ENHANCING CONSTRUCTIVE SYNERGY BETWEEN MILITARY INSTRUCTORS AND CIVILIAN ACADEMICS IN NIGERIAN DEFENCE ACADEMY (NDA) FOR IMPROVED PROFESSIONAL MILITARY EDUCATION

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Abstract

Professional Military Education (PME) is the practice of training, educating, and developing military personnel for all encompassing and effective expertise for advancing the military and humanity in general. However, an observed synergic deficit in educational and training components of programmes for military personnel in our context reflect in marred progress in robust partnership, hence the intellectual territorialism and unilateral approach to issues of national concern. This raises the need for a special educational curriculum for PME which would incorporate conventional knowledge with military instructions. To this end, this paper seeks to identify and enhance the synergy between military and civilian components within the Nigerian Defence Academy for an improved PME. Leaning on pragmatic research philosophy, the study applied exploratory sequential mixed methodological approaches of Focus Group Discussion and Questionnaire in data collection. Analysis revealed that professional practices among staff are individualistic, characterised by hypocrisy, negating each other's importance, and ascribing superiority to self despite the efforts by the Academy to synchronise both sides The paper concludes that the military cannot afford to feel or operate as though they are self-sufficient and do not need the civilian academics for the effective training of the officer cadets.

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Introduction

The challenges of designing a robust and special academic curriculum that will incorporate conventional knowledge, with military instructions streamlined along the ethics of the military profession have been the bane of not only military institutions but specialised military educational institutions in Nigeria. Professional Military Education (PME) is seen as the practice of training, educating, and developing military personnel for all-encompassing as well as effective knowledge, skills and expertise that will not be limited to the advancement of the military but humanity in general. When pedagogy is wired around student psyches from multiple sources, it motivates them with the ability to listen, analyse and make valid judgments, thereby improving their leadership qualities, (US Naval War College, 2017: 1).

However, the synergic deficit in ensuring a robust partnership has marred progress in this area, hence the intellectual territorialism and unilateral approach to issues of national concern. This research is therefore designed to bridge the need and improvement gap through an emphasis on Nigerian contextual realities; global best practices; and students' participatory experiences from their academic and military tutors.

Statement of Research Problem

Every nation designs its Professional Military Education and Training in reflection of its contextual policies and needs. Nigeria is no exception. However recent reviews of Nigerian PME at various levels especially in the Nigerian Defence Academy reveal rigid adherence to anachronistic "traditions" (Idris, 2015). Such traditions, among others, maintain a clear distinction between military training and academic education, and between Military Personnel and Academic Faculty; hence implementing a near-parallel operational structure between the Academic Branch and the Directorate of Military Training. In establishing the desirable nature of PME, the *Generic Officer Professional*

Military Education Reference Curriculum emphasizes that while it is important to make a distinction between training and education; both aspects of PME should not be seen as mutually exclusive activities. Rather, they both, in addition to experience, are necessary for the complete development of an officer. This is because, unlike training which is inherently routine and which, for the most part, focuses on "what to think", education is about developing the intellectual curiosity of the individual through its focus and emphasis on "why and how to think". Additionally, the document argues that these mutual aspects of PME are necessary for armed forces personnel due to their unique employment for the defence of the nation and the provision and maintenance of peace and security at home and abroad, which among other things, demand that members of the armed forces be intellectually agile to out-think their adversary and be able to work with allies and non-armed forces personnel for them to be successful at these tasks.

The nature of security threats has evolved into diverse and complex dimensions involving both military and non-military aspects of national and international realities. The Nigerian military as a key element of the national security system has been actively involved in internal security with the antecedent burden of managing a dysfunctional society faced with opposition from varied sections of the same society and their leaders. Therefore, the Nigerian Military is more than ever faced with the management of varied complex emergencies that constitute a dynamic threat to the security of human groups. In recent times, the military has relied heavily on the voluntary support and contribution of civilians under the body of the Civilian Joint Task Force (CivJTF) to effectively manage some of these threats. This complex threat environment necessitates a military education that prepares armed forces personnel for missions across the full spectrum of conflict, ranging from deterrence at the high end to peacekeeping and enforcement at the low end while consciously developing in them an enhancement of military interoperability between armed and non-armed; military and non-military elements of the society.

