



12TH INTERDISCIPLINARY RESEARCH CONFERENCE FOR HUMANITIES, EDUCATION, SCIENCES, SOCIAL SCIENCES & MANAGEMENT

Theme: Building Skills & Innovation through Education & Technology for Sustainable Job Creation in Africa

ABSTRACTS & PROCEEDINGS

Faculty of Education, Zamfara State University
15th - 16th April, 2026

12TH INTERDISCIPLINARY RESEARCH CONFERENCE FOR HUMANITIES, EDUCATION, SCIENCES, SOCIAL SCIENCES AND MANAGEMENT

THEME
Building Skills and Innovation through Education and Technology for Sustainable Job Creation in Africa

DATE: Wednesday 15th - Thursday 16th April, 2026

VENUE: Faculty of Education, Zamfara State University, Nigeria | **TIME:** 10:00am

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CONFERENCE PROGRAMME

DAY ONE – Wednesday 15th April, 2026
Arrival of Guest/Conferees/Delegates

DAY TWO – Thursday 16th April, 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
Plenary Session 2	- 1:00pm – 4:00pm
Policy Review Session	- 4:00pm – 5:00pm

DAY THREE – Friday 17th April, 2026
Departure of Guest/Conferee/Delegates

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Zamfara State University

Established in 2018, this young and dynamic university is dedicated to the pursuit of knowledge, excellence, and community development. Zamfara State University, located in the vibrant town of Talata Mafara, Zamfara State, Nigeria, is not just an institution of higher learning; it's a beacon of hope and opportunity.

What makes us different?
Our commitment to academic excellence, research, and community engagement knows no bounds. With state-of-the-art facilities, a rich academic curriculum, and a nurturing environment, we prepare our students not only for successful careers but also to become responsible citizens and leaders of tomorrow.

Vision and Values
The strategic values and objectives
Education here is about self-confidence, challenge and enjoyment. It teaches the importance of constructive questioning and a sense of responsibility with compassion, confidence and creativity.

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Our School encourages students to appreciate the wonders of the world, the strengths of others, and the contribution of all those who have gone before. It fosters individual growth and encourages generosity of spirit.

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ZAMSUT envisions a future where knowledge knows no bounds, where education is a beacon of hope, and where our graduates are catalysts for positive change. We strive to be a premier institution of higher learning, a hub of innovation, and a driving force behind societal progress. Our vision is to empower our students to excel academically, to inspire them to become lifelong learners, and to equip them with the skills and values needed to make a meaningful impact on their communities and the world

Our Commitment to Excellence:
Our commitment to academic excellence, research, and community engagement knows no bounds. With state-of-the-art facilities, a rich academic curriculum, and a nurturing environment, we prepare our students not only for successful careers but also to become responsible citizens and leaders of tomorrow.

At Zamfara State University, we believe in the power of collective learning. Our diverse and talented student body, along with our dedicated faculty, collaborates in a spirit of unity and curiosity.

Source: https://zamsut.edu.ng/index.php/who-we-are/

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1. The Plenary/Technical session is compulsory for all conferee. You are advised to note the comments pointed out by the Chairman of the Technical Session and other members of the plenary group. This will help you effects corrections as expected.

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    b. Secondly, papers with 51 – 80% accuracy level will be accepted for publication, but with minor corrections effected by the institute.

    c. Finally, papers with 81 – 95% accuracy level will be accepted for publication with minor corrections effected by the institute.

5. On acceptance of paper for publication, author(s) will be required to make PAYMENT for paper publication/ pagination (hard print and online) and courier. Payment must be done within 2 weeks of notification of acceptance. Authors will receive their published journals within 10 weeks after the conference.

6. Accepted papers will be published in International Scientific Disciplinary Research Journals with high level Impact Factor (in hard print and e-version). Published journals will be indexed in Google scholar and other online research directory.

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The paper should include: Title, author(s) name(s) (surname in full) and address (es), an abstract not exceeding 250 words, a few key words and the main paper. The main paper should have an Introduction, Materials and Methods, Results and Discussion, Tables and Figures, Plates, Conclusion, Acknowledgment, References. If the paper has more than one author, the first on the list is the Correspondence author.

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The reference style should be APA format.

