UNIVERSITI PUTRA MALAYSIA

EXPLORING THE COMMUNITY ENGAGEMENT EXPERIENCE OF PROFESSORS IN A NIGERIAN UNIVERSITY

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By

ADEKALU SAMUEL OLUTOKUNBO

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Doctor of Philosophy

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DEDICATION

This thesis is dedicated to the almighty God who made it possible for me attain this height of academic achievement! To you alone be all the glory!

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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Chairman : Professor Turiman Suandi, PhD
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In Nigeria, the government has invested in higher education with the intention of promoting human capacity development, particularly in public universities. So far, there has been no serious correction awareness aimed at addressing and promoting human resource development initiative through community engagement practices in Nigeria, especially in academic settings. Past research indicates that faculty members are not consistent in advancing the communities through exploration and mobilization of community resources, in facilitating and enhancing the skills, knowledge and attitude needed for learning, and career advancement, organizational development, and community development. This thesis examined the university community engagement among professors' in Nigeria; inform by a qualitative case-study research approach. The study explored the career experiences of nine professors' community engagement participation from nine academic departments in a Nigerian University. Qualitative methods were used; including in-depth, semi-structured interviewing interviews, direct observations, documentary analysis, literature review and consistent field notes.

The study point to several potential strategies for making community engagement more sustainable, including incorporating community engagement into university policies, providing a more supportive institutional culture, facilitating engagement through reward and recognition of engaging academics, conducting continuous research into community problems, and encouraging engagement based on academics area of specialization. Also, the study provided empirical evidence of key factors that led to the professors' community engagement participation at different stages in their career such as; organizational structure and incentives, upbringing and orientation, desire to change and impact people's live, and personal satisfaction. More so, the study reveal the challenges and opportunities toward functional community

engagement in academia. In addition, findings reveal the professors' experience in regard to processes of their community engagement services in compliance with the institution philosophy as "the University for Community Development".

The understanding obtained regarding the career experience of professors' community engagement in a Nigerian University envisages a number of recommendations to policy makers, practitioners, university management and faculty members to visualize sustaining community engagement and determined the needed interventions in implementing them. More importantly, this study revealed a number of theoretical and managerial implications for human resource development, in terms of knowledge generated on professors' community engagement practices in Nigeria and the methodological insight used in deriving such knowledge, while suggesting directions for future research.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PENELITIAN PENGALAMAN KETERLIBATAN KOMUNITI DALAM KALANGAN PROFESOR DI SEBUAH UNIVERSITI DI NIGERIA

Oleh

ADEKALU SAMUEL OLUTOKUNBO

Julai 2018

Pengerusi : Profesor Turiman Suandi, PhD
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Di Nigeria, kerajaan telah melabur dalam pendidikan tinggi dengan matlamat untuk mempromosikan pembangunan kapasiti manusia. Setakat ini, tidak terdapat kesedaran korektif serius yang bertujuan untuk mengutarakan dan mempromosikan inisiatif melalui amalan keterlibatan komuniti di Nigeria, terutama dalam seting akademik. Penyelidikan lepas memperlihatkan bahawa ahli fakulti terutama di universiti Nigeria tidak konsisten dalam memajukan komuniti melalui eksplorasi dan mobilisasi sumber, untuk memudahkan dan meningkatkan kemahiran diperlukan untuk pembelajaran, dan pengetahuan diperlukan untuk pemajuan kerjaya, pembangunan organisasi dan pembangunan komuniti. Tesis ini meneliti keterlibatan komuniti universiti dalam kalangan profesor di Nigeria, melalui pendekatan penyelidikan kajian kes kualitatif. Kajian ini meneroka pengalaman kerjaya sembilan profesor dalam penglibatan keterlibatan komuniti dari sembilan jabatan akademik di sebuah universiti Nigeria. Kaedah kualitatif telah digunakan, termasuk temu bual kendiri separastruktur secara terperinci, pemerhatian langsung, analisis dokumentari, sorotan kajian dan nota kerja lapangan yang konsisten.

Dapatan kajian memperlihatkan beberapa strategi yang berpotensi bagi menjadikan keterlibatan komuniti lebih lestari, termasuk menggabungkan keterlibatan komuniti ke dalam polisi universiti, menyediakan budaya keinstitusian yang lebih menyokong, memudahkan keterlibatan melalui ganjaran dan pengiktirafan keterlibatan ahli akademik, menjalankan penyelidikan yang berterusan mengenai masalah komuniti, dan menggalakkan keterlibatan berdasarkan bidang pengkhususan ahli akademik. Di samping itu, dapatan kajian ini menyediakan bukti empirikal mengenai faktor utama yang menjurus kepada penglibatan keterlibatan komuniti profesor pada peringkat yang berbeza dalam kerjaya mereka seperti struktur dan insentif organisasi, didikan dan orientasi, keinginan untuk berubah dan impak kehidupan manusia dan kepuasan

personal. Kajian ini juga memperlihatkan cabaran dan peluang terhadap keterlibatan komuniti fungsional dalam akademia. Di samping itu, dapatan menunjukkan pengalaman profesor berkaitan dengan proses perkhidmatan keterlibatan komuniti mereka yang mematuhi falsafah institusi sebagai Universiti untuk Pembangunan Komuniti.

