

RELATIONSHIP BETWEEN PROTECTION OF TEACHER RIGHTS TO FREEDOM FROM DISCRIMINATION AND MANAGERIAL EFFECTIVENESS IN STATE UNIVERSITIES IN NORTH WESTERN ZONE, NIGERIA

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Abstract

The study investigated the relationship between protection of teacher rights to freedom from discrimination and managerial effectiveness in State Universities in North Western Zone, Nigeria. The research design for this study is explanatory correlational design. The population for this study comprised all academic staff and their principal officers which amount to 2674 among the eight (8) State Universities within the Zone. The sample size selection of 333 out of 2,674 was based on Research Advisors, the researcher applied proportionate sampling to draw up the sample while random sampling was used in picking the respondents. The study used two set of questionnaires for data collections. One of the instrument was adapted from Manga, (2022), titled: Protection of Teacher Rights Questionnaire (PTRQ). The other instrument was Self-designed questionnaires titled: Managerial Effectiveness Questionnaire (MEQ). The questionnaires were validated by expert using content validity. The reliability of the instruments was obtained using test, re-test method and reliability indexes of 0.86, 0.75 were obtained respectively. The researcher employed descriptive and inferential statistics for data analysis. Mean score was used to answered the research questions with decision mean at 3.0 as moderate extent of agreement. Pearson Product Moment Correlation Co-efficient was used to test hypothesis. The study found that there is significant relationship between protection of teacher right to freedom from discrimination and managerial effectiveness in state universities North western zone, Nigeria. Therefore, the study recommended that University management establish an administrative atmosphere which will reject any form of discriminations.

Keywords: Protection of Teacher Right to Freedom from Discrimination and; Managerial Effectiveness

Introduction

The struggle for promotion and protection of human rights has become prominent issue of discussion globally after the formation of United Nations at the end of Second World War II in 1945. On December 10th, 1948 the General Assembly of the United Nations adopted and proclaimed the universal declaration of human rights whereas all human is treated

equal, which led the foundation of freedom of justice and peace in the world (Johnson, 2021). Teachers right to freedom from discrimination was among the fundamental rights of citizens enshrine by the 1999 constitution of the Federal Republic of Nigeria in chapter IV section 33-44, such values as right to life, dignity of the human person, personal liberty, fair hearing, privacy and family life, right to freedom of thought, conscience and religion, freedom of expression and press, right to peaceful assembly and association, right to freedom from discrimination, right to acquired and own property, and freedom of movement (Federal Republic of Nigeria, 1999).

The importance of protecting human rights as such are to provide maximum protection to these rights against the abuse of power by the state organs; to established institutions and agencies for promotion of living conditions of human beings and for the development of their personality; and at the same time to provide effective measures for obtaining redress in the event of violation of those rights (Jayakumar, 2007). All these rights were promoted and protected in Nigerian traditional societies. However, in the areas where sharia system was strongly established more especially in the Northern part of Nigeria like Sokoto, Kano, Katsina, Jigawa, Borno, Bauchi, Zamfara, Kebbi, some part of Kaduna, Adamawa, Ilorin among others the fundamental human rights were safeguarded and protected by the authorities concern especially after the jihad of 1804 which was led by the Sheikh Usmanu bin Fodiyo in this region known as Hausa Land (Lawal, 2015). Therefore, educational mangers are expected to explore different administrative strategies in protecting teachers' rights and give every teacher the opportunity to serve any public office without discrimination on grounds of religion, sex, tribe, place of origin, and other distinguishing characteristics (Achimugu, 2005).

The theoretical basis for this study is based on access to justice theory theoretical proposed by Okogbule, (2005) who stated that access to justice has the following principles:

- I. Implies access to social and distributive justice and;
- II. The extents to which one can have distributive justice in any system is largely determined by the level and effectiveness of social justice in the organization.

This is possible because without access to justice, it is impossible for any organization to enjoy and ensure the realization of any other right, whether educational, civil, political, religious, or economic. Therefore, access to justice proposed the application of "substantive and procedural mechanisms existing in any particular society designed to ensure that citizens have the opportunity of seeking redress for the violation of their legal rights within that legal system." The legal and institutional structures existing in an educational system may be such that bar the teachers from having access to justice, who are therefore unable to seek for the enforcement or protection of their basic rights. Fundamental human rights proposed that rights are lawful, societal, or ethnical principles of basic freedom or entitlement while rights are the basic normative rules about what is allowable to people or owed to people, based on some lawful system and social convention (Emeka 2020).

