



Utilisation of Research Findings for Sustainable Development in Tertiary Institutions in South East Nigeria

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Abstract

The study assessed the extent of utilisation of research findings for sustainable development of tertiary institutions in South East Nigeria. Five specific objectives with three related research questions, and three null hypotheses guided the study. The population of the study was one hundred and forty-nine (149) entrepreneurship lecturers (85 from Federal and 64 from State Universities) spread in the five States of South East Nigeria. There was no sampling since all the 149 entrepreneurship Lecturers were used as the subjects of the study. The instrument for data collection was questionnaire titled, “Utilization of Research Findings for Sustainable Development in Tertiary Institutions Questionnaire” (URFSDTIQ). The instrument was validated by three (3) lecturers; two from the Department of Educational Foundations (Educational Administration and Planning option) and one from the Measurement and Evaluation option of the Department of Science Education, all in Ebonyi State University Abakaliki. The reliability measures of internal consistency, using the Cronbach Alpha method with the aid of the Statistical Package for Social Sciences (SPSS), yielded an overall reliability index of 0.65. Mean and standard deviation were used to answer the research questions, while a t-test of the independent sample was used to test the hypotheses at a 0.05 level of significance. Based on these analyses, the study revealed that there was low extent of utilization of research findings for social, economic, political-related sustainable development in tertiary institutions in South East Nigeria; that there was no significant difference ($P > 0.05$) between the mean ratings of lecturers of Federal and State Universities on extent of utilization of research findings for social, economic and political-related sustainable development in tertiary institutions in South East Nigeria. Based on these findings, the study recommended, among other things, that the Federal Ministry of Education of Nigeria and University Administrators should ensure the establishment of enabling social environment and policies that would facilitate the utilization research findings for social, economic and political-related sustainable development of tertiary institutions in South-East Nigeria.

Keys: Research, Research Findings, Utilization, Sustainable Development

Introduction

The position of tertiary institutions in the advancement of knowledge in any nation, whether developed, developing or underdeveloped cannot be underestimated. In Nigeria, the demand for tertiary education is so high because education is not only an investment for human capital development, but also a prerequisite for economic development (Aderinto, Adediran and Alarape, 2015). Tertiary institutions all over the world are regarded as engine of economic and sustainable national development (Adeyimika and Eme, 2018). They transmit knowledge and train the human minds. The belief is that education is an engine of growth rests on the quantity and quality of education in any country (Federal Republic of Nigeria, FRN, 2013).

In Nigeria, tertiary education is a veritable tool for the realization of national development; the development of cultured citizens and the promotion of basic research. Tertiary institutions denote all higher institutes of learning ranging from universities, Polytechnics, Mono-technics, to Colleges of Education which offer functional skills for students to be able to participate actively in the development of the society (FRN, 2013). Offorma (2016) maintains that tertiary education is the most powerful and critical success factor for individuals and the society. Adebisi (2014) adds that the Nigerian tertiary education system has grown astronomically in size and has undergone deep transformations since its inception over 61 years ago. According to FRN (2013), the main objective of the tertiary education is to advance Nigeria's economic growth and global competitiveness through the provision of accessible, relevant, high-quality education, as well as to constantly attract, develop and graduate competent, knowledgeable and talented individuals who will contribute in the development of the society among others.

Apart from other relevant functions of these tertiary institutions, they are expected to conduct institutional and societal-based researches that will help to solve the problems of the society. Tertiary institutions in Nigeria engage in various research projects which students present in defense and the findings stored in retrieval systems of these institutions. The process of research which most Faculties include as their requirement for the award of degrees (first degrees, Masters, Postgraduate Diplomas and Doctors of Philosophy) in Nigeria is directed towards solving the problems of the society and for sustainable development. In the context of this study, tertiary institutions are the universities in whose conduct and practice generate research findings for the sustainable development of Universities in Nigeria. According to National Bureau of Statistics (2022), there are 170 universities in Nigeria (79 are private, 43 are federal, and 48 are state universities); 152 colleges (27 Federal, 82 private and 54 state colleges of education); and 159 Polytechnics in Nigeria offering ND and HND among other accredited institute of learning that offer high education for the citizen. In south East Nigeria, there are five (5) public and five (5) State Universities in South East Nigeria (Doris, 2023).

Although previous studies have been conducted on research utilization (William and Ebenezar, 2013; Ijeoma, 2018), there is still limited data on the extent of utilization of tertiary institutions research findings in socio-economic, political, cultural, technological and health transformation

particularly in tertiary institutions (Universities) in South East Nigeria. In striving to contribute towards improved tertiary institution in South East Nigeria, Universities carry out researches to proffer solutions to problems.