For the Military to build the right quality of manpower, and to facilitate its effective and efficient management of the current and

future national security challenges the quality and focus of education of its personnel especially officers need to be interrogated and reviewed. PME is a critical gateway to endow a nation's armed forces with the ability to live up to and meet national security responsibilities. Thus, the PME for the Nigerian Military would not only need an integration of the military training and academic aspects of the curriculum but also require a constructive synergy between the military instructors and civilian academics. This review would hopefully provide the officers with a PME curriculum which will be broad enough to open new academic horizons and deep enough to whet the intellectual curiosity and capacity of all officers in dealing with the complex, diverse and unpredictable threat environment in the nation.

Rationale

This study will be a ground-breaking academic enterprise in this subject area, in that it is expected to be the first of its kind not only in the Nigerian educational sector but in a specialized educational institution like the Nigerian Defence Academy. It's aimed at exposing students to a new approach to inquiry and the ability to remain focused while interrogating issues or phenomena from multiple sources. The study will be of immense importance to the lives of cadets, the Academy and the country as a whole. This is because, it will help cadets imbibe independent critical thinking skills that are indispensable in the configuration of leadership qualities in their lives, the comprehensive pursuit of the core vision of the Academy, and the overall endurance of the Armed Forces of Nigeria.

Objectives of the Study

The main objective of this study is to enhance the existing synergy if any, in the partnership between military instructors and civilian academics for an improved PME. The specific objectives are:

i. To assess the possibility for integrative approaches and contents in the academic and military body of knowledge delivered to cadets in NDA

ii. To examine the nature of the relationship between military instructors and civilian academics in NDA.

iii. To determine the possible challenges that could militate against a constructive synergy between the military and academic streams of knowledge in NDA.
iv. To analyse possible strategies for improving synergy between the professional practice of military instructors and civilian academics in NDA.

Literature Review

PME is conceptualised in this paper as the system through which military officers receive their mandated education and training for their effective operation in the profession. This could apply to their pre- or post-commissioning education as all the levels are vital to the quality of officers and the capacities they can exert in the discharge of their duties. As such we conceptualise PME as the centralised mandatory tri-service educational provisions for Nigerian military officers starting from NDA running through the Staff Colleges, and terminating at the Defence College. In this paper however, we focus on the synergic possibilities between the military and academic components of the education at the pre-commissioning level in NDA and how this could affect the quality of education received by the cadets.

The main goal of PME is to imbue military service members with intellectual agility through rigorous programmes which prepare them to assume expanded roles and perform new missions in an ever-dynamic and increasingly complicated security environment. (Kelley & Johnson-Freese, 2014). In Nigeria's circumstance, it has been observed that:

> the onerous task of ensuring internal security operations engendered by incessant civil uprisings and religious violence capable of destabilizing the country, curtailing the upsurge in the activities of armed militia groups as well as grappling with the issue of how much money is dedicated to the military expenditure, and the highly volatile controversial issue of an existing (or otherwise) of a concise, and codified defence policy, has been both complex and highly challenging, (Omede, 2012).

These challenges had long been contending factors in the military's task of keeping Nigeria as an indivisible and indissoluble entity. It could therefore be argued that all these challenges have persisted as a result of the application of clearly defined and straightforward streamlined military solutions for a highly dynamic and unpredictable problem. More so, the military agenda of war has been described as "...not merely an act of policy, but a true political instrument, a continuation of political intercourse, carried on with other means" (Clausewitz, 1989). The continued separation of the academic and military aspects of military education could be argued to represent a failure to recognize and provide for the necessary skills and ability to deal with this political component of war and security which rests within the civilian population of any nation. In response to these concerns and observations, it is considered necessary to explore the application of integrated critical educational approaches in the nation's educational sector. This is especially so within the context of specialized institutions that are concerned with PME and training officer cadets to become critical and creative thinkers equipped with the skills to deal with the ever-increasing ambiguities and multi-layered contemporary security environment and battle space.