Pemahaman yang diperoleh mengenai pengalaman kerjaya profesor dalam keterlibatan komuniti dalam sebuah universiti menggambarkan bilangan syor kepada penggubal polisi, pengamal, ahli pengurusan universiti dan fakulti bagi mengvisualisasikan komuniti dan menentukan implikasi pengurusan dan teoritikal dalam pengimplementasian intervensi yang diperlukan. Lebih penting lagi, kajian ini memperlihatkan sejumlah implikasi teoretikal dan managerial bagi pembangunan sumber manusia, dari segi pengetahuan yang dijanakan ke atas amalan komuniti ahli akademik di Nigeria dan penanggapan metodologikal yang digunakan dalam memperoleh pengetahuan tersebut, di samping mengesyorkan arah tuju bagi penyelidikan masa hadapan.

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LIST OF ABBREVIATIONS

AHRD	Academy of Human Resource Development
APA	American Psychological Association's
CPA	Canadian Sociological Association
CCD	Centre for Community Development
CIIS	Centre for Innovation and International Studies
COP	Community of practice
CDF	Consultancy Development Fund
CSR	Cooperate Social Responsibility
PhD	Doctor of Philosophy
FAO	Food and Agricultural Organization
IACD	International Association for community Development
ICDP	Institute of Community Development Practitioners
ISA	International Sociological Association
KWASU	Kwara State University
LEAPSE	Learning Empowerment through Public-Student Engagement
LGA	Local Government Area
MoU	Memorandum of Understanding
NEF	New Economics Foundation
NCCPE	National Coordination Centre for Public Engagement
NDC	National Defence College
NUC	National University Commission
NYSC	National Youth Service Corp
NGO	Non-Government Organization

OSS	Overseas Scholarship Scheme
PTDF	Petroleum Technology Development Fund
QRG	Qualitative Research Group
QCS	Qualitative Case Study
SEED	School of Environment, Education and Development
TETFund	Tertiary Education Trust Fund
UK	United Kingdom
UNESCO	United Nation Educational, Scientific and Cultural Organization
UFHRD	University Forum for Human Resource Development
UNISCA	United Nations International Student Conference of Amsterdam
UPM	Universiti Putra Malaysia
USA	United States America
USDHHS	United States Department of Health and Human Services
VC	Vice Chancellor
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

1.1   The Problem and its Context

The management of human resource development initiative through community engagement seem to be very poor in institutions of higher learning in Nigeria. Academics in university seem to teach and engage in research without rendering any functional community engagement in academia. This study focus to explore university community engagement among professors' in Nigeria. This chapter contains eight topics sections as the background of the study, statement of the problem, aim of the study, research questions, significance of the study, scope of the study and definition of terms of this thesis.

1.2   Background

Community engagement usually serves as a strategy that focuses on the career and human capacity development of faculty member in higher education (Neuman 2000; Metha, Gorski, Liu, Weinstein, Brua & Christensen, 2015). Discourses of community engagement among academics revealed that those who engage in community development activities often report incredible professional and personal growth (Kogan & Teichler, 2007; Terosky, O'Meara & Campbell, 2014; Adekalu, Krauss, Turiman & Ismail, 2017a). This is because; through community engagement outreach, faculty members are able to have the knowledge and experiences, and practical skills required for career growth, competencies development and professionalism. In the current study, it is hypothesised that through community engagement, research and teaching, the capacity of the faculty members is built. Implying that community engagement contributes to the development of human resources in higher education institutions, because it serves as a training ground where faculty members are able to acquire new knowledge and skills which enhances their research and teaching roles. Academics are expected to improve their teaching skills by being able to link theory and practice through their experience with real world situations in their engagement in community service.

Driscoll (2009) refers to community engagement as collaboration between higher education institutions and their larger communities. Community engagement process entails the creation, integration, application and transmission of knowledge for the benefit of external audience and the university (Sandmann, 2007). The work of Rowe and Frewer (2005) describes three (3) types of community engagement, based on flow of information as: (i) public communication; (ii) public consultation; and (iii) public participation. In this same vein, some researchers explore the territory through different means for engaging with the community, such as workshops or citizenship juries (New Economics Foundation; 1999; Rowe & Frewer, 2005) and others capture

the diversity by looking at who is to engaged with (Abreu, Grinevich, Hughes & Kitson, 2009; National Coordination Centre for Public Engagement, 2011).