Research is an art of scientific investigation. It is regarded as a systematic effort to gain new knowledge. Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings (Creswell, 2018). Research also includes synthesis and analysis of previous research to the extent that it leads to new and creative outcomes (Adeyimika and Eme, 2018). In the field of education, research is the systematic inquiry into an unknown in order to proffer dependable solutions to educational problems. Research conducts in tertiary institution is systematic because it follows the predetermined steps-by-step approaches of defining and redefining problems, formulating hypotheses or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis (Ifeakor and Anekwe, 2012). According to Nworgu (2015), the purpose of research in education is to provide the readers with comprehensive insights into several issues concerning research and to solve the educational problems in the area of teaching and learning, administration, planning and development. In the context of this study, research is the systematic and scientific process of generating data or findings towards the solution to educational problems.

Research findings are the outcomes of every research endeavour. They include recommendations and implications of research works. Research findings mean results or outputs from research and development activities, and include new or improved products, inventions, innovations and improvements in any process, technique, apparatus or machine (William and Ebenezer, 2013). Research findings are the numeric, analytic, or narrative results, conclusions, data, statistics, and all other information collected or produced in research endeavours and include but not limited to empirical evidence, theoretical conjecture, databases, software, and equipment developed research endeavours (Walugembe, Suzanne, Joseph, Matovu and Laura, 2015). Tracy and Johann (2015) note that the findings of any sort of research provide the basis for making new policies in social, political, economic, religious and cultural systems. These findings must be made public at all time for private partnership programmes in tertiary institutions and for proper engagement. According to Ebenuwa-Okoh (2008), quality research findings increase the responsiveness to changes in trend of development and improvement of tertiary institutions. In the context of this study, research findings are all the outputs, suggestions, and recommendations of undergraduates and postgraduate researches which are used to achieve sustainable change in the overall aspect of the tertiary institutions in South East Nigeria. It implies that utilization of research findings increases pressure on accountability, using assessment for internal planning and improvement for best practices for external accountability.

Research utilization is referred to as making decisions concerning policy, advocacy and resource allocation, planning and management, and programme systems development and strengthening, using information generated from research (Ijeoma, 2018). The concept of research utilization has been described as using a variety of terminologies, including ‘knowledge translation,’ ‘knowledge management,’ ‘knowledge utilization,’ and ‘research dissemination,’ among others (Tracy and Johann, 2015). However, research utilization differs from all these terminologies in that it focuses on purposes and impact of the study rather than mere knowledge management or dissemination of results. According to Gale, Heath, Cameron, Rashid and Redwood (2013), research utilization focuses on what researchers want people to receive from their research results, how they want people to make use of the ideas, information, or products resulting from their research, and how people are actually using these findings in solving the problems of the society. Therefore, in the context of this study, utilization of research findings is the extent to which the research findings generated from universities help the university administrators to sustain overall development in the Universities in South East, Nigeria.

Sustainable development is the process of meeting the needs of the universities without compromising the ability of future generation to meet their own needs (Awah, 2016). It involves enhancing the socio-economic, cultural and political wellbeing of the present and future generations without destroying the environment (Olatunde, 2020). The tertiary institutions must attract positive changes or transformations that support human life (sustainable) through the quality of research findings. In the context of this study, sustainable development in tertiary institutions entails the positive transformation or changes in socio-economic, cultural, political educational, technological and health system through the effective and efficient application or use of research findings. Efficient tertiary education and quality research findings are essential parts of all round transformation of every society (Ekong, 2015). The advancement of knowledge and skills in tertiary institutions could result in Nigeria’s economic growth and standard of living as learning outcomes. The research conducted in tertiary institutions must help in transforming the institutions and the host communities. Proper use of research findings of tertiary institutions can therefore contribute to sustainable economic, social, political, technological and health advancement of tertiary institutions in Nigerian society (Awah, 2016). Therefore, utilization of quality research findings can contribute to sustainable development (positive changes) in tertiary institutions. These overall sustainable developments are the positive transformation in social behaviour of students, economy of the institutions (finances) and political behaviour of the lecturers and students.

In social context, utilization of research findings focuses on the understanding of societies and cultures, and the actions and interactions between the individuals within them. As such, contemporary institutional research has real and potential application in the cross-section of social sectors (government, non-governmental and community-based organisations, and commerce and industry) and domains (health, education, business among others) (Patton, 2015). Research findings therefore can help to solve specific social problems, or to broaden the social knowledge-

Utilisation of Research Findings for Sustainable Development in...

base of those who engage with it (Dechartres and Ravaud, 2015). For instance, Joakim, Tor-Johan and Ira (2022), Mohammed and Adaramaja (2020) revealed that social research knowledge can be used for solving social problems like unemployment, cultism, rape, killing, kidnapping and armed robbery as well as insecurity in institutions.

