A Vision Realised

As envisioned by its founding President, Chief Olusegun Obasanjo, the National Open University of Nigeria (NOUN) stands today as one of the most transformative milestones in Nigeria's educational journey—a university that offers every willing citizen the opportunity to learn, grow, and contribute meaningfully to society.

— Celebrating the Legacy of NOUN

A scholar of boundless reach and refinement, Professor Peters has championed interdisciplinary advancement—bridging silos, elevating scholarship, and nurturing a culture of collaborative excellence.

EXCELLENCE ACROSS DISCIPLINES
ADVANCING KNOWLEDGE IN HONOUR OF



PROFESSOR OLUFEMI AYINDE PETERS

Volume III

Copyright Page

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This publication, *Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters*, Vol. III, is a multidisciplinary Festschrift celebrating the scholarly impact and leadership of Professor Olufemi Ayinde Peters. It features a collection of peer-reviewed academic essays spanning diverse fields, contributed by esteemed scholars from various institutions.

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The Registrar
National Open University of Nigeria (NOUN)
University Village, Plot 91, Cadastral Zone
Nnamdi Azikiwe Expressway, Jabi, Abuja, Nigeria
Email: centralinfo@noun.edu.ng
Phone: +234 908 290 7092

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Dedication

This volume, *Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters*, is dedicated to Nigerians and Africans who are passionately committed to academic excellence. May your enduring pursuit of knowledge continue to elevate our institutions, empower our people, and transform our continent. This volume celebrates your dedication, resilience, and vision. May your efforts echo through generations as a beacon of intellectual pride and progress.

Note to the Reader

In every generation, a few individuals emerge whose vision, integrity, and commitment redefine the standards of excellence and service. Professor Olufemi Ayinde Peters, Vice-Chancellor of the National Open University of Nigeria (NOUN), is undeniably one such luminary—an exemplary leader whose transformative contributions have profoundly shaped higher education, especially in Open and Distance Learning (ODL).

In recognition of his remarkable leadership and far-reaching impact, the Federal Ministry of Education has graciously presented a unified national tribute, respectfully included across all seven volumes dedicated to honouring Professor Peters.

This tribute—"A Salute from the Federal Ministry of Education"—transcends ceremonial praise. It stands as a national expression of gratitude, a testament to visionary leadership and enduring legacy, and a beacon of inspiration to all who pursue excellence in education, leadership, and nation-building.

On the following pages, you will encounter distinct and heartfelt messages from three distinguished voices within the Ministry:

Dr. Morufu Olatunji Alausa, Honourable Minister of Education, Professor Suwaiba Sa'idu Ahmad, Honourable Minister of State for Education and Madam Commissioner, Professor Ngozi Therese Chuma-Udeh, Honourable Commissioner for Education, Anambra State.

As you engage with these tributes, may you pause to reflect on the profound power of purposeful leadership and the lasting value of selfless service to humanity. Let these words not only celebrate a legacy but also kindle in every reader a renewed commitment to excellence, innovation, and meaningful impact.

A Salute from the Federal Ministry of Education

(The Voice of the Honourable Minister of Education)

The Federal Ministry of Education is profoundly honoured to pay tribute to a leader of uncommon vision, Professor Olufemi Ayinde Peters, whose tenure as Vice-Chancellor of the National Open University of Nigeria (NOUN) has been nothing short of transformative. This seven-volume celebration of his life, leadership, and legacy is both timely and richly deserved.

Professor Peters embodies the finest traditions of academic excellence, institutional leadership, and scholarly innovation. His pioneering contributions to Open and Distance Learning (ODL) have not only elevated NOUN as a flagship institution in Africa but have also advanced our national aspiration for education that is inclusive, accessible, and lifelong.

Under his stewardship, we have witnessed strategic advancements in digital infrastructure, learner support systems, and collaborative partnerships—developments that have expanded the reach of higher education to millions. His voice—both formal and informal—has influenced national policy, inspired systemic reforms, and mentored a new generation of scholars and educational leaders.

Each volume in this landmark collection captures a distinctive dimension of his remarkable journey: his philosophy of leadership, academic insight, reflections, and the enduring public admiration for his service. Together, they form a compelling tapestry of excellence—one that will continue to guide, inspire, and illuminate.

As we honour this distinguished Nigerian, the Ministry commends the editorial vision of Professor Joy Eyisi and her team for curating this monumental literary tribute. These works are more than a festschrift—they are a legacy in print, preserving the ideals of service, vision, and excellence.

May Professor Peters' post-vice-chancellorship journey be as impactful and inspiring as the years he has spent shaping institutions and enriching lives.

Dr. Morufu Olatunji Alausa
Honourable Minister of Education, Nigeria

A Salute from the Honourable Minister of State for Education
(In Honour of Professor Olufemi Ayinde Peters)

It is in this spirit that the Federal Ministry of Education joins the academic community in celebrating Professor Olufemi Ayinde Peters, an extraordinary visionary whose tenure as Vice-Chancellor of the National Open University of Nigeria (NOUN) has redefined what is possible in Open and Distance Learning (ODL) across Nigeria and beyond.

Through insightful leadership and tireless commitment to educational inclusion, Professor Peters has expanded the horizons of higher education. Under his guidance, NOUN has witnessed dynamic growth—widening access, deepening quality, and harnessing technology to deliver impactful, learner-centred education. His legacy is one of courage, creativity, and compassion—a rare combination that has touched lives far beyond the university gates.

This seven-volume compendium in his honour stands as a landmark literary and intellectual tribute. It chronicles not only the milestones of his administrative and scholarly journey but also the enduring influence of his voice—formal and informal—on the academic landscape, public policy, and institutional culture.

We commend the visionary leadership of Professor Joy Eyisi and her exceptional editorial team for curating this monumental body of work. Their dedication ensures that Professor Peters' legacy is not only preserved but celebrated with depth, elegance, and scholarly distinction.

As we pay homage to a national icon, we are reminded that true leadership is measured not just by titles held, but by lives transformed and futures shaped. May the next chapter of Professor Peters' journey be as luminous and impactful as the legacy he leaves behind.

Professor Suwaiba Sa'idu Ahmad
Honourable Minister of State for Education, Nigeria

Together, these voices from the Federal Ministry of Education frame the journey of a man whose legacy will echo through generations of learners and leaders. Let the pages that follow speak louder still.

Seven Scrolls of Excellence: Bowing before the Superiority of Intelligence to Professor Olufemi Peters

A Tribute by Madam Commissioner, Professor Ngozi Therese Chuma-Udeh
Honourable Commissioner for Education, Anambra State

When history chooses to honour a man, it does so, not with whispers but with trumpets.

The seven books unveiled in honour of Professor Olufemi Ayinde Peters are the resounding trumpets of his remarkable tenure as Vice-Chancellor of the National Open University of Nigeria—a leader whose vision has propelled Open and Distance Learning to enviable heights across Nigeria and beyond.

From Excellence in Open and Distance Learning to Encomia: Professor Peters in the People's Court of Law, each volume gleams with intellectual gold and transformative leadership. Together, they form a constellation of excellence—seven radiant scrolls that capture the wisdom, courage, and far-reaching impact of one of Africa's most respected academic leaders.

Edited with extraordinary brilliance by Professor Joy Eyisi, a woman of letters and distinction, these books go beyond celebration—they document a legacy that inspires the future of education. I consider it a rare honour to commend this monumental project, which reflects not only the strength of character of Professor Peters but also the power of ideas to build institutions and nations.

May every reader find in these pages a call to lead, to serve, and to dream boldly—just as Professor Peters has done.

Greatness needs no monument. It writes itself—in deeds, in people, and, as this collection shows, in pages that will endure.

Education is more than an investment in our children; it is the lifeblood of our nation's destiny. It shapes the minds that will lead, the hands that will build, and the hearts that will unite our country. With unwavering commitment, bold innovation, and visionary action, we will not only transform Nigeria's education landscape; we will ignite a renaissance that secures a brighter, stronger future for generations to come.

Dr. Maruf Olatunji Alausa
Hon. Minister of Education

Where disciplines intertwine and the quest for knowledge defies convention, scholarship becomes a boundless force for transformation. Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters stands as a testament to the power of vision, innovation, and intellectual courage. Professor Olufemi Peters, a trailblazer in academic excellence, has championed an era where learning is not restricted by borders, but propelled by curiosity and accessibility. His legacy, a fusion of brilliance and impact, continues to inspire generations, proving that knowledge is not confined by walls, but rather, it flourishes where passion and purpose converge.

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"It is essential to overhaul and modernise educational infrastructures, alongside strategically re-engineering tertiary institutions, to foster an environment that prioritises creativity, research, and technological advancement. This transformation is crucial for aligning with global educational trends and equipping students with the skills necessary for the challenges of the future. By transitioning into innovative, forward-thinking institutions, we can ensure that higher education is not only relevant but also a catalyst for societal development and economic growth."

— **Professor Tahir Mamma**

Foreword

"The future of learning is open, the future of education is distance, and the future of development is lifelong. To create a society where these principles thrive, we must prioritise access, equity, and quality in education for all." — Professor Emeritus Peter Okebukola

It is with profound admiration and respect that I pen this foreword for Volume 3: Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters, a distinguished Festschrift celebrating the remarkable contributions of Professor Olufemi Peters, Vice-Chancellor of the National Open University of Nigeria (NOUN). This volume, much like the legacy of Professor Peters, highlights the transformative power of knowledge across diverse fields, reinforcing the critical role of research, innovation, and Open and Distance Learning (ODL) in shaping the future of education and development.

Education has long been recognised as the bedrock of societal progress. However, in an era of rapid technological advancements, global disruptions, and an increasing demand for inclusive and flexible learning, the integration of ODL with broader academic disciplines has become indispensable. Under the visionary leadership of Professor Peters, NOUN has championed interdisciplinary excellence, bridging gaps between traditional and modern learning approaches while expanding access to quality education for all.

This volume is a testament to the far-reaching impact of interdisciplinary scholarship and ODL in addressing contemporary challenges and advancing knowledge. The contributors offer insightful explorations of how education, science, technology, social sciences, and the humanities intersect to foster innovation, critical thinking, and lifelong learning. By examining key strategies for ensuring equity, relevance, and quality across disciplines, this collection provides a roadmap for sustaining academic and professional excellence in an increasingly interconnected world.

As I have often emphasized, quality education is the foundation of national development, and the convergence of disciplines enhances our collective ability to solve complex problems. This belief is reflected in the diverse perspectives shared in this volume, underscoring the role of ODL and interdisciplinary collaboration in transforming lives and societies.

Professor Peters' tenure has been defined by a relentless pursuit of academic excellence, technological advancement, and global engagement. His leadership aligns seamlessly with the Sustainable Development Goals, particularly Goal 4: Quality Education, reinforcing the importance of accessible, lifelong learning opportunities. His vision has

not only strengthened NOUN but has also set a benchmark for institutions across Africa and beyond, encouraging them to embrace innovative educational models.

Volume 3 is more than a collection of scholarly essays; it is a call to action for educators, researchers, and policymakers to embrace the vast possibilities of interdisciplinary knowledge. It challenges us to think beyond silos, to foster collaboration, and to build resilient educational systems that empower individuals and communities alike. The insights within these pages are invaluable, offering both timeless lessons and forward-thinking strategies for advancing scholarship and education.

I commend Professor Joy Eyisi and her team of editors, contributors, and organisers of this Festschrift for their dedication to celebrating academic excellence and for illuminating new pathways for knowledge creation and dissemination. As Professor Olugbemiro Jegede aptly noted, 'The future of education lies in the openness of its systems, the accessibility of its resources, and the inclusivity of its strategies.' May this volume inspire us all to harness the transformative power of knowledge in shaping a brighter and more equitable future.