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Contents

Abstracts Title/Author(s)/Institutions

1. **Applying Human Capital Theory to Examine the Role of Entrepreneurship Skills Development in Enhancing Secondary School Teachers' Post-Retirement Adjustment in Nigeria**
   David Agwom Abok

2. **Digital Deviancy and its Influence on the Learning Behaviours of the Boy-Child in Public Secondary Schools in Bayelsa State**
   [1]Irene Uzezi Berezi & [2]Esther Ayebatorudigimigha Yibakuro

3. **Post-Retirement Adjustment of Secondary School Teachers: Lessons for Educational Policy in Nigeria**
   David Agwom Abok

4. **Application of Dummy Variable Regression Analysis in Estimating Probabilities, Odds and Odds Ratio of Dichotomous Outcomes.**
   [1]Ibina, E. O., [2]Uchechukwu Marius Okeh, & [3]Onyishi, E. I.

5. **Analyzing the Relationship Between Women's Education and National Development in Nigeria**
   Ogu Odiebube

6. **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

7. **Assessment of the Undimensionality of 2022/2023 Academic Session Basic Education Certificate Examination Basic Science and Technology Items in Borno State, Nigeria.**
   Emmanuel Daniel Kagama

8. **Education and Human Capital Development: Role of Adult and Non-Formal Education Courses in Colleges of Education, North Central, Nigeria**
   Abubakar Ndayelechi, PhD

9. **Public Confidence in Alternative Dispute Resolution in East Africa: Legal and Institutional Perspectives**
   [1]Dr. B. M. Magaji, [2]Dr. Edrissa Kasoozi, [3]Mrs. Phina Oby Anghara-Uzor & [4]Dr. Aliyu Umar Waziri

Contents

Abstracts Title/Author(s)/Institutions

10. **Integrating Agricultural Education Programmes for Enhancing Food Security Towards the Achievement of Sustainable Development Goal 2 in Nigeria**
Fatima Jiya

11. **Application of Linear Programming Concept to Raw Materials Optimization and Profit Maximization in Bakery Industry**
[1]Amusa, S. O., [2]Owonikoko, H. M., [3]Ganiyu, Y. A, & [4]Idowu, E. O.

12. **Reengineering Self Employment Skills of Business Education Students Through Digital Skills Acquisitions in Universities**
[1]Agim, Mary Alorye & [2]Igwe, Kingsley Ogazi PhD

13. **Role of Infrastructure, Energy, and Industrial Growth for Sustainable Economic Development in Nigeria**
Dorothy Uyibizang Odey

14. **Corruption and its Implications on Sustainable Job Creation and National Development in Nigeria**
Hassan Garba Isa

15. **Using Atmospheric Sensor Data and Machine Learning to Forecast Short-Term Precipitation**
[1]Abubakar Muhammad, [2]Zainab Aliyu Musa & [3]Adonu Sunday Ejiyime

16. **Quality Control Analysis on Hollow Sandcrete Block Production for Building Construction in Hong Metropolitan**
[1]Shittu Adamu Ngalburgi & [2]Ibrahim Hassan Gwarzo

first assured

Conference Abstracts

Abstract ID: ABS:03:19B-26

Applying Human Capital Theory to Examine the Role of Entrepreneurship Skills Development in Enhancing Secondary School Teachers' Post-Retirement Adjustment in Nigeria

David Agwom Abok
Department of Educational Foundations, Faculty of Education,
University of Jos, Nigeria

Abstract

Retirement in Nigeria indicates substantial economic, social and psychological challenges such as: financial insecurity, delayed pensions, social isolation and loss of professional identity for secondary school teachers, as a result of insufficient preparation. This study aims to examine how entrepreneurship skills development could enhance teachers' post-retirement adjustment, using Human Capital Theory as a context. Portraying on conceptual and empirical literature, this study identifies crucial challenges, including poor financial planning, health issues and inadequate institutional support. The study highlights entrepreneurship skills, such as: financial literacy, planning, problem solving, adaptability, perseverance, creativity, risk taking and self-belief as essential for income generation, social engagement and psychological well-being. The Study concludes that investing in these skills during active service can improve retirees' productivity and quality of life in general. The study recommends integrating entrepreneurship education into teacher training, strengthening pre-retirement programmes, providing financial and institutional support to ensure sustainable post-retirement adjustment.