Given the close relationship between social inquiry and the world it impacts on, it is not surprising that reflections on the utilization of social knowledge are very important in the sustainable development of the tertiary institutions. However, most research findings generated by tertiary institutions in Nigeria seem to have not contributed in solving the socio-economic problems ravaging the institutions (National Bureau of Statistics, NBS, 2022). For instance, there have been observed incidence of high unemployment rate among graduates of tertiary institutions in Nigeria (NBS, 2022). The inability to solve most of these emerging social and economic issues through research findings of tertiary institutions could therefore be attributed to poor utilization. Apart from social context, research findings can be utilized in economic system.

In economic context, utilization of research findings entails the extent to which research outputs are being driven towards greater relevance and higher levels of efficiencies in financial and productive sectors of the economy (Lucky and Samson, 2013). Expected outcomes of institutional research initiatives must be used in equipping the people with the needed capacity to carry out their economic activities with appreciable degree of proficiency leading to the attainment of economic goals of an area (Oyesola, 2017). Ifeakor and Anekwe (2011), Puyate (2016), Ubulom and Enyekit (2013) found that research results can be channeled towards human capital development and adequate financial support is needed for viable economic growth. However, the authors revealed that educational research findings are underutilized in solving socio-economic problems of the universities and university community.

These capacities encompass enhancing the people with the skills and competencies needed to effectively harness and utilize the potentials found in their environment. It is important to note that South East area highly populated with tertiary institutions that have research potentials but have not been able to translate these potentials into socio-economic transformations of the area. This could be attributed to poor linkage between research findings and sustainable development of the tertiary institutions. Therefore, the extent to which research findings are utilized in economic sector can make or mar the attainment of the sustainable economic development of the tertiary institutions particularly in South East Nigeria.

In political context, utilization of research findings of the tertiary institutions entails using the research findings to produce more rational political decisions or changes in the tertiary institutions. Lucky and Samson (2013) maintained that in political debates, research findings are often used as a weapon in them. Nisbet and Scheufele (2009) suggested that no matter how accurately communicated and understood the science, policy decisions cannot be separated from values, political contexts, and necessary trade-offs between costs, benefits, and risks. Rather than viewing

politics as a nuisance to be set aside, it behooves people to increase their understanding of how the political and policy processes work and how they influence research acquisition, interpretations, and use. These ideas are in tandem with the findings of Lucky and Samson (2013) that research findings can be used in political awareness, formulation of political policies and framework of action, political orientation, among others. In addition, are there political conditions or policy contexts in which research is more likely to be used in particular ways? The knowledge from research would allow research producers to be better prepared for the ways their work may be used. Those who want their work to have greater impact may also learn lessons about how and when advocates, politicians, and agency leaders are able to leverage research to further policy goals (Dechartres and Ravaud, 2015). Therefore, in the political utilization of research findings, utilizers select intended research findings and omit or ignore unintended research findings to justify their decisions. The symbolic use of research findings occurs when researchers decorate their researches by citations of previous researches to gain prestige or personal benefits.

Nevertheless, most of the public tertiary institutions in South East Nigeria seem to have not utilized the research findings from the tertiary institutions for their sustainable development. The researcher has observed that the attitude of people towards research findings is not impressive in the area. This is because most students and scholars merely see research as part of courses for obtaining certificates especially in the tertiary institutions in South East Nigeria. The state of art is that most of the research findings or outputs of tertiary institutions in South East Nigeria usually end up in libraries or bookshelves in respective Faculties and Departments. The consequences of non-utilisation of research findings are poor socio-economic, political, health and technological development of tertiary institutions in South East Nigeria. No wonder none of the tertiary institutions in south east Nigeria was enlisted as one of the best institutions in the world institutions ranking (National Bureau of Statistics, 2023). It is important to note that institutions are ranked based on the quality of their research evidence or findings.

There may be variations in the opinions of lecturers of Federal and State Universities on the extent of utilization of research findings for sustainable development in tertiary institutions in South East Nigeria. This is because the nature of University research conducted in Universities differs might differs in terms of ownership structure. The universities are expected to carry out undergraduates and postgraduates' researches. The quality of these researches conducted may be affected by ownership structure in terms of financial structure. For instance, Zapata (2019), noted that federal universities sponsor research works more than state university in terms of funding. However, Benjamin (2014) maintained that there is no difference in the ownership structure of the universities in terms of funding and commitment to research. Although, Benjamin (2014) added that there was difference in staff commitments in federal and state universities in Nigeria in terms of supervision and teaching and can negatively affect the research endeavours in various perspectives. Therefore, the thrust of study is to compare the opinions of lecturers of Federal and State Universities on the extent of utilization of research findings for sustainable development in tertiary institutions in South East Nigeria.

