

# **JOURNAL OF PRACTICING**

# **TEACHERS**

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## **FEAR OF HUSBAND'S DEATH AS A FACTOR OF MARITAL UNHAPPINESS AMONGST MARRIED WOMEN IN DELTA STATE – NIGERIA**

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### **Abstract**

*The fear of husband's death is the prevailing fear and insecurity of the prospect that one's husband will die sooner or later. This is a variable that may cause married women a lot of concern in marriage. Some may be afraid that if their husband dies, the man's family may claim all the property they both laboured for many years and they may be thrown out of marriage and as such may want to acquire their own property secretly without the knowledge of their husbands. However, this paper explains the concept of fear of husband's death, enumerates some factors that contribute to stress of fear of husband's death as they affect marital unhappiness amongst married women in Delta State of Nigeria. The paper also discusses some theories of fear of husband's death, fear of husband's death and marital happiness, anxiety over widowhood rites in some communities in south-south Nigeria, components of marital happiness and causes of marital unhappiness. Finally, the paper also proffers some recommendations concerning fear of husband's death and the maltreatment of some widows in general such as: women should try as much as possible to do things by themselves without totally depending on their husbands; all married men should be counselled properly by counsellors, lawyers, etc. to empower their wives before death will come.*

**Key Words:** Husband's Death, Theories, Marital Unhappiness and Widowhood Rights.

## **Introduction**

The death of a spouse, especially the husband, has its consequences on the wife because of some cultural and traditional rites that prescribe intense wailing, seclusion and general isolation of the woman in Nigeria, especially in the South-South Nigeria. The woman faces a lot of agony in losing her husband from the man's family and the society or community in different ways such as shaving of the woman's hair, washing the deceased persons' body and giving the water to her to drink, wearing of black cloths, starving and so on (Ojedapo, 1994 in Oniye, 2000).

The fear of a husband's death is a variable that may cause married women a lot of concern in marriage. Some may fear that if their husband dies, the man's family may claim all the property they both laboured for many years and, as such, may want to acquire their own property secretly without the knowledge of their husbands. Some married women may build house(s) without their husbands' knowledge. Even some husbands may have more than one wife and have children outside; this may bring unhappiness to the marriage thereby making married women to take to acquiring properties without their husbands knowing. Some may fear that should their husbands die, they will lose everything they struggled to acquire with their husband and this may create a gap in the marriage. All these fears are due to how widows are treated in some areas according to customs and traditions (Oghiagbephan, 2018).

The death of a husband is a tragedy that befalls a woman as it involves physical and emotional break in their relationship; it is seen as a most stressful and devastating incident in life. It is a time when everything should be done to assist widows to withstand the emotional and psychological trauma, pain and frustration associated with the loss and not to add to their problems. Unfortunately, the reverse is the case in African tradition. Instead of helping the widows to ease themselves from their problems and live a better life, people choose to maltreat them.

In different parts of Nigeria, widows are treated differently due to difference in cultures. In Abia State, widows are not allowed outside during the burial ceremony of their husbands and are not allowed to see the bodies of their late husbands when the casket are opened for relatives to see for the last time. Sometimes, widows are sexually abused by the brothers or uncles of the deceased man, as supported by traditional sanctions and customs (Erinosho, 2000 & Oghiagbephan, 2018).

In Udu Local Government Area of Delta State, especially in Igbisi, Igbogidi, Emadagia and so forth where the researcher hails from, as soon as a man dies, the woman (widow) is brought into the living room to sit on a mat, leaving her matrimonial bed. In the living room (parlour), sympathizers come to visit her to console her. One week later, the hairs on her head, private part and armpit are shaved by a female member of the husband's family which may be the elder sister or aunty and, then, taken to a nearby river or stream to bathe, which represents cleansing known as "Ame Erivwin". After the bathing, she puts on mourning cloths which may either be black or blue in colour (Oghiagbephan, 2018).

Some married people do work hard to get money and other material things that would enable them live happily together. Some struggle to acquire and accumulate wealth

as a source of marital happiness. Some others strive for leadership positions in public offices, organizations and other places to become happy or live satisfying married life (Ortega, 2008). There are those who struggle to acquire education so as to improve their status, standard of living or live a comfortable life. Some go to the extent of taking to drugs (for example, drink alcohol, smoke cigarette and so on) when they have emotional problems. Others marry many wives in order to get many children or take solace in religion (Okamoto, 2006).

People do have various impressions about marital happiness and, based on this, form stereotypes about marriage. This stereotypism about marriage could be either positive or negative based on one's life experiences. Some people see marriage as a bed of roses, and therefore, their needs must be met by their spouses. In that vein, the individual has a positive attitude towards marriage and works hard to make the marriage a happy one. Some others view marriage as full of problems since they do not have the necessary ingredients to make it a success (Oghiagbephan and Ikekhua 2008 & 2010).

There are many components or causes of marital unhappiness in our society today. They include lack of money to provide for the basic needs of the spouses and other family members, workaholic spouse, peer group influence, unfaithfulness of either of the spouses, in-laws influence in the marriage, domineering attitude of either of the spouses and the issue of childlessness in the marriage. Others include the issues of step children from either of the spouses or both, one sex children, age of the couple and incompatibility of the couple.

Life is a mixture of positive and negative emotions for everyone. Some people experience excessive levels of negative emotions that could be identified as being nervous, tense, worried, scared and anxious. These terms all refer to anxiety. Thousands of people experience such uncomfortable and disruptive levels of anxiety that are said to be disorders. Women are more affected by anxiety disorders than men (Igharosa and Uruejoma, 2013) cited in (Oghiagbephan & Ikekhua, 2014). These kind of anxiety disorders vary considerably, but all share heightened reactivity – provoking events and increased vigilance for those events, (Rosen & Shulkin, 1998 & Oghiagbephan, 2018) especially among married women in Delta State.

Nwoye (1997), Eshiemann (1999) and Okorodudu (2010 in Oghiagbephan, 2018) see marital happiness as the blending of all the efforts of marriage culminate in the bond of love and oneness of couples. They also noted the process of unity that involves the blending of spouses' mental, spiritual, emotional and physical differences into a happy and harmonious relationship within the marital bond.

Okorodudu (2010) believes that marital happiness involves the extent to which husband and wife derive good services from each other. In the same vein, Nwoye (1997) and Okorodudu (2010) cited in Oghiagbephan (2018) concluded that the concept of marital unity can be understood to mean a condition that is present in marriage.

### **Concept of Fear of Husband's Death**

The death of a spouse and its consequence are not the same for males and females. For example, some cultural rites prescribed intense wailing, seclusion and general isolation

of widows in Nigeria. This is not so for the widowers. The agony of losing a spouse and a lot of problems widows face after the death of their husbands, constitute grief. The death of a person, most times, constitutes a great loss to the deceased immediate family, his/her society and, sometimes, the nation at large (Oniye, 2000 in Oghiagbephan, 2018). The death of a relation is usually mourned in all cultures in different ways such as shaving of the women's hair, washing the deceased person's body and giving the water to the widow to drink, wearing of black cloths, and so on (Ojedapo, 1994 in Oniye, 2000). The incidence of husband's death has been found to be stressful to widows (Wiebe, 1997 & Oniye, 2000). Specifically fear of husband's death requires attention as the cultural and socio-economic circumstances have not been fair to most widows in South East and Southern Nigeria.

### **Factors Contributing to Stress of a Widow as it Affects Marital Happiness**

Some of the conditions that take away happiness in marriage from women when they lose their spouse include:

#### **Loneliness in Widowhood**

It is observed that the most common problem or factor that robs widows of happiness in marriage is loneliness. Lopata (1973), in a study of urban widows, reported that half of her sample showed that loneliness is the major problem they had encountered in widowhood. They said their lives are geared towards living with others. When they feel these patterns of interaction disturbed, it is often difficult to adjust and the aftermath is the sad mood seen in widows all the time (Ocholi, 1998). Often, though there may be continuing relationship with grown children, the loss of a spouse means "the loss of the one major source of intimacy". Usually, loneliness is a highly private state of mind and feeling which is a basic part of the self. It can only be experienced by each of them within themselves. It implies a severe feeling of some very important things being missed. There is often a strong feeling that widows do not behave as if they are whole and they do as if there is a hole within them that is frightening and upsetting them. These cause them to experience unhappiness (Ocholi, 2002).

Roberts (1975) cited in Ocholi (2002) stated that the absence of an intimate tie may make for difficulty by the individual to maintain an even emotional balance. Emotional responses are no longer communicated and responded to and are unconnected with another perception (Ocholi, 2002 in Oghiagbephan, 2018).

#### **Differences in Education**

Numerous theories of marriage that emphasize emotional support and companionship as sources of marriage happiness are sometimes connected to shared beliefs and values. Often, they are related to homogenous couples, for instance with regard to social status. Here, the researcher looks at couples' differences in the level of education, measured by the number of years of schooling. It is hypothesized that widows with small differences in the level of education gain more from marriage in terms of happiness than those with large differences.

### **Economic Status and Widowhood**

The level of income of widows determines the level of stress they are subjected to. A widow with high economic status cannot be subjected to economic stress like the widow with low economic status (Adamu, 1998 in Asonibare and Oniye, 2002). Abimbola (1988) in Ocholi (2002) says with education, a woman can work and earn money and be happy even after the death of a spouse (husband). She is in a position to contribute towards the upkeep and education of her children thereby raising their standard. Jibown (1985) in Ocholi (2002) asserts that a good job will help them meet their responsibilities. This implies that with good education and good job, the economic power of a woman is enhanced and when a woman is economically strengthened, she would know no bound to happiness in marriage even as a widow (Ocholi, 2002).

### **In-Laws (Husband's Relatives) and Widowhood Experience**

In a research study, Katu (1986) in Ocholi (2002) found that men and women enter marriage for many reasons. 56.2% of the respondents indicated that they marry for procreation or to give birth to children who will take over from them when they (the parents) die. But unfortunately, the in-laws takeover immediately the breadwinner dies by the removing of some of the household properties like cars and televisions (Oghiagbephan, 2018)

Babangida (1993) in Ocholi (2002) observed that in many parts of Nigeria, widows are completely stripped of their husbands' properties even where they (the women) contributed immensely in acquiring or working for these properties. She further observed that the fears of these women never quite dry up, the heart never quite heals and the ache never goes always.

### **Education and Widowhood**

The level of education a widow attains determines her level of interaction; the more interaction a widow has the less her stress and the more her happiness in marriage (Ocholi, 2002). Lopata (1971) in Ocholi, (2002) says lower level of education is associated with overall low social participation. She found women who reported they lack friends were the most minimally educated. By contrast, the more educated women are, the less strain in interaction they experience with friends after the husband's death (Oghiagbephan, 2018:52).

