

Self-Esteem And Self-Concept As Correlates Of Students' Academic Achievement In Public Universities In Edo State, Nigeria

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Abstract—The study examined how self-esteem and self-concept are correlated with undergraduate students' academic achievement in public universities in Edo State, Nigeria. The correlational design was adopted for the study. The population of the study consists of the 42,235 undergraduates from two public universities in Edo State - University of Benin and Ambrose Alli University, Ekpoma. A sample of 422 undergraduates representing 1 percent of the population was drawn using the stratified sampling technique. Three (3) instruments were used for the study - Self-Description Questionnaire, Self-esteem Scale and students' achievement proforma. The split-half reliability procedure was adopted in determining the reliability of the instrument. A reliability coefficient of 0.75 and 0.86 was obtained for the instruments on self-esteem and self-concept. Hypotheses 1 and 2 were tested using Pearson Product Moment Correlation Coefficient (PPMCC). The result showed that self-concept and self-esteem were positively and significantly correlated with the academic achievement of public university undergraduates in Edo State. It was recommended among others that guardians/parents should endeavour to show more interest in the academics of their children/wards by asking them questions about their peers, teachers, and areas of difficulty in their academics at school. This could afford them the opportunity of determining how they can arouse their self-concept and self-esteem to stay competitive among their peers.

Keywords—Self-Concept, Self-Esteem, Universities, Achievement

INTRODUCTION

University education is an important instrument necessary for driving national development and change in every given society. It is a tool that plays the pivotal role of bringing about political, moral, human and socio-economic changes in the lives of citizens in a given nation (Federal Republic of Nigeria, FRN 2013). In other to achieve the above objectives,

Akinboye (2003) accentuated that undergraduates must have high level of self-concept and self-esteem for improved achievement.

Self-concept describes the set of perceptions or reference points that the individuals have about themselves; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individuals knows to be descriptive of themselves and which they perceives as data concerning his identity. It is the set of knowledge and attitudes that we have about ourselves or the perceptions that an individual assigns to them. It is understood to be fundamental in the life of every individual because of its notable contribution to personality formation. Self-concept has several variants and dimensions among which include: organizational self-concept, managerial self-concept, operational self-concept, relationship self-concept and even academic self-concept.

While organizational self-concept, managerial self-concept, and operational self-concept could be considered in the workplace context, relationship self-concept could be seen among intimate partners and lovers while academic self-concept could be considered to be a variant of self-concept that pertains to a learner. Academic self-concept describes the set of attitudes, beliefs, and perceptions held by students about their academic skills and performance. It refers to how a person feels about himself or herself within a school or academic setting, or in relation to a student's academic progress. Furthermore, it is hierarchically organized, and multifaceted in various dimensions or component parts such as Mathematics self-concept, verbal self-concept, and school self-concept (Bracken, 2009)

Self-esteem(SE) is another attribute identified by Akinboye (2003) as "a must have" for every school-going child if he is to appreciate the dignity of labour. The term (self-esteem), is a construct that was developed within the context of Bandura's Social-Cognitive Theory. It is the belief about one's own capabilities to organize and execute a specific task. Mullin (2001) noted that learners' belief about their

own capabilities can be in three forms or dimensions namely: academic self-esteem, social self-esteem and emotional self-esteem. Academic self-esteem refers to a learners' belief about his/her capabilities in undertaking an academic endeavour such as doing an assignment, practical, class exercise among other. Social self-esteem defines the learners belief about his/her capabilities in dealing with others such as friends, teachers and others in a learning environment while emotional self-esteem deals with the learners' belief about his/her capabilities in dealing /understanding their emotions and coping with the emotions of others .

In dealing with others, Mullin (2001) argued that a learner may be said to have high self-esteem in one or more of the three sub-dimensions and low self-esteem in others. For instance, a self-efficacious learner may have so much belief in his capabilities in studying and carrying out assignments because he resents consulting others - friends, teachers or elder sibling for assistance on his academic endeavour. Such student's resent for the assistance of others may even be resulting from his low esteem or inability to understand the emotions of his colleagues at school whom he considers smarter academically. Hence, such student may be said to have high academic self-esteem rating and low social and emotional self-esteem rating. According to Mullin (2001), the high rating on at least two of the three aspects of self-esteem is needful for promoting learners' academic achievement on any given subject.