Professor Ruqayyatu Ahmed Rufa'i OON, HLR
Former Minister of Education, Federal Republic of Nigeria
January 2025

A Tribute of Academic Esteem from the Desk of the Deputy Vice-Chancellor (Academic)

It is a rare honour to celebrate a leader whose footprints are etched not only in institutional policies but also in the hearts of people. Professor Olufemi Ayinde Peters, Vice-Chancellor of the National Open University of Nigeria (NOUN), stands as a towering exemplar of intellectual vision, ethical leadership, and transformative service in the sphere of Open and Distance Learning (ODL) in Nigeria and beyond.

Throughout his tenure, Professor Peters has consistently demonstrated that leadership in higher education is not merely about occupying an office, but about building systems, nurturing talent, and leaving legacies of excellence. Under his guidance, NOUN has witnessed remarkable growth in academic programmes, infrastructural innovation, research visibility, and international collaboration. More importantly, he has humanised leadership, upholding fairness, inclusiveness, and the dignity of scholarship.

These volumes—spanning festschrifts, testimonial collections, and reflections—are more than ceremonial offerings. They are scholarly affirmations of Professor Peters' enduring contributions to knowledge, innovation, and the shaping of lives. Collectively, the seven books—Excellence in Open and Distance Learning (Vols. I & II), Excellence Across Disciplines, Pearls of Wisdom, Pearls Beyond the Podium, Leadership Par Excellence, and Encomia—paint a multidimensional portrait of a Vice-Chancellor whose influence resonates in pedagogy, policy, and the personal stories of those he has touched.

As Deputy Vice-Chancellor (Academic), I have had the privilege of observing his resolute commitment to academic distinction, institutional cohesion, and national development. His calm intellect, profound humility, and steadfast focus serve as a model for all who aspire to lead with purpose.

Permit me to specially commend Professor Joy Eyisi, the Editor-in-Chief of this seminal work, whose editorial acumen, scholarly rigour, and visionary coordination have brought these pages to life. Alongside her dedicated team, she has transformed a noble idea into a lasting academic artefact that befits the stature of Professor Peters. Their collective effort is, indeed, a tribute within a tribute.

May the pages of these volumes inspire current and future scholars to emulate his example, pursue excellence relentlessly, and recognise that true leadership is service anchored in integrity.

Professor Chiedu Mafiana fppsn fzsn
Deputy Vice-Chancellor (Academic)
National Open University of Nigeria

Editorial Note

Seven Books for Seven Days — A Tribute to a Life of Purpose and Impact

In Honour of Professor Olufemi Ayinde Peters
Vice-Chancellor, National Open University of Nigeria (2021–2026)

When a great man's footsteps are too profound for dust to cover, wise ones gather the echoes in books—for books do not forget.

There are lives whose impact cannot be measured by time alone. There are leaders whose legacies demand not only remembrance but preservation—etched in pages, curated in volumes, and offered to posterity.

To honour such a life—defined by vision, wisdom, and devoted service—we present:

Seven Books for Seven Days — A Tribute to a Life of Purpose and Impact

This monumental seven-volume tribute celebrates the enduring contributions of Professor Olufemi Ayinde Peters, the fifth Vice-Chancellor of the National Open University of Nigeria (NOUN). Each book in this collection is a living testament—a day in the symbolic week of greatness, a pearl in the necklace of legacy.

Why seven? In philosophical, spiritual, and literary traditions, the number seven represents completeness, sacred rhythm, and perfect order. So it is with this collection: a structured celebration of scholarship, leadership, and humanity.

The Unified Public Identity

Seven Books in Honour of Professor Olufemi Ayinde Peters

Vol. I– Excellence in Open and Distance Learning: Festschrift for a Leader Extraordinaire

Vol.II–Excellence in Open and Distance Learning: Innovations and Transformations in Nigerian Universities

Vol. III –Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters

Vol. IV – Pearls of Wisdom: The Voice of Professor Olufemi Peters

Vol. V – Pearls Beyond the Podium: Professor Peters' Informal Voice

Vol. VI – Leadership Par Excellence: Celebrating the Achievements of Professor Olufemi Ayinde Peters

Vol. VII – ENCOMIA: Professor Olufemi Peters in the People's Court of Law

The Internal Architecture

To ensure thematic elegance and scholarly clarity, the seven volumes are arranged into three interwoven streams:

📘 Volumes I–III: The Festschrift Series

Scholarly volumes reflecting academic excellence, research, and innovation inspired by Professor Peters' leadership.

🔹 Volumes IV–V: The Pearls Series

Inspirational collections drawn from his formal speeches and informal voice—highlighting values, insights, and moral clarity.

👥 Volumes VI–VII: The Legacy and Public Tributes

Documenting his achievements, public service, and heartfelt encomia from the university

Each book begins with a tailored editorial reflection, guided by what we call the ACE Value of Writing:

🛠️ Attention to Editing
📚 Commitment to Lifelong Learning
⏳ Excellence Over Haste

These principles affirm that writing is more than documentation—it is an act of leadership, a vessel of remembrance, and a mirror of greatness.

Whether you spend seven days or seventy reflecting on these pages, know this:

You are not simply reading books.
You are holding legacy. You are communing with the echoes of a leader whose work has shaped minds, systems, and futures.

Let these volumes serve as torches—lit in gratitude, offered in honour, and held high for others to follow.

Joy Eyisi
Editor-in-Chief
On Behalf of the Editorial Team

Acknowledgements

The creation of *Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters* has been a collaborative effort, made possible through the dedication, expertise, and support of many individuals and institutions.

First and foremost, we extend our deepest appreciation to Professor Olufemi Peters, whose visionary leadership and indomitable spirit to academic excellence have inspired this volume. His extraordinary contributions to the National Open University of Nigeria (NOUN) and the broader academic community serve as a beacon of innovation, accessibility, and transformative learning.

We are profoundly grateful to the distinguished scholars, researchers, and practitioners who contributed their invaluable insights to this work. Their thought-provoking chapters reflect the depth and diversity of knowledge across disciplines, celebrating the intellectual legacy of Professor Peters while advancing scholarly discourse in their respective fields. Our sincere thanks go to the diligent reviewers whose critical evaluations and constructive feedback have helped refine and elevate the quality of this publication. Their meticulous attention to detail has ensured that this volume meets the highest academic standards. We also recognise the unwavering support of the National Open University of Nigeria (NOUN) and its dedicated staff. Their commitment to fostering excellence in education and promoting a culture of lifelong learning continues to shape the future of academia and empower countless learners.

Special appreciation goes to the editorial team, whose tireless efforts, keen editorial acumen, and dedication to clarity and coherence have brought this project to fruition. Their commitment to excellence has been instrumental in shaping the final form of this book.

Finally, we extend our heartfelt gratitude to our families, friends, and well-wishers, whose encouragement and patience have sustained us throughout this journey. Their unwavering support has been a source of strength and motivation.

This book is a testament to the power of collaboration, scholarship, and the pursuit of excellence. May it serve as an inspiration for future generations, fostering a culture of knowledge, innovation, and intellectual growth in honour of an extraordinary leader, Professor Olufemi Peters.

Joy Eyisi
Editor-in-Chief
On behalf of the Editorial Team

Prologue Reflections

In the expansive landscape of higher education, few figures embody the spirit of cross-disciplinary excellence and transformative impact as profoundly as Professor Olufemi Ayinde Peters. Through his dynamic scholarship, visionary leadership, and groundbreaking innovations, Professor Peters has advanced the frontiers of knowledge and left an indelible imprint across multiple domains of academic and national development.

With a firm foundation in science, he began his academic journey with a Bachelor of Science in Chemistry from the University of Ibadan. He proceeded to earn a Master of Science in Polymer Science and Technology from Ahmadu Bello University, Zaria, and later, a PhD in Degradation and Stabilisation from the University of Manchester Institute of Science and Technology (UMIST), England. This rich and varied educational background has informed his uniquely integrative approach to research and leadership.

Professor Peters commenced his teaching career at Ahmadu Bello University, where he nurtured future scientists in Physical Chemistry and Polymer Technology. His transition to the National Open University of Nigeria (NOUN) in 2003 marked a new phase of academic distinction. He became NOUN's first full professor in 2006, and his roles at the university have been as expansive as they are strategic; ranging from Programme Coordinator to Dean, and Director of Academic Planning. Notably, he chaired the committee that developed NOUN's first academic brief, a blueprint that charted the institution's trajectory of excellence.

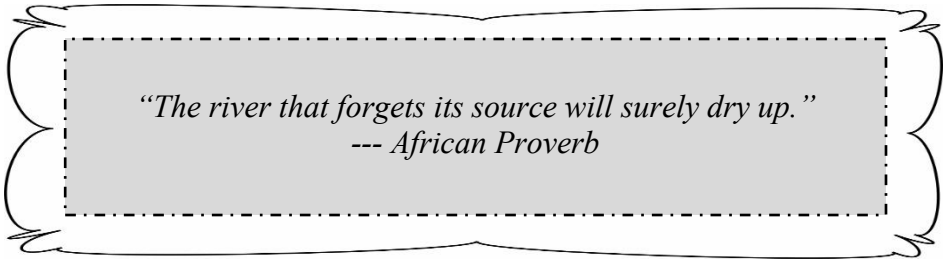
His ingenuity extends far beyond the classroom. Professor Peters co-designed a locally fabricated 600 Gloss-meter used for surface gloss evaluation, including human skin, and led the team that patented NSPRIDUST; a safe, natural grain protectant derived from diatomaceous earth, capable of preserving stored grains for up to 16 months. Such innovations highlight his deep commitment to research with direct societal benefits.

During his tenure as Executive Director and CEO of the Nigerian Stored Products Research Institute (NSPRI), an agency of the Federal Ministry of Agriculture and Rural Development, he spearheaded the development of a 5-tonne parabolic solar dryer, enhancing food preservation across Nigeria. This fusion of scientific inquiry and practical application defines the core of his legacy.

Since assuming office as Vice-Chancellor of NOUN in 2021, Professor Peters has inspired a bold reimagining of Open and Distance Learning (ODL). Under his stewardship, NOUN has expanded its reach, deepened its digital infrastructure, and strengthened its academic credibility; emerging as a leading force in flexible and inclusive

education across Africa. His strategic initiatives have reinforced the university's mission to democratise learning and serve as a model for ODL globally.

This third volume of the Festschrift, Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters, pays homage to a scholar whose contributions cut across boundaries—of disciplines, of access, and of thought. His resolute drive for innovation and inclusive education continues to light the path for generations of learners, educators, and policymakers.



In honouring Professor Olufemi Peters, we celebrate a source of excellence, whose influence flows through the streams of scholarship, innovation, and national advancement.

Preface

Education is no longer confined by the four walls of a classroom—it has become a boundless pursuit, transcending borders, disciplines, and circumstances. As the world rapidly evolves, so too does the way knowledge is conceived, shared, and applied. In this dynamic and transformative era, few have shaped the academic landscape with as much foresight and influence as Professor Olufemi Peters. His leadership, vision, and unflinching dedication to scholarship have not only enriched the present but have also laid enduring foundations for the future.

Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters is a testament to his far-reaching contributions and the transformative impact of his intellectual stewardship. This volume gathers a constellation of essays and research from scholars, educators, and thought leaders across diverse fields, each piece echoing the same commitment to rigour, relevance, and innovation that Professor Peters has exemplified throughout his career.

More than a celebration of his achievements, this book reveals the breadth of his influence—spanning interdisciplinary collaborations, pioneering educational frameworks, and efforts to democratise access to quality education. His work has consistently challenged traditional academic boundaries, inviting a more inclusive, integrative, and forward-thinking approach to learning and discovery.

Each chapter in this volume bears the imprint of his legacy: the promotion of critical inquiry, the embrace of new methodologies, and the encouragement of diverse intellectual voices. Professor Peters has not only advanced knowledge within his own field but has inspired an academic culture that thrives on cross-pollination, inclusivity, and excellence.

In honouring his extraordinary career, we are reminded that true educational leadership is measured not merely by accolades or titles, but by the lives transformed and the knowledge illuminated. This collection is a beacon for all who believe that scholarship must serve both intellect and humanity.

May the insights found within these pages spark new questions, fuel courageous research, and serve as a tribute to the enduring influence of Professor Olufemi Peters—a leader whose legacy continues to expand the horizons of what education can achieve.