### **Theories of Fear of Husband's Death**

The loss of one's spouse can be described as the single most stressful life experience for the widow (Turner, 2008) cited in (Oghiagbephan, 2018). It is more stressful than a serious personal illness, separation or divorce, being sentenced to prison and living through the death of a parent or child (DiGiulio, 1999 & Turner, 2005). In a pilot study on the social, emotional, service, and economic supports of widowed women, an assessment of 34 life events was included in the interview. Without exception, those widows, with a minimum of five years and a maximum of 10 years of widowhood, indicated that the loss

of a spouse had affected them more than any other single life event (Matthews, 1991, Turner, 2005 and (Oghiagbephan, 2018).

For women, widowhood in late life is a high-probability event (Matthew, 1991; Cox, 1996; Benneth, 1997; Johnson and Barer, 1997 and Turner, 2003 in Oghiagbephan, 2018). At every age, male mortality exceeds female mortality (Cox, 1996. Turner, 2005). In 1990, 68% of the American population indicated that 80 years and older were women. As one advances in age, the differences between the number of men and women grew. Between ages 65 to 69, women outnumbered men 5 to 4, for those 75 years and over, women outnumber men 5 to 3. These differences further increase as a woman reaches age 85. For those aged 85 years and older, women outnumbered men 5 to 2 (U.S. Bureau of the Census, 1990 in Oghiagbephan, 2018:63).

A woman's transition into widowhood changes her identity and the way she views herself. It also has a significant impact on her social support systems, as well as her past and present roles. A transition is initiated when a person's current reality is disrupted. Its purpose is to build a bridge from the disrupted reality to one of the possible realities that can be created. Some, however, are not able to cope with this transition. They become depressed, develop poor health habits and are at high risk for residing in a nursing facility (Markson, 1994 & Turner, 2005) in (Oghiagbephan, 2018).

Profound changes occur when a woman loses the partner with whom she has shared a process of defining herself and her surroundings. These changes involve a complete redefinition on the part of the widow of who she is and how she views her world. A woman's experience of becoming aware of her changing identity may begin immediately after bereavement. This awareness gradually sets in more deeply as the widowed person goes about her daily life (Matthews, 1991, Turner, 2005 in Oghiagbephan, 2018).

The fear of husband's death may cause married women in Delta State of Nigeria in particular and Nigeria in general, a great concern in their marriage. Some may have the fear that if their husbands die, the man's family may come and claim all the property they both labored to acquire. Due to this fear, some of the married women may want to acquire their own property without the knowledge of their husbands. Some may build house(s) somewhere else without the knowledge of their husbands. At times the husbands may even have more than one wife and children from other wife (wives) and as such, some married women may indulge in acquiring properties without their husbands knowing. Some may feel that if their husbands die, they will lose everything they struggled to possess with their husbands and this may create a gap in the marriage (Oghiagbephan, 2018:64).

Within the first 12 to 18 months following the death of their husbands, most women claim they can still feel the presence of their partners and go about their daily activities as if they were still present (DiGiulio, 1999 and Turner, 2005). A woman's personal identity becomes disoriented when she experiences the death of her spouse; part of her is perceived as being "lost" along with her spouse. At first, this disorientation is numbing and is similar to a shell shock experience. It later becomes more a question of "Who am I now that my spouse is dead?" Because women are more likely to have incorporated the marital relationship into their senses, they feel that they have lost not only a spouse but also a part

of themselves (DiGiulio, 1999 & Turner, 2005 in Oghiagbephan, 2018). One newly bereaved woman described her initial reaction to the death of her husband as: It seemed like hours before I could be persuaded to walk out of that room. When I did, I was conscious of my hands dangling uselessly by my sides. I was a person with no job to do, no place to fill, no function in life. The line had been drawn-the line between the world that contained someone who needed me and the world that had to somehow go on without him (Matthews, 1991, p. 24, in Turner, 2005).

Married men rarely describe themselves as “the husband of” their spouse. As a result, when their spouses die, their identity remains intact. Women, on the other hand, have a tendency to describe themselves as part of their spouse and part of a family (DiGiulio, 1999 & Turner, 2005 in Oghiagbephan, 2018:65). Therefore, a woman’s identity is often defined through relationship and caring for a husband and her children. When she loses a loved one, she also loses a sense of self, which intensifies grief and requires a new identity formation (Hurd, 1999 & Tuner, 2005). A husband’s death leaves numerous voids in a woman’s life; because her self-image was shaped by her identity as half of a couple, she must re-examine herself and move from a “we” to an “I” (Liehennan, 1996 & Turner, 2005 in (Oghiagbephan, 2018).

### **Fear of Husband’s Death and Marital Happiness**

The psychological and emotional stress of bereavement is not the only component of widowhood because women within the traditional division of labour rely on husbands to provide numerous services and major part of the family income. A person can have low morale without perceiving the world as threatening and can equally hold positive views about human nature while still discouraged and lonely.

However, the problems associated with bereavement include subjective adaptation which widows’ have as status. They have to undergo some objective and fundamental changes, consequences and even the disruption of their social environment, to which they must respond. For instance, serious decrease in family income turns out to be basis for added difficulty at adapting to widowhood. Financial inadequacy could aggravate the psychological stress of bereaved women because they will be faced with difficulties they may not be able to cope without some form of help from husbands’ relatives. The negative impact sometimes attributed to widowhood derives not from widowhood status perse, but from socio-economic status. The point is that the consequences of widowhood status can only be better appreciated when the role of economic status has been taken into consideration. There cannot be happiness in marriage since the women (wives) may be afraid as to what would happen to them at the death of their husbands.

One funny question people ask is, what happens to the man’s property? That is to say whether a widow has right to inherit her husband’s property. In practical terms, a widow does not have right to inherit her late husband’s property, especially in Igbo land. They may only inherit their husband’s property through their adult male children. Some widows may not inherit through their male children because the children may be under-aged. In this case, the eldest male member of their husband’s family keeps the property

‘until the widow’s male children come of age. However, some of these male children do not inherit the property held in trust for them by their uncles when they come of age. Any attempt to insist on their rights to the inheritance, in some cases, leads to physical harm or even death of the children. What this implies is that the children do not inherit anything eventually.

Another thing that may bring fear of husband’s death in marriage is the dehumanizing treatment meted to widows in some areas such as in Igbo land; for example, widows are asked to drink water used to bath corpse of the dead husband. This is to exonerate them from having anything to do with the death of the husbands. This is done even in cases where the man obviously suffers from some known terminal illnesses and the woman spends her time nursing him.

### **Anxiety Over Widowhood Rites in Some Communities in Delta State**

Anxiety over widowhood rites explain why, in some cultures, the women are disguised by being rubbed with charcoal, wearing rags, carrying bows and arrows, canes, brooms and cutlasses, which are supposedly meant to scare away their late husband’s spirit. In some cases, some medicinal herbs believed to have the effect of scaring spirits are left burning at the entrance of the room to prevent the spirit of the husband from coming after her. There are numerous factors influencing anxiety over widowhood rites which may include cosmology, religion, illiteracy, low concept of women, male-dominated society, female passivity, inheritance and marriage laws of the land, the extended family system, poverty, gender blindness and so forth (Onyenuchie, 1999 and Idialu, 2012 & Oghiagbephan, 2018).

Erinosho (2000) narrated that the ordeal of a widow begins with accusations and victimization by the next of kin of her spouse who hold the view that she (the widow) is responsible for the death. She may be forced to swear before a family shrine and/or to drink water that has been used to wash his corpse in order to prove her innocence. It is believed that any of these measures can be used to establish her culpability and a widow who suffers dire consequences thereafter is said to be guilty while anyone who does not is acclaimed innocent.

Erinosho (2000) says that a survey carried out under the auspices of the Better Life Programme (BLP) in Imo, Rivers, Edo, Delta and Bayelsa States revealed that widows are deemed to be ritually unclean at the demise of their husbands. They could not touch any object without defilement and were provided with pieces of stick to scratch their bodies to avoid defilement. Widows reported that their impurity extended to all aspects of their lives. For example, their meals were cooked in old pots rather than those normally used for cooking for other members of the family. They have to sleep on old mats placed on wooden planks or old doors. The rationale for restricting widows to the use of old items is because the items are to be disposed of or burnt at the end of the mourning period (Oghiagbephan, 2018).

Also, Ohansi (1977) & Oghiagbephan, (2018). reported that widowhood rites of Imo, Rivers and Edo States, South-South Nigeria consist of uncontrolled loud wailing and



falling on the floor, cooperating fully with her sisters-in-law to fully strip her of clothing, be poorly fed, appear unkempt and remain completely ostracized during the pre-burial period, agreeing to undergo a trial to absolve her of complicity in her husband's death, drinking impure or poisonous concoctions such as the water used to wash her husband's corpse, deprivations of husband's assets by her husband's kin. He also noted that, in spite of their cooperative attitude, widows usually transit from relative luxury to penury when her husband's kin deprive her of all the assets she toiled with him to acquire.

The totality of expected behaviours, including, mode of dressing tend to make the widow very unattractive, unhappy and increase her social problems (Oniye, 2000 in Oghiagbephan, 2018). The death of a spouse (particular a woman's husband) can generate a lot of stress and anxiety with its attendant problems such as fear, nervousness, sleeplessness and nightmares. The widow has a role-less status in the family except in rare situations when she is quite advanced in age that she is considered as one of the reservoir of knowledge. Widows are treated as sub-human beings which usually created a situation of fear of husband's death in every married woman thereby sometimes robbing her of happiness in marriage. (Adamu, 1993 and Oniye, 2000 in Oghiagbephan, 2018).

In many cases children of widows are forced to drop out of school, work, and become destitute due to lack of access to their fathers' resources. The tendency has been to discriminate against female children, especially as regards schooling even when the kin of the dead (mostly brothers, male cousins and uncles) allocate some of his resources for the upkeep of children (Osimiri, 1990). Widows go through harmful pre and post – burial rites, whereas widowers do not (Idialu, 2012 & Oghiagbephan, 2018).

UNGA (1981) and UNICEF (1998) in Oghiagbephan (2018) pointed other harmful widowhood rites in some communities in South-South Nigeria to include:

- swearing on the dead body of husband;
- making her to eat kola-nut placed on the dead body of the deceased;
- making her to eat from a particular plate with her left hand for the period of mourning;
- making her to go into a distant bush alone in the dark during the mourning period;
- making the woman, during the mourning period, to expose her naked body outside the house both morning and evening;
- making the woman to sleep with the body of the deceased husband;
- prolonged mourning for weeks, months or for over a period between 3 to 6 months or a year as the case may be;
- the woman is forced out of the matrimonial home;
- the woman is forced to shave her pubic hair;
- deprivation of basic personal hygiene, example not allowing her to take her bath for days; and
- she is forced to wail incessantly to show remorse and grief.

Widows in Africa per se, especially those in Bayelsa, Delta and Edo States of Nigeria have often been faced with traumatic experiences at the instance of losing their husbands which is occasioned by death; the inhuman treatment meted on the widows varies

from one culture to the other. Most of the treatments are geared towards dehumanizing their victims which is always a painful and psychological experience that can affect the individual throughout her lifetime.

Widowhood rites highly occur in various communities in South-South Nigeria and each ethnic group has its own set of rules or behaviour which are considered culturally appropriate however detrimental to the widow's health, financial position, and social status they may be.