Academic achievement on the other hand refers to the learning outcome of a student on a subject or group of subjects after a period of class instructions. Duruji, Azuh & Oviasogie (2014) defined it as the degree of a student's accomplishment on his/her studies. They noted that the conventional approach for measuring level of academic achievement of a student in the university is through their cumulative grade point average.

The relationship between self-concept and academic achievement in schools has attracted attention among scholars. Hasheminasab, Zarandi, Azizi and Zadeh (2014) investigated the relationship between self-concept and its attributes in Rafsanjan's high school students in Iran. The statistical population of this study consisted of all students of Kashkoieh (Urban) and Sharif Abad (Rural) high school in Rafsanjan county of Kerman province, Iran (N = 280) in 2010-2011 years, that of them 100 male students selected by random sampling technique. The results of the study revealed that self-concept affected students' academic achievement (P = 0.00).

Goulão (2014) examined the relationship between the academic self-concept of an adult learners group in an online learning context with their actual achievement. The study aims to evaluate the relationship between self-concept of a group of students in online context and their academic achievement. Data were collected from 63 students of

both genders, with average age of 42 years old, selected from the first years of their undergraduate studies. The Pearson correlation coefficient was used to check the relationship between self-concept and academic achievement. The analysis of the data indicated that students' level of self-concept is high (average=45) and a significant relationship exists between self-concept and academic achievement (r=0.286, at 0.05 level).

Doodman, Zadeh and Changizi (2017) investigated the relationship between self-concept and academic achievement among high school students in Lamerd. The research is correlational. The statistical population consisted of 300 students in Lamerd both girls and boys. 169 students were selected as statistical sample randomly, 73 boys and 96 girls. The results showed a relationship between academic achievement with self-concept; higher self-concept results in better academic achievement and vice versa. The lower the self-concept, the weaker the academic achievement. The results also showed that there is a significant relationship between components of susceptibility and competence with academic achievement.

The relationship between self-esteem and students' academic achievement in schools has been investigated in studies (Kolo, Wan & Ahmad, 2017; Alias, Akasah & Kesot2016; Ganatusanga, 2016). Kolo, Wan and Ahmad (2017) investigated the levels of students' academic self-esteem beliefs and relationship between academic self-esteem with students' academic performance among final year students' in one of Nigerian Colleges of education in Yobe State. A total sample of 339 respondents who were stratified and randomly selected from five faculties of the College participated in the research. The findings revealed that there is a significant relationship academic self-esteem in the College and students' academic performance.

Alias, Akasah and Kesot (2016) investigated the relationships between the affective learning needs namely, self-esteem and locus of control, learning efforts and academic achievement among engineering students in Malaysia. The participants were 410 first year engineering students from two public technical universities in Malaysia. Self-esteem and locus of control were assessed using existing instruments while learning efforts were assessed using a specifically designed instrument based on Carbonaro's model of learning effort. The findings indicate that females engineering students tend to have higher self-esteem compared to males while both groups have similar locus of control and invest in similar learning efforts. Only locus of control is found to be related to academic achievement while self-esteem is found to be related to efforts.

Ganatusanga,(2016) determined the relationship between students' academic self-esteem and achievement in Mathematics among boys and girls in mathematics in secondary schools in Yola South local

government area of Adamawa State, Nigeria. The sample was consisted of 380 form three students. Stratified, purposive and random sampling techniques were used to select the sample. A pilot study was carried in one school in order to ascertain the reliability of the research instruments. Result showed that there is a strong positive relation between academic self-esteem and students' academic achievement in Mathematics.

Balami (2015) assessed relationship between self-esteem and academic achievement of National Teachers Institute (NTI) Nigeria Certificate in Education distance learners in Adamawa State, Nigeria. A correlational research design was used in the study. The study tested one hypothesis which states that: There is no significant relationship between self-esteem belief and academic achievement of learners. All NCE learners of Adamawa State NTI distance learning centres for 2011/2012 academic session with a total of seven hundred and sixty eight (768) students were used as the population while 636 distance learners who returned their questionnaire formed the sample for the study. Two types of instruments were used for data collection in this study. They were the Learners Self-Esteem Questionnaire (LSQ) and Achievement Data Format (ACDF). The ACDF contains Grade Points of each candidate for the end of semester examinations. Pearson Product Moment Correlation was used for testing the hypothesis. The study revealed that there was no significant relationship between learners' self-esteem and academic achievement.