Joy Eyisi
Editor-in-Chief

Editorial Advisory Panel at a Glance

For the Seven-Volume Tribute to Professor Olufemi Ayinde Peters

Professor Joy Eyisi
Chief Editor and Series Coordinator

- Architect of excellence, shaping vision into lasting legacy.

Dr Ada Mac-Ozigbo
Assistant Coordinator and Senior Editor

- Where science meets strategy, clarity and order emerge.

Dr Sheriff Olatunji
Senior Editor

- Polishing words until they sing with clarity and truth.

Dr Joy Eyisi Jr
Associate Editor (Youth and Innovation)

- A new generation's voice weaving healing, art, and scholarship.

Mr Moses Adegboye
Editorial Coordinator

- The steady engine behind the scenes, ensuring excellence on time.

Mr George Olumide Bako
Editorial Coordinator

- Precision and structure—building order into creativity.

Mr Lucky Atiati
Instruction Designer and Production Specialist

- Creative eye and steady hands—bringing vision to life through design, format, and form.

Professor Charles Chikwendu Okpala

Engineering Research Consultant and Technical Reviewer

- Engineering dimension of this publication, ensuring structural clarity, intellectual rigour, and industry relevance.

Professor David Olugbade Fakeye
Academic Consultant and Style Reviewer

- A master of scholarly refinement, balancing rigour with grace.

Professor Ngozi Chuma-Udeh, CSP
Literary and Cultural Advisor

- Scholar, storyteller, and advocate—where culture meets transformation.

Emeritus Professor Godwin Sogolo
Senior Scholarly Advisor (Philosophy and Vision)

- A sage voice, guiding with reason, vision, and integrity.

Venerable Franklin Mmor
Advisory Member

- Cleric, mentor, and humanitarian—faith in action, truth in service.

Kelechi Dibie
Advisory Member

- Champion of inclusivity, breaking barriers to build bridges.

Rev. Fr. Innocent Chukwuma Maduwuba, C.S.Sp.
Advisory Member

- Priest, poet, and bridge-builder across cultures and generations.

Dr Chioma Okonkwo
Advisory Member

- Educator of hope, unlocking potential in every learner.

Together, this constellation of visionaries formed the intellectual compass of the Seven-Volume Tribute—each a star whose brilliance guided the work towards clarity, depth, and inspiration.

A Note of Gratitude

By Professor Olufemi Ayinde Peters, Vice-Chancellor, National Open University of Nigeria (NOUN)

Like the morning sun that rises in quiet strength yet lights the world in splendour, this monumental project—Seven Books for Seven Days—grew from a spark of inspiration into a radiant constellation of wisdom, scholarship, and love. As I behold this magnificent literary legacy, my heart overflows with profound gratitude and humble joy. Truly, out of the smallest seed, the mightiest tree grows.

When the idea of documenting my contributions to leadership and scholarship was first presented, I could scarcely have imagined the grandeur it would assume. What began as a bold proposal to produce three landmark volumes has blossomed into a magnificent seven-volume legacy—each book a shining star in the firmament of knowledge and inspiration.

I stand in reverent admiration of Professor Joy Eyisi, the Editor-in-Chief and Series Director of this monumental work. A woman of rare intellect, elegance, and creative courage, she transforms thought into beauty and purpose into legacy. Her leadership, literary artistry, and unflagging devotion have breathed life into this project. Professor Eyisi, you have not merely edited my words; you have ennobled them. For this, I offer my deepest and most heartfelt thanks.

To my dependable Assistant Director, Dr Ada Mac-Ozigbo, whose organisational brilliance and steadfast devotion anchored the team's rhythm, I offer my sincere admiration. Your quiet strength, disciplined focus, and gracious professionalism ensured that this dream remained both inspired and meticulously executed.

My heartfelt gratitude extends to the gifted editors and contributors—Dr Sheriff Olatunji, Dr Joy Eyisi Jr, Mr George Bako, and Mr Moses Adegboye—whose pens and intellects sculpted these books into enduring masterpieces. I also acknowledge the invaluable support of Mrs Ebele Nwafor, Miss Gift Maduakor, Mr Abel Igoru, and Mr Lucky Atiati, whose creative precision, research support, and design expertise added grace, polish, and harmony to every detail. Truly, if you want to go fast, go alone; if you want to go far, go together. Together, you have journeyed far and built something timeless.

To our revered mentors—Emeritus Professor Godwin Sogolo and Professor Vincent A. Ogunlela—your philosophical depth, moral clarity, and intellectual guidance have been our compass. You have shown that wisdom is the light that sustains scholarship, and your influence resonates through every page of this work.

I equally salute our Editorial Advisory Panel—distinguished scholars and thought leaders including Professor David Olugbade Fakeye, Professor Ngozi Chuma-Udeh, Venerable Franklin Mmor, Rev. Fr. Innocent Chukwuma Maduwuba, Dr Chioma Okonkwo, Kelechi Dibie, and others—whose insight, guidance, and dedication enriched both the substance and spirit of this project. You formed the noble circle that gave this enterprise its philosophical heart and ethical strength.

To all contributors and authors whose essays, tributes, and reflections adorn these volumes, I extend my warmest appreciation. You have offered me not mere words, but immortality—through your testimonies of faith, friendship, and respect.

And to every silent achiever behind the scenes—proofreaders, typists, designers, and the ever-dedicated team at NOUN Press and Publications—please accept my sincere thanks. Every page bears your unseen fingerprints of diligence, excellence, and love for learning.

As I reflect on this extraordinary journey—from a spark of inspiration to the creation of seven shining stars—I am reminded that legacies are not built by individuals alone, but by collectives united in purpose and passion. You have all demonstrated the beauty of collaboration, the dignity of scholarship, and the timeless truth that a candle loses nothing by lighting another.

May this seven-volume legacy inspire generations yet unborn to serve humanity with integrity, courage, and excellence. And may it stand as a reminder that true greatness lies not in titles or possessions, but in the lives we illuminate and the wisdom we leave behind.

With heartfelt appreciation and enduring admiration,

Professor Olufemi Ayinde Peters
Vice-Chancellor, National Open University of Nigeria (NOUN)

Selected Bibliography of Professor Olufemi Ayinde Peters

A Legacy in Scholarship and Service

"The written word is the enduring echo of an academic's soul."

This curated bibliography presents a selection of scholarly contributions by Professor Olufemi Ayinde Peters, an erudite scholar and visionary leader in Open and Distance Learning (ODL). His works, spanning environmental science, educational innovation, and institutional reform, serve as vital resources for academics, policymakers, and practitioners committed to excellence in higher education and sustainable development.

A. Refereed Journal Articles

1. Peters, O. A. & Olakulehin, F. K. (2010). Issues in the Management of Academic Staff in Distance Education Institutions: A Case Study of the National Open University of Nigeria. International Review of Research in Open and Distributed Learning, 11(2), 1–13.

Explores human resource challenges and proposes effective academic staffing strategies in the ODL context.

2. Peters, O. A. & Ofulue, C. I. (2010). Competency Development for Assuring Quality in Open and Distance Learning in Nigeria. Open Learning: The Journal of Open, Distance and e-Learning, 25(3), 233–240.

Highlights frameworks for building quality competencies among ODL professionals in Nigeria.

3. Peters, O. A. & Bello, T. (2010). Developing an Effective ODL Curriculum for Science Education in Nigeria. West African Journal of Open and Flexible Learning, 2(3), 59–71.

Presents an innovative curriculum design tailored for science teaching in a distance education environment.

4. Peters, O. A. & Omodara, M. A. (2015). Development of Appropriate Packaging for Shelf Life Extension of Smoked Fish in a Developing Economy. International Journal of Fisheries and Aquatic Studies, 2(4S), 46–50.

Investigates low-cost, sustainable packaging to improve food security through fish preservation.

5. Peters, O. A. & Omodara, M. A. (2018). Evaluation of Four Variant Diatomaceous Earths and a Commercial DE Insecto® Against Callosobruchus Maculatus F. on Two Varieties of Stored Cowpea in Nigeria. Journal of Stored Products and Postharvest Research, 9(3), 27–34.

Contributes to sustainable agriculture through eco-friendly postharvest pest management.

B. Books and Monographs

6. Peters, O. A. (2015). Principles of Environmental Chemistry and Pollution Control. Abuja: GreenWorld Publications.

A foundational text that examines the interaction of environmental pollutants and control mechanisms relevant to developing nations.

7. Peters, O. A. & Akande, F. (2011). Teaching Science at a Distance: Strategies and Technologies. Ibadan: Distance Learning Innovations.

Offers practical methodologies and technologies for science instruction in non-traditional learning settings.

C. Inaugural Lecture and Conference Presentations

8. Peters, O. A. (2016). Weak-Links: A Structural Phenomenon to Systemic Efficiency. 16th Inaugural Lecture, National Open University of Nigeria.

A profound reflection on structural inefficiencies in higher education systems, with strategic insights on strengthening institutional architecture.

9. Peters, O. A. (2022). Building a Resilient Future for Distance Learners Post-Pandemic. Presented at the International Council for Open and Distance Education (ICDE) Global Summit, Oslo, Norway.

Outlines visionary strategies for resilient and inclusive learning ecosystems in the post-COVID era.

D. Strategic and Technical Reports

10. Peters, O. A. (2021). Strategic Roadmap for Digitisation in NOUN's Delivery Systems (2021–2026). Internal Report, National Open University of Nigeria.

Details a comprehensive plan for transforming the university's educational delivery through digital innovation.

11. Peters, O. A. (2020). Bridging the Digital Divide: NOUN's Response to the COVID-19 Education Disruption. Submitted to the Federal Ministry of Education, Nigeria.

Documents NOUN's proactive digital response to educational challenges during the pandemic.

E. Editorial Contributions

12. Peters, O. A. (Ed.). (2019). Perspectives on Quality Assurance in Open Universities. Lagos: NOUN Quality Series.

An edited volume offering multifaceted insights on quality benchmarks in ODL, serving as a reference for quality assurance officers and academic leaders.

13. Peters, O. A. (2020–present). Member, Editorial Board, Journal of African Open and Distance Education (JAODE).

Continues to shape the intellectual discourse on ODL in Africa through peer review and editorial leadership.

Through these scholarly pursuits, Professor Olufemi Ayinde Peters has contributed significantly to the enrichment of knowledge in environmental science, academic management, and distance learning. His enduring legacy is imprinted not only in the policies he shaped and the institutions he strengthened but also in the lives of learners, scholars, and leaders who have benefited from his vision and voice.

Biographical Note

Professor Olufemi Ayinde Peters, the fifth Vice-Chancellor of the National Open University of Nigeria (NOUN), is a distinguished scholar, visionary administrator, and exemplary leader in the field of Open and Distance Learning (ODL). Like a master builder laying stones of knowledge across rivers of limitation, he has charted pathways that enable millions to access education without walls.

A Professor of Chemistry, Peters has combined academic rigour with administrative foresight, serving the Nigerian university system with distinction in teaching, research, community service, and leadership. His stewardship at NOUN has been transformative: he has consolidated the university's digital infrastructure, stabilised its academic calendar, expanded its reach across Nigeria, and elevated NOUN to continental prominence as a beacon of accessible, affordable, and technology-driven education.

Renowned for his humility, integrity, and fairness, Professor Peters embodies the ethos of service through scholarship. His tenure has been marked not only by institutional growth but also by human impact—empowering learners from all walks of life to transcend barriers of age, distance, and circumstance in pursuit of their aspirations. Under his leadership, NOUN continues to stand tall as the flagship of ODL in Africa, lighting the way for innovation, inclusion, and transformation in higher education.