Keywords: *Human Capital Theory, Entrepreneurship, Skills, Development, Post-Retirement, Adjustment.*

Abstract ID: ABS:43:20B-26

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

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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 Behavours, Boy-Child*

Abstract ID: ABS:05:30A-26

Post-Retirement Adjustment of Secondary School Teachers: Lessons for Educational Policy in Nigeria

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University of Jos, Nigeria

Abstract

Retirement signifies a significant life transition requiring adjustment to health-related changes, economic, social and psychological abnormalities. However, post-retirement adjustment is often complicated by limited financial preparedness, loss of professional identity, declining health and systemic inefficiencies in the pension system for secondary school teachers in Nigeria. The aim of this study is to examine the challenges and experiences of post-retirement adjustment among secondary school teachers in Nigeria and to derive evidence-based lessons that can inform the formulation and improvement of educational policies aimed at enhancing retirees' economic security, social well-being and overall quality of life. This study focuses on the multidimensional challenges of retirement adjustment: economic, psychological, social, lifestyle, identity and health as well as highlights the role of entrepreneurship skills development in facilitating smoother transitions. This study, drawing on human capital theory, emphasizes that teachers equipped with transferable skills, particularly entrepreneurship, are better positioned for continued social engagement, psychological well-being and economic self-reliance. Structured pre-retirement preparation, skill acquisition and post-retirement engagement enhance retirees' quality of life, while inadequate support exacerbates financial, emotional and social vulnerabilities as indicated by empirical evidence. The study concludes by advocating for policy reforms that institutionalize pre-retirement education, integrate entrepreneurship into teacher development, coordinate pension and educational policies, provide healthcare support and create opportunities for continued engagement, recognizing retirement as a transitional phase that requires sustained and evidence-based interventions.

Keywords: *Post-Retirement, Adjustment, Teachers, Educational, Policy*

Abstract ID: ABS:08:07A-26

Application of Dummy Variable Regression Analysis in Estimating Probabilities, Odds and Odds Ratio of Dichotomous Outcomes

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Abstract

Dummy variable regression in which both the dependent and independent variables are binary was used to estimate the probabilities, odds and odds ratios of dichotomous outcomes. The parent independent variables were partitioned into a set of mutually exclusive categories or subgroups and dummy variables used to represent the categories in a regression model. Each parent independent variable is represented by one dummy variable of 1's and 0's less than the number of its categories. Any level of a parent independent variable that is not specifically represented by a dummy variable is referred to as the excluded level of that parent variable while the others are termed the included levels in the regression model. Data on the lengths of gestation (in weeks) for the most recent births of a random samples of n=41 women by age and parity of mother and gender of the last birth were used and the probability that any randomly selected mother has a gestation period of certain weeks for her last birth, the odds that a randomly selected mother from the population has a gestation period of some stated weeks and the odds that the randomly selected mother has a male birth with gestation period of some stated weeks were among others all estimated.

Keywords: *Odds, Odds ratio, Dichotomous response, Dummy variable regression, Probabilities*

Abstract ID: ABS:16:04J-25

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

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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*

Abstract ID: ABS:02:19A-26

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
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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 lasses – 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*

Abstract ID: ABS:04:20A-26

Assessment of the Undimensionality of 2022/2023 Academic Session Basic Education Certificate Examination Basic Science and Technology Items in Borno State, Nigeria

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Alex Ekwueme Federal University Ndufu Alike, Ebonyi State, Nigeria.

Abstract

This study investigated the extent to which the Basic Science and Technology (BST) multiple-choice test items of the 2023 Basic Education Certificate Examination (BECE) conform to the assumption of unidimensionality of Item Response Theory (IRT). To achieve this, two objectives and two research questions were raised to guide the study. Descriptive survey research design was adopted as a blueprint of the study. The population of the study comprised 51948 scripts of students who sat for the BECE BST 2023 academic session within the 388 public junior secondary schools in Borno State, Nigeria. Three thousand five hundred and fifty-seven (3557) scripts of students were sampled for the study using the probability proportional to sample size sampling technique. A Document consisted of scripts and question papers of 2023 BECE BST subject was adopted from Borno State Ministry of Education as an instrument for data collection. Data collected was analysed using principal component analysis and the extraction method with varimax rotation. The results showed that there were three dimension or trait underlying BECE BST items. The scree plot of component analysis showed that BECE BST items had three components within the sharp descent before eigen values trial off, indicating the three components captured the most variance in the data. It is therefore, conclude that BECE BST items for 2023 academic session in Borno State, violated the assumption of unidimentionality. Hence, it is recommended that the used of IRT in the estimation of students' test performance in BECE should be encouraged.