In the last few decades, the inadequacies in the products of the universities in Nigeria have become a matter of serious concerns to stakeholders of the sector (Peretomode, 2016). Over these years, the demand for university education in Nigeria has increased tremendously. Unfortunately however, the complains about the inadequacies in the product of the Nigeria universities seems to the raising question on the relevancies or otherwise of the curricula and non-curricula activities including students engagement in religious practices which are not allowed in the universities. For the avoidance of doubts, Uhunmwangho (2015) on the quality of average Nigerian graduate affirmed, that the products of Nigerian universities' are not the type required for Nigerian economic, social and political development. In the same vein, Kolawole (2017) complained over the low level of achievement of Nigerian universities undergraduates and graduates when compared with the expectation of the Nigeria society in terms of academics and other aspects of living. According to him, the average Nigerian graduate after numerous years of intensive education, usually do not know the next steps to take once confronted with life problems.

It is to be noted that education, particularly at the university's level is expected to assist the nations of the world solve their problems and propel such countries to development. Unfortunately however, education provided by universities for its products

appears not to be playing the role in Nigeria. For the avoidance of doubts, Peretomode and Chukwuma (2017) asserted that; the skills acquired by graduates of the country universities are incongruous with their expected role performance in the places of employment. He regretted that, unless on the job training programmes is organized for graduates of Nigerian universities, they remain unsuitable for the job over time.

As if the foregoing worries are not enough. The United Nations Development Programmes (UNDP) in its 2016 report placed Nigeria in the 152nd positions in the low Human Development category. By the UNDP ranking, Nigeria could not even come or appear in the medium Human Development category in which some developing countries such as Ghana, Morocco, Sao'tome and Congo among others featured. It is to be noted that the UNDP had in its assessments of level of human development across the countries of the world used a number of indices. The indices include among others, average literacy rate, gross enrollment and educational quality (UNDP, 2016).

Today's universities management needs to be competent to meet the requirements of changing world practices. As agent of change, universities ought to promote those practices which promote quality education that can bring about improved students' achievement in learning and character. Against this backdrop, many organisations including the universities have had to embrace the competence-based approach in their management efforts. It is obvious that not all the activities allowed and encouraged by the universities in which students are engaged, guarantees their achievements. On this note, it is highly contended that only those activities which guarantees successes, ought to be the ones allowed and encouraged by the universities. In the circumstance, it has become pertinent to ask if students' self-esteem and self-concept are correlated with students' achievement in learning and character in public universities in Edo State, Nigeria.

Statement of the Problem

In the last few decades, the inadequacies in the products of the universities in Nigeria have become a matter of serious concerns to stakeholders of the sector (Peretomode, 2016). Over these years, the demand for university education in Nigeria has increased tremendously. Unfortunately however, the complains about the inadequacies in the product of the Nigeria universities seems to the raising question on the relevancies or otherwise of the curricula and non-curricula activities including students engagement in religious practices which are not allowed in the universities. For the avoidance of doubts, Uhunmwangho (2015) on the quality of average Nigerian graduate affirmed, that the products of Nigerian universities' are not the type required for Nigerian economic, social and political development. In the same vein, Kolawole (2017) complained over the low level of achievement of Nigerian universities

undergraduates and graduates when compared with the expectation of the Nigeria society in terms of academics and other aspects of living. According to him, the average Nigerian graduate after numerous years of intensive education, usually do not know the next steps to take once confronted with life problems.

Hypotheses

The following hypotheses were formulated and tested in the study:

1) There is no significant relationship between academic self-concept and academic achievement of undergraduate students in public universities in Edo State, Nigeria

2) There is no significant relationship between academic self-esteem and academic achievement of undergraduates students in public universities in Edo State, Nigeria

METHODS

The correlational design was adopted for the study. The study was correlational by nature because the researcher was concerned with analyzing the strength or magnitude of association between two or more variables (O'Sullivan, Rassel & Berner, 2008). Hence, the study was concerned with determining the magnitude of association between a set of variables (self-concept and self-esteem) and another (academic achievement). The population of the study consists of the 42,235 undergraduates from two public universities in Edo State - University of Benin and Ambrose Alli University, Ekpoma.