Ugweuze (1997) reported that in Ngwa-land, the death of a husband calls for immediate mourning by the widow/widows of the departed. The widow is confined to the room where the dead body of the husband lay. There she is meant to sit on the floor (some even insist that she sits on the bare floor) until the body is buried. After the burial, she is not expected to have free movement for, at least, ninety days, (in some cases, more than four months). Before entering into the mourning period, her hair would have been shaved to the scalp, dressed in shabby half wrapper. The widow must not wear shoes, slippers, and must never trim her nails. She is not permitted to go to the toilet unaccompanied. After the burial of the dead, the widow is expected to enter into another phase of mourning which will last for one year during which time she is to be dressed in pure black with no shoes, sandals or slippers.

Widowhood is a traumatic life experience and process that naturally evokes sympathetic treatment. But the reverse is always the case in some communities - Edo, Delta and Bayelsa States in the south-south geo-political region of Nigeria. In Edo State, the treatment faced by women who lose their husbands is very inhuman and unfortunate. In most cases, they are accused of killing their husbands and, as such, subjected to various kinds of trials and ordeal. After the period of mourning, they are subjected to the psychologically frustrating experience or process of being inherited by the heir or next of male kin of their late husbands. Any attempt at rejecting these attracts total ostracization from her husband's family, and even withdrawal or limited access to their children (Onyenuchie, 1999). Widowhood rites may also involve both physical and psychological violence to the widow (Oghiagbephan, 2018).

### **Components of Marital Happiness**

A normal family is a family that is peaceful. Whenever any problem arises in such a family, a rational solution is sought. However, the following are observed as components or characteristics of happiness in marriage: Members have emotional attachment, parents are responsible and play their roles accordingly, members love one another, the children are well cared for, the family members feel very happy most of the time, there is a co-operative attitude and understanding between the spouses, the spouses have cordial relationship with their relations and in-laws and other members of the extended family (Oghiagbephan and Ikekhua, 2008 and 2010).

Forgiveness is an important and powerful tool in marriage. Each spouse should forgive the faults and mistakes of their partners. Perceived wrongs and resentment from the past should not be held on to. Built up anger should not be allowed to mar the happiness

of the marriage. This is not to say that there are no instances when anger is justified; there are. However, it is important that spouses deal with their negative feelings and put them behind them. The emotion and time spent on remaining angry would be better spent working to attain happiness in the marriage (Okorodudu, 2010; Oghiagbephan and Ikekhua, 2010).

All marriages have challenges; it is important that spouses stick together when times get rough. When under pressure, spouses should still take time to talk together. Instead of turning against each other, spouses should turn to each other. When the trial is over and they have left the valley, their marriages will be stronger and more lasting (suit10/http://suit101.com/article/happiness\_in\_marriage\_a).

### **Causes of Marital Unhappiness**

Families have been broken because of problems that erupted and could not be solved. This may be because either no attempts were made to resolve the problems or both sides in the conflict were adamant and refused to budge their positions. Sometimes, peace initiatives are rejected by either or both parties, but this is not to the advantage of any of the parties. Every home faces problems, but the way problems are handled show maturity of the husband or wife, or both. There is no need resorting to physical combat or exchange of abusive words without first of all using the method of dialogue. The best ways to solve problems of marriages are through prayers, readiness and determination to solve the problem and to see the marriage work. With God's guidance, the problems would be solved amicably (Oghiagbephan and Ikekhua, 2008 and 2010 & Oghiagbephan, 2018).

Below are some causes of unhappiness in marriage: lack of money to provide for the basic needs of spouses and other family members, workaholic spouse, negative peer group influence, unfaithfulness of either of the spouses, in-laws influence, domineering attitude of husband or wife, childlessness, sexual problems, consumption of drugs and alcoholic beverages, and the issue of step children from either the husband or wife or both parties, (Oghiagbephan and Ikekhua, 2010).

The husband may not be able to satisfy the wife sexually or vice versa. The following factors could be responsible for this: erectile problems, premature ejaculation, late ejaculation, frigidity, one sex children (probably only male or only female), childlessness, age of the couple, the control of family finance, lack of communication, inter faith marriage (Christian versus Moslem), Inter domination marriage (Jehovah Witness to a Catholic member), incompatibility between the couple, step mother and step children syndrome, illness which could lead to prolonged physical separation, and role enactment (that is, a spouse not taking up his/her responsibilities) (Nwoye, 1997, Echebe, 2010, Oghiagbephan & Ikekhua, 2008 & 2010).

It should be noted that disturbances in marriage occur when expectations of the couples are being frustrated. For instance, counsellors should note that family discord can occur when one partner does not match with the subjective image of the other, when expectations of the partners are discordant, when expectations of the institution of marriage are violated, when expectations of the family of orientation of spouses are not met, and

when there is dysfunction at the level of expectations from marriage (Juvva & Bhaai, 2006 & Okorodudu, 2010:72 & Oghiagbephan, 2018:79)).

In line with the above orientation is the fact that: “when two people decide to marry, they anticipate a welcomed change in their lives... a newly married couple does not simply make superficial changes in their lives, they do not merely enter a new social status, rather they enter an entirely different world, a world filled with the unexpected. New experiences are usually demanding and require major adjustment. A couple finds that nothing is quite the same as it is before marriage. Throughout the different stages of marriage, couples require adjusting to each new experience, each stage brings” (Okorodudu, 2010).

An addition to the above mentioned reasons for marital problems that call for counselling, is the issue of neurotic interaction in marriage relationship. For example, psychologists believe that when couples and/or other members of the family demonstrate neurotic behavior tendencies, there could be serious cases of relational dysfunction between the couples and/or among members of the family. Nwoye, (1997) & Okorodudu (2010) identified five neurotic interactive situations in marriage. They include a situation involving the marriage of an aggressive and sadistic partner to a dependent, submissive and masochistic person (that is, a person who gets sexual pleasure from being physically hurt), a situation involving the marriage of an emotionally detached person to a partner who has intense need or desire for strong affection, a situation involving two married individuals who strongly desire to dominate each other and find themselves endlessly trying to control each other but ending up with protracted experiences of fighting, quarreling, attacking and defending themselves, a situation involving the marriage of a helpless partner who depends on a saviour partner that is equally looking for someone to provide him with help, a situation involving the marriage of alcoholics who get drunk during most hours of the day.

These situations enumerated above are better managed by professional trained persons such as marriage and family counsellors, psychologists, psychotherapists and psychiatrists. However, marriage and family counsellors have to get the approval of clients in this regard before making referral (Okorodudu, 2010 and Oghiagbephan, 2018).

Professional marriage and family counsellors are expected to be able to distinguish happy families from unhappy ones and channel their professional skills and competences towards helping to maintain stability in happy homes and assist to reduce distress in unhappy marriages. Creer (1997:310) & Okorodudu (2010:103) pointed out twenty characteristics of behaviour in unhappy marriages. They are when couples do not think alike on many issues, when one’s spouse has little insight into ones’ feelings, when couples say things that hurt each other, when one often feels unloved, when one spouse takes the other for granted, when one spouse rarely complements the other, when one has to give in more than the other spouse does, when one desires more affection, when one often feels neglected, when one keeps things to him/herself, when one cannot please the other spouse, when couples do not confide in each other, when spouses are not open to suggestions, when one cannot discuss anything with one’s spouse, when one spouse is stubborn, when one spouse cannot accept the other’s criticism, and when one spouse magnifies the other’s fault.

Family counsellors should understand that positive affirmation to any and/or a good combination of the above traits or behaviours found among couples clearly indicates a status of an unhappy marriage that needs immediate therapeutic attention. The couples involved must be encouraged to undergo well arranged marriage and family counselling sessions where they can address the issues (Oghiagbephan, 2018:83).

### **Conclusion**

Across different cultures in Delta State of Nigeria, there exist different traditional widowhood rites that cause fear of husband's death which cause a lot of concern amongst married women in Delta State. These rites vary from culture to culture and the degree of intensity also varies culturally because of the complex ethnic plurality. Widows are subjected to near inhuman treatment such as solitary confinement, disinheritance, long period of mourning, shaving of hair and ostracisation. These have far-reaching effects such as acute stress and depression, poverty, loss of identity and self-esteem, which affect marital happiness.

Be that as it may, the paper discussed the concept of fear of husband's death, highlighted some factors contributing to stress of fear of husband's death and their effects on marital unhappiness. The paper went further to discuss some theories of fear of husband's death; fear of husband's death and marital happiness, anxiety over widowhood rites in some communities in South-South Nigeria, components of marital happiness, causes of marital unhappiness and finally the paper proffered some recommendations concerning fear of husband's death and the maltreatment of widows in Delta State of Nigeria in particular.

### **Recommendations**

The paper has far-reaching implications for the counselling profession and the Nigerian educational system. Based on this premise, the paper recommended the following:

1. All married men should be counselled properly by professional counsellors to empower their wives to be self sustained without totally depending on their husbands.
2. Counselling widows, whether new or old ones, require special skills and, as a result of this, the counsellor must put in extra efforts to control their emotions and reactions. It is important to act calmly and rationally even though they are worried and anxious.
3. Counsellors should assist their clients (Widows) to evaluate the severity of their (clients') situation. This is necessary in order to determine whether the widow is in danger, which must be judged by her reactions and not by the nature of the event.
4. The client should be assisted to broaden the scope of her interpersonal relationships, the range of her economic and leisure activities, and so on.
5. All women should have a means of livelihood whether educated or not, rich or poor so that they can be economically stable.
6. Wives should try to maintain a cordial relationship with their husbands and extended family members.
7. There should be public enlightenment campaign to educate people on the plight the widows are passing through. This should include workshops, seminars, posters,

stickers, handbills, radio and television jingles, health and safety talks. Women should also be educated to change their behaviours towards widows especially those women usually used against their fellow women in time of bereavement.

8. Women should ensure that properties acquired by them should bear their personal names to avoid family issues in case they loss their husbands.
9. Women should try as much as possible to do things by themselves without totally depending on their husbands.
10. When death occurs, the widow should understand that the situation is not the end of life, and that she should try to organize herself and be at alert.

Others may include: members of the man's family should leave the wife and children alone without disturbing them, family and relatives should remove their eyes from the late man's property, and the man should let his wife know whatever he is doing before he passes on.

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## **AWARENESS AND THE USE OF ICT APPLICATION AMONG STUDENTS OF TAI SOLARIN COLLEGE OF EDUCATION, NIGERIA**

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### **Abstract**

**T**his study investigates the awareness and the use of ICT applications among students of Tai Solarin College of Education, Omu-Ijebu, Ogun State, Nigeria. A survey was designed to collect needed information about the level of usage of SNSs services, problems and satisfaction of users. A well-structured questionnaire was circulated among the NCE, Degree, Part-Time and Diploma in Education students to collect the necessary primary data, keeping in mind the objectives of the study. In addition to the questionnaire method, interview and observation methods were also used to collect the required information to consolidate the questionnaire method and to bring more clarity to the data, which essentially was used for analysis and interpretation of the data. The total sample size of the students was 300 and were personally distributed among the randomly selected students. A total of 275 filled questionnaires were received. The overall response rate was 83.33 percent. This study recommends that ensuring privacy, one must be cautious while clicking on links, first ensure that the terminal he/she uses for networking has proper security measures in place, such as having anti-virus software, and a firewall with an updated operating system. More awareness programmes should be conducted from time to time to make people aware about the applications, utility, risks and problems linked.