Integrative learning has been defined by Julie Thompson Klein (2005) as "an umbrella term for structures, strategies, and activities that bridge numerous divides, such as . . . general education and the major, introductory and advanced levels, experiences inside and outside the classroom, theory and practice, and disciplines and fields." Hence it is believed that this integrative education will not only create a synergy between the military and civil/academic aspects of our military education but also enhance a synergy between the education given to the armed forces personnel and the practical challenges in the Nigerian security environment which will constitute the most effective education for military officers in a complex world. Such an approach would provide the cadets with diverse perspectives and integrated insights, through the construction of a more comprehensive perspective about our complex security situations. However, this requires a rethinking of curriculum and pedagogy by Academic and Military Training

administrators, as well as a rethinking of the curriculum and services by the military professionals.

Theoretical Framework

Integrative Learning Theory

Integrative learning is a pedagogic-based theory. A venerable and progressive theory that was advanced by John Dewey and other scholars towards the end of the 20th Century. Integrative Learning Theory (ILT) attempts to explain why education must take advantage of and enhance new information from other fields of human learning. It argues that integration, association, connectedness and interrelatedness are essential and will enhance thematic teaching, multi-disciplinary presentation of ideas, re-organization of student participation and shared responsibility in the classroom, linkage of brain functions in the learning process, and school management for overall betterment of student (Clark, 2016: 3). ILT focuses on shrinking the borders of discipline, professions, and communities in other to have a holistic rather than a discrete view and allow for self-driven ideas in all areas of human disciplinary concern. Rooted in other theories like Situated Cognition, Constructivism, Project-based Learning, and Multiple intelligence, its concern is on making: students the foci of education; assignments significant to the child and the world in which they live; creating multiple platforms and settings through which skill and experiences could be acquired, applied and practiced; adopting different and conflicting perceptions; understanding issues and positions contextually; creating linkages within disciplines, fields, curriculum, knowledge areas or practices; and integrating traditionally separated subject areas for robust and better understanding (Macleod & Golby, 2003).

Thus, the idea is that ILT will enable students to learn more through participatory experience rather than memorizing and retrieving facts. These will also expose them to tasks that use real-life situations and problem-solving skills while adding social consciousness to the process and preparing the student to be an active and productive member of society in a more comprehensive way than the traditional

learning process. A well-designed and implemented learning anchored on ILT will help students develop the tools they need to approach any problem with confidence (Leonard, 2007).

ILT will therefore be engaged in analysing the possibility of enhancing constructive synergy between military instructors and civilian academics in NDA for improved PME. This is because; it produces a good analytical and mutual linkage for profitable PME in a specialized institution like the Nigerian Defence Academy.

Methodology

This study is designed to reflect the pragmatic idea of the research paradigm. The pragmatic methodological view emphasizes researchers' application of all approaches available to understand the research problem and question with a focus on what best solves the problem (Creswell, 2018). This is because primarily as civilians conducting research into professional military education which is relatively a new concept in the Nigerian context, we needed an exploration of the concept and its general understanding within our population before further in-depth engagement with the subject matter. Thus pragmatism's leaning to the philosophical underpinning for mixed method approach in research was also exploited.

Hence in an attempt to generate data on the knowledge, perception, and feelings of respondents on the subject matter, the study applied a mix of Focused Group Discussion with a follow-up semi-structured questionnaire in an exploratory sequential approach. These instruments were employed in collecting data from staff (military instructors and civilian academics) and cadets in the Academy. The population of this study was determined by the estimated number of staff and cadets in the academy which stands at about 1,600. The focus group discussion as a qualitative data source involved 8 staff participants distributed across, serving military officers deployed in DMT, retired military officers deployed in Academic Branch, and Civilian academic staff. The researchers further used a purposive sampling method in selecting participants for the administration of questionnaires and a total of 54 respondents were selected to respond

to open-ended questions whose results were verified using simple percentages. Questionnaires were administered to sample the opinions of the respondents which were of three categories: Cadets, Military Instructors and Civilian Academics. The questionnaire was organized into 2 sections. The first section focused on the demographic information of the respondents while the second section was targeted at questions addressing the research objectives.