Review of Related Empirical Studies

Based on the variables under study some of the related empirical studies were reviewed which include:

Manga (2022), conducted study on the assessment of managerial strategies for protection of right to life, dignity of human person, right to personal liberty and right to fair hearing in Universities in Kebbi State, Nigeria. A descriptive survey design was used for the study. The population of the study comprised of students, staff and management staff of the Kebbi State University of Science and Technology and Federal University Birnin Kebbi. Stratified, deliberate and simple random sampling techniques were used to select 300 participants out of the total population of 1, 450 from two Universities. A self-designed and validated instrument title: Managerial Strategies for Protection of Human Rights Questionnaire (MSPHRQ) was used to collect data. The five-point instrument with 31 items and four sections was pilot tested using test, re-test method using Pearson Product Moment Correlation Co-efficient which yielded correlation index of 0.86 at 0.5 level of significance. Simple frequencies, percentages and means rating were used to analyze the data. The study found that, the application of managerial strategies for protection of fundamental human rights in Universities in Kebbi State was rated as highly satisfactory although there were lapses that needed to be addressed. It was recommended that to protect lives, more emphasis should be given to security measures. To protect dignity of the human person, condition of service and human relations should be improved upon. Staff and students should be enlightened on their rights in case of illegal arrest and detention for protection of their personal liberty. Accused persons should be given adequate time and facilities to defend themselves.

This study is highly related to the current study because the focus area of the study is on the assessment of managerial strategies for protection of right to life, dignity of human person, liberty and fair hearing in Universities in Kebbi State, only while the current study intends to investigate the relationship among protection of teachers right to fair hearing, freedom from discrimination and managerial effectiveness in State Universities in North Western Zone, Nigeria and the populations of the two studies are difference in size the previous study focus on only one state while current study is intend to cover the whole State Universities in the North West, Nigeria.

Moreover, Ekundayo, and Kolawole (2013), conducted study on time management skills and administrative effectiveness of principals in Nigerian secondary schools. The descriptive survey design was used for the study. The population consisted of all the principals and teachers of secondary schools in Ondo, Ekiti and Osun states. The sample comprised of 200 principals and 600 teachers randomly selected from the three states. The data collected were analysed using frequency counts, simple percentage, mean and standard deviations. The study revealed that the time management skills as well as the level of administrative effectiveness of the principals were encouraging. However, the study revealed the factors that constitute impediments to the time management skills of the principals. These include the need to respond to emergency cases in the school, the need to respond to urgent calls from the ministry of education among others. The study further revealed the strategies that can be put in place for better time management among the principals. These include the need for the principals to identify their most consuming tasks and determine whether or not they have investing their time in the most important activities, and keeping a readily accessible record of their appointment and tasks among others. Based on the findings, it was recommended that the tempo of time management skills of the principals as well as their administrative effectiveness should be sustained while efforts should be directed towards avoiding those factors that constitute impediments to their time management skills.

This study is highly related to the current study because the focus on time management skills and administrative effectiveness of principals in Nigerian secondary schools in Ondo, Ekiti and Osun states, Nigeria while the current study intends to investigate the relationship among protection of teachers right to fair hearing, freedom from discrimination and managerial effectiveness in State Universities in North Western Zone, Nigeria and the populations of the two studies are difference the previous study focus on secondary education level while current study is focus on tertiary education level also the geographical location of the two studies is different.

Statement of the Problem

The researcher observed that there is indigenization factor in university administration, especially, the state universities where only state indigenes are being appointed or elected into key positions in the administration of the university. However, special treatment is given to some of staff either because of their religion or being the state indigenes. However, there are several scholarly views (Amadi, 2020; Angwe, 2017; Wey-Amaewhule, 2018; Elochukwu, 2021; Ibingo, 2021; Johnson & Salau, 2019; Lawal, 2015). For example, one of the area where one can easily detect discrimination in the universities administration among the staff is awarding research grants provided by the bodies like Tertiary Education Trust Fund (Tetfund). Ogunode (2020) lamented that instead of awarding research grants based on merit, academic excellence, or the potential for significant contributions to knowledge. Some management of the universities engage in nepotism and favoritism. Therefore, this study intends to assess the relationship among the protection of teacher right to fair hearing, freedom from discrimination and managerial effectiveness in State Universities North Western Zone, Nigeria.

