwovuhoma Ihua-Jonathan (PhD) & ²Achama Comfort Malik (PhD)

¹*Institute of Education, Rivers State University*

²*Ignatuis Ajuru University of Education, Rivers State*

Abstract

This study investigated the relationship between school management strategies, gender inclusion, and teacher effectiveness in secondary schools within Port Harcourt Metropolis. The study adopted a descriptive survey design and targeted all teachers in public secondary schools, with a population of 1,200 teachers. A stratified random sampling technique was used to select 300 respondents, ensuring representation across gender, school type, and teaching experience. Data were collected using a structured questionnaire divided into sections measuring school management strategies, gender inclusion, and teacher effectiveness. The instrument was validated by experts in educational administration and gender studies, and its reliability was confirmed with a Cronbach alpha of 0.84. Data analysis involved both descriptive and inferential statistics, including Pearson correlation and multiple regression analysis. The results revealed a significant positive relationship between school management strategies and teacher effectiveness ($r = 0.652, p = 0.001$), indicating that structured management practices such as planning, supervision, and resource allocation improve teachers' instructional performance and commitment. Similarly, gender inclusion showed a significant positive relationship with teacher effectiveness ($r = 0.589, p = 0.001$), suggesting that equitable access to leadership roles, professional development, and participatory decision-making enhances teacher motivation and performance. Multiple regression analysis further indicated that school management strategies and gender inclusion together significantly predict teacher effectiveness, explaining 62.4% of the variance ($R^2 = 0.624, F(2, 297) = 243.67, p = 0.001$). The study concludes that both effective management practices and gender-inclusive policies are critical in fostering an environment that maximizes teacher effectiveness. Based on the findings, recommendations include adopting structured management strategies, integrating gender inclusion policies, promoting participatory decision-making, organizing regular professional development, and implementing monitoring mechanisms to enhance teacher performance.

Keywords: *School management strategies, Gender inclusion, Teacher effectiveness, Secondary schools, Port Harcourt Metropolis*

Advancing Skills Education for the Sustainable Conversion of Waste Polystyrene into Adhesives for Composite Applications: A Pathway for African Development

Ibrahim Shuaibu Muhammad

Department of Chemical Engineering, Technology

School of Engineering, Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria

Abstract

This paper focus on the production of sustainable conversion of waste polystyrene (styrofoam) into adhesive that would be use as matrix in composite applications. The research is aim to convert non-biodegradable waste polystyrene material, to wealth. The waste polystyrene adhesive produced increases in pH (6.0, 6.1 and 6.2) demonstrated reduction in curing rate and the gel time of the waste polystyrene adhesive. The viscosity at speed of 30, 40, 50 and 60 RPM, the viscosity decreases to an equilibrium of 998 cPs, this indicates the quality of the formulated adhesive produced fall within the range of viscosity used as a matrix in composites production. Analysis of variance for responses indicated that the coefficients of determination ($R^2 = 97.49$, and 92.84%) is adequate for the model to be considered. Furthermore, the optimal conditions for the produced composite results show a minimal error difference between the predicted results and the experimental results. The composite materials absorbed water readily on daily bases ranged from 0.24% to 1.67%, the rates of absorption remain constants on reaching a saturated stage. Generally organic materials absorb water readily, increasing the quantity of the fibre particles in a composition increases the percentage of water absorption. Interfacial bonding occurred between the particles and matrix, which resulted in improving the tensile strength of the composites produced. This paper explored the sustainable conversion of non-biodegradable waste polystyrene into value added and wealth generating products.

Keywords: *Waste Polystyrene, Composite and Wealth Generating Products*

Women's Education as A Catalyst for Economic Empowerment and Sustainable Development in Rivers State

¹Achama Comfort Malik (PhD) & ²Nwovuhoma Ihua-Jonathan (PhD)

¹Ignatuis Ajuru University of Education, Rivers State

²Institute of Education, Rivers State University.