Editor-In-Chief's Biodata



Joy Eyisi is a trailblazing scholar, distinguished educator, and visionary leader in English studies. She currently serves as the Chairperson, Committee of Deans and Directors, and Director of the Students' Industrial Work Experience Scheme (SIWES) at the National Open University of Nigeria (NOUN). A pioneer in academic leadership, she was the founding Director of NOUN's Special Study Centre for the National Assembly (2015–2017) and later made history as the first female Deputy Vice-Chancellor of NOUN (2017–2019). Her academic journey is marked by excellence and groundbreaking achievements. She obtained her PhD in English from the University of Nigeria, Nsukka, in 2000 and, by 2007, became the youngest professor at Nnamdi Azikiwe University, Awka; a testament to her brilliance, dedication, and relentless pursuit of knowledge. 20th March, 2024, marked her 27 years' experience as a university lecturer and 17 years as Professor, shaping generations of scholars with her expertise and mentorship. Her impact extends beyond Nigeria; in 2010, she became the first Nigerian to receive the prestigious Best Paper Presenter Award from the International Academy of Linguistics, Behavioural, and Social Sciences in New Orleans, USA. Professor Eyisi's philosophy is a clarion call to all who strive for greatness: "Aspire to the zenith. Never go for Very Good where Excellent is possible". With an unshakable passion for academic excellence, transformative leadership, and student empowerment, she continues to inspire, mentor, and redefine the landscape of education in Nigeria and beyond.

Editor's Biodata



Sheriff Olatunji is a distinguished scholar and dedicated educator in the Department of Arts and Social Sciences Education at the National Open University of Nigeria (NOUN). With a PhD in English Language Education from the prestigious University of Ibadan, he has established himself as a formidable force in academia, shaping minds and advancing knowledge in his field. A prolific researcher and author, Dr. Olatunji has contributed extensively to scholarly discourse through numerous publications in reputable books and journals. His expertise is recognised globally, serving on the editorial boards of numerous esteemed local and international journals. His passion for academic excellence shines through his active participation in numerous conferences, where he has presented groundbreaking papers that expand the frontiers of linguistics, language education, and educational research. Dr. Olatunji's current research focuses on the treatment of phonological content in selected English language textbooks, a study poised to make significant contributions to language education. He is an esteemed member of many prestigious academic and professional bodies, including the International Association of Language Educators (IALE), the English Language Teachers Association of Nigeria (ELTAN), the Education Research and Development Association (ERDA), and the Teachers Registration Council of Nigeria. As the Vice President of the Education Research and Development Association at the Centre for Promoting Education and Research in Humanities and Social Sciences (CPERHS), Dr. Olatunji plays a pivotal role in fostering innovative educational practices. His dedication and scholarly impact have earned him fellowships at the Ife Institute of Advanced Studies (IIAS) and the World Institute for Peace (WIP). A trailblazer in education, Dr. Olatunji was recently honoured with the prestigious *Education Research and Development Association 2024 Award of Excellence for Teaching*; a testament to his steadfast dedication to shaping the future of education and inspiring the next generation of scholars.

Editor's Biodata



Dr Ada Mac-Ozigbo is a Lecturer in the Department of Business Administration, Faculty of Management Sciences, at the National Open University of Nigeria. She holds a degree in Chemical Engineering (COREN-certified), and is a Doctor of Strategic Management. Her multidisciplinary expertise has made her a dynamic contributor to academia and industry alike. A prolific researcher and published author, Ada Mac-Ozigbo has contributed to numerous national and international journals, making a measurable impact in her fields of specialization. She has actively participated in a wide range of conferences and workshops focused on capacity building and professional development. Ada Mac-Ozigbo's professional recognition includes induction into the halls of fame of several reputable organizations and associations, such as: The Nigerian Institute of Management (Chartered) – NIM, the Academy of Management Nigeria (TAMN), the Association of Management and Social Sciences Researchers of Nigeria (AMSSRN), the Association of Entrepreneurship Scholars (AES), the Nigerian Society of Engineers (NSE), the Rotary Club International, among others.

She serves in multiple leadership and editorial roles, including as a board member, reviewer, and managing editor for academic journals. She has also received numerous awards recognizing her contributions to academia and public service. Her vast professional experience has endowed her with a robust competency framework, which she has strategically applied to drive transformation across various institutions and projects.

Ada Mac-Ozigbo is currently the Coordinator of the Commonwealth Executive MBA Programme at the National Open University of Nigeria. She also serves as the Chairperson of the Abuja and District Society of the Association of Management and Social Sciences Researchers of Nigeria. In the private sector, she is the CEO of Wireless Options Ltd and the Executive Director of Green Gardens Consultants Ltd.

Beyond her professional life, Ada Mac-Ozigbo is a wife, mother, counselor, ethicist, and a distinguished administrator. She is passionate about reading and writing, and continues to inspire excellence across academic, professional, and community landscapes.

Editor's Biodata



Joy Eyisi Jr. is a distinguished scholar, educator, and researcher at the Department of Languages and General Studies, Covenant University, Ota, where she passionately teaches Studies in English. Her academic excellence is reflected in her first-class honours in English from Covenant University and a Master's degree in English (Literature) from the University of Ibadan, where she was recognised among the top postgraduate students. She further advanced her interdisciplinary research with a PhD in Medical Humanities, integrating literature, healthcare, and human well-being. Joy's work explores the role of literature and the arts in healthcare, advocating for their therapeutic potential in psychological, emotional, and physical healing. As an Arts in Medicine Fellow, she promotes the integration of storytelling, poetry, music, and visual arts into medical practice, inspiring healthcare professionals to adopt a more holistic approach to healing. An active member of ESAN and AIMF, Joy contributes to cutting-edge research and policy development in education, healthcare, and leadership studies. A sought-after speaker, mentor, and facilitator, she engages with scholars and professionals to advance interdisciplinary learning and transformative leadership. Driven by excellence and innovation, Dr. Joy Eyisi Jr. is reshaping education, healthcare, and leadership. Her visionary research and advocacy continue to bridge the gap between humanities and medicine, making her a trailblazer in interdisciplinary scholarship and a beacon of transformative change.

Editors' Biodata



Bako George Olumide is a dedicated administrator with a passion for academic excellence, technological innovation, and institutional leadership. He holds an MSc in Applied Geographical Information Systems (GIS) and Remote Sensing from the University of Salford, UK (2008–2010) and a B.Tech in Urban and Regional Planning from the Federal University of Technology, Minna (1995–2000). With nearly two decades in academia and administration, he has held pivotal roles at the National Open University of Nigeria (NOUN), significantly contributing to institutional development, student services, and academic data management: Principal Assistant Registrar, SIWES Directorate (2023–Present), Principal Assistant Registrar, Olusegun Obasanjo Centre for African Studies (2020–2023), Principal Assistant Registrar, Academic Registry (2016–2020), Head of Students Records & Database, Directorate of Examination & Assessment (2013–2016), Administrative Registrar, Directorate of Examination & Assessment (2010–2013) and Administrative Officer, Directorate of Examination & Assessment (2005–2008). For his contributions to education and ODL, he has received: Certificate of Commendation – NOUN Convocation Ceremony (2016) and Certificate of Excellence – For outstanding contributions to education and ODL in Nigeria (2021). A strong advocate for continuous learning and global collaboration, he is a member of: Remote Sensing and Photogrammetry Society (RSPSOC), UK, African Council for Distance Education (ACDE), International Council for Open and Distance Education (ICDE) and Association of African Universities (AAU). Through dedication, innovation, and strategic leadership, Bako George Olumide continues to drive impactful changes in higher education, advancing GIS, academic administration, and distance learning to shape the future of education in Nigeria and beyond.

Editor's Biodata



Moses Adegboye is a dynamic education administrator with a deep passion for student engagement, academic operations, and digital transformation in education. Since joining the National Open University of Nigeria (NOUN) in April 2011, he has played a pivotal role in shaping the university's administrative landscape, serving in key capacities such as Examinations Officer, HR Records Officer, and SIWES Administrator. A visionary in educational innovation, Moses was a core member of the SIWES development team led by Professor Sam Smah, where he made significant contributions to the design and implementation of the SIWES Administration Platform. His work in streamlining student placements and automating critical processes has transformed the system, ensuring efficiency, seamless student tracking, and improved compliance monitoring. Today, he continues to oversee this cutting-edge platform, driving operational excellence and enhancing students' industrial experience. Committed to lifelong learning and institutional growth, Moses has been an active participant in the Virtual Institute for Capacity Building in Higher Education (VICBHE) since 2020, excelling in education management, policy implementation, and institutional development. His dedication to innovation and academic excellence positions him as a key force in the advancement of open and distance learning in Nigeria.

Editor's Biodata



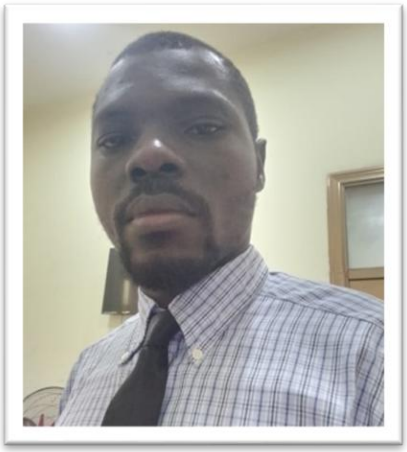
Ebele Nwafor is a dedicated scholar and lecturer in the Department of Linguistics, Foreign and Nigerian Languages, Faculty of Arts, National Open University of Nigeria. With a Master of Arts (M.A.) degree in Linguistics, she is currently pursuing her PhD at Nnamdi Azikiwe University, Awka, Anambra State, where she continues to break new ground in her field. Her research interests span Pragmatics, Discourse Analysis, and Sociolinguistics, areas where she has made significant contributions through thought-provoking publications and conference presentations. A passionate educator, she is a registered teacher with the Teachers Registration Council of Nigeria (TRCN) and an active member of esteemed professional bodies, including the Linguistics Association of Nigeria (LAN), Pragmatics Association of Nigeria (PrAN), International Pragmatics Association (IPrA), and Lagos Studies Association (LSA). Ebele's commitment to academic excellence and linguistic inquiry is evident in her numerous scholarly engagements. She continues to shape conversations in her discipline, inspiring students and colleagues alike with her passion for language and communication.

Editor's Biodata



Gift Kosisochukwu Maduakor is a gifted poet, educator, and literary enthusiast whose passion for language and creativity knows no bounds. A graduate of the University of Abuja, where she obtained a degree in English Education, she masterfully blends the artistry of poetry with a profound understanding of language and literature. Her academic background has equipped her with the tools to not only appreciate the intricacies of English but also to inspire others through the beauty of words. Currently serving in the Directorate of Human Resources at the National Open University of Nigeria (NOUN), while excelling in her professional responsibilities, Gift remains deeply immersed in the literary world, using her creative talent to shape narratives that resonate with diverse audiences. Hailing from Imo State, Gift is a strong advocate for literary expression, intellectual growth, and artistic excellence. She actively engages with the literary community as a member of prestigious organisations, including the Association of Nigerian Authors (ANA), Poetry in Nigeria (PIN), Nigerian International Poetry Convention (NIPCON), and the Association of Creative Writers (ACW-UA). Through these platforms, she contributes to the advancement of poetry and creative writing in Nigeria, fostering a culture where literature thrives. With a steadfast dedication to storytelling, poetry, and education, Gift is a voice of inspiration, using the power of words to uplift, enlighten, and transform lives. Her writings explore the human experience, weaving emotions, culture, and social realities into compelling narratives. As a literary artist and advocate for creative expression, she continues to push boundaries, leaving a lasting impact on the literary and academic landscapes.

Editor's Biodata



Abel Igoru is a dedicated professional with a strong foundation in accounting from the National Open University of Nigeria (NOUN) and is currently advancing his expertise with a Master's in Business Administration at NOUN. With a wealth of experience in security management, he honed exceptional investigative and report-writing skills before transitioning into quality assurance. As a Quality Assurance Officer at the Directorate of Quality Assurance, Abel plays a key role in ensuring compliance, efficiency, and high standards. He also serves as a Board Member on the Committee on Standard Operating Procedures (SOP) at the Directorate of Counselling and Career Development, contributing to institutional excellence. Leveraging his accounting background, he is proficient in financial record-keeping, budget analysis, account reconciliation, auditing, and compliance. His expertise extends to financial reporting, expense management, and organisational efficiency, making him a valuable asset in maintaining fiscal responsibility. With strong skills in quality assurance, report writing, Microsoft Word, and meticulous documentation, Abel is known for his work ethic, attention to detail, and commitment to excellence. Passionate about continuous learning and professional growth, he remains dedicated to driving improvements in quality assurance to uphold and enhance organisational standards.