Statement of the Problems

The importance of research in the development of any organisation cannot be underestimated. Research is a complex activity and its contribution to overall nation-building is enormous. This has necessitated the continuous call by Governments, Research Organizations, Universities, and other Higher Institutions for a vibrant research function in higher education worldwide. The researcher has observed that most of the research findings from universities usually end up in bookshelves in the Departments or Faculties and a few others sent to the public libraries, and are not channeled towards the sustainable development of tertiary institutions in terms of social, economic, political, religious, and technological and health transformations. Sometimes the research works conducted in the various Departments usually remain within the departments and this may result in low level of awareness and utilization of such findings.

The consequences of non-utilization of research findings in tertiary institutions are poor socio-economic and political development in Universities in South East Nigeria. For instance, there is high unemployment rate of graduates, social issues like cultism, kidnapping, rape among others especially in South East Nigeria. There are also health challenges such as high diseases outbreak, over population and poor environmental conservation among others. There is also election rigging and political violence perpetuated by some Professors (Returning offices) and graduates of institutions which could be attributed to poor political research in the institutions. Therefore, the thrust of this study is to determine the extent of utilization of research findings for sustainable development in tertiary institutions in south east Nigeria.

Purpose of the Study

The main purpose of this study was to assess the utilization of research findings for sustainable development in tertiary institutions in South East Nigeria. Specifically, the study sought to determine:

1. the extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria.
2. the extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria.
3. the extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria.

Research Questions

The following research questions guided the study

1. What is the extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria?
2. What is the extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria?
3. What is the extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria?

Hypotheses

The following three (3) null hypotheses guided the study, and were tested at 0.05 level of significance.

HO₁: There is no significant difference between the mean ratings of lecturers of Federal and State Universities on extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria.

HO₂: There is no significant difference between the mean ratings of lecturers of Federal and State Universities on the extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria.

HO₃: There is no significant difference between the mean ratings of lecturers of Federal and State Universities on the extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria.

Methodology

The design of this study was descriptive survey. Descriptive survey is a type of design concerned with describing events as they are, without any manipulation of any variable. According to Shona (2019), descriptive survey design is that type of design which accurately and systematically describes a population, situations or phenomenon under investigation without manipulating any variable. This design was used to collect the opinions and facts from lecturers from universities on the utilization of research findings for sustainable development in tertiary institutions in South East Nigeria. The survey design was considered most suitable for the study because the work used questionnaire and inventory to collect data which were analysed descriptively without manipulation. The area of the study was South East Nigeria. South East Zone is one of the Six Geo-Political Zones in Nigeria. The area has ten (10) Federal and State Universities spread across the five States of the region which are: Abia; Anambra; Ebonyi, Enugu and Imo State. The mentioned States cover the geo-political zone called South Eastern Nigeria with Federal and State-owned Universities. The choice of this Zone for the study is particularly informed by the low ranking of most the universities in South East among other universities in the world (National Bureau of Statistics, 2023), in the area of social, political and economic development. The poor socio-economic, and political conditions of tertiary institutions in the area may be attributed to non-utilization of research findings for sustainable development.

The population of the study was one hundred and forty-nine (149) entrepreneurship Lecturers (comprised Instructors, Technologists, Library and Laboratory Assistants, Research fellows of Public Universities (Federal and State owned) spreads in the five States of South East Nigeria (Assessed form the Entrepreneurship Units of the Universities, 2023). This comprised 85 subjects (respondents) from Entrepreneurship Units in public universities and 64 subjects from State Universities in South East Nigeria. The rationale for choosing entrepreneurship Lecturers, Instructors and Technologists, Library and Laboratory Assistants, Research fellows as the respondents was based on the fact that they are the principal research and learning community

Utilisation of Research Findings for Sustainable Development in...

rooted in excellent expertise with cutting edge technology, innovative services delivery, and outstanding information resources sustained by strategic partnerships. There was no sampling technique. All the 149 entrepreneurship Lecturers (Instructors and Technologists, Library and Laboratory Assistants and Research fellows of Public Universities) were used as the sample of the study (85 Federal, 64 State). This was because the population is manageable. The instrument for data collection was questionnaire titled, “Utilization of Research Findings for Sustainable Development in Tertiary Institutions Questionnaire” (URFSDTIQ). The questionnaire contained a total of thirty-two (32) items. The instrument was validated by three (3) experts from Ebonyi State University Abakaliki, and reliability was established through Cronbach alpha which yielded 0.72 index. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

The data collected were presented in tables based on the three research questions developed from the objectives of the study.