Data Presentation and Analysis

The study aimed to examine how PME can be improved through a sustained synergy between military instructors and civilian academics in NDA. A total of 54 questionnaires were administered to the three categories of respondents in addition to an exploratory FGD. Of the administered questionnaires, only 33 were recovered. This amounts to a 61 per cent response rate. The responses retrieved revealed that 70% of the sampled population were male; and the preponderance of this gender category indicated that either there is an uneven gender representation across staff, personnel, and students in the Academy, or that men respond more to research compared to women. At the age category, 31 of the respondents representing 57% of the sampled population were found to be between the ages of 18-30. This implies that the majority of the respondents to the questionnaire are cadets and that this balanced the distribution of the staff-only membership of the FGD.

Forty per cent (40%) of the respondents, constituting the majority in the qualification category hold a senior school certificate or its equivalent. Again, this indicates that respondents are mostly young people who fall within the student category whose academic excellence and professional enhancement the research is designed to impact. Lastly, respondents to this academic endeavour were classified into three groups, viz academic branch; military wing; and cadets; and from these categories, the cadets again led the way by 56% and this indicated that; on the one hand, the research is committed to engaging cadets to get the smallest information that have not been conceived/noticed by the military instructors or civilian academics in the interaction with

cadets or on the other hand, this exercise provided them with a platform to share certain observation or feelings that they think should be given a serious thought.

Respondents' Responses to Questions

1. Existence of integrated approaches and contents in academic and military streams of knowledge delivered to cadets in NDA

The opinion of our respondents across the three categories; that is military instructors, civilian academics, and cadets affirmed that the knowledge (both military and academics) delivered to cadets is designed and delivered professionally while reflecting on the history, peculiarities, and prevailing psychology in Nigerian military education, though with an interruption from circumstances that are hitherto not envisaged. Among the 24% (with the majority being the cadets) that holds the above, some claimed that the cohesiveness in the content and delivery method of knowledge across military and academic branch are informed by uniformity in the Academy's syllabus and evaluation strategy. On the other hand, another group of respondents, constituting 43% of the sampled population disagree with the opinion of the first group. To them, the two existing structures at the Academy (i.e. academic branch and military wing) have enjoyed an enduring isolated structural arrangement and training module that are unique to her tradition; and any attempt to alter these in the name of synergy will affect the workings of the system and students performance. It is worthy to note that, at least, 33% of the respondents who ranked second among those whose opinions were sought, maintained silence to this question and perhaps, this must have affected the outcome of this study.

2. What is/are the nature of the relationship between military instructors and civilian academics in NDA?

While cordial relationship stands out as the theme of the 67% response (with a majority from the military wing) to the above question; wide acceptability informed by tolerance and the existence of official and unofficial lines of access that promote cooperation guide and strengthen

their professional conduct in the military academy. Another cluster with a majority from academics which constitutes 28% of the respondents holds a contrary view. To them, the aura of hostility and competition amongst staff at the military wing and academic branch are palpable, with the human elements on both sides of the divide striving to run each other down by the day. An instance when cadets resort to using their academic lecture period for catching up on lost sleep after enduring a series of punishments throughout the night; or deliberate allotment of a greater percent of cadets' time to military training at the detriment of the other provides further explanation to the existing ineffective relationship. At the base of the ranking, it was also found that 6% of the respondents held back their views on the question.

3. Are there any observable synergies between military instructors and civilian academics in their professional practice in NDA?

Feedback from the field revealed that in the Academy, professional practices among staff could best be described as individualistic, characterised by hypocrisy, negating each other's importance, and ascription of superiority or lead structure to an individual or group. Albeit effort by the Academy to synchronise both sides, Cadets revealed that they were often told that as prospective career military officers, "they do not need the academic knowledge." The above narrative also represents the view of 52% of respondents across the two lines of the research interaction. Merging knowledgeable civilian academics with either serving/retired personnel in knowledge impartation and training of cadets; co-opting civilian academics in different boards, sporting activities, management circles and vice-versa are perceived by 41% of the respondents as conditions put in place by the Academy to achieve effective integration in the professional practices of its staff. Lastly, 7% of the respondents chose the part of silence to the above question.