List of authors and co-authors

Title	Surname	First Name	Institution	Co-authors	Institution
Mr.	Iloanwusi	Vitalis Chinemerem	Godfrey Okoye University	Felicia Nnenna Ene	*Godfrey Okoye University*
Mr.	Okoye	Daniel C.	Nnamdi Azikiwe University	Nkoli M. Nnyigide	*Nnamdi Azikiwe University*
Dr.	Bamidele	Samuel Femi	*Federal University Lokoja*	Elizabeth Ebere Abgo	*University of Nigeria,*
Dr.	Eke	Ogbu Eke	*Federal College of Education*	- Chidingozi Eke -Ndidiamaka Ndukauba Maduike	*Abia State Universal Baic Education Board* *-Federal College of Education, Owerri*
Dr.	Akinsulire	Yewande Precious	*Wesley University*		
Dr.	Olamide	Sheriff	*National Open University of Nigeria*		
Dr.	Yusuff	Afeez Bolanle	*University of Ibadan*	Felix Femi Adedokun	*University of Ibadan*
Dr.	Ugaduh	Lilian C.	*National Open University of Nigeria*		
Dr.	Ayegboyin	Salimat Adebola	*University of Ibadan*		

Mr.	Dhikrullah	Sherifdeen Akanji	*Pan African University Institute of Governance*		
Dr.	Olatunji	Sheriff Olamide	*National Open University of Nigeria*	Joy Eyisi	*National Open University of Nigeria*
Mr.	Aimasiko	Omobolaji Ganiyu	*Emmanuel Alayande University of Education*		
Mrs.	Ogunkanmi	Gbemisola Ayinke	*University of Ibadan*		
Mrs.	Olatunji	Latifat Tunrayo	*St. Paul Anglican Primary School*		
Mr.	Ogundoyin	Sulaimon Adewale	*University of Ibadan*		
Dr.	Akinsulire	Yewande Precious	*Wesley University*		
Dr.	Ajagbe	Iyabode Mofoluwake	*University of Ibadan*		
Dr.	Ayegboyin	Salimat Adebola	*University of Ibadan*		
Dr.	Bateye	Omonike Rashidat	*University of Ibadan*		
Mrs.	Ogunkanmi	Gbemisola Ayinke	*University of Ibadan*		
Mr.	Adesigbin	Ahmed Adedeji	*Adeyemi College of Education*		
Dr.	Ajagbe	Iyabode Mofoluwake	*University of Ibadan*		
Prof.	Oyeka	Christie Amechi	*Godfrey Okoye University*		

Dr.	Amadi	Ugochukwu Ngozi	*Michael Okpara University of Agriculture*	-Getrude Chinedu Ugo -Idorenyin Benedict Ekanem -Chidingozi Eke	*-Michael Okpara University of Agriculture* *-Michael Okpara University of Agriculture* *-Michael Okpara University of Agriculture*
Dr.	Afekhai	Patrick Omozuavbo	*University of Abuja*		
Mr.	Bayero	Ibrahim Usman	*Kwara Sate University*	Adesina Lambe Mutalub	*Kwara Sate University*
Dr.	Darma	Musa Haladu	*Bayero University*		
Dr.	Yaki	Akawo Angwal	*Federal University of Technology*	-Faith Ihotu Ochigbo -S. Bawa	*-Federal University of Technology Minna* *-Federal University of Technology Minna*
Dr.	Dave-Ugwu	Priscilla Okwuchukwu	*University of Nigeria Nsukka*		

Mrs.	Gagare	Hadiza Bashir	*Umaru Musa Yar'adua University*		
Mr.	Oluyemo	Alade Abdullateef	*National Open University of Nigeria*		
Prof.	*Ogbulogo*	Charles	*Maduka University*		
Dr.	Ihechu	Kelechi Joshua Princewill	*Federal University Dutsin-ma,*	-Sunday Emmanuel Nnamdi -Abdul'aziz Inusa Busa	*-Federal University Dutsin-ma,* *-Federal University Dutsin-ma,*
Mr.	Sulaiman	Hamza Alhaji	*Shehu Shagari College of Education*	-Ibrahim Musa -Chinyere Immaculata Alaribe	*-National Open University of Nigeria* *-National Open University of Nigeria*
Dr.	Ogunleye	Oluwasogo Ruth	*National Open University of Nigeria*	-Funmilayo Mary Ilugbami -Tessy Onogimesike Angba	*-National Open University of Nigeria* *-National Open University of Nigeria*
Dr.	Badmus	Ayodeji Muideen	*National Open University of Nigeria*	Ibrahim Musa	*National Open University of Nigeria*

Dr.	Adedapo	Adeyemi	*National Open University of Nigeria*		
Mrs.	Olatunji	Latifat Tunrayo	*St. Paul Anglican Primary School II, Yanbule, Ib*		
Mr.	Ihechu	Kelechi Joshua Princewill	*Federal University Dutsin-Ma*	-S. E. Nnamdi -Jacinta N. Ogwo-Agu	*-Federal University Dutsinma* *-Michael Okpara University of Agriculture*
Dr.	Mogbeyiteren	Odunola Lovelynn Boluwatife	*Emmanuel Alayande University of Education*		
Mr.	Nwokoye	Nkechinyere		-Folorunsho Muhammed Shuaib -Olayiwola Oladimeji -Rukayat Alabi	*-ABU* *, - University of Ilorin* *-University of Ilorin*
Dr.	Eze	Justina Nneka	*National Open University of Nigeria Abuja*		
Mr.	Bolarinwa	Taiwo	*University of Abuja*	Adegbite Bamidele	*Federal College of Education Iwo*

Dr.	Omozuavbo	Afekhai Patrick	*National Teachers Institute Kaduna*		
Mr.	Oluyemo	Alade Abdullateef	*National Open University of Nigeria*	-Victor Shabminu Jesse -Sulaimon Olawale Nosiru	-*Nasarawa State University Keffi* -*National Open University of Nigeria*
Dr.	Abiola	Muhydeen Olaitan	*Al-Hikmah University*	Balqees Adeshewa Adebiyi	*Silver Maple British International School*
Mrs.	Adewoye	Elizabeth Olabisi		Ighalo Sunny Odiagbe	*Nigerian Educational Research & Development Council*
Dr.	Ilemobayo	Kehinde Destiny	*Adekunle Ajasin University*	David Eganoyemi Aghonebarin	*Adekunle Ajasin University*
Dr.	Ottan	Jamiu Olatunji	*National Open University of Nigeria*	-Florence Onyemowo Akpakwu -Ategwu Patrick Ogar	-*Benue State University* -*University of Calabar*
Mrs.	Chukwudolue	Joy Chinelo	*National Open University of Nigeria*	-Joy Eyisi -Ebele Nwafor	-*National Open University of Nigeria* -*National Open University of Nigeria*

Mr.	Oluyemo	Alade Abdullateef	*National Open University of Nigeria*		
Mr.	Lawal	Fatai	Adeyemi Federal University of Education		
Dr.	Adeniran	Busari Ganiyu	*Yaba College of Technology*		
Dr.	Olaide	Taofeek Kehinde		-Samaila Mande -Eunice Abimbola Adegbola	*-National Open University of Nigeria* *-National Open University of Nigeria*
Dr.	Adedapo	Temitope Alice		-Adeola Timothy Adams -Taiwo Philip Orebiyi	-National Open University of Nigeria, Abuja *-National Open University of Nigeria*
Mr.	Odetomi	Gbemisoye Ezekiel		Olatunji Idris Yusuf	*Oyo State College of Agriculture and Technology*
Mr.	Olotu	Gbenga	*Adeyemi Federal University of Education*	Sylvester Ade Baale	*University of Ibadan*
Mr.	Ogunmola	Olayinka Philip	*Federal College of Education*		

Mr.	Unimtiang	Unimke Sylvanus	*University of Calabar*	-Usang, Nkanu Onnoghen -Rose, Osang Onnoghen	-*University of Calabar* -*University of Calabar*
Dr.	Abubakar	Soliu Idowu	*University of Ibadan*		
Dr.	Gbadebo	Emmanuel Olusegun	*Federal College of Education Special*		
Dr.	Ogbu	Eke Eke		Uchenna Kalu Uduka	*Federal College of Education*
Dr.	Afam	Boi Moses			
Dr.	Ganiyu	Mutiu Adekunle	*National Open University of Nigeria*		
Mrs.	Akinyera	Moriamo Busola	*University of Lagos*		
Dr.	Ettah	Goddy	*National Open University of Nigeria*		
Prof.	Eyisi	Joy	*Open University of Nigeria*		

Introduction

Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters

In an age where knowledge serves as the cornerstone of progress, the pursuit of excellence across disciplines has never been more crucial. Education, research, and innovation collectively drive societies forward, shaping the trajectory of human advancement and ensuring sustainable development. Within this dynamic landscape, a select few visionaries stand out leaders whose intellectual prowess, strategic foresight, and unshakeable loyalty inspire transformative change. Professor Olufemi Ayinde Peters, Vice-Chancellor of the National Open University of Nigeria (2021–2026), is one such luminary whose contributions have redefined academic excellence, particularly in the domain of Open and Distance Learning (ODL).

Excellence Across Disciplines: Advancing Knowledge in Honour of Professor Olufemi Peters is a scholarly tribute to a leader whose impact transcends disciplinary boundaries. This compendium brings together thought-provoking contributions from distinguished academics, researchers, and practitioners across diverse fields of study, reflecting the profound influence of Professor Peters' vision and leadership. By fostering a culture of rigorous inquiry and knowledge dissemination, he has championed the cause of accessible and inclusive education, ensuring that learning remains a universal right rather than a privilege.

This volume is more than an academic celebration; it is a reflection of the evolving frontiers of knowledge. From the transformative power of ODL to pioneering research in the sciences, humanities, and social sciences, the chapters within these pages offer a multidisciplinary exploration of contemporary issues and emerging trends. Each contribution underscores the imperative of intellectual curiosity, methodological rigor, and the continuous quest for innovation.

At the heart of this book lies a commitment to excellence; an ethos that Professor Peters has exemplified throughout his career. His leadership has not only elevated the National Open University of Nigeria but has also significantly shaped the broader academic landscape, championing quality education that transcends geographic and socio-economic barriers. Through his dedication, he has inspired countless scholars, students, and educators to push the boundaries of what is possible, fostering an academic environment where ideas flourish, and knowledge serves as a catalyst for societal transformation.

This collection serves as both a tribute and a call to action. It invites readers, whether researchers, educators, policymakers, or students, to engage with the wealth of insights

presented, to draw inspiration from the profound scholarship it embodies, and to contribute to the ongoing dialogue on advancing knowledge in their respective fields. In celebrating Professor Olufemi Peters, we also celebrate the collective pursuit of intellectual excellence, innovation, and the relentless drive to shape a future where education remains a powerful tool for progress and empowerment.

We welcome you to embark on this intellectual journey. *Excellence Across Disciplines* is more than a book; it is an invitation to explore, to challenge, and to reimagine the possibilities of knowledge in an ever-evolving world.

Project Genesis

The Making of a Legacy: From a Spark to Seven Stars

The genesis of this collection, celebrating the legacy of Professor Olufemi Peters, began with a simple yet profound desire: to capture and honour his enduring wisdom. In 2023, a proposal was presented to the Vice-Chancellor, seeking his blessing for a project that would encapsulate his legacy. Three titles were initially submitted: *Excellence in Open and Distance Learning: Festschrift for a Leader Extraordinaire*, *Leadership Par Excellence: Celebrating the Achievements of Professor Olufemi Peters* and *Pearls of Wisdom: The Voice of Professor Olufemi Peters*. Little did we know, this was merely the seed from which a magnificent literary forest would grow.