Research Question 1: What is the extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria?

Table 1: Mean Ratings of Federal and State University Lecturers on Extent of Utilization of Research Findings for Social-Related Sustainable Development in Tertiary Institutions in South East Nigeria

S/N	Items Statements	Federal University	\bar{x}	SD	State University	\bar{x}	SD	Dec
1	Balancing ethical issues affecting learning e.g. gender imbalance, race and ethnic biasness	85	2.13	0.72	64	2.29	0.71	LE
2	Sustaining social emancipation of workers in tertiary institutions	85	2.33	0.62	64	2.56	0.69	LE
3	Solving institutional-based social problems such as examination malpractices	85	2.32	0.74	64	2.38	0.65	LE
4	Promoting social values like respect, tolerance, equality, and honesty that build a strong personality of staff and students	85	2.33	0.68	64	2.52	0.67	LE
5	Modeling social norms among students for positive social changes in the society	85	2.36	0.55	64	2.27	0.64	LE
6	Building the social knowledge of students for sustainable living in the society	85	2.24	0.70	64	2.44	0.73	LE
	Overall	85	2.29	0.67	64	2.41	0.68	LE

Key: Low Extent (LE), Decision (Dec) (Source, SPSS Output 15th December, 2023)

Data in **Table 1** show that items 1-6 had mean scores ranging from 2.13-2.36 for Federal university entrepreneurship lecturers and 2.27-2.56 for State university entrepreneurship lecturers with their standard deviation scores ranging from 0.62-0.72 and 0.65-0.73, respectively which are below the criterion mean value of 2.50. The grand mean score of 2.29 for Federal university entrepreneurship lecturers and 2.41 for State university entrepreneurship lecturers, are all indications that there is low extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria.

Research Question 2: What is the extent of utilization of research findings for economic-related sustainable development of tertiary institutions in South East Nigeria?

Table 2: Mean Ratings of Federal and State University Lecturers on Extent of Utilization of Research Findings for Economic-Related Sustainable Development in Tertiary Institutions in South East Nigeria

S/N	Items Statements	Federal University	\bar{x}	SD	State University	\bar{x}	SD	Dec
7	Equipping tertiary institution to participate in productive activities of the society	85	2.32	0.64	64	2.38	0.74	LE
8	Generating income for tertiary institutions	85	2.58	0.63	64	2.44	0.69	LE
9	Economic promotion in technologies needed for business transformation in universities.	85	2.40	0.71	64	2.47	0.62	LE
10	Discovering business potentials for graduates for more economic yields	85	2.44	0.59	64	2.39	0.73	LE
11	Equipping the staff and students with the knowledge and solutions of economic problems	85	2.41	0.60	64	2.35	0.69	LE
12	Promoting knowledge driven economy for increasing institutional economic integration in tertiary institutions	85	2.45	0.61	64	2.31	0.77	LE
	Overall	85	2.43	0.63	64	2.39	0.71	LE

Key: Low Extent (LE), Decision (Dec) (Source, SPSS Output 15th December, 2023)

Data in **Table 2** show that items 7-12 had mean scores ranging from 2.32-2.58 for Federal university entrepreneurship lecturers and 2.31-2.47 for State university entrepreneurship lecturers with their standard deviation scores ranging from 0.59-0.64 and 0.62-0.77 respectively which are below the criterion mean value of 2.50. The grand mean score of 2.43 for Federal university entrepreneurship lecturers and 2.39 for the State university entrepreneurship lecturers, are all indications that there is low extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria.

Research Question 3: What is the extent of utilization of research findings for political-related sustainable development of tertiary institutions in South East Nigeria?

Table 3: Mean Ratings of Federal and State University Lecturers on Extent of Utilization of Research Findings for Political-Related Sustainable Development in Tertiary Institutions in South East Nigeria

S/N	Items Statements	Federal University	\bar{x}	SD	State University	\bar{x}	SD	Dec
13	Enhancing smooth voting behaviour of staff and students	85	2.35	0.74	64	2.31	0.75	LE
14	Promoting political education in tertiary institutions	85	2.43	0.57	64	2.50	0.56	LE
15	Enhancing the development of tools for solving political issues e.g. election rigging.	85	2.31	0.71	64	2.41	0.58	LE
16	Enhancing positive political ideology among staff and students	85	2.29	0.61	64	2.41	0.63	LE
17	Strengthening the leadership process in the university community	85	2.42	0.69	64	2.34	0.67	LE
18	Enhancing public participation of staff and students in political activities in South East Nigeria	85	2.44	0.69	64	2.42	0.64	LE
	Overall	85	2.37	0.67	64	2.40	0.71	LE