**Key Words:** SNSs: Social Networking Sites



## **Introduction**

In this era of 21st century, Internet and WWW are playing very important roles in many aspects of life like education, employment, governance, commerce, healthcare, recreation and more (Naqvi, 2014). Furthermore, there can be communication and interaction between machines, computers and devices over the internet using a software system known as web service. So for communicating and interfacing, we use application programming interface, that is, rules and specifications to be followed by the software system. YouTube, Flickr, Facebook, Twitter, LinkedIn, Blogs etc. are the patterns of Web 2.0 social networking websites that provide a service for searching, sharing and connecting with people and communities all over the world. Combining the features of Social Networking Sites, Web 2.0, semantic web and other web services, Web 3.0 will dominate the existing web services (Kadyan & Singroha, 2014).

In Web 2.0 age, social networking sites (SNSs) are a platform to build social networks or social relations among people who share similar interests, activities, backgrounds or real-life connections. SNSs are web-based services that allow individuals to create a public profile, create a list of users with whom to share connections, view and cross the connections within the system. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. SNSs are varied and they incorporate new information and communication tools such as mobile connectivity, photo/video/sharing and blogging (Boyd & Ellison, 2007). Online free dictionary for library science define social networking service as “an electronic service (usually Web-based) designed to allow users to establish a personal or organizational profile and contact other individuals for the purpose of communicating, collaborating, and/or sharing content with them” (Reitz, 2005). Furthermore, SNSs are providing a different way for individuals to communicate digitally. These communities of hypertexts allow for the sharing of information and ideas, an old concept placed in a digital environment (Sophia van Zyl, 2009). In other words we can say that SNSs allow users to share ideas, activities, events, and interests within their individual networks (Dickson & Holley, 2010). Although, many studies had already been done on the use of SNSs in Nigeria and abroad, but no in-depth research has been carried out at present on use patterns of SNSs by students of Tai Solarin College of Education, Omu-Ijebu. So a study which quantifies the users' needs and points out the measures which can enhance the usage of SNSs is undertaken.

## **Overview of Tai Solarin College of Education, Omu-Ijebu, Ogun State, Nigeria.**

Tai Solarin College of Education, Ogun State, a public College of Education and a Degree Awarding Institution, funded by the Ogun State Government of Nigeria and

formerly Ogun State College of Education, was established in 1978 and now popularly called Tai Solarin College of Education (TASCE). It is the first Tertiary Institution in Ogun State. TASCE comprises 5 Schools with 22 academic departments which provide varied courses at NCE and undergraduate as well as Diploma in Education and Distance Learning Programmes. The College has 5 Directorate and specialized courses

### **Review of Literature**

A number of studies had been carried out worldwide regarding use of social networking sites. Haneefa and Sumitha posited that a majority of the students were aware of social networking sites and use these sites for friendly communication. Orkut was the most popular and used social networking site than Facebook and MySpace (Mohamed & Sumitha, 2011; H. Singh & Kumar, 2013). In one study which focused on the use of social networking sites by the research scholars of Guru Nanak Dev University, Amritsar, as well as a comparative study of Panjab University and Kurukshetra University (Hamade, 2013; Jahan & Ahmed, 2012; Madhusudhan, 2012; Mahajan, Singh, & Kumar, 2013; K. Singh & Gill, 2011) also proved same. Furthermore, SNSs have the potentials to increase the reach and efficiency of essential public health services, such as surveillance, research, and communication " (Capurro et al., 2014; Wei, Lin, Lu, & Chuang, 2015). Tari, et al. in their study focused the impact of social media and social networks on education and students of Pakistan (Tariq, Mehboob, Khan, & Ullah, 2012). There are various issues for access of SNSs such as privacy, data-mining, potential for misuse, unauthorized access, and risk for child safety as well as educations etc. There are six usage patterns of SNSs services, that is, desire for expression, peer influences, familiarity with information technologies, sensitivity to privacy, nature of using the internet, and perception of the SNS are identified (Park, 2010). Yang and Lai aimed to assess the effects of both conventional and self-concept-based motivation on individual willingness to share knowledge in Wikipedia. This study also found that self-concept-based motivation has a greater influence on individual knowledge-sharing behaviour (Yang & Lai, 2011). Furthermore, one study explored that the SNSs, that is, Facebook is most popular among library professionals and while Twitter, LinkedIn, Flickr, Blogs, YouTube, Google+ are less popular, it appears to be a powerful tool of Web 2.0 in selected academic libraries in six Nigerian States. The findings of this study can be utilized to assess the status of assorted web 2.0 tools used in online newspapers in Saudi Arabia (Hussain, 2015; Hussain & Ahmad, 2014; Kalbande, Sonwane, & Golwal, 2012; Tella, Olarongbe, Akanbi-Ademolake, & Adisa, 2013).

Bhatt, et al. revealed that the web 2.0 applications allow for social collaboration when scientific collaboration combines with social networking. Consequences show that the majority of college students use social media and spend many hours checking social media sites, there was a negative facet to college students' use of social media (Bhatt, Denick, & Chandra, 2009; Oyeboade, 2017). A great deal of positive discussion is taking place around the attribution of using SNSs. The study aims to survey the web sites of the academic libraries of the association of research libraries (USA) regarding the adoption of Web2.0 technologies (P. Ahmad, Hussain, & Aqil, 2013; Mahmood & Richardson Jr, 2011).

In Light and McGrath study aimed to provide ethics and SNSs, a disclosure analysis of Facebook focused on technology as a moral factor with reach across and beyond the internet, the authors reveal the complex and diffuse nature of ethical responsibility and the consequent implications for governance of SNSs (Light & McGrath, 2010). The science and technology undergraduate students' use the internet, cell phones and social networking sites to access library information resources for the study (Bhardwaj, 2014; Salisbury, Laincz, & Smith, 2012). Ahmad stated that the use of collaborative technologies such as blogs and SNSs leads to instant online community in which people communicate rapidly and conveniently with each other (Ahmad, 2011), and also, Subrahmanyam, Reich, Waechter, and Espinoza stated the findings of a study aimed at understanding the role of SNSs in college students' lives. They found the majority of participants in their sample reported having a profile on a SNS (Subrahmanyam, Reich, Waechter, & Espinoza, 2008). Hence, academics and their online networks-explore the role of academic SNSs for access information resources (Jordan, 2014). The WAVE platform incorporates argument visualization, social networking and Web 2.0 techniques to facilitate users participating in structured visual debates in a community environment (Lee, Menda, Peristeras, & Price, 2011). In Sriram, Anbu and Kataria study, it was to provide an insight into the implementation of selected of the innovative Web 2.0 applications at Jaypee University of Information Technology (JUIT) with the aim of exploring the expectations of the users and their awareness and usage of web 2.0 applications (Ram, Paul Anbu K, & Kataria, 2011). In the end, the study discovered that Google Groups, Facebook and Yahoo! 360 are the most popular SNSs used by SHCT students, this study found that interpersonal utility, perceived ease of use, privacy concerns, and age predicts the frequency of SNSs use (Kindi & Alhashmi, 2012; Kwon, Cha, & Lee, 2015; Tan, Qin, Kim, & Hsu, 2012).

### **Objectives**

The main objectives of this study are to:

- (1) Find out the awareness and use of Social Networking Sites (SNSs) by Students of Tai Solarin College of Education
- (2) Identify the users' frequencies, time spent, place of accessing and purpose of using SNSs;
- (3) Know how to use, preferences, knowledge distribution patterns, specific uses of wikis/Wikipedia's and specialized academic SNSs;
- (4) Find out benefits and effects of using SNSs; and
- (5) Identify problems and risks associated with the use of SNSs.

### **Materials and Methods**

A survey was designed to collect needed information about the level of usage of SNSs services, problems and satisfaction of users. A well-structured questionnaire was circulated among the NCE, Degree, Part-Time and Diploma in Education students to collect the necessary primary data, keeping in mind the objectives of the study. In addition to the questionnaire method, interview and observation methods were also used to collect

the required information to consolidate the questionnaire method and to bring more clarity to the data, which essentially was used for analysis and interpretation of the data. The total sample size of the students were 300 and were personally distributed among the randomly selected students. A total of 275 filled in questionnaires were received. Eleven questionnaires were rejected due to incomplete responses. The overall response rate was 83.33 percent.

**Data Analysis and Interpretations**

The data collected by different methods were analyzed and interpreted, and presented here in tables and figures. User's awareness about social networking sites Users' awareness about SNSs is prerequisite for proper utilization of the library and its resources. Responses regarding awareness of SNSs among students is exhibited in table- I. Facebook is considered to be the most popular SNS (92 percent) because of its wide range of applications starting right from chatting, sharing things and posting comments to uploading audios, videos, blogging and connecting with new friends, followed by WhatsApp, ResearchGate, LinkedIn, Twitter, Wikis, Blogs, YouTube, Flickr, and Slideshare. There are small numbers of users who are using Researcher ID and Google+.

**Table 1: Users awareness about SNSs**

<b>S. no.</b>	<b>Awareness</b>	<b>Respondents (n=150)</b>	<b>Percentage</b>
1.	Facebook	138	92.00
2.	WhatsApp	120	80.00
3.	ResearchGate	95	63.33
4.	LinkedIn	74	49.33
5.	Twitter	70	46.66
6.	Wikis	68	45.33
7.	Blogs	60	40.00
8.	YouTube	57	38.00
9.	Flickr	47	31.33
10.	Slideshare	34	22.66
11.	ResearcherID	25	16.66
12.	Google+	18	12.00

**Visits to SNSs**

To discover how frequently the users, visit SNSs, the data obtained have been presented in Table 2. As depicted in the table, 50 percent of the users visit SNSs on 'almost daily'. Further 20 % of the users visit weekly whereas 25 % users were visiting fortnightly. There are only 10 % of the users who visit monthly while 3.33 % of users who occasionally visit the SNSs.

**Table 2: Frequency of visits to SNSs**

<b>S. no.</b>	<b>Frequency</b>	<b>Respondents (n=150)</b>	<b>Percentage</b>
1.	Daily	75	50.00
2.	Weekly	30	20.00
3.	Fortnightly	25	16.67
4.	Monthly	15	10.00
5.	Occasionally	05	03.33

**Time spent on SNSs**

Responses to the question regarding time spent on SNSs are varied. The questionnaire provided three options for how much time is spent by research scholars accessing SNSs and the responses received are presented in Table 3. 53.33 percent of respondents use SNSs for 1 hour on a given day and 24.66 percent use SNSs 2-3 hours, whereas 22 percent use them for less than 1 hour. Time spent on SNSs meant how long they were logged on the websites. The respondents said that they did not continuously use of SNSs but are live on SNSs during some of this time. Unexpectedly, those who spend more time online using SNSs show greater use of SNSs in specific areas, that is, (a) they have more friends and participate in more groups on SNSs; (b) they change their SNS profiles more often; (c) they report more SNS uses; and (d) they are more likely to reveal their e-mail address or instant messaging screen name.