The approval arrived like a ray of sunlight, igniting a flurry of activity. Immediately, the quest began to assemble a team of dedicated individuals, visionaries who would help transform this dream into reality. Dr. Ada Mac-Ozigbo, Dr. Sheriff Olatunji, Mr. Moses Adegboye, and Mr. George Bako.

As the project's scope organically expanded, the team recognised the need for further expertise and collaboration. The sheer magnitude of insights, tributes, and scholarly contributions demanded a more robust approach. During the development of *Pearls of Wisdom*, the discovery of informal insights, anecdotes, personal reflections, and witty remarks, showcasing Professor Peters' human side, led to the creation of *Pearls Beyond the Podium: Professor Peters' Informal Voice*, ensuring a broader spectrum of his wisdom was captured.

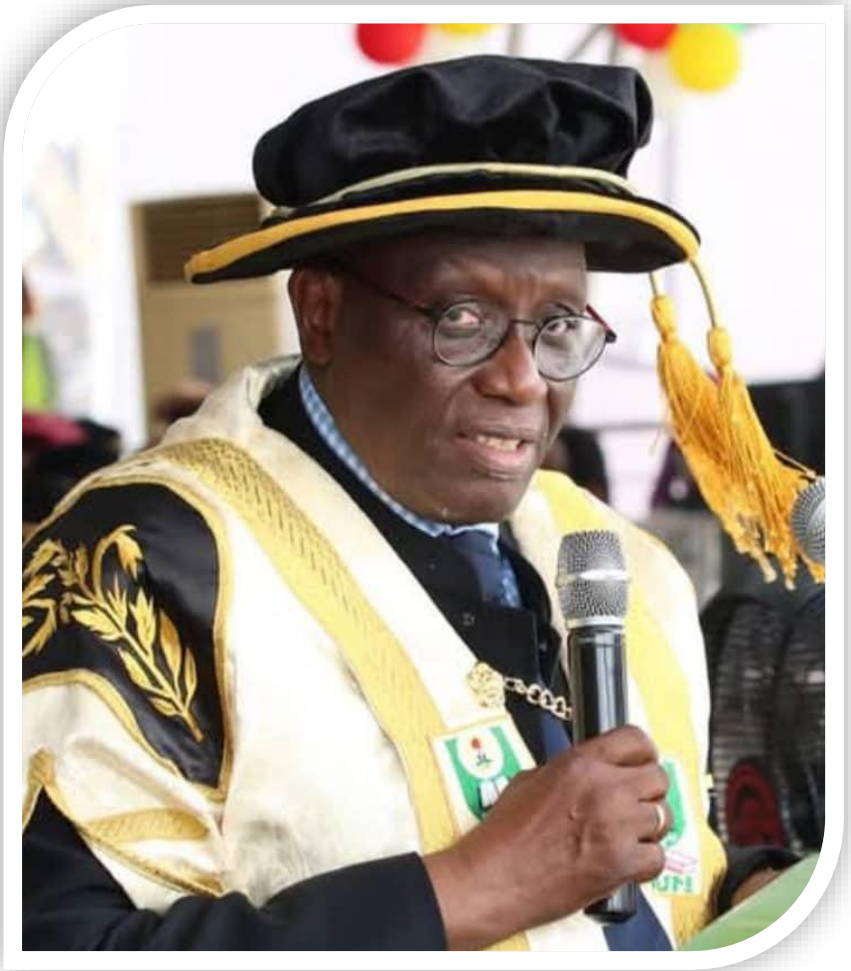
The festschrift, *Excellence in Open and Distance Learning*, evolved into a trilogy, and *Enconia: Professor Olufemi Peters in the People's Court of Law* was created. To achieve this expanded vision, the team recognised the need for additional expertise, and Dr. Joy Eyisi Jr., Mrs. Ebele Nwafor, Miss Gift Maduakor, and Mr Abel Igoru joined the team. What began as a spark of inspiration culminated in a constellation of seven distinct literary works, each a shining star in Professor Olufemi Peters' legacy. This extraordinary journey, from a simple idea to a multi-volume celebration, stands as a testament to the power of vision, collaboration, and determined commitment.

We extend our deepest gratitude to Vice-Chancellor Professor Olufemi Peters for his unalloyed support throughout this project. His approval was the catalyst,

and his consistent encouragement sustained us through every stage of writing, editing, and proofreading. His insightful guidance and profound belief in this project were pivotal to its successful completion. This magnificent reality is a direct result of his inspiring leadership and the profound impact he has on all who have the privilege of knowing him. We are honoured to have been a part of this remarkable endeavour.

“Nigeria stands at a pivotal moment in its pursuit of equitable access to university education. Each year, nearly two million candidates sit for the JAMB examinations, yet only about half a million secure admission into tertiary institutions, leaving countless bright and ambitious minds without the opportunity to further their education. This glaring disparity demands urgent, transformative action. To bridge this gap, there is an urgent need to embrace bold, innovative solutions that reimagine the future of learning. A strategic expansion of e-learning and distance education will unlock new opportunities, breaking down traditional barriers and ensuring that quality education reaches every corner of the nation. This vision calls for strengthening educational infrastructure, optimising resources in public universities, forging dynamic partnerships with the private sector, enhancing sustainable funding mechanisms, and harnessing global support to drive lasting, scalable growth.”

Professor Abdullahi Yusufu Ribadu
Executive Secretary, National Universities Commission (NUC)



PART ONE

Language, Communication, and Society: Evolving Dimensions

"Language is more than a tool of communication; it is the soul of a people, the bridge between history and progress, the thread that weaves identity, culture, and knowledge into the fabric of society."

*...**Ayo Bamgbose***

Language is the heartbeat of human civilisation, an intricate system that shapes identity, fosters understanding, and fuels progress. It is through language that societies construct meaning, preserve heritage, and adapt to the evolving demands of a dynamic world. In an era where globalisation and technology continuously redefine communication, the role of language extends beyond mere expression to a powerful instrument of social transformation. This section delves into the complex interplay between language, communication, and society, exploring how linguistic diversity, digital advancements, and cultural shifts influence human interaction. As we navigate the ever-changing dimensions of language, we celebrate its ability to unite, empower, and inspire, reinforcing its undeniable role in shaping the present and future of knowledge across disciplines.

Professor Peters is highly humane and committed to whatever he believes in. He is highly resourceful, workaholic and principled man. He is a proficient lecturer, prolific writer, an inspirational leader, and mentor par Excellence. An erudite scholar who will not settle for "very good" where EXCELLENT is achievable. My appointment to NOUN was during the era of Professor Jegede as the Vice -Chancellor, a well rounded exponent, advocate and father of open and Distance Learning.

…Nda Mundi

Chapter 1

Practicalising English and Literary Studies Postgraduate Training for the Nigerian Lecturing Profession

Vitalis Chinemerem Iloanwusi
Department of English and Literary Studies
Faculty of Arts
Godfrey Okoye University, Enugu, Enugu State, Nigeria

&

Felicia Nnenna Ene
Department of Arts Education
Faculty of Education
Godfrey Okoye University, Enugu, Enugu State, Nigeria

Abstract

This study investigates how postgraduate training in English and Literary Studies can be practicalized to better prepare future lecturers in Nigerian universities, specifically focusing on curriculum innovation, pedagogical apprenticeship, and mentorship models. Conducted at Godfrey Okoye University and the University of Nigeria Nsukka, the research employed a descriptive survey design involving 175 postgraduate students and lecturers. Data collected through structured questionnaires were analyzed using mean and standard deviation, with a 2.5 cut-off point for acceptance. Findings reveal strong support for integrating digital-based literary courses and ICT skills into the curriculum, formalizing apprenticeship programs that provide guided teaching practice, and establishing structured mentorship to foster professional identity and competence. The study highlights the rejection of traditional ICT teaching methods, emphasizing the need for interactive, technology-rich learning environments. Drawing on experiential learning and communities of practice theories, the research recommends sustained curriculum reforms, well-supervised apprenticeships, and robust mentorship schemes, alongside increased funding and lecturer professional development. These combined approaches are crucial for bridging the gap between theory and practice and equipping postgraduate students to meet the evolving demands of the Nigerian lecturing profession.

Keywords: *Postgraduate training, English and Literary Studies, curriculum innovation, pedagogical apprenticeship, mentorship, Nigerian universities, ICT integration, professional readiness*

Introduction

The Nigerian university system is currently at a pivotal juncture where the relationship between postgraduate training in English and Literary Studies and the practical demands of the lecturing profession is undergoing critical scrutiny. Although postgraduate curricula generally provide solid theoretical foundations in linguistics, literary criticism, and pedagogical principles, there remains a significant disconnect in translating these academic competencies into effective classroom practice, innovative curriculum design, and sustainable professional identity formation (Gut & Matz, 2024).

Bridging this gap demands more than incremental adjustments; it calls for deliberate integration of curriculum reforms, pedagogical apprenticeships, and structured mentorship models. Such reforms should be aimed at equipping postgraduate students not only with disciplinary mastery but also with the practical skills to navigate the realities of academic work. This is especially important in Nigeria's higher education system, which faces persistent challenges in aligning academic preparation with workplace realities. Addressing these gaps has become imperative for fostering a generation of lecturers capable of delivering excellence in a rapidly evolving academic environment.

In recent years, concerns over the professional readiness of newly appointed lecturers have intensified across Nigerian universities. Abiola (2023) observes that many teacher education programmes, including those targeted at postgraduate English lecturers, lack the seriousness and long-term vision necessary to produce adaptable, innovative educators. This weakness is further compounded by systemic challenges such as chronic underfunding, infrastructural inadequacies, and the scarcity of continuous professional development opportunities (Ugwu, 2022). These institutional deficiencies often hinder a smooth transition from academic theory to effective teaching practice. Consequently, many new lecturers find themselves ill-prepared to manage diverse classrooms, develop student-centred learning approaches, or engage in reflective pedagogical improvement. The resulting performance gaps weaken both teaching quality and student outcomes. These issues highlight the urgent need for postgraduate training that is practical, immersive, and aligned with the realities of Nigerian higher education.

The concept of practicalising postgraduate training in English and Literary Studies extends far beyond the standard delivery of theory-based courses. It requires embedding applied teaching experiences, opportunities for reflective practice, and collaborative pedagogical design directly into the curriculum. Unlike isolated teaching practice sessions, a practicalised approach would emphasise sustained apprenticeship models in which students co-teach courses with experienced lecturers and receive continuous formative feedback (Tanko, Jamilu, & Iliyasu, 2022). This approach is consistent with global higher education trends, where teacher preparation increasingly favours experiential and competency-based learning over purely theoretical instruction. By providing real-world exposure throughout postgraduate training, universities can

cultivate graduates who are confident, adaptive, and able to translate academic knowledge into innovative teaching strategies. The shift from passive observation to active pedagogical participation is essential for raising teaching standards in the discipline.

Mentorship has also emerged as a critical factor in producing confident, competent, and ethically grounded university lecturers. Studies have shown that structured mentoring relationships offer postgraduate students role modelling, professional guidance, and networking opportunities that significantly enhance their career transitions (Olayemi, Vaye, & Dansu, 2021). In Nigeria, where formal mentorship structures are often absent or inconsistent, embedding mentorship within postgraduate training could help bridge significant professional gaps. Mentors provide valuable insight into classroom management, curriculum adaptation, and navigating the socio-political dynamics of academia. They also help mentees cultivate a professional identity that aligns with institutional values and student needs. This personalised guidance complements formal instruction and is instrumental in developing the next generation of transformative lecturers.

Curriculum innovation is another vital component in enhancing the professional readiness of postgraduate students. Okebukola (2017) emphasises the need to reinvent Nigerian university curricula to ensure relevance, flexibility, and competitiveness in a globalised academic environment. In English and Literary Studies, this reinvention might involve integrating digital humanities, applied linguistics for professional communication, and industry-linked creative writing into postgraduate programmes. Such innovations would not only diversify students' skill sets but also make them more responsive to societal and market demands. Additionally, curricula should reflect the interdisciplinary nature of modern knowledge production, equipping future lecturers to teach across thematic, cultural, and technological boundaries. When curriculum reform is strategically implemented, it can serve as the foundation for a transformative postgraduate training system.