Objectives of the Study

The objectives of this study include the following:

- I. To find out the extent of protection of teachers right to freedom from discrimination in state universities North Western Zone Nigeria.
- II. To find out the level of managerial effectiveness in state universities North Western Zone Nigeria.
- III. To find out the relationship between protection of teachers right to freedom from discrimination and managerial effectiveness in state universities North Western Zone Nigeria.

Research Questions

This research hope to provide answer to the following research question:

- I. What is the extent of protection of teacher's right to freedom from discrimination in State Universities in North Western Zone, Nigeria?
- II. What is the level of managerial effectiveness in state universities North Western Zone Nigeria, Nigeria?

Research Hypotheses

The following Hypotheses were tested:

H01. There is no significant relationship between protection of teacher's rights to freedom from discrimination and managerial effectiveness in State Universities in North Western Zone, Nigeria.

Methodology

This study is explanatory correlational design. Explanatory design consists of a simple association or relation between or among the variables (Creswell, 2012). The population of this study comprises all the state universities which are eight (8) in the North Western Zone, Nigeria. There were 2,392 academic staff and 282 principal officers with different qualifications and ranks. This gives us 2,674 as the total population of the participants. Proportionate and random sampling techniques were used in selecting 333 participants out of 2,674 which was based on Research Advisor (2006) table for determining sample size.

To collect the data for this study two sets of questionnaires which one was adapted from Manga, (2022) titled: Protection of teacher rights questionnaire and Managerial Effectiveness Questionnaire (MEQ) which was self-designed questionnaire, were used to collect data for this study. The questionnaires were structured in such a way that it requested the participant to tick relevant option from the given five (5) point likert scale as Very High Extent 5 points; High Extent 4 points; Moderate Extent 3 points; Low Extent 2 points; and Very Low Extent 1 point. The instruments were validated (content and construct validity) by team of experts in Educational Management from Faculty of Education and Extension Services Usmanu Danfodiyo University, Sokoto. The reliability of the instruments was obtained through test and re-test method and reliability index 0.86, 0.75 were obtained respectively. The responses to the questionnaire were collected and processed. The researcher employed descriptive and inferential statistics to analyse the data. Mean score was used to answered the responses of the participants to the research questions with the decision mean at 3.0 indicating moderate extent of agreement. While any mean score below 3.0 was considered as low extent of agreement. Pearson Product Correlation Co-efficient was used to test hypothesis. The data were processed with the use of Statistical Package for Social Science (SPSS).

Data Presentation and Analysis

The results are presented in tabular forms and interpreted using descriptive and inferential statistics. Mean scores were used in answering all research questions. In so doing, it is pertinent to note that the responses were graded as: Very High Extent 5 points; High Extent 4 points; Moderate Extent 3 points; Low Extent 2 points; and Very Low Extent 1 point, which were used in analysing all the responses. While inferential statistics was used in testing all null hypotheses of the study.

Research Question One: What is the extent of protection of teacher's right to freedom from discrimination in State Universities in North Western Zone, Nigeria?

The respondents' responses on the extent of protection of teachers' right to freedom from discrimination in state universities in North western zone Nigeria is presented in Table 1.

Table 1: Extent of Protection of Teacher’s Right to Freedom from Discrimination in State Universities in North Western Zone of Nigeria

S/N	Item Statement	Mean	Std. Dev	Rating	Decision
1	No staff is discriminated in the university because of the tribe, state of origin, sex and religion	3.60	0.62	ME	Satisfactory
2	No staff in the university shall be discriminated upon by virtue of their physical disability	4.97	1.19	HE	Satisfactory
3	No staff shall be given special right and privacy that are not given to other	2.48	1.08	LE	Unsatisfactory
4	All promotion of staff to be based on merit without sentiment	2.45	1.03	LE	Unsatisfactory
5	All offers of appointment to positions of authority shall be based on merit without any discrimination	2.41	0.52	LE	Unsatisfactory
6	All allocation of offices, hostels, staff quarters and distributing any other resources to staff and student shall be done without discrimination	3.20	0.79	ME	Satisfactory
7	All disciplinary measures against offending staff and student should be applied without discrimination in the university	3.40	0.75	ME	Satisfactory
	Grand Mean	3.21	0.88	ME	