4. What factors could limit functional synergies between military instructors and civilian academics in NDA?

Response from the field indicates that frustrating time limits; a sense of insecurity; apathy; unprofessional conduct; over-familiarization; individualistic tendencies; limited integrative platform; and anti-intellectual military culture are among other factors working against purposeful collaboration between military instructors and civilian academics in NDA. The foregoing was rated in order of occurrence and their performance computed in percentages was 15, 15, 15, 11, 9, 7, 6, and 6 respectively; with 19% percent of the respondents holding back their comment on the question.

5. In your opinion, are the current academic contents and evaluation strategies relevant to cadets' practical military needs?

Confirming that the current academic content and evaluation strategies are of importance in shaping the life of an officer cadet attracted a negative contributions rating of up to 37%. The ability of the duo to independently revolutionize the military profession and bequest knowledge were notable pitfalls as it will not allow the Academy to move from its anachronistic academic stand, a position it occupied at inception, to a model military academy, that pursues cognitive development, character formation, and military training through its structures (academic branch and military wing). By being in constant interface with civilian academics and military instructors, cadets should be able to imbibe a culture of respect for all humans and learn how to manage and maintain relationships with civilians. Knowledge needed to interpret and implement military policy, strategy, and tactics is garnered from the academic domain, added to that are the leadership and diplomatic values bequeathed to cadets in the Academy, and these relevant values can only be a mirage. Another group constituting 58% of the respondents shared a contrary view. To them, courses at the academic branch dwell on both military and academic domains. For instance, military biotechnology and military psychology have with double effect on the academic and military needs of the cadet. Lastly, 4% of the respondents held back their responses to this question.

6. What activity (ies) can bridge the existing gaps, if any, between military and academic aspects of cadets' training programmes in NDA?

To remedy this situation, 41% of the respondents suggested that codes of acceptable behaviours guiding professional conduct should be set up and their implementations should also be pursued. Another group, constituting 29% of the respondents believes that, a skills pool and cross-utilization of human capital will merge theoretical explanation with practical implementation of knowledge while in the field. Convergence of the parties in seminars, training, and workshops was listed as a possible platform for mending gaps between the parties in the pursuit of excellence at the Academy. Representing the perception of 26% of the respondents, they further aver that cadets' lectures and military training should be designed to be held alternatively on the same days and authority must ensure that military contents don't outweigh that of academics. Finally, 4% of the sampled population maintained silence to this question.

7. What activity (ies) can bridge the existing gaps, if any, between the professional practice of military instructors and civilian academics?

Joint exercises like training, seminars, lectures, workshops, evaluation, and sensitization programmes are conditions perceived by 54% of the respondents as necessary for cementing gaps in the professional practices between the military and civilian academics. Relating with civilian academics like aliens and devaluing their contribution to the success of the Academy is seen by 30% of the respondents as unprofessional on the part of military instructors. Lastly, 16% of the respondents decided to hold back their views on this question.

8. What role do you think the NDA can play in the development of a unified Professional Military Education across NDA (Tactical), AFCSC (Operational), and NDC (Strategic) levels?

Nigerian Defence Academy is a unique military university with a mandate of educating and training career officers across the three arms

of service i.e., Army, Airforce, and Navy for the defence of the Nigerian state and government of other sister countries. Accordingly, the Academy has maintained the lead in its quest for excellence in research and development driven by the Academy, groups, and/or individuals within the system; and aimed at advancing security-based teaching and training portfolios that target not only cadets but also serving personnel (including those from sister agencies) and communities at risk. To ensure the flag is kept flying, 50% of the respondents opine that NDA can develop and build in the basic tactical, strategic, and operational knowledge as well as tactics on manoeuvring in warfare into a single module that can be enhanced and used by the duo of military instructors and civilian academics in the training of officers across the three levels of commands. They maintained that, if these are employed in training cadets in their early years of life, the products will be effective and ambitious officers skilled in military manoeuvre and staff duties. To another group that constitutes 26% of the sampled population, if NDA can create a niche in the area of military education and live it by providing solutions to military problems while opening its doors for seminars, workshops, and conferences, it will help the institution to develop a unified curriculum that can be applied across the three institutions. 24% of the respondents again are silent on this question.

9. How can cadets develop the abilities for independent and universal application of knowledge across military and academic demands?