Abstract

This study examined women's education as a catalyst for economic empowerment and sustainable development in Rivers State. The study was guided by three research questions and two hypotheses. The study adopted a descriptive research design to examine the impact of women's education on economic empowerment and sustainable development in Nigeria. Given the vast size of the population nationwide, the study focused on Rivers State as the study area, recognizing its diverse demographic composition representative of the country. A total of 300 women were sampled from both urban and rural areas of Rivers State using proportionate stratified random sampling to ensure fair representation across different subgroups. This sampling technique allowed the study to capture variations in experiences and perspectives based on locality. Data were collected using a validated and reliable self-structured questionnaire, titled Women's Education a Catalyst for Economic Empowerment and Sustainable Development Questionnaire (WECEESDQ). The instrument employed a four-point Likert scale, ranging from Strongly Agree to Strongly Disagree. Reliability of the instrument was confirmed using the test-retest method, yielding a Cronbach's alpha of 0.81, indicating high internal consistency. Mean and standard deviations were used to answer the research questions, while the independent samples t-tests were used to test the hypotheses. The study showed that women's education strengthens income generation, community development, and well-being, with no significant urban-rural differences. Conclusively, education enhances confidence, skills, and participation, though Education is a scam syndrome, marry and the man provides mentality, early marriage, graduate without a job saga, the cost of education remains a barrier. It was recommended that strengthening access, awareness, and economic opportunities is essential for ensuring women fully benefit and contribute to sustainable development in Nigeria.

Keywords: *Women's Education, Economic Empowerment, Sustainable Development*

Migration, Patriarchy and Trauma: A Comparative Study of Gendered Exploitation in *Beyond the Horizon* and *Becoming Abigail*

¹Arthur Ebibolou Orupou, PhD & ²Numonyo Olali Kaliai

¹Department of English; ²Department of French,
Isaac Jasper Boro College of Education, Sagbama, Bayelsa State, Nigeria

Abstract

Literature consistently mirrors the cultural, political and economic climates from which it emerges, functioning as both reflection and critique of lived realities. Within the postcolonial African milieu, writers frequently interrogate themes of migration, gender inequality, poverty, violence and the commodification of the female body. This study comparatively examines the representation of sexuality and the trafficking of women in Amma Darko's *Beyond the Horizon* and Chris Abani's *Becoming Abigail*, foregrounding how patriarchal structures and transnational economic disparities converge to entrap vulnerable African women in cycles of sexual exploitation. While sexuality is an inherent dimension of human identity and social interaction, it becomes deeply problematic when transformed into an instrument of coercion, profit and domination. Through the tragic journeys of Mara and Abigail, the novels reveal how deceptive promises of prosperity abroad mask networks of manipulation, emotional betrayal and systemic abuse that culminate in forced prostitution and psychological fragmentation. Although existing scholarship has addressed prostitution and migration in African literature, comparatively limited attention has been devoted to these two texts as intersecting narratives of gendered trauma and diasporic vulnerability. Employing Trauma Theory as its analytical framework, this qualitative research draws on close textual analysis and interdisciplinary secondary sources to interrogate the emotional scars, identity dislocation and silencing experienced by trafficked women. The study ultimately argues that both novels function as testimonial spaces that challenge cultural myths surrounding migration and expose the linguistic, social and bodily violences inflicted on women. By amplifying suppressed female voices, the research advocates greater socio-political awareness, policy intervention and humanitarian engagement aimed at dismantling trafficking structures and restoring dignity to survivors worldwide.

Keywords: *Sexuality, Trafficking, commodification, Trauma, Gender*

Enhancing Investment in Girl-Child Education in Nigeria for Sustainable Development: Focus on 21st Century Skills

¹Elems-Ikwegbu, Helen Ngozi, PhD & ²Mohammed Juliana Isa, PhD
Department of Educational Foundations
Faculty of Education, Rivers State University, Port Harcourt

Abstract

The developmental status of a nation lies on its ability to identify and provide the needs of its citizens irrespective of gender. Girl-child education is widely recognized in Nigeria as one of the most effective strategies for achieving sustainable development. Despite policy efforts, significant gaps in access to education and skill acquisition for girls still persist. This paper examines the current state of girl-child education in Nigeria, and its persistent barriers which among others include poverty, religion, cultural norms, and labour market policy. It also explored 21st century skills and their relevance to Sustainable Development Goals (SDGs) particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality). The paper explains how investment can be targeted to fostering innovation in the girl-child to meet the 21st century demands. It argues that to truly harness the potential of the girl-child for sustainable development, investment strategies must go beyond conventional measures of mass enrolment and literacy. The paper concludes that channelling investment into 21st century skills for girls, is building a generational asset to the family, society and the nation as well as liberation from ignorance and poverty. Key suggestions include developing gender-responsive curricula that integrate digital skills, investing in teacher training for modern pedagogies, provide inclusive and conducive pathways from school to labour market.