**Table 3: Time spent on SNSs**

<b>S. no.</b>	<b>Time</b>	<b>Respondents (n=150)</b>	<b>Percentage</b>
2.	1 hour	80	53.33
1.	2-3 hours	37	24.66
3.	Less than 1 hour	33	22.00

**Place of accessing SNSs**

Respondents were enquired about the location from where they prefer to access SNSs and it is clearly visible from Table 4 that half (50 percent) of the respondents have access to SNSs from computer centres, followed by departmental labs (30 percent) and students' hostels (18.6 percent). There are small numbers of respondents (1.33 percent)

access SNSs from central library. The reason may be that Snare sometimes blocked in the university library because of the misuse and that will hinder the research work productivity.

**Table 4: Place of accessing SNSs**

S. no.	Place	Respondents (n=150)	Percentage
1.	Computer centre	75	50.00
2.	Departmental lab	45	30.00
3.	Students hostel	28	18.67
4.	Central library	2	1.33

**Purpose of using SNSs**

To ascertain the purpose of SNSs usage, the purpose is classified into nine categories as indicated in Table 5. More than 60 percent respondents made utilization of SNSs to “lurk” which is a method of reading an online or e-mail discussion without taking part into it. A fair percentage (44 percent) of users operate SNSs for uploading /sharing photos, files, music and videos followed by interaction with people (33.33 percent), participation in discussion (26.66 percent), Finding other researchers (23.33 percent), finding information related to seminars/conferences (21.33 percent), giving feedback to friends (20.66 percent), and promoting own research (20 percent). Publishing material was rated the purpose carrying least percentage i.e. 18.66 percentage.

As inferred from the analysis, it can be seen that users are not using SNSs just to seek and develop new kinds of relationships online and reconnecting with friends, but also for academic purposes including professional discussion with colleagues, finding other fellow researchers for collaborative work and promoting their own study.

**Table 5: Purpose of using Social Networking Sites**

S. no.	Purpose	Respondents (n=150)	Percentage
1.	Lurking	92	61.33
2.	Uploading/sharing photos, files, music and videos	66	44.00
3.	Interaction with People	50	33.33
4.	Participation in discussion	40	26.66
5.	Finding other researchers	35	23.33
6.	Finding information related to seminars/conferences	32	21.33
7.	Giving feedback to friends	31	20.66
8.	Promoting own research	30	20.00
9.	Publishing material	28	18.66

**Note: Multiple responses are permitted**

**Learning to use SNSs**

Respondents were asked a question about popular methods of acquiring necessary skills for using SNSs. Students indicate that their information about SNSs came through a variety of sources (Table 6). 73.33 percent respondents expressed the view that they started accessing SNSs through guidance from friends, followed by trial and error method (53.33 percent), external courses (46.6 percent), and guidance from supervisors (33.33 percent). Only a small percentage (14.66 percent) of respondents learnt about using SNSs from assistants in computer centre, friends and family members.

**Table 6: Learning to use SNSs**

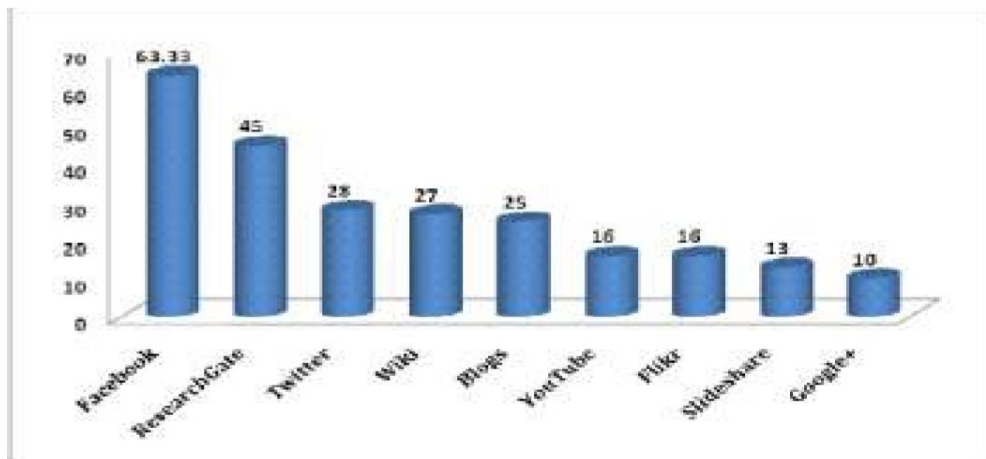
S. no.	Sources	Respondents (n=150)	Percentage
1.	Guidance from colleagues	110	73.33
2.	Trial and error method	80	53.33
3.	Through external courses	70	46.67
4.	Guidance from supervisors	50	33.33
5.	Others	22	14.66

**Note: Multiple responses are permitted**

**Preference to SNSs**

SNSs allow users to create a personal profile that may contain personal information, photographs, videos and sound clips and many other features. Response regarding users' preference to various general and specific SNSs is recorded in Fig.1. As evident from the figure 1, Facebook is the most favoured and visited (63.33 percent) SNS among all respondents followed by ResearchGate, a network dedicated to science and research that connects scientists and researchers, to share papers, collaborates and discovers scientific publications, jobs and conferences. LinkedIn is the third widespread network preferred by respondents (45 percent) mainly used for professional networking and contacting and keeping in touch with work colleagues. 28 percent users are interested in free microblogging service Twitter followed by Wikis (27 percent), Blogs (25 percent), YouTube (16 percent), Flickr (16 percent) and Slideshare (13 percent). Google+ (10 percent) is the least preferred SNSs among users.

Facebook occupied the first place because of its wide variety of picture, video, advertising, security and privacy and constantly updating features is the highly recommended social media service among students. Simultaneously, educational SNSs like ResearchGate, Wikis and Blogs are also attracting users' attention.



**Fig. 1: Preference to SNSs**

**Knowledge distribution patterns**

The respondents had collected the responses to determine the knowledge distribution patterns under six forms. Table 7 focuses the results obtained from the question. 80.67 percent of the respondents selected that they use a slide show presentation using projector, while 74 percent respondents make use of the text blog. Further followed by educational websites used 70 percent.

**Table 7: Knowledge distribution patterns**

S. no.	Knowledge Distributi on Pattern	Respondents (n=150)	Percentage
1.	Slides presentation using projector	121	80.67
2.	Text blog	111	74.00
3.	Educational websites	105	70.00
4.	Wikis page	100	66.67
5.	Podcasts	65	43.33
6.	Education(video)	60	40.00

**Note: Multiple responses are permitted**

**Uses of Wikis/Wikipedia**

The most important characteristic of wikis is that it allows users to create and edit web content freely, supported and hosted by the non-profit Wikimedia Foundation. A Wiki, as a SNSs service, can facilitate the social interaction among the online user community. As users share information on wiki through discussions, comments, criticism, etc., a record of these discussions can be archived for future reference. The uses of these kinds of wikis



by Engineering and Technology Students in AMU, that is, mostly known for hosting Wikipedia, the Internet encyclopaedia, as well as Wiktionary, Wikiquote, Wikibooks, Wikisource, Wikimedia Commons, Wikispecies, Wikinews, Wikiversity, WikiData, Wikivoyage, Wikimedia Incubator, and Meta-Wiki. These services are very useful for online user community particularly for usage of SNSs.

Table 8 focuses that the usage of Wikis services by the Students at TASCE, 90 percent users were using wiki commons, while 79.33 percent users were using Wikisource. 76.67 percent users were using Wiktionary, further followed by 74.67 percent users who used Wikinews. It is good to know that users have browsing SNSs customs as this table shows that 65.33 percent Wikibooks, 58 percent used Wikivoyage, 50 percent used Mediawiki, 36.67 percent Wikiversity, 30 percent used Wikidata as well as 28.67 percent used meta-wiki.

**Table 8: Uses of Wikis/Wikipedia**

S. no.	Wikis	Respondents (n=150)	Percentage
1.	Wiki Commons	135	90.00
2.	Wikisource	119	79.33
3.	Wiktionary	115	76.67
4.	Wikinews	112	74.67
5.	Wikibooks	98	65.33
6.	Wikivoyage	87	58.00
7.	MediaWiki	75	50.00
8.	Wikiversity	55	36.67
9.	Wikispecies	55	36.67
10.	Wikidata	45	30.00
11.	Meta-Wiki	43	28.67

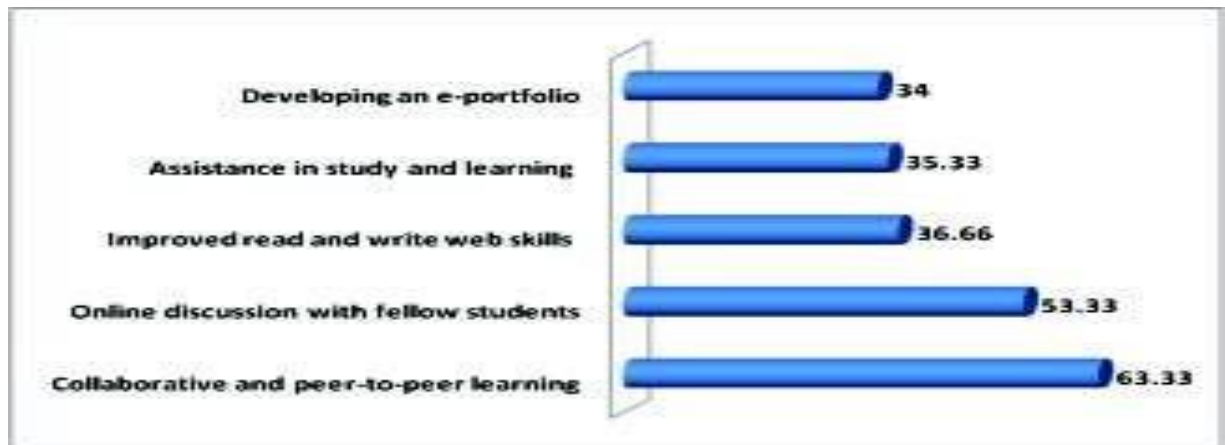
**Note:** *Multiple responses are permitted*

**Benefits of using SNSs**

SNSs can be a great way to make connections with people with related interests and goals, like a virtual meeting place where friends hang out. These are just some of the several positive things that have contributed to social networkings popularity among research scholars because they can discuss different topics, share information, and exchange files and pictures (Madhusudhan, 2012) (Fig. 2).