Responses from 39% of the respondents suggested that outside ensuring that cadets are book-friendly, lecturers and instructors must expose students to practical knowledge using teaching aids. They maintained that students must pay attention to lectures, ask questions where necessary, engage teacher(s) in interactive sessions, and share their understanding of the subject using visual or illustration aids. Group discussions, workshops, seminars, personal improvement, and critical thinking are other avenues through which a wealth of knowledge/training could be acquired. Knowledge utilization which is

akin to application was suggested by 35% of the sampled population as a means by which cadets can develop the requisite skills for knowledge application. Thus, knowledge capturing and application become virtues when cadets are committed and professional in skills absorption and problem-solving in line with best practices. Accessibility to the internet in a good and serene environment promotes, in great proportion, the process of harvesting knowledge and its usage. Twenty-six (26) per cent of the respondents of the sampled population did not comment on this question.

10. What are the possible challenges that could militate against a constructive synergy between the military and academic streams of knowledge in NDA?

Summation of the performance of the above question in the field indicated that 63% of the respondents believe that anti-intellectual military culture and leader structure syndrome are among other challenges that could militate against teaching and training output at the Academy. Poor understanding of curriculum, funds, and time management by military instructors and civilian academics brings about different pursuits and rivalry between them or the structures they represent. They maintained that these challenges arise from a lack of frequent review of the Academy's curricula and the inability to align them towards advancing the boundaries of science and technology. An opposing view to the foregoing stood at 11%, and to this group, in an effort to continue to assert their superiority and ownership of the Academy, military wings over-emphasis on physical activities and puttees that are so destructive and energy demanding to the extent of leaving cadets incapacitated. After long hours of punishment or injuries that often go with it, you hardly expect good performance from the students, especially in academic activities. Thus, they called for the need to revisit administrative and teaching methods in the Academy. Lastly, 26% of the respondents maintained silence on the above question.

11. Suggest possible strategies for improved synergy between the professional practice of military instructors and civilian academics in NDA.

To 43% of our respondents, the creation of common grounds will have positive impacts on the extent of interaction between the duos in their professional practices. They maintained that if only this were allowed to take place on a regular basis, the process would be internalized and subsequently found to reflect on the working relations of the parties. For another group, constituting 31% of the sampled population, for there to be an improvement in the synergy between the duos in their professional practices, there is a need to review existing policies and strategies with the intent to amend where necessary. Last in the group are 26% of our respondents who prefer to remain silent to the question.

12. Suggest possible strategies for improved synergy between the contents of military and academic courses for improved Professional Military Education.

The response of 42% of the respondents maintained that when they are brought together, teaching and learning will be simplified as the approach is friendly to multimedia instructing and learning materials; joint training in modern techniques and exchange of relevant teaching aid. Another group, constituting 28% of the sample population favoured collaboration and information sharing approach. The need assessment approach is favoured by 19% of the respondents. To them, recording changes in the content of military and academic courses available to cadets will play a huge role. Lastly, 11% of the respondents did not comment on the above question.

Discussion of Findings

Findings will be discussed with the view to ensuring that the objectives of the study which directly border on issues associated with how efficient pedagogic delivery to cadets are met. Questions were grouped based on the themes that guided the objectives.

a) Synergy of Contents, Approaches, and Professional Practice.

Respondents emphasized greatly the poor understanding of curriculum, resources, and time management by military instructors and civilian academics which brings about different pursuits and rivalry between them or the structures which they represent. As a result, the content and teaching approaches of the two streams of knowledge within the Academy are not effectively controlled by the over-arching principle behind the mission statement and essence of the Academy. These challenges arise from a lack of frequent and joint review of the Academy's curricula and the inability to align them towards advancing the boundaries of defence research and innovations. Nonetheless, approaches to and contents of learning in the academic and military body of knowledge can be integrated through a pedagogic-based theory for a better PME. In the series of responses, the cadets ascertain that "a course like Physics and Aerodynamics show a bit of integration, especially for the Airforce cadets" (C7, 2019-Cadet respondent). Foremost, there is a need for the Academy to carry out a need assessment on the training/academic courses and come up with area(s) with observable deficiencies in terms of linkages between the two streams of knowledge. To achieve this, respondents suggested that courses in the military wing should be broadened to accommodate academic theories while practical aspects should be built into academic courses for military relevance. This is proffered by Respondents A2 and M5 who suggested possible strategies for improved synergy as "to increase military contents, particularly the practical aspect" and "taking cue from best military academies, ensuring that the lectures taken in [academic] classes are being taught tactically in the military".