Keywords: *Girl-Child, Girl-child Education, Investment, Sustainable Development, 21st Century Skills*

Digital Deviancy and its Influence on the Learning Behaviours of the Boy-Child in Public Secondary Schools in Bayelsa State

¹Irene Uzezi Berezi & ²Esther Ayebatorudigimigha Yibakuro

¹Department of Educational Management

²Department of Agricultural Science Education

Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State

Abstract

As internet accessibility expands in Bayelsa State, the “boy-child” increasingly faces unique socio-technological pressures. Digital deviancy encompassing activities such as cyber-harassment, excessive gaming, exposure to pornography, and involvement in “Yahoo-Yahoo” (cyber-fraud) subcultures has emerged as a significant counter-culture to formal education. This paper examines digital deviancy and the learning behaviours of the boy-child in public secondary school in Bayelsa State, Nigeria. Two objectives, research questions and one hypothesis were developed for the study. The study adopts a descriptive survey research design. The target population consists of all male students in Senior Secondary Schools in the 207 public secondary schools in Bayelsa State. A sample size of 400 male students was determined using the Taro Yamane formula for finite populations at a 0.05 level of significance. A multi-stage sampling technique comprising purposeful, stratified, and simple random sampling was employed to select respondents from schools in Yenagoa, Sagbama, and Southern Ijaw. Data were collected using a structured instrument titled “Digital Deviancy and Learning Behaviour Questionnaire (DDLBQ),” with reliability established through the Cronbach Alpha method. Analysis was conducted using mean and standard deviation to answer research questions, while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. Findings indicate that digital deviancy exerts a profound negative influence on learning outcomes, characterized by reduced attention spans, chronic absenteeism, and a decline in learning culture. To mitigate these effects, the study recommends that the Bayelsa State Ministry of Education implement robust Digital Citizenship programmes and gender-specific interventions to address the peculiar vulnerabilities of the boy-child in public secondary schools in Bayelsa state.

Keywords: *Digital Deviancy, Learning Behaviours, Boy-Child*

Exploring the Nexus Between Exchange Rate Volatility and Manufacturing Sector Output in Nigeria: A Quantitative Analysis

Sekyen Kumshin Bakle, PhD

*Department of Economics Education,
Federal University of Education, Pankshin, Nigeria*

Abstract

This study examined the impact of exchange rate volatility on the manufacturing sector output between 1980 -2023. Using the Autoregressive Distributed Lag Model the study examined the long run and short run relationship between exchange rate volatility and manufacturing sector output in Nigeria. The estimated results revealed that exchange rate volatility had negative and statistically significant impact on manufacturing sector output in Nigeria. The study concluded that exchange rate volatility have negative impact on manufacturing sector output in Nigeria due to the overdependence of the manufacturing sector on imported raw materials and machines. The study therefore recommended amongst others that Manufacturers should explore diversifying their sources of inputs to include a mixture of local content which can help reduce vulnerability to currency fluctuations and enhance stability in the production process. This could help mitigate the negative effects and enhance the resilience of the manufacturing sector.

Keywords: *Nigeria, exchange rate volatility, manufacturing sector*

Gender Education and Skill Development Among Students in the Department of Educational Management in Public Universities in Cross River State, Nigeria

¹Dr. Onabe Deborah Bombum & ²Eng. Abang Reuben Ogar

¹Department of Educational Management, University of Calabar, Cross River State, Nigeria

²Department of Gender Development and Policy Studies

Institute of Public Policy Administration, University of Calabar, Calabar

Abstract

This study investigated the influence of gender education, gender-sensitive educational practices, and access to skill development opportunities on students' professional competence in the Department of Educational Management in public universities in Cross River State, Nigeria. The descriptive survey research design was adopted, and a stratified random sample of 334 undergraduate students was drawn from the two universities. The researcher-developed instruments titled: Gender Education Scale (GES) and the Skill Development and Professional Competence Inventory (SDPCI) which were subjected to Cronbach's Alpha reliability analysis, yielding reliability coefficients of 0.84 for GES and 0.87 for SDPCI, indicating strong internal consistency. The data collected with these instruments were analyzed using descriptive statistics, ANOVA, and regression analysis. The findings revealed that gender education significantly enhances students' skill development, gender-sensitive educational practices positively affect managerial skill acquisition, and access to skill development opportunities strongly predicts students' professional competence. The study concludes that integrating gender education, inclusive teaching practices, and structured skill development platforms is critical for producing competent, career-ready graduates in educational management. The study recommends curriculum reforms, gender-responsive instructional strategies, and increased practical learning opportunities to enhance students' professional preparedness.