Fig. 2 shows that when asked the respondents about the benefits of using social networking sites, 63.33 percent acknowledge that social networking sites are an excellent medium for collaborative and peer-to-peer learning followed by online discussion with fellow students (53.33 percent), improved read and write web skills carrying 36.66 percent,

assistance in study and learning 35.33 percent and developing an e-portfolio for further professional development i.e., 34 percent.



*Fig. 2: Benefits of using SNSs.*

### Problems while using SNSs

The advent of the Web 2.0 has facilitated participatory information sharing and collaboration through websites like Facebook, MySpace and so on. Through these websites many people are giving their personal information out on the internet leading to cyber stalking, location disclosure, social profiling, third party personal information disclosure etc., (Packer & Wiley, 2013).

Table 9 emphasizes that the respondents were questioned to highlight the problems faced while using social networking sites. Majority of the respondents (83.33 percent) indicated privacy (fear of misusing personnel information) as the main problem followed by cyber-bullying (66.66 percent) which is the use of instant messaging, chat rooms through Facebook and Twitter to harass, threaten or intimidate someone, unwanted attention from others (63.33 percent), lack of integrity of online submission (53.33 percent) and access denied by university data centre (36.66 percent).

**Table 9: Problems while using SNSs**

S. no.	Problems	Respondents (n=150)	Percentage
1.	Privacy	125	83.33
2.	Cyber-bullying	100	66.66
3.	Unwanted attention from others	95	63.33
4.	Lack of integrity of online submission	80	53.33
5.	Access denied by University data centre	55	36.66

*Note: Multiple responses are permitted*

**Findings of the Study**

The important findings of this study can be summarized as follows:

- It is revealed that Facebook is most popular SNSs among students of Tai Solarin College of Education with 92 percent awareness.
- About 63.33 percent of the users were regular visitors SNSs, whereas the remaining 3.33 percent were irregular visitors.
- It is found that more than 50 percent users use SNSs for 1hour, and 24.66 percent use SNSs 2-3 hours, whereas 22 percent use them for less than 1 hour.
- Consequence of the study shows that the majority of users were accessing SNSs service from computer centres after that, college computer lab.
- The study noticed that more than 60 percent respondents made utilization of SNSs to “lurk”; subsequently 44 percent of users operate SNSs for uploading /sharing photos, files, music and videos.
- The study shows that 73.33 percent users expressed the view that they ongoing access SNSs by guidance from colleagues, afterward trial and error method i.e.53.33 percent.
- It is noticed that 80.67 percent of the users selected that they use a slide show presentation using projector.
- It is found that majority of the users (90 percent) are using wiki commons, whereas 79.33 percent users were using Wikisource.
- It is found that Facebook, ResearchGate, and Google+ are most common SNSs among users.
- 63.3 percent users acknowledge that SNSs are an excellent medium for collaborative and peer-to-peer learning.
- The study also found that majority of the users were facing major obstacles in accessing SNSs services that is, privacy, cyber-bullying, unwanted attention from others, lack of integrity of online submission, and access denied by the college ICT data centre.

**Conclusion and Recommendations**

From the study, it has been confirmed that majority of users are aware about SNSs and they are spending minimum one hour everyday on SNSs which results in collaborative learning and interacting with fellow researchers and friends. Majority of the respondents made utilization of SNSs to “lurk” followed by uploading /sharing photos, files, music and videos. Among all SNSs, Facebook is considered to be the most popular among users. The respondents acknowledged that SNSs are an excellent medium for collaborative and peer-to-peer learning but they have come across several threats while using them. For example, lack of privacy, cyber-bullying, lack of integrity of online submission and access denied by college ICT data centre are reported to be the major hindrances.

Furthermore, social media has provided new paths to generate professional networks and help an individual to discover new jobs and direction towards upgrading their careers. There are some disadvantages of SNSs, that is, lacks emotional connection, gives

people a license to be hurtful, decreases face-to-face communication skills, conveys inauthentic expression of feelings, diminishes understanding and thoughtfulness, causes face-to-face interactions to feel disconnected, creates a skewed self-image, reduces family closeness, and causes distractions. One potential risk of social networking cited most often is that of hacking. Although social media can help people/companies create good image, it can also be used to deteriorate an image with false allegations. Organizations face issues over lost productivity due to employees spending their time on social media.

However, this study recommends that ensuring privacy, one must be cautious while clicking on links, first ensure that the terminal he/she use for networking has proper security measures in place having anti-virus software, a firewall with an updated operating system. More awareness programmes should be conducted from time to time to make people aware about the applications, utility, risks and problems linked. The college should make proper policy for the safe and protective use of SNSs so that the academics may take the maximum benefit out of it.

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## THEORETICAL AND EMPIRICAL APPROACH TO LINK ENTREPRENEURSHIP TO ECONOMIC GROWTH

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### Abstract

*The hypothesis that entrepreneurship is linked to economic growth finds its most immediate foundation in simple intuition, common sense and pure economic observation; activities to convert ideas into economic opportunities lie at the very heart of entrepreneurship. Entrepreneurship is a source of innovation and change, and as such spurs improvements in productivity and economic competitiveness. Entrepreneurship is closely associated with knowledge and flexibility, two factors that have gained new significance as a source of competitiveness in an increasingly globalized world economy. The shift in industry structure towards less concentration and more decentralization that OECD countries experienced between the mid-1970s and the early 1990s is only one indicator of this development. With technological change and the intensified global competition brought about by globalization and economic liberalization, the assumption that fostering entrepreneurship means fostering a country's competitiveness today appears more valid than ever.*

**Key Words:** Theoretical, Empirical, Approach, Link, Entrepreneurship, Economic, Growth.

### Introduction

It is striking that the current debate discusses the importance of entrepreneurship mainly with regard to developed countries and that the question of how to foster entrepreneurship seems to be primarily a concern of policy makers in OECD countries. As a key element in securing the competitiveness of developed countries, entrepreneurship is even more central to developing countries trying to attain competitiveness in international markets.

This paper examines the following questions:

- i. What is the exact nature of entrepreneurship and its role in economic theory?



- ii. How much have theory and research advanced since Schumpeter's theory of long waves?
- iii. What are the links of entrepreneurship to economic growth?  $\beta$  Can entrepreneurship be considered as the interface between small business (the micro level) and economic growth (the macro level)?
- iv. Given that entrepreneurship plays a role in economic development, how can it be fostered?

### **What Is Entrepreneurship?**

Most economic, psychological and sociological researches point to the fact that entrepreneurship is a process and not a static phenomenon. Entrepreneurship is more than just a mechanical economic factor (Pirich, 2001). Entrepreneurship has to do with change and is also commonly associated with choice-related issues. Existing definitions of entrepreneurship often relate to the functional role of entrepreneurs and include coordination, innovation, uncertainty bearing, capital supply, decision making, ownership and resource allocation (Frijis et al., 2002; Jääskeläinen, 2000). Indeed, three of the most frequently mentioned functional roles of entrepreneurs are associated with major schools of thought on entrepreneurship:

- i. Risk seeking: The Cantillon or Knightian entrepreneur willing to take the risk associated with uncertainty
- ii. Innovativeness: The Schumpeterian entrepreneur accelerating the generation, dissemination and application of innovative ideas
- iii. Opportunity seeking: The Kiznerian entrepreneur perceiving and seizing new profit opportunities (OECD, 1998; Carree and Thurik, 2002)

One operational definition of entrepreneurship that successfully synthesizes the functional roles of entrepreneurs is that of Wennekers and Thurik (1999), "...the manifest ability and willingness of individuals, on their own, in teams within and outside existing organizations, to perceive and create new economic opportunities (new products, new production methods, new organizational schemes and new product-market combinations) and to introduce their ideas in the market, in the face of uncertainty and other obstacles, by making decisions on location, form and the use of resources and institutions."

Entrepreneurship is, hence, essentially a behavioural characteristic of a person. Entrepreneurs may exhibit it only during a certain phase of their career or only with regard to certain activities (Carree and Thurik 2002).

### **Linking Entrepreneurship to Economic Growth The Theoretical Approach**

The entrepreneur has been a fundamental agent in most production, distribution and growth theories. The role of entrepreneurship as the driving force of economic growth found its most explicit foundation in Joseph Schumpeter's theory of long waves. According to Schumpeter, "Everyone is an entrepreneur when he actually carries out new combinations". Finding new combinations of factors of production is a process of

entrepreneurial discovery that will become the engine that drives economic development. These "new combinations" constitute better ways of meeting existing demand or create new products, often making current technologies and products obsolete (in a "process of creative destruction"). The firm of the innovative entrepreneur will, consequently, grow through the dual process of taking market share from existing suppliers and increasing overall demand for the products offered in the market (by extending the boundaries of economic activity). Thus, the process of creative destruction is built on dynamic, deliberate entrepreneurial efforts to change market structures and can be propitious for additional innovations and profit opportunities.

Based on the concept of creative destruction, Schumpeter formulated his theory of long waves of business cycles and economic growth. Business cycles are seen as the result of innovation, which consists of the generation of a new idea and its implementation in a new product, process or service, leading to the dynamic growth of the national economy, the increase of employment, and creation of pure profit for the innovative enterprise (Schumpeter 1911, Schumpeter 1942 Dejardin 2000, Jääskeläinen 2000, Thurik and Wennekers 2001, Barreto 1989). While developing economies grow, as standard economic growth models predict (through the accumulation of human and physical capital and increasing specialization), once an economy has entered the industrialized phase of capitalist development, a qualitative change in the drivers of economic growth occurs. In advanced industrial economies, growth is driven by the process of technological advance knowledge accumulation brought about by R & D efforts of firms (Peretto, 1999). Schmitz presents a model in which entrepreneurial activity is a key determinant of productivity growth. In his model, Schmitz focuses in particular on the role of imitative activities of entrepreneurs in economic growth. This focus is motivated by the growth experience of numerous economies, suggesting that it is less the innovating entrepreneur à la Schumpeter than the imitating entrepreneur who contributes to growth. Imitating entrepreneurs are entrepreneurs who imitate existing activities and put them into practice, thereby often creating knowledge through a process that Schmitz characterizes as learning by implementing (Schmitz, 1989).

### **The Empirical Approach**

There are various strands in the empirical literature on entrepreneurship and economic growth using different measures of entrepreneurial activity. For instance, while one strand of empirical studies measures entrepreneurship in terms of the relative share of economic activity accounted for by small firms, other studies use data on self-employment, the number of market participants (competition) or firm start-ups as an indicator of entrepreneurial activities (Carree and Thurik, 2002; OECD, 1998).

Together with recent studies on OECD countries, the analyses of the Global Entrepreneurship Monitor (GEM) represent one of the most important sources for statistical analysis of the links between entrepreneurial activity and economic growth. The GEM is a research programme launched in 1999 that provides annual assessments of the national level of entrepreneurship. GEM analyses are based on a harmonized assessment

of the level of national entrepreneurial activity for all participating countries and represent one of the rare sources of data on entrepreneurship conducive to cross-country comparison. The GEM measures national entrepreneurial activity as the share of people among a country's labour force who are either actively involved in starting a new venture and/or manage a business less than 42 months old.