Keywords: *Unidimensionality, Item Response Theory, Factor Analysis, Basic Education Certificate Examination, Basic Science and Technology, Educational Assessment*

Abstract ID: ABS:04:20A-26

Education and Human Capital Development: Role of Adult and Non-Formal Education Courses in Colleges of Education, North Central, Nigeria

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Abstract

This study focused on vocational/technical courses and the development of entrepreneurial mindset amongst students of Adult and Non-formal Education programmes. Despite initiatives aimed at equipping graduates as job creators and promoting self-reliance among students, significant challenges continue to rear their faces. The study aimed at examining how vocational/technical education courses develop entrepreneurial mindset among students, can transform graduates from job seekers to job creators and promote self-reliance, amongst adult and non-formal education programme. The study adopted a descriptive survey approach guided by three research questions. The population consisted of 23 lecturers and 184 students from NCE adult and non-formal education programs from colleges of education North Central, Nigeria. Data collection was conducted using a structured questionnaire, and data analysis employed mean and standard deviation as statistical measures. The findings revealed that while the objectives of adult and non-formal education programmes aligned with developing an entrepreneurial mindset among learners, there were significant gaps in implementation. The current curriculum content and teaching methodologies were found to be inadequate in promoting the necessary entrepreneurial skills. This study concludes that the vocational and technical education component of the NCE Adult and Non-Formal Education Programme suffers from a significant disconnect between its well-defined intentions and its actual execution.

Keywords: *Entrepreneurship, Adult Education, Entrepreneurial mindset, Sustainability Development*

Abstract ID: ABS:06:25A-26

Public Confidence in Alternative Dispute Resolution in East Africa: Legal and Institutional Perspectives

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Abstract

Alternative Dispute Resolution (ADR) has become an increasingly important component of justice delivery systems across East Africa. Governments and judicial institutions in the region have adopted mechanisms such as mediation, arbitration, and conciliation in response to persistent judicial delays, rising litigation costs, and the growing need for accessible justice. However, the effectiveness of these mechanisms largely depends on the level of public confidence in the institutions and processes that administer them. This paper examines the legal and institutional frameworks governing ADR in East Africa and evaluates their influence on public confidence in dispute resolution systems. Using a doctrinal and comparative legal methodology, the study analyses statutory provisions, judicial policies, and institutional practices in Kenya, Tanzania, and Uganda. The paper finds that while significant progress has been made in institutionalizing ADR across the region, challenges relating to public awareness, professional regulation, enforcement of outcomes, and institutional capacity continue to affect public trust. The study argues that strengthening legal frameworks, enhancing professional standards for ADR practitioners, and improving public legal education are essential to consolidating confidence in ADR systems. The paper concludes that sustainable reforms aimed at strengthening institutional credibility and ensuring effective enforcement mechanisms are critical for improving access to justice and dispute resolution efficiency in East Africa.

Keywords: *Alternative Dispute Resolution, Public Confidence, East Africa, Mediation, Arbitration, Access to Justice*

Abstract ID: ABS:17:10B-25

Integrating Agricultural Education Programmes for Enhancing Food Security Towards the Achievement of Sustainable Development Goal 2 in Nigeria

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Abstract

Food security remains a critical and persistent challenge in Nigeria, exacerbated by factors such as climate change, population growth, post-harvest losses, and outdated farming practices. This situation directly impedes the achievement of Sustainable Development Goal 2 (SDG 2), which aims to "End hunger, achieve food security and improved nutrition, and promote sustainable agriculture." While numerous interventions have been attempted, a significant gap exists in the systematic integration of robust agricultural education as a foundational driver for sustainable solutions. This paper argues that the strategic integration of comprehensive agricultural education programmes across formal, non-formal, and informal sectors is a crucial catalyst for enhancing food security and achieving SDG 2 in Nigeria. The study employs a descriptive review methodology, analyzing existing literature, policy documents, and case studies to evaluate the current state of agricultural education and its linkage to food security outcomes. It identifies key challenges, including the theoretical nature of agricultural curricula, inadequate funding for practical training, a disconnect between research institutions and local farmers, and limited extension services. The paper proposes a multi-tiered integration framework. This includes: (1) revitalizing agricultural science in primary and secondary curricula to foster early interest and literacy; (2) transforming tertiary agricultural education to be more competency-based, entrepreneurial, and digitally driven; and (3) strengthening farmer education and extension services to facilitate the adoption of climate-smart and productivity-enhancing technologies. The findings indicate that such an integrated approach can empower a new generation of agri-preneurs, enhance agricultural productivity, reduce post-harvest losses, and improve value-chain efficiency. Furthermore, it promotes the adoption of sustainable practices essential for long-term environmental and economic resilience. The study concludes that for Nigeria to make meaningful progress towards SDG 2, a paradigm shift is necessary—one that positions agricultural education not as a peripheral activity but as a central, strategic investment. It recommends stronger policy alignment, increased public and private sector funding, and the promotion of public-private partnerships to ensure these educational programmes are relevant, accessible, and effectively linked to the nation's food security ambitions.