However, community engagement among academics in universities varies in terms of its setting, and relationship to definitions and understandings of community (Kristine, Raue, Silverstein, Bell & Wells, 2011). For example, the UK Higher Education Academy's Learning Empowerment through Public-Student Engagement (LEAPSE) project focuses specifically on public engagement in community settings. While further way to explore university community engagement is to view it as being integrated within and across the three areas of teaching, research and service. In the work of Goddard (2009), he argues that, community engagement has to be an institution wide-commitment, not confined to individual academics or projects. It has to embrace teaching as well as research, students as well as academics, with full range of support services.

In reality, the role of institutions of higher learning in the society cannot be ignored in the sustainable development of any nation. In the world today, universities are recognised as formal institutions setup by the society as centres of excellence, learning, rich dears and ideals where knowledge is not only acquired, but also disseminated to those who require it. In its strict sense, the universal idea of the university is a community of scholars, free to pursue knowledge without undue interferences from any quarter (Banjo, 2001).

In a wider context to connect the universities to the larger society, in 2005, the international Tufts Talloires Conference attended by the heads of universities from 23 countries, represented the first international gathering of heads of universities devoted to strengthening the civic roles and social responsibilities of higher education (Talloires Network, 2005). Tufts President Lawrence S. Bacow said:

> "The university should use the processes of education and research to respond to, to serve, and strengthen its communities for local and global citizenship, our institutions must strive to build a culture of reflection and action by faculty, staff and students that infuses all learning and inquiry."

The conference generated the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education and the establishment of the Talloires Network. The declaration included the commitment to:

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"Foster partnerships between universities and communities to enhance economic opportunity, empower individuals and groups, increase mutual understanding and strengthen the relevance, reach and responsiveness of university education and research" Talloires Declaration, 2005".

In December 2010, the National Coordinating Centre for Public Engagement launched the manifesto for public engagement entitled 'The Engaged University' (NCCPE, 2011). The manifesto which had 32 signatories in July 2011 (NCCPE, 2011), called for universities and research institutes to recognise that they have a major responsibility to contribute to society, and to commit to sharing our knowledge, resources and skills with the public, and to listening to and learning from the expertise and insight of the different communities which they engage. In signing the manifesto, universities are required to develop their approach to managing, supporting and delivering community development services for the benefit of staff, students and the public, and to sharing what they learn about effective practice.

In this same vein, the participation of academics in community engagement in higher education play an important role for universities to gear towards national development in term of the economic growth, political development and socio-cultural transformation of the nation (Molly, 2015). This is because, universities contribution to national development through community engagement outreaches may take different forms in different countries, depending on the historical context of the countries and this cannot be said to be only achieved by the management of the universities without the effort of the government and voluntary organizations in which the academics and students organization are not excluded in accomplishing this laudable goal.

1.2.1   The Nigerian Context

Community engagement have been acknowledged as a core function of higher education, along with research and teaching which helps in promoting economic, environmental and socio-cultural development of communities. For university institutions in Nigeria to actively contribute to the socioeconomic, political, educational socialization of the people; this challenges were drafted as a national duties to universities in national policy on education that; (1) Contribute to national development through high level relevant manpower training; (2) Development and inculcate proper values for the survival of the individual and society; (3) Develop the intellectual capacity of individual to understand and appreciate their local and external environment; (4) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; (5) Promote and encourage scholarship and community service; (6) Forge and cement national unity; and (7) Promote national and international understanding and interaction (Federal Government of Nigeria, p. 36)

Even though Nigeria has the largest universities in the Sub-Sahara Africa the documentary evidence of university and academics staff involvement in community engagement service is still very lacking (Ifedili & Ifedili, 2015). Despite these universities were establish with the intension to contribute richly to the human resource, socio-cultural and community development of the Nigerian state, unfortunately, the series of the academic activities such as research, teaching, community service being carried out in these universities are not measuring up with the public expectations of them (Ahmed, Umar & Paul, 2015). For example, in the global ranking of Universities, none of the Nigerian Universities appeared in the list of the top 6,000 Universities in the world (Oyeneye, 2006). Till today, Nigerian universities are yet to be list among the first 1000 top ranking institutions in the world (Ranking Web of Universities, 2017). This development appears very frustrating when viewed against the backdrop that Nigeria once served as the nucleus of university education in the West-African sub-region. This is happening in Nigeria because, universities are performing below average standard due to lack of government support at the national level, in terms of funding required to upgrade university education to international standard in service delivery to the community.