A sample of 422 undergraduates representing 1 percent of the population was drawn using the stratified sampling technique. Three (3) instruments were used for the study - Self-Description Questionnaire, Self-esteem Scale and students' achievement proforma. The first which measures self-concept was adapted from the Self-Description Questionnaire-II (SDQ-II; Marsh, 1992) as revised by Shaljan (2011). The SDQ-II was originally developed by Marsh (1992) and contained 102 items to measure self-concept in adolescents using 11 subscales (covering academic and non-academic subscales). The three academic subscales include: mathematics, verbal, and general school dimensions while the seven non-academic subscales are physical ability, physical appearance, opposite-sex relations, same-sex relations, parent relations, honesty-trustworthiness, and emotional stability. All 102 items were measured on a 6-point Likert-type scale, ranging from 1 = *false* to 6 = *true*. Due to lack of internal consistency the scale (SDQ=II) was revised by Shaljan (2011) to measure academic self-concept of Indian students in Canada. The revised scale contained 30-items on three sub scales namely: math self-concept ($\alpha = .91$, items 1-10), verbal self-concept ($\alpha = .83$, items 11-20), and school self-concept ($\alpha = .83$, items 21-30). In the course of adaptation, only four items per subscale were selected to make a total of 12-items. The removal of the items on each sub

scale was informed by the need to reduce the average response time required of participants to complete the instrument. Only the four items with the highest factor loading coefficient were retained per sub-scale. With a total of 14 items, the researcher further changed the response rating to a four point likert scale type of Strongly Agree - 4 to Strongly Disagree - 1.

The second instrument which measures self-esteem was adapted from the Self-esteem Scale for Children (SEQ -C). The scale (SEQ-C) was developed by Mullin (2001) in his work titled "A brief questionnaire for measuring self-esteem of youths". The scale contains 24-items covering three psychometric properties measuring self-esteem of youths. The properties, reliability alphas and items are, academic self-esteem ($\alpha = 0.76$; items 1, 4, 7, 10, 13, 16, 19, and 22), social self-esteem ($\alpha = 0.79$, items 2, 6, 8, 11, 14, 17, 20, and 23), and emotional self-esteem ($\alpha = 0.77$, items 3, 5, 9, 12, 15, 18, 21 and 24). All the items were rated on a five point response rating ranging from Not at all (1) to Very well (5) with a neutral stem of Not sure (3). During adaptation, the items were reduced to a four point response rating of Very Well (4), Fairly Well (3), Quite Poorly (2), Not at all (1). The modification was arrived at by removing the neutral stem of Not Sure -3. Furthermore, all the eight items on emotional self-esteem (items, 3, 5, 9, 12, 15, 18, 21 and 24) were removed. The removal was informed by the need to avoid possible cases of multi-collinearity problems between the emotional intelligence (the first independent variable) and the sub-scale (emotional self-esteem) of the second independent variable (self-esteem). According to Sekaran (2013) the problem of multi-collinearity is a problem that may interfere with the outcome of an analysis when the scale(s) and sub-scale(s) of the dependent and independent variable(s) are somewhat related. Hence, the only the items on academic and social self-esteem were integrated into the instrument. Since all the items were rated on a four point scale of: Very Well (4), Fairly Well (3), Quite Poorly (2), Not at all (1).

The third instrument (students' achievement proforma) was used to collect a self-reported data on students' academic performance (cumulative grade point average) in their last academic section. To fit into the four point rating of the other variables, data collected on student's CGPA was operationally rated on a four point likert scale of: First class and Second class upper division (3.50 and above) - 4, Second class lower division (2.40 to 2.49 points) - 3, Third class (1.50 to 2.39 points) - 2 and Fail (1.00 to 1.49 points)- 1.

The face and content validity of the instruments were carried out by two experts in Measurement and Evaluation. In other to determine the internal consistency of the instrument, the split-half reliability procedure was adopted in determining the reliability of the instrument. A reliability coefficient of 0.75 and 0.86 was obtained for the instruments on self-esteem and self-concept. Hypotheses 1 and 2 were tested using

Pearson Product Moment Correlation Coefficient (PPMCC). With regards to decision rule, Pearson r-coefficient $\pm 0.00 - 0.39$ represents Weak relationship, Pearson r-coefficient $\pm 0.40 - 0.69$ denotes Moderate relationship while Pearson r-coefficient $\pm 0.70 - 1.00$ denotes a Strong relationship.