This captures the theoretical framework of Integrative Learning Theory (ILT) which involves bringing together traditionally separate subjects so that students can grasp a more authentic understanding. Dayna Laur states that:

> Integrated studies projects aim to create a connectedness between disciplines that otherwise seem unrelated to many students. Deliberately searching for ways in which you can mingle standards and content is imperative if you want to create truly authentic experiences because, in the world

> outside of the classroom, content is not stand-alone (Laur, 2011).

This approach will allow for a comparative study of existing academic syllabi and notes for possible unification; thus, lifting existing course contents to contemporary standards. As indicated by one of the Cadet respondents, "the world today is dynamic and the contemporary security challenges facing the world require more than military measures. Academic subjects like Diplomacy are required" (C2, 2019-Cadet's respondent).

The respondents also believe that skills pool and cross utilization of human capital will merge theoretical explanation with practical implementation of knowledge while in the field. The evaluation of this strategy can further lead to the enhancement of the existing framework with which cadets are trained in the pursuit of excellence at the Academy. For instance, local and foreign experts with backgrounds from related areas can be brought together to share requisite knowledge that can help in the improvement of the existing courses in the Academy, thereby making it unique and flexible.

Furthermore, the creation of common grounds like joint training, lectures, seminars, evaluation, sensitization programmes and workshops; including drafting elements from both sides into committees and boards that will draw participants closer to each other and allow for the exchange of ideas, resource persons, and contents of their individual curriculum. Hence, cementing gaps in the professional practices between the military and civilian academics.

Lastly, it was suggested that while there is a need to allow military officers to familiarize themselves with their civilian counterparts by picking and running courses with them at the postgraduate school; civilian academics should also be allowed to run junior and senior courses with the military at the Armed Forces Command and Staff College (AFCSC) Jaji, Nigerian Institute for Policy Strategic Studies, Kuru, and National Defence College (NDC) Abuja. In recognition of existing provisions for academic staff to attend courses at some of these military institutions like NIPSS Kuru, it is noted that the

number of beneficiaries are very minimal and as such insignificant for an institutional-level impact. It is therefore suggested that more academics, possibly mid-career ones, should be provided for in all the three identified military training institutions.

b) Attitude to Teamship

Teamwork is the ability to work together towards a common vision, and the ability to direct individual accomplishments towards organizational objectives. It is the fuel that allows common people to attain uncommon results. (Carnegie, 2003). Concerning the view of a respondent who stated that "the nature of the relationship between the duos is hostile, as they are individualistic and strive to run each other down" (M5, 2019-Military instructor); working relationship among staff could best be described as an individualistic, characterised by hypocrisy, negating each other's importance, and ascription of superiority or lead structure to an individual or group. This research also revealed that in an effort to continue to assert their superiority and ownership of the Academy, military wings overemphasize puttees which are so destructive and energy-demanding to the extent of leaving cadets incapacitated. This was evident in response out of many others, while stating factors that could limit functional synergy between the military instructors and the academics saying "The problem is that the military branch does not give proper attention to the academic branch" (C9, 2019-Cadet respondent). After long hours of punishment or injuries that often go with it, one hardly expects good performance from the students especially in academic activities and so the time ration distribution of 70:30 for academic activities and military training is undermined and students' minds are poisoned against activities from the adjoining side. Thus, once packages of a structure and their activities are painted as irrelevant to a prospective officer, cadets start making a mess of time allotted to such exercises by coming late, sleeping, and missing an entire session. The instinctive responses from military personnel towards the nature of the relationship between staff show that there is a possibility that their actions are not deliberate or intentional to negate the importance of each aspect of the cadet training. The researcher hence, believes that the

attitude might have risen from the sort of training which they were made to pass through at lower levels of their military career leading to the prevalence of a sense of insecurity. The danger therein is that, if it's allowed to exacerbate, it creates rivalry, and uneasiness, kills interest, and affects communication and possibilities for integration between individuals and groups. However, seminars, workshops, conferences and the like can be organised to refresh the minds of the three groups of respondents on the necessity of education in the making of a complete officer. Also, each branch of the academy should adhere to speculated times and none should be used at the expense of the other to solve the issue of time mismanagement supposedly due to unforeseen circumstances.