Source: Field Work (2023)

N=333, Cut off Mean=3.00

The results from Table 1 revealed that the respondents agreed that there is moderate extent in the protection of teacher’s right to freedom from discrimination. This is evident by an affirmed response of item one, indicate moderate extent with 3.60. Item two of the table indicate high extent with 4.97. Item three, four, five of the table indicate low extent with 2.48, 2.45 and 2.41 respectively. Item six and seven indicate moderate extent with 3.20 and 3.40 respectively. This indicates that state Universities in North western zone of Nigeria to a moderate extent of protection the rights of teachers to freedom from discrimination.

Research Question Two: What is the level of managerial effectiveness in state universities North Western Zone Nigeria? The respondents’ responses on the level of effectiveness of school administrators in state universities in North Western zone Nigeria is presented in Table 2.

Table 2: Level of Effectiveness of School Administrators in State Universities in North Western Zone of Nigeria

S/N	Item Statement	Mean	Std.Dev	Rating	Decision
1	Management in my university have set goals for protection of teachers rights and enhancement of their productivity	2.48	0.85	LE	Unsatisfactory
2	Management has documented rules and regulations for protection of teachers rights and ensuring managerial effectiveness	3.83	1.40	ME	Satisfactory

3	Management set up disciplinary committee for maintaining law and order and good conduct	3.94	1.52	ME	Satisfactory
4	Management has Examination Monitoring Committee to ensure that teachers give quality supervision of students during examinations	3.89	0.57	ME	Satisfactory
5	Management clearly state the terms of reference to guide the action of individuals and various authority for protection of teachers rights	2.48	1.21	LE	Unsatisfactory
6	Management appoints a chairman for each committee to lead and direct the activity of each committee	3.98	1.33	ME	Satisfactory
7	All faculties, departments and units are pursue uniform goals of protecting teachers rights and ensure their managerial effectiveness	2.98	0.67	LE	Unsatisfactory
8	Management ensure that all faculties, departments operate with synergy toward identifying and addressing challenges on protection of teachers rights and ensuring teacher productivity	2.17	1.45	LE	Unsatisfactory
9	Management ensure that Deans, Directors, Head of Departments supervised the activities of committees and individuals towards protecting the rights of teachers and maintaining teacher productivity	3.40	1.76	ME	Satisfactory
10	Management ensure that Directors, Deans, Head of Departments motivate, guide, mentor and evaluate the activities of staff, committees and teachers towards enforcement of teachers rights and higher productivity	4.11	1.38	HE	Satisfactory
	Grand Mean (\bar{x})	3.32	1.14	ME	Satisfactory

Source: Field Work (2023)

N=333, Cut off Mean=3.00

Table 2 reveals that the respondents indicated strong confirmation that there is moderate extent in the level of effectiveness of school administrators. This is evident by an affirmed response of item one of the table indicated that low extent with 2.48. The item two, three and four of the table indicated the moderate extent with 3.83, 3.94 and 3.89, respectively. The item five of the table shows 2.48 mean score which is low extent. Item six indicated 3.98 which is moderate extent. Item seven and eight indicated low extents with 2.98 and 2.17 respectively. While item nine of the table shows the mean score of 3.40 which is moderate extent. Item ten of the table indicated 4.11 which is high extent.

Hypotheses Testing

Three null hypotheses formulated were tested below:

H01: There is no significant relationship between the extent of protection of teacher's right from discrimination and managerial effectiveness in State Universities in North Western Zone, Nigeria.

This hypothesis was tested by subjecting protection of teacher's rights to freedom from discrimination and managerial effectiveness scores to a Pearson r-test analysis as shown in Table 3.