Pedagogical apprenticeship models offer a particularly effective bridge between academic theory and teaching practice. These models differ from conventional teaching practice exercises, which are often brief, overly formalised, and insufficiently reflective. Instead, pedagogical apprenticeship requires prolonged engagement, allowing postgraduate students to gradually assume more complex teaching responsibilities under the supervision of seasoned lecturers. This model encourages an iterative process of learning, application, and refinement of teaching strategies (Adedapo & Opoola, 2021). By simulating the demands of the profession in a supportive environment, apprenticeship builds confidence, fosters adaptability, and strengthens content delivery skills. Adapting such models for English and Literary Studies could result in graduates who are better prepared for the realities of Nigerian classrooms.

The growing globalisation of education has also reshaped expectations for lecturers in English and Literary Studies. Today's lecturers must be able to navigate multicultural classrooms, incorporate technology-enhanced learning tools, and address the needs of an increasingly diverse student population. Gut and Matz (2024) note that professionalising English language education requires interdisciplinary approaches and exposure to varied teaching contexts during training. Postgraduate students must therefore be prepared to integrate digital learning platforms, design inclusive curricula, and critically engage with global academic discourses. By embedding these competencies into training, Nigerian universities can ensure their graduates remain relevant and competitive in both local and international academic spaces.

Lecturers' professional identities are shaped not only by their academic preparation but also by the lived realities of their professional experiences. Almayez (2024) demonstrates that professional identity formation is influenced by personal background, institutional culture, and broader societal perceptions. For Nigerian postgraduate students in English and Literary Studies, this means that identity development should be consciously nurtured through reflective practice, exposure to diverse teaching environments, and critical engagement with disciplinary values. This holistic approach ensures that lecturers enter the profession with a clear sense of purpose, ethical grounding, and the capacity to adapt to changing academic landscapes.

Persistent challenges in the teaching of literature-in-English—such as inadequate instructional resources, low student engagement, and outdated assessment methods—underscore the urgency of reform in postgraduate training. Dahiru (2020) and Ugwu (2022) both stress that effective literature teaching requires lecturers who can contextualise literary works, integrate technology into instruction, and foster critical thinking. A practicalised postgraduate training model offers the platform to develop these skills systematically. By equipping future lecturers with adaptable teaching strategies, universities can enhance student learning outcomes and reinvigorate literature as a discipline in Nigerian higher education.

This study therefore seeks to explore how postgraduate training in English and Literary Studies can be restructured to better prepare graduates for the Nigerian lecturing profession. It focuses on curriculum innovations, pedagogical apprenticeship, and mentorship models as key strategies for bridging the gap between academic theory and teaching practice. Through this exploration, the study aims to provide actionable recommendations for producing a new generation of lecturers who are both theoretically grounded and practically skilled. Ultimately, this approach aspires to transform English and Literary Studies postgraduate training into a driver of academic excellence, institutional relevance, and national educational development.

Research Questions

This study is guided by the following research questions:

1. How can curriculum innovations in postgraduate English and Literary Studies programmes enhance the professional readiness of future Nigerian lecturers?
2. In what ways can pedagogical apprenticeship models bridge the gap between academic theory and teaching practice for postgraduate students?
3. What role does mentorship play in shaping the professional identity and teaching competence of postgraduate English and Literary Studies students?

Theoretical Framework

This study is anchored on **Experiential Learning Theory (ELT)** as proposed by David Kolb (2015) and **Communities of Practice (CoP) Theory** advanced by Etienne Wenger (1998). These two theories are complementary, offering both an individual learning process perspective and a social learning environment perspective, which together provide a comprehensive lens for understanding how postgraduate English and Literary Studies students can be effectively prepared for the Nigerian lecturing profession.

Experiential Learning Theory posits that learning is most effective when learners are actively engaged in a cyclical process involving four interrelated stages: **concrete experience**, **reflective observation**, **abstract conceptualisation**, and **active experimentation**. In the first stage, learners encounter a real-world or simulated experience—such as teaching a seminar, designing a literature syllabus, or facilitating a class discussion. In the second stage, they engage in reflection, critically analysing what worked, what did not, and why. The third stage, abstract conceptualisation, involves synthesising these reflections into new concepts, strategies, or frameworks that can inform future teaching. Finally, in the active experimentation stage, learners test these refined strategies in subsequent teaching contexts. This cycle repeats, leading to continuous improvement in teaching competence.

In the context of this study, ELT aligns directly with the call to *practicalise* postgraduate training through curriculum innovation, apprenticeship, and mentorship. Rather than limiting students to theoretical discussions of pedagogy and literary content, ELT encourages immersion in real teaching contexts—whether through classroom observation, co-teaching, or independent lesson delivery under supervision. This hands-on engagement enables postgraduate students to refine both content mastery and pedagogical skills, preparing them for the dynamic demands of lecturing in Nigerian universities.

The **Communities of Practice Theory**, on the other hand, shifts the focus from individual cognitive processes to the social and cultural contexts in which learning occurs.

Wenger (1998) argues that individuals develop expertise and professional identity through sustained participation in a community of practitioners who share common goals, practices, and values. These communities are characterised by three elements: **mutual engagement** (collaborating and building relationships), **joint enterprise** (pursuing shared objectives), and **shared repertoire** (developing common tools, language, and stories).

For postgraduate English and Literary Studies students, the academic environment—comprising lecturers, peers, supervisors, and professional networks—functions as a community of practice. Within this space, students do not learn in isolation; they gain insights by observing experienced lecturers, participating in scholarly discussions, engaging in mentorship relationships, and contributing to collaborative research or curriculum design. This process not only transfers practical teaching skills but also fosters the adoption of professional values and norms essential to effective lecturing.

When combined, ELT and CoP provide a **dual theoretical foundation** for this study. ELT emphasises *learning through doing*, ensuring that postgraduate students acquire practical skills by actively engaging in teaching tasks and reflecting on their experiences. CoP, meanwhile, situates this learning within *shared professional spaces*, highlighting the role of collaboration, mentorship, and identity formation in professional readiness. Together, they underscore that effective preparation for the lecturing profession is both an **experiential** and a **socially mediated** process.

By applying these frameworks, this study examines how postgraduate training in English and Literary Studies can be structured to balance hands-on pedagogical practice with integration into a professional academic community. This integrated approach ensures that graduates enter the Nigerian lecturing profession not only with demonstrable teaching competence but also with a strong sense of belonging, professional identity, and readiness to contribute meaningfully to higher education.

Empirical Review

A growing body of research underscores the challenges and opportunities in preparing postgraduate English and Literary Studies students for professional lecturing roles in Nigeria. While much of the literature focuses on undergraduate teacher training or secondary school contexts, the findings remain highly relevant for postgraduate curriculum reform, apprenticeship design, and mentorship integration.

Dahiru (2020), in a study of Literature-in-English teaching in Borno and Yobe States, identified pervasive challenges such as inadequate teaching resources, poor exposure to modern literary pedagogy, and low student motivation. Although conducted in a secondary school setting, the implications are significant for postgraduate programmes: if lecturers themselves have not been adequately prepared during their postgraduate

studies to use diverse teaching strategies and materials, these deficiencies are likely to persist at all levels of education. Ugwu (2022) further reinforced these concerns, pointing to systemic underfunding, outdated curricula, and insufficient professional development opportunities as major barriers to quality literature teaching in Nigeria. Both studies highlight the urgent need for postgraduate training that not only deepens content expertise but also equips future lecturers with practical strategies for engaging students and maximising limited resources.

Gut and Matz (2024) reported findings from a Master of Education seminar in Germany aimed at equipping future English language teachers with interdisciplinary tools for professionalisation. Their results showed that exposure to diverse teaching contexts, collaborative curriculum design, and reflective practice significantly enhanced teachers' adaptability and confidence. Translating these insights to Nigeria suggests that postgraduate English and Literary Studies programmes should move beyond siloed disciplinary teaching to embrace cross-disciplinary approaches, particularly integrating educational technology, sociolinguistics, and applied communication. Such innovation can prepare lecturers to meet the needs of increasingly diverse and globalised classrooms in Nigerian universities.

Tanko, Jamilu, and Iliyasu (2022) examined the Web-Based Teaching Practice Management System (WBTPMS) at the Federal University Dutsin-Ma, noting that structured coordination and digital monitoring significantly improved skill acquisition among student teachers. This aligns with the present study's advocacy for extended, well-supervised pedagogical apprenticeships in postgraduate English and Literary Studies programmes. By adopting similar systematic approaches—possibly blending digital management with in-person mentorship—Nigerian universities could ensure that postgraduate students not only complete their teaching practice requirements but also receive targeted feedback that refines their skills over time.

Olayemi, Vaye, and Dansu (2021) conducted a systematised literature review on mentorship in Sub-Saharan Africa, concluding that structured mentorship programmes greatly enhance educators' professional growth, role mastery, and confidence. For postgraduate students in English and Literary Studies, mentorship can bridge the gap between academic theory and the lived realities of the lecturing profession. Beyond skill transfer, mentorship fosters professional identity development, helping students to internalise the values, ethics, and behaviours associated with effective university teaching. Almayez (2024) further supports this point through a study on identity construction, showing how personal background, institutional culture, and societal perceptions interact to shape teaching identity—making mentorship a critical support system for navigating this complex process.

Abiola (2023) critiques Nigeria's postgraduate teacher education for lacking seriousness, vision, and responsiveness to the evolving demands of the profession. He calls for intentional reforms that integrate practical exposure with strong academic grounding. Similarly, Okebukola (2017) advocates for reinventing Nigerian university curricula to ensure flexibility, interdisciplinarity, and relevance to both local and global contexts. In the realm of English and Literary Studies, this means integrating modules on digital humanities, applied linguistics for professional communication, and creative industry linkages, thereby expanding the career readiness of graduates beyond traditional lecturing roles.

The reviewed studies converge on a central argument: effective preparation for the lecturing profession requires a blend of content mastery, practical pedagogical training, mentorship, and institutional support. While literature teaching challenges persist, they can be mitigated through curriculum innovations that promote interdisciplinarity, apprenticeship models that offer sustained teaching exposure, and mentorship programmes that guide professional identity formation. These elements, when combined, can transform postgraduate English and Literary Studies training into a dynamic and practice-oriented process that produces lecturers capable of meeting the complex demands of Nigerian higher education.

Methodology

The study employed a descriptive survey research design, which was considered appropriate for gathering and analysing the views, experiences, and perceptions of participants regarding postgraduate training, apprenticeship, and mentorship in English and Literary Studies. This design enabled the researcher to capture the opinions of respondents in their natural academic settings without manipulating any variables, thereby ensuring that the findings reflect real-life practices within postgraduate programmes.

The research was carried out in Enugu State, Nigeria, focusing specifically on the postgraduate schools of the University of Nigeria, Nsukka (UNN) and Godfrey Okoye University (GOUNI). These two universities were purposively selected because they are among the leading institutions in the South-East region that run postgraduate programmes in English and Literary Studies. They also serve as major hubs for the professional preparation of future lecturers, providing a rich context for exploring the role of curriculum innovation, apprenticeship, and mentorship in postgraduate education.

The population of the study comprised all postgraduate students currently enrolled in English and Literary Studies programmes in the two selected universities, along with lecturers who supervise postgraduate students. At the time of the study, available records from the departments indicated an estimated total of 150 postgraduate students and 25 supervising lecturers across both institutions. The sample was drawn from this population

using a stratified random sampling technique to ensure adequate representation of both students and lecturers. Data were collected using a structured questionnaire designed by the researcher, which was validated by three experts in Educational Management and English Language Education. The instrument consisted of closed-ended items on a four-point Likert scale, allowing respondents to indicate the extent to which they agreed or disagreed with given statements.