Knowledge required for meaningful human resource and community development in Nigeria is acquired from higher education, most specifically, from University. It is in attempt to meet her human resource and community development that the Kwara State University was established by the Governor Abubakar Bukola Saraki administration in 2009 as an aggressive attempt to provide solution to the problem of urban/rural community in the country. The university was envisioned to be more than a typical university in Nigeria. In a society where the citizens' values of community service and volunteerism engagement are yet to be fully embraced, the university standout and response to the clarion call to be recognise as the "University for Community Development". The establishment was back in the Federal Government of Nigeria criteria as contained in the Education (National Minimum Standards and Establishment of Institution) (Amendment Degree No 9 of September, 1993). In Nigeria, State governments have the constitutional support to establish their own universities. Priority for education is on the concurrent list of the constitution of the Federal Republic of Nigeria. Consequently, once the need and provision is available, the State House of Assembly promulgates the Act for establishing the university and the Executive Governor ascents to the bill; the law is passed for the establishment of the State Universities.

The Nigerian universities fall under varying proprietorship. They are either owned by the federal government, the states government, the private or corporate bodies, and the expectation from the federal government are for all of them to enjoy National University Commission (NUC) accreditation. National University Commission was established under the Decree No. (1) of 1974, now Act 1 of 1974, as only statutory and regulatory body for accreditation and establishment power for private and public universities in Nigeria. The NUC ensures uniformity of practice and maintenance of quality assurance with regards to ensuring institutional relevance of curriculum and maintains an acceptable standard of practices. More so, regardless of the universities

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status, for instance, whether a (1) conventional (2) specialized-science/technology, (3) specialized-agriculture (4) specialized-education and (5) specialized-military, they are saddled with the achievement of the same objective as spelt out in the Government promulgated Act No 9 of 1993.

Factually, University institutions are meant to produce personnel's who is capable of providing the needs of the society (Albulescua & Albulescua, 2014). The quality and quantity of human resources needed in Nigeria society demand that both academics and students supposed to acquire knowledge, skills knowledge, skills, attitude for human resource development through active participation in community engagement activities. Unfortunately, both academics and students seem to shy away from community service and entrepreneurship programs especially at the university institution. There are encouragements for academics to continue into historically teaching-research dominated culture (Ahmed, Umar & Paul, 2015). Yet academics who try to be passionate and choose to engage in community service to fulfil internally obligation of the academic profession, often return to voluntary service outside of the university (Safiah, Mohd-Taib, Norliah & Mahadi, 2012; Terosky et al., 2014; Adekalu et al. 2017a).

Community service and volunteerism is a practical activity. Its teaching and learning involves more than ordinary paper presentation. University community engagement provides experiences, which enable individual to develop competencies, professionalism and needed skills for an occupation. However, academics appear to be underreported in community engagement practice. Prerequisite for university community engagement activity include but not limited to; proper awareness/sensitization, funding, policy implementation, time management, willingness among others. Ifedili and Ifedili (2015) affirm that academics and students engagement in community service has impact not on advancing the general mission of the university but serve as a mechanism for improving the wellbeing of the people in the community. Unfortunately, university drive to engage in community service and volunteerism is lacking in Nigeria. The enthusiasm for volunteerism activity and the funding and other conditions are grossly insufficient for the community service even when the potential to bridge the gap are available.

In Nigeria, education has been one of the prime focuses for government policy, much of which could not be delivered in the same way without the involvement of academics. A number of policy initiatives have recognized the importance of increasing educational industry engagement in community development services, coinciding with volunteering policies that sought to increase levels of participation in public service delivery. Today, it is worthy to note that, universities is no more looking upon is "Ivory Towers syndrome", but seen as an agent of change starting within it immediate surroundings as the current trend in academic industries is changing positively and more operationalize effectively in most developed countries due to globalization and all things that accompany it, this trend is still new in many developing countries institutions of higher learning like Nigeria, which warrant this

research more imperative, to explore the current status of university engagement community among professors.

1.3   Statement of the Problem

In African context and particularly in Nigeria, institutions of higher education are yet to link up with the community due to globalization and its challenging attributes. This is because the contribution of African academics to research and global discussion has been found to be abysmally low (Adams, 2010; Akinyemi & Potokri, 2016; Akpan, Archibong & Undie, 201; Idowu, 2014). Research on community engagement activities specifically among academics in universities still lacks the opportunity to generate unique stands in most African literature; however, the global community has been able to learn about Africa through the works of African researchers (Adekalu, Shuti, Turiman, Olohungbebe & Adio, 2017b; Idowu, 2014; Ifedili & Ifedili, 2015).

Research has shown that being promoted to the professorship cadre is not the ultimate destination of an academic career, rather a means to continue with one's profession and to be self-reliant of one's ability (Adekalu et al., 2017a; Maimunah & Rosiah, 2006; Ismail, 2005; Terosky, 2005). In academia, professors are acknowledged as most influential and leaders in their area of expertise (Adekalu et al., 2017b; Ismail, 2005; Ismail, Silong, Asimiran & Hassan, 2011; Safiah et al., 2012). Professors are mostly engaged in formal organizations like institutions of higher learning, ministries, government agencies and corporate organizations; in spite of their other commitments in the form of teaching, research and scholarship (Boyle & Sawyer 2010; Terosky et al., 2014). It is assumed that engagement in knowledge sharing through community outreach, together with teaching and research positively affects some professors' career (Adekalu et al., 2017a; Ismail, 2005; Maimunah & Rosiah, 2006; Terosky, 2005; Tight, 2002).