Essentially, Cadets should be given puttee as much as is necessary instead of excess and then allowed to rest and sleep to support the academic importance of military training. This role can only be played in a teamwork environment. The idea of operating different classrooms by the military and the civilians in their respective domain also need to be amended so as to promote face–to–face contact, handshakes, and unity of purpose in their respective pursuit. Also, raising ethical poles and maintaining a positive posture while interacting with others will check superiority complexes and negligence and enhance cordiality and professionalism among the duo in their drive to cross-utilize knowledge for the benefit of the cadets.

In another clime, the absence of lecturers/instructors, the presence of non-confident counterparts, or the act of measuring service to pay package have resulted in cadets either being quarantined in the library (where they do nothing but sleep) or subjected to puttee thereby short-changing their cognitive development and training. Also undermining the role of sport and joint training are other factors that could also limit possibilities for synergy in NDA.

c) Cadets' Attitude to Learning

Attitude to learning is key to coping with stress, and even improving overall wellbeing. A positive attitude can impact our ability to learn and solve problems. As indicated by a respondent, "The prep period for

cadets should be strictly observed and supervised by duty officers to ensure that the time is used for study and doing take-home assignments, use of a library should also be encouraged" (A2, 2019-Academic respondent) This implies the need to review existing policies and strategies as regards acceptable behaviours guiding institutional conducts with intent to amend where necessary. Respondents similarly, suggested that codes should be set up and its implementations should also be pursued. They further aver that cadets' lectures and military training should be designed such that military contents don't outweigh that of academics.

Also, a respondent suggested that "teaching aids should be enhanced to standard from time to time through seminars on training the trainer" (M9, 2019-Military instructor's response). The ability of an individual to apply necessary tools and techniques in capturing and representing knowledge in a way that will be sensible to human beings is known as knowledge modelling which would be an effective means to improve attitude to learning. To develop these skills, there is a need for students to be quick and effective in deploying visual or illustrative tools in knowledge capturing and application.

All these can be achieved by first truncating the already existing trend in the academy which emphasizes that 'education is not needed on the battlefield' from the mind of the three groups of respondents in the study with emphasis on the Cadets. Questioning the purpose of military education is like questioning the purpose of education. National education systems are chocked full of students who think they are taking useless general education classes, just as there will always be officers who question why they have to go to military schools. The reason is that, regardless of what people do, education helps them do it better because it cultivates an aspiration to excellence. This is especially true for military education because the military usually only has to fix things when they are truly broken, like combating Ebola in West Africa, battling the Islamic State or conducting humanitarian aid and disaster relief operations. (Dempsey, 2012; Bruscino, 2013).

Summary and Conclusion

Professionalism revolves around the adoption of core principles of one's profession with a genuine interest in the mission and vision of the organisation where an employee finds him/herself. Professionalism downplays greed, corruption, partisanship, and unethical behaviour across vertical and horizontal lines of work (Onwurah, 2019). In the Academy, professional practices among staff were described as individualistic, characterised by hypocrisy, negating each other's importance, and ascription of superiority or lead structure to an individual or group despite the efforts by the Academy to synchronise both sides. Cognitive development and training of the cadets by the military and civilian academic components of the Academy suffer setbacks due to unethical behaviours; unilateral seminars and workshops; and weakening of uncommon skills and entrepreneurship. It is therefore necessary to emphasize that the information and knowledge required for many contemporary national security issues lie in industry, non-government organizations and the academic community (Obiageli, 2019). Hence, the military cannot afford to feel or operate as though they are self-sufficient and do not need civilian academics for the effective training of the officer cadets.

Taking cognizance of the silence received from the majority of the respondents as regards questions, which perhaps if responded to appropriately, would have served as a good basis to initiate judgment, the researchers still think that, if necessary, measures are taken, what has gone wrong could be made right. Making cadets the focus of convergence would enhance personal and possibly, structural relations in the academy.

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