To ensure reliability, the instrument was subjected to a pilot test involving respondents outside the study area, and the reliability coefficient was determined using Cronbach's Alpha, which yielded an acceptable score of 0.82. Data were analysed using mean and standard deviation, with a decision rule set at a cut-off mark of 2.5. Any item with a mean score of 2.5 or above was interpreted as "agreed," while those below 2.5 were interpreted as "disagreed." This methodological approach provided a robust framework for examining the practical dimensions of postgraduate training while grounding the analysis in the lived realities of the academic community in the two selected institutions.

Data Presentation

Table 1: Responses on How Curriculum Innovations in Postgraduate English and Literary Studies Programmes Enhance the Professional Readiness of Future Nigerian Lecturers

S/N	Item Statement	N	Mean	SD	Decision
1	Inclusion of practical teaching modules in the postgraduate curriculum improves professional readiness.	175	3.72	0.48	Agreed
2	Curriculum integration of ICT tools prepares postgraduate students for modern classroom demands.	175	3.65	0.55	Agreed
3	Practicalizing ICT skills during training boosts lecturers' adaptability to technological changes.	175	3.78	0.42	Agreed
4	Relying solely on traditional methods of teaching ICT is sufficient for postgraduate training.	175	2.10	0.61	Rejected
5	Research-based projects linked to real classroom problems enhance teaching competence.	175	3.80	0.41	Agreed
6	Regular curriculum review ensures alignment with current educational and labour market needs.	175	3.76	0.44	Agreed

Interpretation:
The responses in Table 1 indicate a strong preference for practical and modern approaches to curriculum design. While participants supported practical teaching modules (3.72) and practicalized ICT training (3.78), they rejected the idea that traditional methods of

teaching ICT are sufficient (2.10). Curriculum integration of ICT (3.65) and regular reviews (3.76) were also affirmed as vital to preparing competent lecturers.

Table 2: Responses on How Pedagogical Apprenticeship Models Bridge the Gap Between Academic Theory and Teaching Practice for Postgraduate Students

S/N	Item Statement	N	Mean	SD	Decision
7	Assisting senior lecturers in course delivery improves teaching confidence.	175	3.68	0.47	Agreed
8	Observing experienced lecturers' classes helps translate theory into practice.	175	3.74	0.45	Agreed
9	Co-teaching opportunities with mentors bridge the gap between theory and real classroom work.	175	3.70	0.50	Agreed
10	Gradual increase in teaching responsibilities develops professional independence.	175	3.81	0.42	Agreed
11	Apprenticeship fosters mastery of classroom management skills.	175	3.66	0.49	Agreed
12	Structured feedback from mentors during apprenticeship improves lesson delivery.	175	3.75	0.43	Agreed

Interpretation:
Table 2 shows unanimous agreement on the value of apprenticeship in teacher preparation. Respondents rated gradual responsibility increase (3.81) and observing experienced lecturers (3.74) highly, with co-teaching (3.70) and structured feedback (3.75) further supporting the transition from theory to practical competence.

Table 3: Responses on the Role of Mentorship in Shaping the Professional Identity and Teaching Competence of Postgraduate English and Literary Studies Students

S/N	Item Statement	N	Mean	SD	Decision
13	Mentorship provides professional guidance and career direction.	175	3.84	0.38	Agreed
14	Regular mentor-mentee meetings enhance problem-solving skills in teaching.	175	3.71	0.46	Agreed
15	Mentorship helps in building professional networks within academia.	175	3.69	0.50	Agreed
16	Mentees develop confidence in lecturing through constructive feedback from mentors.	175	3.78	0.40	Agreed
17	Mentorship supports the development of a strong academic identity.	175	3.73	0.43	Agreed

S/N	Item Statement	N	Mean	SD	Decision
18	Mentorship encourages reflective practice and continuous self-improvement.	175	3.76	0.41	Agreed

Interpretation:
Table 3 reflects high consensus on mentorship as a driver of professional growth. Career guidance (3.84) was rated highest, followed by confidence building (3.78) and reflective practice (3.76). Networking (3.69) and academic identity formation (3.73) were also recognized as crucial benefits.

Findings
The analysis of responses in Table 1 reveals that postgraduate students and lecturers strongly agree that curriculum innovations significantly improve the professional readiness of future Nigerian lecturers in English and Literary Studies. Practical teaching modules, the practicalizing of ICT tools, interdisciplinary courses, and regular curriculum reviews all scored well above the acceptance threshold (mean > 2.5). Conversely, reliance on traditional ICT teaching methods was rejected (mean = 2.10), indicating a consensus that outdated instructional approaches are insufficient for modern academic demands. This finding aligns with the literature, particularly Gut and Matz (2024) and Okebukola (2017), who advocate for curricula that incorporate technological fluency and interdisciplinarity to meet global and local challenges in higher education.

Data from Table 2 demonstrate unanimous agreement that pedagogical apprenticeship models effectively bridge the gap between academic theory and teaching practice. Respondents rated activities such as assisting senior lecturers, observing experienced teachers, co-teaching, and receiving structured feedback as crucial for developing teaching confidence and professional independence (all mean scores > 3.6). This supports Tanko, Jamilu, and Iliyasu's (2022) findings on the benefits of systematic, well-supervised teaching practice and suggests that extending and formalizing apprenticeship models in postgraduate programmes can substantially enhance teaching competence.

Table 3's results show strong support for mentorship as an essential component of postgraduate training. Respondents agreed that mentorship provides professional guidance, fosters problem-solving skills, builds academic networks, and enhances confidence through constructive feedback (mean scores ranging from 3.69 to 3.84). This reflects the conclusions of Olayemi, Vaye, and Dansu (2021) and Almayez (2024) regarding mentorship's role in shaping teaching identity and facilitating professional socialization. The findings underscore mentorship's capacity to complement curricular and apprenticeship reforms by nurturing a robust academic identity among future lecturers.

Recommendations

1. **Universities** should include digital-based literary courses and practical ICT skills in postgraduate programmes. This prepares future lecturers for modern teaching methods.
2. **University management** should create formal apprenticeship programs. Postgraduate students need chances to teach with guidance from experienced lecturers. They should get feedback to build confidence.
3. **Universities** must set up mentorship programs. Experienced lecturers should guide postgraduate students regularly. This helps students develop skills and a strong professional identity.
4. **Government agencies and university leaders** should provide more funding. Better ICT equipment, teaching materials, and training will improve postgraduate teaching.
5. **Curriculum planners** should add interdisciplinary courses like applied linguistics and digital humanities. This prepares students for global and diverse classrooms.
6. **Lecturers** should attend training regularly. This helps them learn new teaching methods and support postgraduate students better.

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Authors' Biodata

Vitalis Chinemerem is a first-class graduate of English and Literary Studies Education. A strong researcher, creative writer and spoken word artist, Vitalis is committed to identifying research problems and providing feasible solutions to them. His research interests span across literary studies, media studies, stylistics, discourse analysis, literary pedagogy, childhood care and interdisciplinary innovations. He has authored and co-authored in interdisciplinary journals and is highly interested in expanding his research career.

Professor Felicia Nnenna Ene is the Head of the Department of Arts Education at Godfrey Okoye University, Enugu, Nigeria, and a distinguished scholar in English and Literary Studies Education. With decades of teaching, research, and administrative experience, she has made significant contributions to language pedagogy, curriculum development, literacy promotion, and ICT integration in education. Her research spans language skills development, communicative competence, ethics and value education, and eco-linguistics, with widely cited works such as Smart Schools Initiative in Enugu State: Using Language as a Linguistic Tool for Eco-Restoration and Sustainability (2024) and Making the Use of English (USE) Curriculum More Responsive to the Needs of the Nigerian Community (2018). Prof. Ene has authored academic texts, creative works, and instructional resources, collaborated extensively with fellow scholars, and mentored numerous educators. Her leadership is marked by innovative teaching approaches and a strong commitment to aligning language education with the needs of the 21st-century learner.

CHAPTER 2

Cultural Models in Igbo Animal Wellerisms: A Conceptual Metaphor Perspective

Daniel C. Okoye
Department of Igbo, African and Communication Studies
Nnamdi Azikiwe University, Awka, Anambra State

&

Nkoli M. Nnyigide
Department of Igbo, African and Communication Studies
Nnamdi Azikiwe University, Awka, Anambra State

Abstract

This study examines Igbo animal wellerisms as a form of proverb that uses animals as speakers to express cultural wisdom, moral lessons and social values. The aim is to show how these sayings reflect the Igbo cultural cognitive model and how they help the people interpret life, relationships, and morality. The study is guided by Lakoff and Johnson's Conceptual Metaphor Theory, which explains how metaphors structure human thought and action. A qualitative method was used. Ten animal wellerisms were randomly selected from a pool of fifty collected from five respondents aged 55-65 years in Anambra State, Nigeria. Each proverb was translated into English and analysed for its metaphorical meaning. The analysis focused on identifying conceptual metaphors and explaining their cultural significance. The results show that Igbo animal wellerisms highlight important cultural issues such as the unpredictability of human behavior, foresight and preparation for the future, resilience and dignity, unity and cooperation. The study recommends that Igbo proverbs and wellerisms should be actively taught in schools and cultural forums to preserve heritage. Scholars are encouraged to collect and document more wellerisms for future generations, while community leaders and educators should apply wellerism lessons in development, counseling, and leadership training.

Keywords: *Cultural Models, Igbo, Animal Wellerisms, Conceptual Metaphor*

Introduction

The Igbo people are one of the three large ethnic groups in Nigeria, primarily found in southeastern part of the country and other zones, mostly the south southern part of the country. They are known for their rich culture and history. In Igbo society, proverbs as a tool in communication are part of the Igbo arts and are deeply rooted in the people's

culture, and the preservation of values and traditions. Among these cultural expressions and communication tools in the Igbo society, animal proverbs play a significant role in conveying wisdom, ethics, and social norms. Through metaphorical stories and proverbs, the people learn about virtues such as bravery, wisdom, and humility. These narratives often feature animals or natural elements as metaphors for human behavior and societal roles, helping to abstractly instill important lessons. These proverbs are sometimes presented through animals or attributed to a speaker in a situation (wellerism). The speaker could be a human, animal, object or abstract things. Taking insights from Lakoff and Johnson's theory of conceptual metaphors, this paper argues that Igbo animal wellerisms are not just rhetorical flourishes but are indispensable tools in the way the Igbo people conceptualize and view their social and natural environment. This study aims to dissect some of these animal wellerisms to understand the cultural models that underlies the Igbo worldview.

Metaphor

A metaphor is a literary device in which a word or phrase is directly applied to an object or action suggesting some physical similarities between them. Aristotle (1954) explains metaphor as a kind of decoration addition to ordinary plain language, and a rhetorical device which is used at certain times to gain certain effects. This means that metaphor is not really as essential to thought, but as an ornament or decoration in speech, which serves persuasive or stylistic purposes. Unlike a simile, which compares two things directly using words such as 'like' or 'as,' a metaphor implies the comparison directly Lakoff & Johnson, (2003). Metaphors are not only manifested in everyday language but also deeply embedded in the peoples' culture and worldview. Olabode (2023) says that as a literary device, a metaphor is used imaginatively to draw a comparison between two unlike things to explain concepts and ideas. Liu (2013) discloses that Metaphor is a prevalent phenomenon that lies in our daily language and structures our daily life. He added that metaphor is a figure of thought, a conceptual or cognitive organization which is expressed by linguistic object rather than a figure of speech. According to Okpe (2014), Metaphor is a subtle but an invaluable gift of nature to man for understanding himself, others and his world. In other words, metaphor is a conceptual phenomenon that manifests in the language we speak and simultaneously informs our speech and actions.

Liu (2013) explains further:

In the traditional conceptions, metaphor is just a kind of language phenomenon, which is used to decorate utterance. From the angle of rhetoric, it is a figure of speech and misplacement of an ornamental device used in rhetorical style. In the opinions of logicians, it is categories. From the understanding of cognitive scientists, it is a way for people to recognize the world. In the eyes of cognition linguists, it is not only a kind of language phenomenon, but also cognition activities, as well as human's basic instrument of cognition.