The promotion guidelines to improve human resource capacity of academics in Nigerian higher education include active participations in community service. Unfortunately, due to lack of institutional supports, academics seem to shy away from participation in community engagement. They focus mainly on teaching and research that fall within the universities. This is because emphasis is placed on teaching and research contributions as requirement for promotion in academic profession in Nigeria, while not much effort is committed to community service (Akpan, Archibong & Undie, 2011, Ifedili & Ifedili, 2015; Adekalu et al., 2017b).

The passion to partake in community engagement and academics choice of teaching and researching in university in the past was eroded by dishonesty and unethical conducts which is now widely embraced in Nigeria (Ogu, 2008; Utile, 2008; Yusuf, Adebowale, Fagbamigbe, Bamgboye & Oyediran, 2010). This non-exemplar approaches in community engagement practices specifically higher education has led to nonchalant attitude of most students' to lack participation in community activities

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(Ifedili & Ifedili, 2015). Research about university community engagement is growing; some writing tends to be concerned primarily with examining the engagement of students in community interventions (Akpan, Archibong & Undie, 2011, Ifedili & Ifedili, 2015). Very few studies have been conducted on the career experiences of academics particularly among university professors (Adekalu et al., 2017a; Ismail, 2005; Ismail et al., 2011; Safiah et al., 2012) while little or no empirical research on this topic is available in the Nigerian context.

Clear evidence is seen in a study that Ifedili and Ifedili (2015) recently conducted in 27 federal universities in Nigeria, on what is hindering university management from making community engagement practice operative, as it is practiced in developed countries where faculty members and students see it as a pride to contribute towards development of the community. The study revealed that 69% of university academics staff and 83% of students did not get involved in community engagement. Out of the study population, 78% of students as opposed to 82% of faculty members had positive attitude towards rendering community service while 94% of those who rendered voluntary service to the community were not motivated. Additionally, 60% of both faculty members and students further revealed that the university management neither organized nor developed strategic plan for community engagement as expected. In the opinion of Bako (2005), over 99.5%, if not all, of activity and time of the Nigerian academics are devoted to teaching and assessing students throughout the year, without definite official time designated for doing research and service to the community. This is because, the idea of community engagement outreach and research as custom in academic activity for generating knowledge for economic development has not yet dawned on the Nigerian ruling class, policy makers, and university faculty members (Adekalu et al., 2017b).

So far, there has been no serious correction awareness aimed at addressing and promoting human resource development initiative through community engagement practices in Nigeria, especially in academic settings. Past research indicates that faculty members are not consistent in advancing the communities through exploration and mobilization of community resources, in facilitating and enhancing the skills, knowledge and attitude needed for learning, career advancement, organizational development, and community development. Most work on Nigerian academics engagement in community service has been based on self-opinion. No research has been carried out to examine how faculty members, particularly Nigerian professors academic career at different stages through engagement in community work, and how faculty members can be attracted to community engagement as a strategy to community development and boost the reputation of their respective institutions that has been dominated by teaching and research.

Furthermore, this research aims to act as a resource to support institutions and academics in promoting and embedding community engagement in developing countries. The main body of the research presents key forms of community engagement among the university professors. While reflecting on current practices,

experiences, challenges, expectation and opportunity related to teaching, research and services for human resource development.

1.4 Research Objectives

The general objective of the research is to explore the career experiences of professors' community engagement in the Nigerian University, with particular attention to how they integrate teaching and research in community services. The researcher applied relevant theoretical understanding and his local knowledge to come up with recommendations for Nigerian Government and universities. Recommendations provided are based on practices and experiences of professors' community engagements in a Nigerian University. This aimed at the improving community development through institutional engagements. Based on the above discussions the following are the research questions for this study.

1.5 Research Questions

1. What motivates university professors' participation in community engagement?
   i. How do the university professors become involved in community engagement?
2. How does community engagement contribute to academic career?
   i. How is community engagement participation sustained academics' career?
   ii. What are the barriers to participation by university professor's in community engagement?

1.6 Significance of the study

The expectations of this research are organized to show its contribution to knowledge base, implications for policy, and relevant to the practice. This study on experience of professors' community engagement in a Nigerian University will be of benefits to government to develop policy framework for improving the existing practice that will support and encourage institutions of higher learning and faculty members to actively integrate teaching, research and service to the community. It is hoped that the outcome of this study will enlighten and sensitize relevant authorities and guide policy makers, developers and future planner in coming out with paradigms that would encourage university, faculty members and students engagement in community service, after redefining the existing policy on teaching, research and service.