Table 3: Relationship between Protection of Teacher’s Rights to Freedom from Discrimination and Managerial Effectiveness.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Freedom from Discrimination	333	32.04	11.687	0.192	0.000	Hypothesis Rejected
Managerial Effectiveness	333	73.68	11.724			

Source: Field Work (2023)

From the result of Table 3, teacher’s rights to freedom from discrimination and managerial effectiveness were positively related and significant, $r(331) = 0.192$, $p = 0.000$. This indicates significant relationship between teacher’s rights to freedom from discrimination and managerial effectiveness because the p-value is less than the 0.05 level of significance. Therefore, H_0 which states that there is no significant relationship between teacher’s rights to freedom from discrimination and managerial effectiveness was rejected. The study discovers that protection of teachers’ right to freedom from discrimination is an indication of managerial effectiveness in State Universities in North Western Zone, Nigeria.

Summary of the Findings

Based on the research findings, the following findings are summarized:

- I. The study found that protection of teachers’ right to freedom from discrimination is an indication of managerial effectiveness in State Universities in North Western Zone.
- II. The study revealed that the level of managerial effectiveness was at moderate extent in state universities North Western zone, Nigeria.
- III. The study found that there is significant relationship between protection of teachers’ right to freedom from discrimination and managerial effectiveness in State Universities in North Western Zone, Nigeria.

Discussion

This section intends to discuss the findings of this study in relation to the findings of previous studies one after the other as follows:

The first findings revealed that protection of teachers’ right to freedom from discrimination is an indication of managerial effectiveness in State Universities in North Western Zone, Nigeria. This has been explained by the responses of the respondents in table 2 item one, two, six and seven which indicate satisfactory. Therefore, for the benefit of every organization the management have to do away with any form of discrimination in their administration practice. This will help and make their subordinate to feel as a family and also put their best in achieving the organizational goals. Item three, four and five of table 2 indicate unsatisfactory.

The second finding revealed that the level of managerial effectiveness was at moderate extent in state universities North Western zone, Nigeria. Therefore, there is need for improvement on the side of the management so that the university goals could be achieve at higher level. This finding is in line with responses of the respondents in table 3 where

item two, three, four, six, nine and ten indicating satisfactory. The finding is in line with Chepkonga (2015) who discovered that managerial effectiveness plays a significant role in ensuring continued existence, development and adaptableness of organizations and that it is the major issue in the administration because every organization desires to achieve the target goals effectively and efficiently. Consequently, the finding agreed with Sonnentag, Volmer and Spsychala, (2010) who revealed that the level of performance of teaching staff and non-teaching staff could determine the performance of the university and it could also determine the level which the university target goals are achieved or accomplished.

The third finding revealed that there is significant relationship between protection of teacher right to freedom from discrimination and managerial effectiveness in State Universities North Western Zone, Nigeria. This finding is in line with Federal Republic of Nigeria Constitution of 1999 which was amended in 2018 which was reported in section 42. However, the finding agreed with Nwamaka, (2009) who reported that discrimination may be in different form for example when a person is treated less favourably than another person in a the same or similar situations because of a particular personal characteristic such as their age, sex, race, religion, nationality, tribe, regionalism, economic status among others. Moreover, the finding is supported by Queiroz, (2017) who revealed that, aside for the strong possibility that women may be discriminated against in the course of their employment, discrimination at the point of selection is more difficult to establish and redress. Consequently, the finding is also agreed with Ogunkeye, (2018) who reported that certain policies can be adopted and put in place to ensure the equal treatment of all applicants' men and women in the job selection process. He argued that selection process must also be designed to be as objective as possible and objective yardsticks must attract a penalty.

Conclusion

At times the important nature of right to freedom from discrimination and its inextricability from the personality of every human being must be respected in all societal organizations, which Nigerian Universities are included. Teachers' right to freedom from discrimination must be protected in order to ensure effective management of Nigerian universities. Protection of teachers' lawful rights can enhance the spirit of managerial effectiveness in the university system while the denial will have negative consequences on it.

Recommendations

The study made the following recommendations which include:

- I. University management should demonstrate togetherness and brotherhood in their administration. This will make staff to feel more comfortable, more courageous and see themselves as a family.
- II. State Government through the Ministry for Higher Education should support the university management to use all the available mechanism in order to discharge their responsibilities effectively.

- III. Management of the universities should establish administrative atmosphere which will reject any form of discrimination, rejection, limitation or preference which is based on any ground such as race, tribe, Sex, language, age, religion, political or other opinion, nationality or social origin, property, birth or other status in their administration.

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