Key: Low Extent (LE), Decision (Dec) (Source, SPSS Output 15th December, 2023)

Data in **Table 3** show that items 13-18 had mean scores ranging from 2.31-2.44 for Federal University entrepreneurship lecturers and 2.31-2.50 for State University entrepreneurship lecturers with their standard deviation scores ranging from 0.57-0.74 and 0.56-0.75 respectively which are below the criterion mean value of 2.50. The grand mean score of 2.37 for Federal University entrepreneurship lecturers and that 2.40 for the State University entrepreneurship lecturers, are all indications that there is low extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria.

Test of hypotheses

H₀₁: There is no significant difference between the mean ratings of entrepreneurship lecturers of Federal and State Universities on extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria.

Table 4: t-test Summary of Entrepreneurship Lecturers of Federal and State Universities on Extent of Utilization of Research Findings for Social-Related Sustainable Development in Tertiary Institutions in South East Nigeria

S/N	University Entrepreneurship Lecturers	N _Q	\bar{X}	S.D	Df	T	P-Value	Decision
1	Federal	85	2.13	0.72	147	-1.42	0.16	NS
	State	64	2.23	0.71				
2	Federal	85	2.33	0.62	147	-2.16	0.03	S
	State	64	2.56	0.69				
3	Federal	85	2.32	0.74	147	-0.49	0.63	NS
	State	64	2.38	0.65				
4	Federal	85	2.33	0.68	147	-1.67	0.09	NS
	State	64	2.52	0.67				
5	Federal	85	2.36	0.55	147	-1.00	0.32	NS
	State	64	2.27	0.65				
6	Federal	85	2.24	0.70	147	-1.71	0.09	NS
	State	64	2.44	0.73				
Overall			2.34	0.68	147	-1.06	0.17	NS

Key: Significant (S), Not Significant (NS); (Source, SPSS Output 15th December, 2023)

Data in **Table 4** show that the responses of Federal and State University entrepreneurship lecturers have significant difference in item 2 and no significant difference in items 1, 3, 4, 5 and 6 respectively. It also showed overall t-calculated value of -1.71 and P-value of 0.17 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of entrepreneurship lecturers of Federal and State Universities on extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria was upheld

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H₀₂: There is no significant difference between the mean ratings of lecturers of federal and state Universities on the extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria.

Table 5: t-test Summary of Entrepreneurship Lecturers of Federal and State Universities on Extent of Utilization of Research Findings for Economic-Related Sustainable Development in Tertiary Institutions in South East Nigeria

S/N	University Entrepreneurship Lecturers	NO	\bar{X}	S.D	Df	T	P-Value	Decision
7	Federal	85	2.33	0.64	147	-0.40	0.69	NS
	State	64	2.38	0.75				
8	Federal	85	2.58	0.69	147	-1.21	0.23	NS
	State	64	2.45	0.63				
9	Federal	85	2.40	0.71	147	-0.62	0.54	NS
	State	64	2.47	0.62				
10	Federal	85	2.44	0.59	147	0.42	0.68	NS
	State	64	2.39	0.73				
11	Federal	85	2.41	0.60	147	0.49	0.63	NS
	State	64	2.36	0.69				
12	Federal	85	2.45	0.60	147	1.19	0.24	NS
	State	64	2.31	0.77				
Overall			2.41	0.67	147	-0.021	0.50	NS

Key: Not Significant (NS); (Source, SPSS Output 15th December, 2023)

Data in **Table 5** show that the responses of Federal and State University entrepreneurship lecturers had no significant difference in items 7-12 respectively. It also showed overall t-calculated value of -0.021 and P-value of 0.50 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of entrepreneurship lecturers of Federal and State Universities on extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria was upheld.

H₀₃: There is no significant difference between the mean ratings of lecturers of federal and state Universities on the extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria.