Keywords: *Agricultural Education, Food Security, Sustainable Development Goals (SDG 2), Nigeria, Curriculum Integration, Sustainable Agriculture, Farmer Education, Policy*

Abstract ID: ABS:14:10A-26

Application of Linear Programming Concept to Raw Materials Optimization and Profit Maximization in Bakery Industry

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Abstract

Linear programming is a mathematical method for optimizing a linear objective function subject to linear equality and inequality constraints and is widely used for resource allocation decisions in production, finance, marketing, and distribution. This study applies linear programming to the profit maximization problem of Prestigious Confectionaries in Ogun State, Nigeria, with the objective of determining the daily production quantities of four bread sizes (small, medium, family, and jumbo) that maximize profit subject to raw material constraints. Secondary data on raw material usage per loaf and daily availability were obtained from company records, the model was formulated with profit as the objective function, and solved using WinQSB software. The optimal solution from the model indicates that producing 500 units of medium-size bread per day yields a maximum daily profit of ₦102,500. The study recommends that management concentrate on medium-size bread at the identified optimal level and, if it intends to profitably produce other sizes, relax raw-material constraints through increased supply or more efficient utilization.

Keywords: *Optimization, Constraints, Maximization, Simplex Algorithm, Linear programing*

Abstract ID: ABS:07:30A-26

Reengineering Self Employment Skills of Business Education Students Through Digital Skills Acquisitions in Universities

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[2]*Department of Vocational and Technical Education,*
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Abstract

This study focused on reengineering self-employment of business education students through digital skills acquisitions of universities in Ebonyi State. The study, provided ways of reengineering self-employment skills of business education students through digital skills acquisitions and benefit of reengineering self-employment skills of business education students through digital skills acquisitions. The study adopted the descriptive survey research design. The population for this study consisted of 22 business education lecturers from Universities, in Ebonyi State. There is no sample since the population was manageable. The instrument used for data collection was questionnaire. The instruments were validated by two business educators and an expert in Measurement and Evaluation, all the inputs and corrections from the experts were used to modify the research instruments. Reliability level for the instruments was established using a pilot test and the reliability levels were established at a coefficient (r) of 0.88. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypothesis at 0.05 level of significance. The findings of the study were: ways of reengineering self-employment skills of business education students through digital skills acquisitions includes: providing students with practical training and mentorship in digital skills; incorporating digital skills training into their curriculum, focusing on emerging technologies such as artificial intelligence; providing access to digital technologies and internet connectivity; offering online courses and training programmes etc. The benefits of reengineering self-employment skills of business education students through digital skills acquisitions includes; increased entrepreneurial capacity skills of business education students; it enhanced digital marketing skills of business education students; improved operational efficiency of business education students; it expanded market reach of business education students and its heightened adaptability to technological changes of business education students. Based on the findings, the study recommended among others that management of the universities should provide necessary infrastructure, such as digital labs and high-speed internet, to support digital skills training in business education programmes.