RESULTS

The results of the test of hypotheses are presented below:

Hypothesis 1: There is no significant relationship between academic self-concept and academic achievement of undergraduate students in public universities in Edo State, Nigeria

Table 1: Relationship between Self-Concept and Academic Achievement of Undergraduate Students in Public Universities in Edo State, Nigeria

Variables	n	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Self-concept	422	59.03	8.877	0.168*	0.011	Null hypothesis rejected (p<0.05)
Academic achievement		60.43	6.023			

*. **Correlation is significant at the 0.05 level (2-tailed).**

The data in Table 1 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=422) were 59.03 and 8.877 for academic self-concept and 60.43 and 6.023 for the academic achievement respectively while the Pearson correlation coefficient of 0.168 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that

there was a weak and significant relationship between self-concept and academic achievement of Undergraduate Students in Universities in Edo State, Nigeria.

Hypothesis 2: There is no significant relationship between academic self-esteem and academic achievement of undergraduates students in public universities in Edo State, Nigeria

Table 2: Relationship between Self-Esteem and Academic Achievement of Undergraduates students in universities in Edo State, Nigeria

Variables	n	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Self-esteem	422	60.22	8.929	0.349*	0.014	Null hypothesis rejected (p<0.05)
Academic achievement		60.43	6.023			

*. **Correlation is significant at the 0.05 level (2-tailed).**

The data in Table 2 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents

The data in Table 2 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=422) were 60.22 and 8.929 for academic self-esteem and 60.43 and 6.023 for academic achievement respectively while the Pearson correlation coefficient of 0.349 was statistically significant (p<0.05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that there was a weak, positive and significant relationship between self-esteem and academic achievement of undergraduate's students in universities in Edo State, Nigeria.

Discussion

The result of the study shows that the relationship between self-concept and academic achievement in public universities in Edo State are positively correlated. The result corroborate the findings of Hasheminasab, Zarandi, Azizi and Zadeh (2014) who found significant relationship between self-concept

and academic attributes among students of Rafsanjan's high school in Iran. Also, the result agree with that of Goulão (2014) who stated the relationship between the academic self-concept of an adult learners group in an online learning context with their actual achievement. In addition to that, the result is in line to that of Doodman, Zadeh and Changizi (2017) who found significant relationship between self-concept and academic achievement among high school students in Lamerd.

The relationship between self-esteem and students' academic achievement in schools has been confirmed in this study. This corroborate the findings of Kolo, Wan and Ahmad (2017) who attested that the levels of students' academic self-esteem beliefs and relationship between academic self-esteem with students' academic performance among final year students' in one of Nigerian Colleges of education in Yobe State. The findings revealed that there is a significant relationship academic self-esteem in the College and students' academic performance. The result agreed to that of Alias, Akasah and Kesot

(2016) of found the relationships between the affective learning needs namely, self-esteem and locus of control, learning efforts and academic achievement among Engineering students in Malaysia.

On the same vein, the result confirms to that of Ganatusanga, (2016) who determined the relationship between students' academic self-esteem and achievement in Mathematics among boys and girls in mathematics in secondary schools in Yola South. Result showed that there is a strong positive relation between academic self-esteem and students' academic achievement in Mathematics. The result corroborates with that of Balami (2015) assessed relationship between self-esteem and academic achievement of National Teachers Institute (NTI) Nigeria Certificate in Education distance learners in Adamawa State, Nigeria. The study revealed that there was no significant relationship between learners' self-esteem and academic achievement.

Conclusion

Based on findings, it can be concluded that self-concept, self-esteem and academic achievement of public university undergraduates in Edo State are positively correlated.

Recommendations

Based on the findings, the following recommendations were made:

a) University authorities should endeavour to identify students with low self-concept and provide them an intervention plan to support them academically in order to promote their achievement.

b) School guidance counsellors should employ information, orientation and counselling services in secondary schools to inform, orient and counsel educators - teachers and head teachers on the need to encourage the students they identify to be having low self-concept and esteem

c) Guardians/parents should endeavour to show more interest in the academics of their children/wards by asking them questions about their peers, teachers, and areas of difficulty in their academics at school. This could afford them the opportunity of determining how they can arouse their self-concept and self-esteem to stay competitive among their peers.

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