This thesis seeks to contribute to the continuing debate on human resource development through community development and to provide a better understanding of university community engagement from a broader perspective. The research places a much greater focus on experienced senior academics in university. Whilst previous research that raises issues on university community engagement is growing, a lot of

writing has tended to be concerned primarily on exploring the engagement of students in community service (Akpan, Archibong & Undie, 2011, Ifedili & Ifedili, 2015). Very few studies have been researched on the participatory community engagement experiences of academics particularly among professors at different stages of their career (Tight, 2002; Ismail, 2005; Adekalu et al., 2017b) while little or no empirical research on this topic is investigated in non-Westerns universities. This study however, can eventually leads to series of direction for further studies not to replicate the findings of this study but to give a new focus and emphasis on the areas suggested by this study to facilitate functional community engagement practice in Nigerian universities and other West-African sub-region institution of higher learning towards linking universities with industry and community.

This study could be used to establish policy guidelines for the university three-in-one function of teaching, research and service provision of academics. The information generated from this study will enable the university management in collaboration with Federal and States Ministry of Education to restructure teaching, research and service functions in Nigerian higher institutions to make them attractive and demanding to academics. Also, this study could go a long way in reviving Nigerian universities image in the international community, and help in career development of the faculty member to acquire practical knowledge and skills necessary for employment for the nation development.

This study would be useful to present and future academics. This is because based on the findings; the qualitative case study (QCS) university management could make serious efforts to provide those human and material resources, conducive environment and departments/centres identified by the study to facilitate and enhance faculty member involvement in community engagement activities. The provision of these available resources will motivate community participation of academics. The study may also inform other university educators with first-hand information that will help to increase faculty member participation in community engagement service. Also, this study will benefit students in general who will as a results of the new information actively engage in community service as volunteer to acquire practical experience and useful skill for gainful employment and self-reliant. Curriculum developers or planners in universities will also benefit greatly from the findings of this study, as it will assist them to identify and include in the existing curriculum those courses and joint extra curriculum programs suitable to integrate both students and lecturers participation in community engagement activities.

More importantly, this study will help to start changing the orientation and attitudinal perceptions of university authorities and lecturers towards rendering functional community engagement, particularly in the area of volunteering service that will provide them with the information on how to encourage their students to participate in service to the community as volunteer. This study would be useful to those in place of authority within and outside of the university, who deny their lecturers the exposure and participatory community engagement experience that could be useful in enhancing

their academic career. More so, this study would be useful to stand in gap as an eye-opener to industries, stakeholders, government agencies/non-government organization (NGOs) and the public in knowing the right institutions of higher learning to partners with, towards discharging their Cooperate Social Responsibility (CSR) to the people in the community. Furthermore, this study would be useful to scholars of higher education because it would add to the scanty existing literature in human resource development and community development. More significantly too, the study would be useful to university community who have the cultural mind-set that teaching and research experience as promotion criteria in academia.

1.7   Delimitation

The study explored the experience of professors' community engagement in a Nigerian university. Thus the scope of the study lies on the strength of the professors' career experience in community engagement activity in their field of expertise. Since the study was designed to explore the Nigerian professors' career experience in community engagement practices from the participants' point of view.

Numbers of empirical studies have been conducted to examine factors and issues associated with university and academics engagement in community service, which the focus of interest lays on the documentation and examination of determinants or factors in university in programs and mission statement. The multi-level inclusive data are analysed by qualitative methods, since the aim of the study is to explore and describe overall generalization of findings for different scope and level of analysis. However, if the purpose of this study lies in the context in which a specific university program were designed to promote community development and academics is mandated to integrate teaching, research and service direct to the community, then the case study method approach is more appropriate.

The study was carried out at Kwara State University (KWASU) Malete, where academics promotion criteria are tied with compulsory engagement in community service. Participants included university full professors who met the following specific criteria (1) have attended Bachelor degree; (2) attended Master degree; (3) attended Doctor of Philosophy (PhD) from local or foreign government approved or recognized institution; (4) have had considerable years of career work experience in academic profession; (5) Have had considerable experience and regular engagement in community service and (6) Must have had received recognitions and awards within and outside of the university for community engagement activities in related field of study.

1.8   Limitation

The participants might have perceived the local (foreign) researcher requesting for appointment schedule date, time and venue during the university working hour to engage in interview process to be too formal. The length of time to conduct the interviews factored into the participants willingness and availability to partake in the study. Field of study, working experience, and exposure might have limited the participant's involvement to the study. Also, organization affiliation, political association and cultural difference between participants and the inquirer might have limited participant's openness. The research is an exploratory study of professors' career experience in community engagement practice in one university. The study did not make comparisons between university professors from different institution. In addition, based on the nature of this study with little number of subject matters, the findings may not account to be generalizable to other population and samples. This is because the purpose of this study was to provide an in-depth partaking career experience of Nigerian professors in community engagement practice in university institution. The results however, may be useful to any population which has similar features to the sample of the current study (Merriam, 2014).