Table 6: t-test Summary of Entrepreneurship Lecturers of Federal and State Universities on Extent of Utilization of Research Findings for Political-Related Sustainable Development in Tertiary Institutions in South East Nigeria

S/N	University Entrepreneurship Lecturers	N ₀	\bar{X}	S.D	Df	T	P-Value	Decision
13	Federal	85	2.35	0.74	147	0.33	0.73	NS
	State	64	2.31	0.75				
14	Federal	85	2.44	0.57	147	-0.69	0.49	NS
	State	64	2.50	0.56				
15	Federal	85	2.31	0.71	147	-0.92	0.36	NS
	State	64	2.41	0.58				
16	Federal	85	2.29	0.61	147	-1.09	0.28	NS
	State	64	2.41	0.64				
17	Federal	85	2.42	0.69	147	0.70	0.48	NS
	State	64	2.34	0.67				
18	Federal	85	2.45	0.69	147	0.23	0.82	NS
	State	64	2.42	0.64				
Overall			2.38	0.65	147	-0.24	0.53	NS

Key: Not Significant (NS); (Source, SPSS Output 15th December, 2023)

Data in **Table 6** show that the responses of Federal and State University entrepreneurship lecturers had no significant difference in items 13-18, respectively. It also showed overall t-calculated value of -0.24 and P-value of 0.53 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of entrepreneurship lecturers of Federal and State Universities on extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria was upheld.

Discussion of Findings

The study explored the utilisation of research findings for sustainable development of tertiary institutions in South East Nigeria. The finding of the study revealed that there was low extent of Utilization of Research Findings for Social-Related Sustainable Development in Tertiary Institutions in South East Nigeria. The low utilisation of research findings in universities is manifested in the persistent increase in the social vices among undergraduates. There are still incidences of rape, kidnapping, killings, cultism, rape, armed robbery, and banditry among the university graduates which would have been solved through the research findings generated in tertiary institution. This finding collaborates with Ekereke's (2014) findings indicating that the level of utilization of research findings in University of Calabar in solving social issues is very

low. In addition, the finding is supported by that of Mohammed and Adaramaja (2020) stating that educational research findings are rarely used in solving social problems in schools such as indiscipline, truancy and theft. This finding is also in consonance with the finding of Alvesson, Gabriel and Paulsen (2017) that research findings must be tailored towards the understanding of societies and cultures, as well as the actions and inactions (behaviours) of individuals that affect the society. The finding collaborates with that of Dechartres and Ravaud (2015) who submitted that most research findings of institutions do not broaden the social knowledge-base of students and lecturers who engage with them. The implication of this finding is that social researchers in universities are only in context of academic study. This context does not make findings readily usable for organizations to transfer these findings into usable forms. This finding is also in tandem with Richard (2004) whose finding indicated that knowledge acquisition in a multicultural environment plays a mediating role between social capital constructs and competitive advantage outcomes. The findings also revealed that social interaction, relationship quality, and network ties are connected to greater knowledge acquisition, which is in turn positively associated with sustainable social development. However, the finding was not supported by Joakim, Tor-Johan and Ira (2022) who found that research findings are used in solving social problems by social workers in tertiary institutions. This implies that some institution used research findings in solving social-based issues for sustainable development.

The result of the null hypothesis 1 revealed that there was no significant difference ($P > 0.05$) between the mean ratings of lecturers of Federal and State Universities on extent of utilization of research findings for social-related sustainable development in tertiary institutions in South East Nigeria. This finding shows that the entrepreneurship lecturers who are directly involved in the utilization of research findings were aware of the low utilization of research findings in tertiary institution.

Another finding of the study revealed that there was low extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria. This finding collaborates with Dunze (2011) who submitted that that research findings can be utilized for sustainable economic development of tertiary institutions if they are communicated properly to private sectors but they are rarely used in Nigeria. The implication of poor utilization of research findings in economic system is poor growth and development. Obviously, there would be poor practices in economic activities, hence the need to identify factors that influence utilization of research findings by students and lecturers in tertiary institutions in order to address the issues appropriately and timely. This finding also buttressed the idea of Ifeakor and Anekwe (2011) and Ubulom and Enyekit (2013) that educational research findings and recommendations are underutilized in solving socio-economic problems of the universities and university community. This situation can also affect the internally generated revenue of the tertiary institutions if the research findings are not used in formulating and implementation viable economic policy needed for sustainable transformation of economic system in South East in particular and Nigeria in

general. Consequently, Puyate (2016) added that research results can be channeled towards human capital development and adequate financial support is needed for viable economic growth instead of mere academic exercise of the institutions.

Virtually every institution witnesses rapid social changes, knowledge driven economies and increasing global integration. Odia and Omofonmwan (2010) were of the opinion that research development should be given utmost priority in a bid to enhance sustainable economic growth and development. It is apparent that capacity building through investment in human capital, particularly education and research can enhance economic growth, alleviate poverty and protect the Nigerian economy from further distortion and that there is need to critically examine the relationship between investment in research, with a view to deriving implications for policy direction (Dauda 2010). Currently, research outputs can help reduce poverty and inequality, and boost economic growth within the institutions. This idea collaborates with the early idea of Babalola (2016) who maintained that knowledge accumulation and application have become major drivers of economic development in the 21st century, and increasingly lie at the core of institutional competitive advantage. The result of null hypothesis II revealed that there was no significant difference ($P > 0.05$) between the mean ratings of lecturers of federal and state Universities on the extent of utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria. It implies that both lecturers in State and Federal Universities share the same opinions on the level of utilization of research findings. It also implies that they are aware of the negative impact of low utilization of research findings in economic transformation of the universities especially in the era of global economic meltdown.