In its latest report (2002), the GEM shows that the national level of entrepreneurial activity has a statistically significant association with subsequent levels of economic growth. GEM data also suggest that there are no countries with high levels of entrepreneurship and low levels of economic growth (Reynolds et al. 2002). Until now, the GEM data have had to be viewed with caution. It can, however, be assumed that an analysis of more countries over a longer period of time will accumulate evidence of a positive link between high rates of entrepreneurship and economic growth. This assumption is supported by a variety of other empirical studies using different indicators of entrepreneurial activity. Nickell (1996) and Nickell, Nicolitsas and Dryden (1997) examine, for instance, the effect of market competition, measured as an increase in the number of competitors in relation to the development of companies' productivity performance. An increase in the number of competitors is a possible measure of entrepreneurship, since the introduction of a new product or the start-up of a new firm is an entrepreneurial act. Using data from around 600 UK manufacturing firms from the periods 1972–86 and 1982–94, the authors found evidence that competition, or an increase in the number of competitors, has a positive impact on total factor productivity growth (Nickell, 1996; Nickell, Nicolitsas and Dryden, 1997).

Caree and Thurik (1998), who examine how the share of small firms affects subsequent industry output growth, have likewise established positive effects between this measure of entrepreneurship and growth. Basing their study on a sample of 14 manufacturing industries in 13 European countries, the authors investigated whether or not a higher share of small business at the beginning of the 1990s led to higher output growth in subsequent years in European manufacturing. The results of their study indicate that industries with a high share of small enterprises relative to the same industries in other countries performed better in terms of output growth during the subsequent 3-4 years (Carree and Thurik, 1998). This evidence suggests an increase in the importance of entrepreneurship as a feature of the economy, often referred to as the transformation from a “managed” to an “entrepreneurial” economy (Thurik and Wennekers 2001, Frijis et al. 2002). The transformation to an “entrepreneurial economy” occurred between the mid-1970s and early 1990s and becomes evident in a change in industry structure shifting economic activity away from large enterprises to smaller entities, in particular to small and medium-sized enterprises (SMEs).

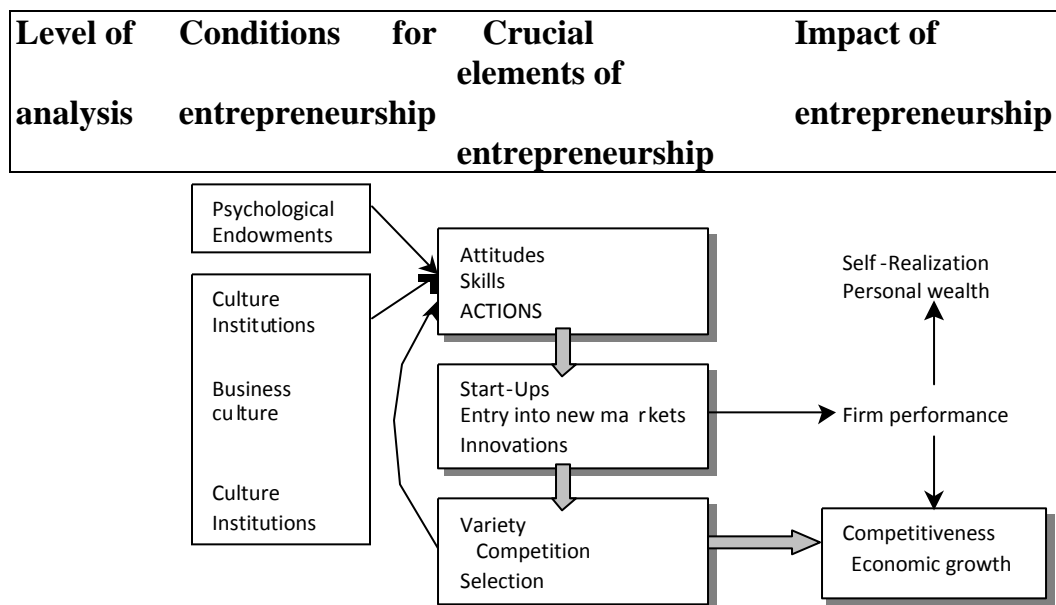
The growing number of SMEs and increasing outsourcing by large firms are a reaction to greater dependence on flexibility and knowledge as factors of production brought about by technological change and the intensification of global competition. Smaller business entities appear to be better suited to cope with the conditions of increased globalization, since they show higher flexibility and propensity to innovation and are an

outstanding vehicle for channeling the entrepreneurial ambitions of individuals (Audretsch and Thurik, 2001; Carree and Thurik, 2002). In addition, the outsourcing strategies of large established firms go hand in hand with a new emphasis on “intrapreneurship” (entrepreneurial behaviour within an existing company), which is considered essential to competitive success (OECD 1998). The increasing importance of entrepreneurship as a result of these developments is best expressed in the words of Michael Porter: "Invention and entrepreneurship are at the heart of national advantage" (Porter 1990).

**Conceptual Frameworks to Link Entrepreneurship to Economic Growth**

Recently two established models have succeeded in not restricting explanations for economic growth to the realm of macroeconomics. The related framework models are proposed by Wennekers and Thurik (1999) and the GEM research programme. Wennekers and Thurik (1999) established the following model, relating entrepreneurial activity to economic growth:

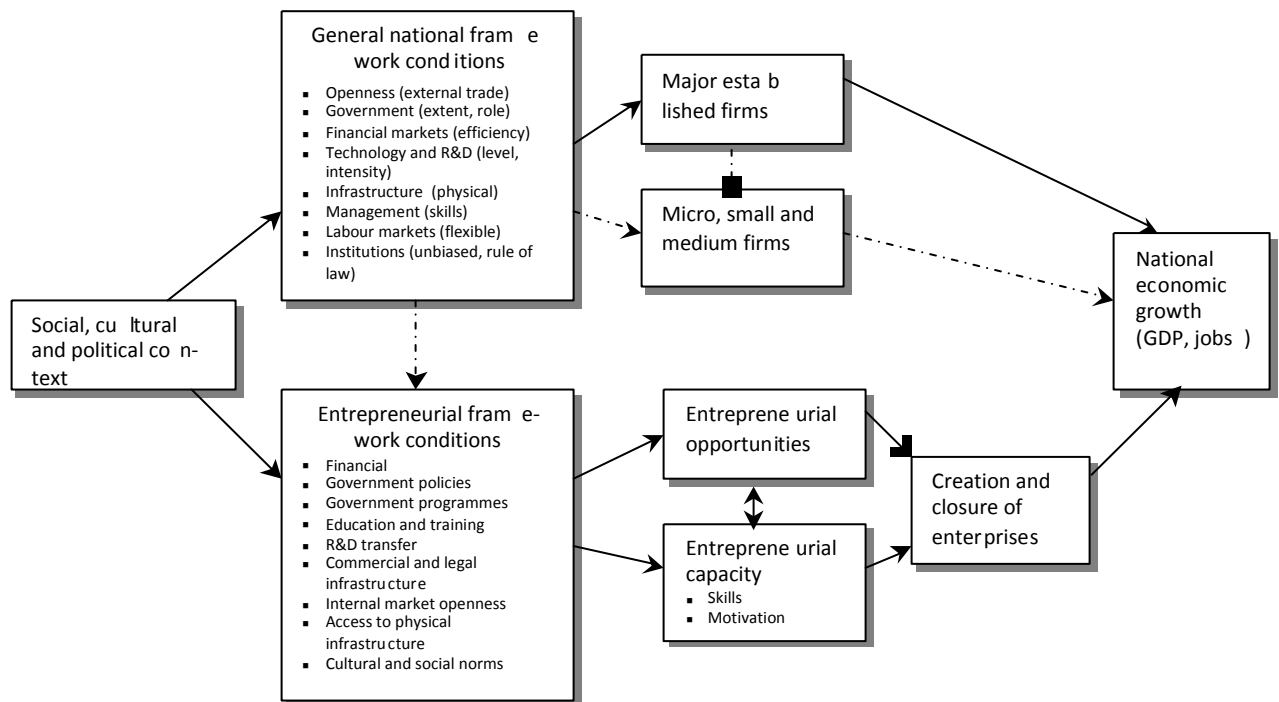
**Figure 1: The Wennekers and Thurik Model**



*Source: Carree and Thurik (2002)*

The model distinguishes between three levels of analysis: the individual level, the firm level and the macro level. Entrepreneurial activity originates at the individual level and is always traceable to a single person, the entrepreneur. Entrepreneurship is, hence, induced by an individual's attitudes or motives, skills and psychological endowments. Yet the individual entrepreneur is not undertaking entrepreneurial activities in a timeless and spaceless vacuum, but is affected by the context in which he or she is acting. Therefore, entrepreneurial motives and actions are influenced by cultural and institutional factors, the

business environment and macroeconomic conditions. While entrepreneurship originates at the individual level, realization is achieved at the firm level. Start-ups or innovations are vehicles for transforming personal entrepreneurial qualities and ambitions into actions. At the macro level of industries and national economies, the sum of entrepreneurial activities constitutes a mosaic of competing experiments, new ideas and initiatives. This competition leads to variety and change in the market – that is, a selection of the most viable firms, their imitation and a displacement of obsolete firms. Entrepreneurial activity hence expands and transforms the productive potential of the national economy by inducing higher productivity and an expansion of new niches and industries. Processes at the aggregate level are, in turn, linked to the individual layer, obviously including important feedback mechanisms for individual entrepreneurs. Entrepreneurs can learn from both their own and others' successes and failures, which enable them to improve their skills and adapt their attitudes (Caree and Thurik, 2002). The conceptual framework of GEM takes a slightly different angle. It analyses the success of large firms advancing market opportunities for SMEs and the role of entrepreneurship in the enterprise creation/growth process as the main mechanisms driving macroeconomic growth along with their complementary nature.



*Source: Adapted slightly from Reynolds et al. (2002)*

The top portion of Figure 2 focuses on the role of large established enterprises. Depending on national framework conditions, large firms, generally integrated into international trade markets, can promote self-expansion and maturation. The economic

success of large enterprises tends to create new market opportunities for SMEs through technological spill-overs, spin -offs, an increase in domestic demand for goods and services, an integration of SMEs in supplier networks, and so forth. Yet whether domestic firms are able to seize these opportunities depends largely on the existence of a competitive and vibrant SME sector. The lower portion of Figure 2 highlights the second mechanism driving economic growth: the role of entrepreneurship in the creation and growth of firms. The entrepreneurial process occurs in the context of a set of framework conditions (see “Entrepreneurial framework conditions”). It further depends on (a) the emergence and presence of market opportunities and (b) the capacity, motivation and skills of individuals to establish firms in pursuit of those opportunities. While the success of large established enterprises tends to create profit opportunities for small and new firms, these firms can also affect the success of large enterprises. For instance, by being competitive and reliable suppliers, SMEs provide a competitive advantage for large firms in global arenas (Reynolds et al. 2002).