Being a local (foreign) researcher from different academic settings in overseas, a non-indigene of Kwara State and not been familiar with the university environment could be either strength or weakness of the research. Since the case study institution is a new generation with new vision state owned university in it eight (8) years of establishment could either strengthen or weaken the findings of this study. Also, since the participants knew the approval to carry out the research came from the office of Vice Chancellor through the Centre for Community Development of the university, they may have been ready to fulfil the interviewing date/time scheduled with the researcher and cautious with their responses to interview questions. This observation could potentially weaken the study findings. On the other hand, knowing that the local (foreign) researcher is an outsider, a young Nigerian academic scholar in foreign research university undertaking his Doctor of Philosophy (Ph.D.) studies with full-time scholarship under the Petroleum Technology Development Fund (PTDF) Nigeria, interested in hearing their voice in this subject would result in the researcher getting trust and support for this research.

As a learner in qualitative research, the researcher tried to attend qualitative research classes and seminars/workshops both in and outside of the University to improve on his skill and abilities has the study progressed. Applying qualitative case study research method for this study has exposed the researcher to numerous methodological problems; however, the learning experience and exposure was very useful for his skill in qualitative research. All the chapters in the thesis including data collection and analysis for this study is the original work of the researcher however; peer checking was aided by experts and researcher supervisors' contribution are included in this study. Further, this study does not conclude with a natural saturation. Instead, it saturate under the research constrains imposed by available resources and time for a Doctor of Philosophy (Ph.D.) study, and by the scope of the study. Regardless of the

limitations, this study makes a significant contribution in exploring the experiences of Nigerian professors in community engagement practice in university institution.

1.9   Operational Definition

The following definitions were used for the purpose of this study:

Community Engagement : For this study, community engagement is refer to as the ways in which university academics connect and share their work with the community in effort to generates mutual benefit, with all parties learning from each other through sharing knowledge, expertise and skills.

University Professor : In this study, university professors represent adult male and female senior academics that are in academic profession and acknowledged leaders in their subject fields and most influential in the academic world.

Academic Career : In this study, academic career represent the freedom and autonomy that academics experience in term of their multiple roles of teaching, research, service both to the university and to the profession.

Experience: In this study, experience comprise earlier career events in the life of the participants, current events in community engagement or those arising from the participants' participation in community engagement in university institution.

Human Resource Development : A process of developing and unleashing human expertise through individual training and development, organization development, career development, and community developments in order to achieve organizational goal and objectives.

Practice : Interactions and actions directed at handing, managing, carrying out, or responding to a phenomenon as a result of a given conditions and contextual factors. This includes but not limited to doing planning as well as implementing them.

BIODATA OF STUDENT

Mr. Adekalu Samuel Olutokunbo, 34, is a Federal Government of Nigeria trained academic scholar under the sponsorship of Petroleum Technology Development Fund (PTDF) Nigeria from 2012 to 2018. He is a doctoral student at the Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, Selangor, Malaysia, and representative appointed to recruit foreign and local students for Putra Business School, Universiti Putra Malaysia. Currently, he is the Managing Director/Chief Executive Officer of Adekalu Global Resources Limited, Nigeria.

Mr. Adekalu Samuel Olutokunbo was born on the 1st October 1984 in Akinyele Local Government Area of Oyo State, Nigeria. He started his elementary school at Ikeja Primary School (School 2), Ikeja, and later transferred to Ebenezer African Church Primary School, Ifako Ojokoro, Lagos State from 1989 to 1995. He attended Ebenezer Comprehensive High School, Ifako Ojokoro from 1995 to 2003. Mr. Adekalu began his tertiary education at the Federal Polytechnic, Idah, Kogi State where he was awarded National Diploma (ND) in Public Administration from 2003 to 2005. After that, he obtained his Bachelor of Science (B.Sc.) in Sociology (Specialization in Education) with *Second Class (Upper Division) Honours*, Tai Solarin University of Education, Ijebu-ode, Ogun State from 2006 to 2010.

Mr. Adekalu completed his one (1) year compulsory National Youth Service Corps (NYSC) at the National Defence College, Federal Capital Territory, Abuja from 2010 to 2011. In the year 2012, he was awarded scholarship by Petroleum Technology Development Fund (PTDF) to study Bachelor of Science (B.Sc.) Business Information Systems at the University of East London, United Kingdom, and graduated with *Second Class (Upper Division) Honours*, under special relationship with Pertama Institute of Technology (now KTJ Education Group) Malaysia in 2014. While he was on his 2nd Bachelor degree programme, he enrolled for his postgraduate programme at the Universiti Putra Malaysia and completed his Master's Degree in Human Resource Development from 2012 to 2013. In February 2014, he registered to pursue his Doctor of Philosophy (PhD) in Human Resource Development at the Universiti Putra Malaysia. He was further awarded PhD scholarship by Petroleum Technology Development Fund (PTDF) Nigeria from 2015 to 2018.