The finding of the study also revealed that there was low extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria. The poor utilization of research findings in addressing the political issues in tertiary institutions usually manifest in the political behaviours of graduates and undergraduates as well as lecturers. This was in agreement with Yunita, Biermann and Vijge, (2022) who noted that through research findings, the behaviour of staff and students are sharpened in tertiary institutions to suit the political structures of the society. The units of analysis are individuals and their attitudes and behaviors but most of findings and results of institutional research usually ends up within the institutions without proper dissemination of such information in addressing the political behaviors of youths and the wider society. This finding is also in consonance with the findings of Kumar (2012) which indicated that graduates of tertiary institutions have not participated actively in the political process of Nigeria due to poor dissemination of research findings. According Pellini and Serrat (2010), it is important to note that research supply and demand may affect the behaviour of students of institutions in terms of knowledge advancement. Research findings in tertiary institutions may be subject to the demands of political life of students which changes their negative ideology, values and beliefs. The finding of this study is also supported by the finding of Bello, Mela and Yakubu

(2022) who submitted that research findings were not utilized or applied in political policy formulation and implementation to achieve desired socio-political growth and development

This finding supports the findings of Lucky and Samson (2013) that a nation's institutions level of political development is determined by the functionality of its research structure and outputs. Research can be used in political awareness, formulation of political policies and framework of action, political orientation, among others. The result of null hypothesis III revealed that there was no significant difference ($P > 0.05$) between the mean ratings of lecturers of federal and state Universities on the extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria. This implies that both federal and state universities share the same characteristics in terms of research findings utilization. The implication is that effort needs to be intensified in communicating research findings of tertiary institutions in solving or addressing some of the political problems ravaging South East Nigeria.

Educational Implications of the Findings

The findings of the study showed some implications on extent of utilization of research findings for sustainable development of tertiary institutions in South East Nigeria. Lecturers of entrepreneurship and students of tertiary institutions showed low concern in the application of research findings for sustainable development in emerging society. When research findings are not used for social-related sustainable development, there would be high rate of indiscipline, rape, cultism, killings, kidnapping as well as low social emancipation of people in the society.

The finding of the study also revealed that there was low extent in the utilization of research findings for economic-related sustainable development in tertiary institutions in South East Nigeria. This has implication for poor economic growth and development. It could also affect the system of production and distribution of goods and services, because of lack of knowledge and skills which would have been disseminated through research findings. It implies also that all tertiary institutions must use the output of their research findings to improve the economy through improved production and effective delivery of goods and services in the society.

The finding of the study also revealed that there was low extent of utilization of research findings for political-related sustainable development in tertiary institutions in South East Nigeria. The implication of this finding is that if research findings are poorly utilized in political-related sustainable development, there would be negative political activities among the undergraduates and graduates of tertiary institutions in South East Nigeria. This would manifest in the increase in political thuggery, political killings or assassination, instability among others.

Conclusion

The study assessed the extent of utilization of research findings for sustainable development in tertiary institutions in South East Nigeria. It is important to note that researches are carried out in different fields of endeavour in order to proffer solutions to existing problems. In essence, where

problem does not seem to exist, there can be no research being carried out. Again, researches are carried out in different fields of human endeavour to enable human beings acquire new knowledge and to add the said new knowledge to the existing ones. From the foregoing therefore, it was deduced that research findings or results are not usually referenced for qualitative decision making in the area of social, economic, political-related sustainable development by the concerned authorities in tertiary institutions in South East Nigeria. This study concluded that efforts must be intensified by governments, establishments, Universities and industries to ensure that research findings are adequately utilized in the area of needs.

Recommendations

The following recommendations were made based on the findings of the study

1. As regards utilization of research findings for social-related sustainable development, the University administrators should ensure that research findings generated in social-related areas, are used to check such anti-social vices as rape, cultism, vandalism, kidnapping and killings among students.
2. As regards utilization of research findings for economic-related sustainable development, the University administrators should ensure that research findings are channeled towards human capital development among staff and students, and also for generating additional income for the Universities.
3. As regards utilization of research findings for political-related sustainable development, the University administrators should also ensure that research findings are used for political awareness, formulation of political policies and theories as well as framework of actions needed for political development among staff and students.

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