Keywords: *Reengineering, Self-employment, Business Education Student, Digital skills acquisitions*

Abstract ID: ABS:04:16D-25

Role of Infrastructure, Energy, and Industrial Growth for Sustainable Economic Development in Nigeria

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Abstract

Nigeria's pursuit of sustainable economic development is fundamentally constrained by a critical nexus of deficiencies in infrastructure, energy, and industrial growth. The nation's over-reliance on a hydrocarbon-based economy has failed to generate inclusive growth, resulting instead in vulnerability to global oil price shocks, high unemployment, and a stunted manufacturing sector. Resolving the perennial energy crisis is the primary catalyst for breakthrough. Unlocking Nigeria's diverse energy mix, including renewable sources, is imperative to powering homes and industries, reducing operational costs, and spurring productivity. Simultaneously, strategic public and private investment in core infrastructure including transportation networks, logistical corridors, and digital connectivity is essential to facilitate trade, reduce inefficiencies, and enhance national competitiveness. This reinforced foundation will enable a crucial pivot from a resource-extractive model to a value-additive, diversified industrial economy. Such diversification is vital for job creation, technological acquisition, and building resilience against external shocks. Ultimately, the paper posits that sustainability must be the central tenet of this transformation. Policies must explicitly incentivize green technologies, energy efficiency, and circular economy principles within the industrial framework. Therefore, Nigeria's path to resilient and inclusive prosperity hinges on a strategically integrated approach that synergizes robust infrastructure, stable and sustainable energy, and a revitalized, diversified industrial sector. This holistic strategy is non-negotiable for achieving long-term economic resilience and self-reliance.

Keywords: *Infrastructure, Energy Crisis, Industrial Growth, Nigeria, Economic Diversification, Sustainable Economic Development*

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Corruption and its Implications on Sustainable Job Creation and National Development in Nigeria

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Abstract

Corruption is one of the most global concerns in the 21st century. The menace from all indices affects all aspects of life. However, it differs in levels of participation from one country to another. Today Nigeria is suffering from the morbid effect of corruption which has eaten deep into the fabric of society. Accordingly, the paper investigates the implications of corruption on development in Nigeria. It argues that corruption has made the country circumnavigating in her developmental efforts. This makes the country to be reputed as one of the top failing and corrupt State in the world. The assumptions of Karl Marx Political Economy Theory were used as a framework for analysis. The paper relied on data gotten from secondary sources which include journals, official reports and relevant textbooks. The paper found out that the developmental constrains of Nigeria is caused by high rate of corruption especially from its elites, the weakness of the anti-corruption institutions like Economic and Financial Crime Commission (EFCC) and Independent Corrupt Practices Commission (ICPC) to fight the menace, and as a whole bad governance. The developmental effects of corruption in the country are the high rate of poverty, and youth unemployment, infrastructural deficit, insecurity, and losing of attraction for Foreign Direct Investment (FDI). The paper establishes correlation between corruption, governance and national development and therefore recommends that corruption can be stemmed down through the demonstration of strong political will and commitment. Income redistribution, prevention of corruption, ensuring the independence of the existing anti-corruption bodies.

Keywords: *Corruption, Development, Implications, Job Creation Nigeria*

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Using Atmospheric Sensor Data and Machine Learning to Forecast Short-Term Precipitation

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Abstract

Accurate short-term precipitation prediction is critical for numerous sectors, including agriculture, transportation, and disaster management. Traditional numerical weather prediction models are computationally intensive. This study explores the efficacy of a simple, data-driven machine learning model for rain prediction using readily available atmospheric variables: temperature and relative humidity. We employed a Logistic Regression model to classify weather conditions into "Rain" or "No Rain" based on these two features. The model was trained and evaluated on a historical weather dataset. Results indicate that while temperature and relative humidity are fundamental predictors, a model based solely on them achieves a moderate level of accuracy, demonstrating their predictive utility but also highlighting the necessity for incorporating additional variables for more robust forecasts. The model achieved an accuracy of 81% and an F1-score of 0.76 on the test set, with relative humidity being the most significant feature.

Keywords: *Precipitation Prediction, Machine Learning, Logistic Regression, Classification, Meteorological Data, Python*

Abstract ID: ABS:17:19A-26

Quality Control Analysis on Hollow Sandcrete Block Production for Building Construction in Hong Metropolitan

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Abstract

Quality control analysis on hollow sandcrete blocks involve insuring compliance with standard and workmanship in production of the hollow sandcrete blocks. The material is produced from ordinary Portland cement, fine aggregate, and water, mixed in appropriate proportion and moulded into hollow forms with different sizes, mostly rectangular in shape, normally bonded using mortar in stretcher bond during construction works. Reports on social media and journals on collapse of buildings in Nigeria has agitated the need to analyze the quality standard of hollow sandcrete blocks commonly used for building constructions in the area of research and the nation as a whole.

Keywords: *Quality, Analysis, Control, Sandcrete, Block, Production*

Note