Thus far, Mr. Adekalu has engaged in several academic tasks and responsibilities for the betterment of the university and the community. He is a member in research project entitled: "Migration and Well-being: A Phenomenological Study among Young International Students in Malaysia" under the Fundamental Research Grant Scheme (FRGS), Malaysia Ministry of Higher Education from 2015 to 2017. He has over 20 publications to his credits. He has been cited 42 times and his H-index is 5 in Google Scholar. He has presented papers based on his research findings in more than 10 conferences, both at local and international levels. He has represented the Republic of Senegal in Security Council at the United Nations International Student Conference

of Amsterdam (UNISCA) Netherlands in 2017. Mr. Adekalu is a visiting student to National Youth Policy Institute (NYPI) South Korea, under the Universiti Putra Malaysia (UPM) Mobility Programme in 2018.

Mr. Adekalu has been recognized and invited by top world ranked universities for a number of academic programmes as a chair, speaker, reporter and participant. He has visited over 15 countries which includes China, Belgium, France, Germany, Ghana, Japan, Malaysia, Netherlands, Philippines, Singapore, South Korea, United Arab Emirates, United Kingdom, United States of America, Vietnam, among others. He is alumni of United Nations International Student Conference of Amsterdam (UNISCA) in Netherlands, and Member of Academy of Human Resource Development (AHRD), United States of America (USA), University Forum for Human Resource Development (UFHRD), United Kingdom (UK), International Sociological Association (ISA), Spain, and Canadian Sociological Association (CSA) Canada. He is married with a child.

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Ahrari, S., Krauss, E. S., Turiman, S., Haslida, A., Adekalu, S. O., Dzuhailmi D. and Aishah H. A. S.; Stranger in a Strange Land: Experiences of Adjustment among International Postgraduate Students in Malaysia.

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1st Asia Conference on Business and Economic Studies" (ACBES). *Date: 8th - 9th September, 2018. Venue: University of Economic Ho Chi Minh City, Vietnam. (Delegate)*

2018 AHRD International Research Conference in the Americas. *Date: 14th - 17th February, 2018. Venue: Marriott Richmond, Richmond, Virginia, United States of America (USA). (Delegate/Chair)*

National Youth Policy Institute Lunch Bag Seminar 2018. *Date: 29th January, 2018. Venue:* National Youth Policy Institute (NYPI)*, Sejong-si, South Korea. (Presenter)*

Graduate Research in Education Seminar (GREduc) 2017. *Date: 16th December, 2017. Venue: Faculty of Educational Studies, Universiti Putra Malaysia, Selangor, Malaysia.*
 (Presenter)

Conference on Global Production. *Date: 6th – 8th December, 2017. Venue: Faculty Arts and Social Science, Global Production Networks Centre, National University of Singapore, Singapore.*
*(*Delegate*)*

International Conference on Trust. *Date: 18th – 20th November, 2017. Venue: Institute of Social Sciences, Chuo University, Tokyo, Japan.*
(Presenter)

United Nations International Student Conference of Amsterdam (UNISCA). *Date: 3rd – 15th July, 2017. Venue: University of Amsterdam, Amsterdam, Netherlands.*
(Delegate)

International Conference on Youth. *Date: 16th – 18th November, 2016. Venue: Social Institute of Malaysia (ISM), Kuala Lumpur, Malaysia.*
(Presenter)

SEED Social Responsibility Annual Seminar, 2016. *Date: 8th March, 2016. Venue: University Place, Theatre B. University of Manchester, Oxford Road, Manchester, United Kingdom (UK).*
(Delegate)

AoN Seminar, 2016. "Health and Safety Sentencing: The biggest change in 40 years". *Date: 3rd March, 2016. Venue: 40 Spring Gardens, Manchester, United Kingdom, UK. Organized by: AoN a UK based leading global provider of risk management, insurance and Human resources solutions.*
(Delegate)

International Business and Education Conference. *Date: 4th – 8th January, 2015. Venue: Sheraton Maui Resort & Spa, Maui, Hawaii, United States of America (USA).*
(Presenter)

University Forum for Human Resource Development (UFHRD), 15th International Conference on Human Resource Development Research and Practice across Europe. *Theme: "HRD Reflecting upon the past, Shaping the Future". Date: 3th – 6th June, 2014, Venue: Edinburgh Napier University, Scotland, United Kingdom (UK).*
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(Delegate)