Keywords: *Gender Education; Gender-Sensitive Practices; Skill Development; Managerial Competence; Professional Readiness; Educational Management*

Bridging Gender Gaps in Secondary School Leadership: A Social Demand Perspective

¹Dr. Lawrence Ikati & ²Dr. Chamberlain, P. Kren-Ikidi

¹*Department of Educational Management, Faculty of Education,*

²*Department of Business Education, Faculty of Education,*

Niger Delta University, Wilberforce Island, Amassoma, Bayelsa State, Nigeria

Abstract

This paper examined the persistent gender disparities in secondary school leadership roles through the lens of social demand. Drawing on contemporary research and global trends, it highlights how societal expectations, cultural norms, and policy frameworks shape both the opportunities and the barriers women face in attaining leadership positions. The paper outlines key factors contributing to the gender gap, including stereotypes, recruitment practices, and work-life balance challenges. It further argues that addressing these disparities requires not only institutional reforms but also a shift in community attitudes and systemic support for aspiring women leaders. The social demand perspective is presented as a holistic approach that integrates stakeholder engagement, advocacy, and policy innovation to foster more inclusive and equitable leadership structures in secondary education. In conclusion, the paper seeks for policy intervention, supportive school culture among others as well as suggested that promotion of work-life balance policies and supportive environments should be encouraged.

Keywords: *Social Demand, Educational Leadership, Gender Gap, Women Leadership.*

Emotional Intelligence and Gender Inclusivity for Effective Instructional Delivery in Public Senior Secondary School in Okirika Local Government Area, Rivers State

Joyce Chisoma Wodi, PhD

Department of Educational Management,

Faulty of Education, Rivers State University, Nkpolu Oroworukwo, Port Harcourt

Abstract

The study examined emotional intelligence and gender inclusivity: Two inseparable twins for effective instructional delivery in public senior secondary school in Okirika Local Government area, Rivers State. The study adopted the descriptive survey research design. The population of this study is 3,850. This comprises 3,850 teachers and students from eight public senior secondary schools in Okirika Local Government Area, Rivers State. The sample size for the study was determined using Taro Yamane's formula for sample size calculation at a 5% level of precision: Thus, the sample size for the study is approximately 362 respondents, which was proportionally selected from teachers and students across the eight schools. The instrument for data collection was a well-structured questionnaire titled "Impact of Teachers' Emotional Intelligence and gender inclusivity for effective instructional delivery effectiveness questionnaire (ITEIIDE)" The questionnaire had two sections; section A and B. Section A contains the bio-data of the respondents and section B contains information to answer the research questions. The instrument was given face and content validity by two experts in Educational Management. The reliability of the instrument was determined using Cronbach's Alpha and a reliability coefficient of 0.80. The data was analyzed using Mean and standard deviation to answer the research questions while the z-test statistical tool was used to test the hypotheses 0.05 level of significance. The study revealed that emotional intelligence helps teachers to create an inclusive classroom environment that respects all students. Teachers demonstrate respect and professionalism in all classroom interactions. Based on the findings of the study it was recommended among others that, schools and educational authorities should organize regular workshops, training programs, and seminars to improve teachers' adaptability as this will equip teachers with skills to adjust teaching methods, incorporate innovative strategies, and respond effectively to diverse student needs, thereby improving instructional delivery.

Keywords: *Emotional intelligence, Gender, Inclusivity, Instructional delivery*

Teachers as Catalyst: Mainstreaming Gender Inclusivity Beyond the Secondary School Curriculum for Sustainable Development in the 21st Century Nigeria

¹Mohammed Isa Juliana, PhD & ²Elems-Ekwegbu, Helen Ngozi, PhD
^{1&2}Department of Educational Foundations, Faculty of Education,
Rivers State University, Port Harcourt

Abstract

Teachers are the fabric of any educational system; this is so because teachers' acts as a hub around which any educational system revolves. Teachers undoubtedly remain the managers of knowledge. Despite existing curriculum policies on gender inclusivity, significant gap still persists. This paper argues that curriculum reform isn't enough to get rid of the deep-seated societal norms that keeps gender inequality going. The paper assert that teachers play an important role of leading students from the darkness of ignorance to the light of knowledge, yet systematically underutilized. Therefore, empowering teachers to embed gender inclusivity is crucial for achieving sustainable development goals in the 21st century Nigeria. It posits a deliberate extension of the roles of teachers beyond the formal curriculum to include critically interpreting learning materials, employing inclusive pedagogy, serving as role models, serving as community advocate etc., teachers can bridge the gap between policy intent and lived reality. The paper x-rayed the concept of Gender inclusivity, curriculum, teachers' role, secondary school and sustainable development. It proposes strategies to integrate gender-responsive education for sustainable development. The paper concludes that empowering teachers as catalysts isn't just a teaching tactic, it's a must do for turning policies into real action and unlocking Nigeria's potential for sustainable development and recommended amongst others for continuous professional development of teachers, institutionalize Gender-responsive curriculum implementation

Keywords: *Gender inclusivity, Curriculum, Sustainable development Goals, Secondary school*