### **How to Foster Entrepreneurship**

Both conceptual models introduced above refer to the importance of the individual level – that is, the attitudes, skills and actions of individual entrepreneurs. This indicates that policies for boosting entrepreneurial capacity should not focus solely on macroeconomic conditions or access to finance, the most frequently used policy tools to promote entrepreneurship. Although such policies are doubtless important for broadening the base of individuals with incentives to start up a business and with access to the necessary means, these policies alone will not suffice. Rather, the founding and development of firms depend to a large extent on the entrepreneurial qualities of the individual entrepreneur; an issue stressed by the leading British economist Alfred Marshall (Barreto 1989).

### **Fostering Entrepreneurial Traits: McClelland’s Research**

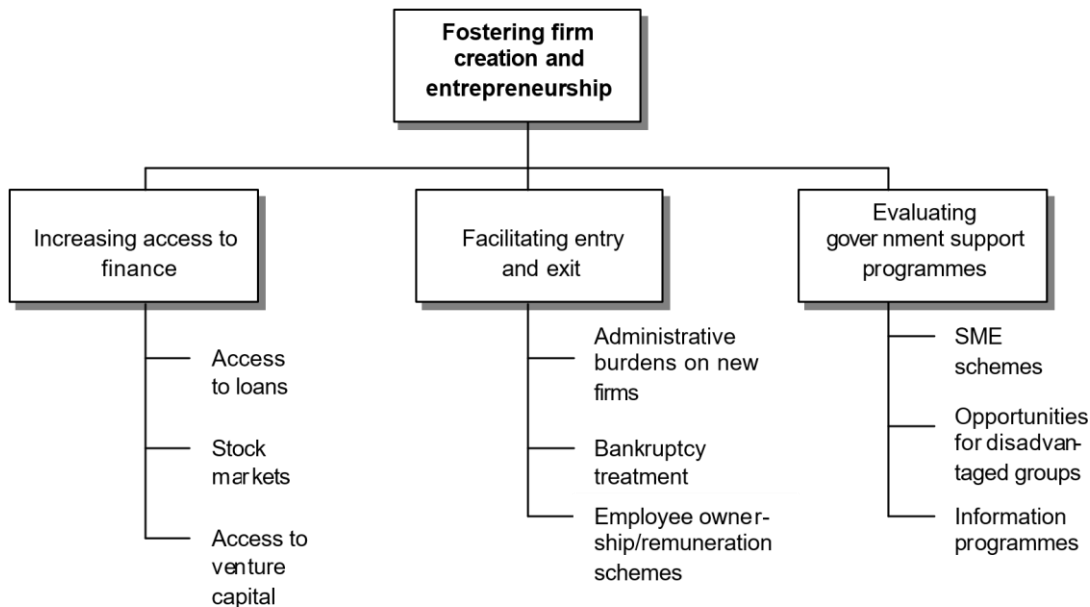
Individuals are widely recognized as the primary agents of entrepreneurial activity. Since the origin of any innovation, start-up or entrepreneurial decision is traceable to a single person, one approach to fostering entrepreneurship is to strengthen the entrepreneurial traits of individuals. One of the most important theoretical foundations for the so -called traits approach are the studies of the Harvard psychologist David McClelland (1961). McClelland is among the most known scholars who have analyzed the concept of entrepreneurship from a psychological point of view. Psychological studies on entrepreneurship concentrate on studying who an entrepreneur is and/or the personality traits of an entrepreneur. McClelland emphasizes the importance of the motivational aspect of the entrepreneur. In his studies he shows that entrepreneurial behaviour is driven by the need for personal achievement leading to a clear proclivity for becoming an entrepreneur. McClelland also suggests that, regardless of variations in economic development, entrepreneurs with high motivation will almost always find ways to maximize economic achievement. He identifies 10 personal entrepreneurial competencies for detecting and

strengthening entrepreneurial potential, which are remarkably consistent from country to country: (1) opportunity seeking and initiative; (2) risk taking; (3) demand for efficiency and quality; (4) persistence; (5) commitment to the work contract; (6) information seeking; (7) goal setting; (8) systematic planning and monitoring; (9) persuasion and networking; and (10) independence and self-confidence (McClelland 1961). McClelland's research has inspired a flurry of studies in the same vein up to the present. Although his thesis has not remained uncontested and recent studies put more emphasis on cultural variables and their influence on entrepreneurship, McClelland remains the main point of reference for the traits approach. For instance, while Müller and Thomas (2001) argue in their study on culture and entrepreneurial potential that some cultures are more conducive to entrepreneurial traits than others, they do not challenge the assumption that entrepreneurial traits are the same across cultures (Müller and Thomas 2001).

### **Improving Entrepreneurial Framework Conditions**

However, whether entrepreneurship will be allocated predominantly to activities that add to the social product or to activities that are unproductive or even destructive depends greatly on the reward structure of the economy (Baumol, 1990). Hence, policy makers face the question of how to create framework conditions conducive to entrepreneurial activities and how to ensure that entrepreneurial skills are allocated to activities adding to the social product. It is self-evident that almost any economic, institutional or cultural framework condition has some impact on entrepreneurship. It is, for instance, significantly easier to carry out entrepreneurial activities. Stock markets access to loans, access to venture capital, bankruptcy treatment, administrative burdens on new firms, SME schemes, opportunities for disadvantaged groups, information programmes in a stable macroeconomic environment with low inflation, which allows entrepreneurs to clearly interpret signals about demand and prices and to develop consistent long-term business plans. Nevertheless, the absence of sound structural policies will not completely suppress entrepreneurial activity (OECD, 1998). A recent OECD study distinguishes between economic fundamentals (macroeconomic stability, labour markets, local infrastructure, tax levels, etc.), which influence any economic activity, and policy issues that directly affect entrepreneurship. The study identifies three policy domains as significantly important for entrepreneurial activities. These domains are access to finance, facilitation of entry and exit of firms, and government support schemes (OECD, 2002). Figure 3 presents a slightly adapted framework developed in this study to benchmark the policies of OECD countries in the field of fostering firm creation and entrepreneurship. Although the framework was primarily developed with regard to OECD economies, it refers to policy areas that are also significant for the promotion of entrepreneurship in developing countries. Moreover, it can be a useful starting point for devising a similar framework for developing and transition economies.

**Figure 3: Main policy domains for fostering entrepreneurial framework conditions**



Source: Adapted from OECD (2002).

**Increasing access to finance:**

According to the GEM, almost 20 per cent of the interviewed entrepreneurs mentioned lack of finance as the most important barrier to their entrepreneurial activities (Reynolds et al. 2000). Since small businesses rarely meet the conditions for getting access to bank loans and other traditional debt financing instruments, governments can increase access to loans for firm start-ups by introducing, for instance, loan guarantee schemes. Under government-backed guarantees, governments warrant the payment of a percentage of a loan made by a financial institution. Although such schemes can improve access to finance for new and small firms, OECD studies indicate that stock markets and access to venture capital might be more successful mechanisms for channeling risk capital to emerging Fostering firm creation and entrepreneurship Increasing access to finance Facilitating entry and exit evaluating government support programmes Employee ownership/remuneration schemes13 sectors. This is particularly true for small innovative firms, which are generally characterized by a heavy reliance on intangible assets, uncertain operating environments and negative cash flows. Owing to the risk involved, these firms are rarely supported by the banking sector (OECD 2002; OECD 1998).

**Facilitating entry and exit:**

Entrepreneurial framework conditions are probably shaped as much by regulatory and administrative environments as by markets. Administrative procedures and regulations govern the manner in which companies are created, and compliance with administrative and regulatory requirements constitute an ongoing cost for businesses. Moreover,



comparative studies show that starting a business can be much more complex and time-consuming in some countries than in others (OECD, 1998). Since administrative burdens risk discouraging entrepreneurial activity, governments should consider streamlining administrative requirements and better coordination between public agencies. In reducing barriers to doing business, governments must, however, strike a balance between facilitating entrepreneurial activities and taking care of public interests. Examples are environmental protection regulations and safety and health standards (OECD, 2002). Bankruptcy treatment, which should ensure the effective closure of unsuccessful enterprises, is a key element in facilitating the entry and exit of firms. Policies that restrict the scope for enterprises to restructure or close down, discourage the reallocation of resources from unsuccessful to more productive business ventures and diminish an economy's ability to adjust quickly. The issue of bankruptcy treatment is also a good example of how social attitudes are reflected in and reinforced by institutional and legal structures, discouraging entrepreneurial behaviour. For instance, in many European countries people who go bankrupt are required to settle all their debt, which de facto prevents them from using their experiences to start a new firm. This legal requirement reflects the perception in many European countries that business failure is a personal failure and carries a social stigma. On the other hand, in the United States, business failure seems to be viewed more as a reasonable outcome of a “good try” and an experience that might be a useful apprenticeship for starting a more successful new business. This attitude is also found in the US bankruptcy treatment system, which gives those who suffer bankruptcy an opportunity to set up a new business. Meanwhile, the system quickly channels resources away from companies that are not competitive (OECD, 1998; OECD, 2002). Experience in some countries shows that employee ownership schemes are another mechanism to foster firm creation and may help firms to survive during the first years after their creation. Employee ownership schemes can increase the attractiveness of a firm for employees and can help to motivate and retain employees, particularly in the early stages of firm development, when the viability of start-ups is uncertain and cash flows are scarce (OECD 2002).

**Government support programmes:**

There is no doubt that government support programmes cannot substitute for well-functioning markets, and governments' first priority should be to get the economic fundamentals right. Nevertheless, government support schemes can complement and support other policies to create an environment conducive to entrepreneurial activities (OECD 1998). Likewise, they are a significant policy tool for addressing specific issues that constitute direct barriers to entrepreneurial behaviour and for improving skills formation. Examples are programmes that focus on the business needs of disadvantaged enterprises or groups, such as SMEs or women. To support the participation of disadvantaged enterprises and groups in entrepreneurship is crucial for unlocking latent economic resources and entrepreneurial potential, critical to long-term economic prosperity (Reynolds et al. 2000). To have an impact, government support schemes should

be well- designed and well-targeted. One way to achieve this is to constantly evaluate and revise existing programmes and share experience on best practices among countries and across regions. Additionally, governments can promote entrepreneurship through information programmes. Information programmes can build awareness of the opportunities afforded through entrepreneurship. Furthermore, they can introduce people to existing economic incentives for entrepreneurial activities and motivate them to take advantage of these. The more entrepreneurial opportunities are recognized, the more likely they are to be pursued. An advantage of information programmes is that they are comparatively inexpensive and do not interfere with market incentives.

### **Conclusion**

On the basis of two new conceptual frameworks linking the actions of individuals to the realm of macroeconomics, this paper has argued that a comprehensive approach to the promotion of entrepreneurship rests on two primary pillars: strengthening of entrepreneurial skills and improvement of entrepreneurial framework conditions. These two pillars should be considered as an interlinked set of policies for the following reason: on the one hand, entrepreneurs do not act in a vacuum, but whether and how they use their skills and motivations to transform business ideas into profit opportunities is shaped by existing framework conditions. On the other hand, entrepreneurial behaviour can always be traced back to individuals and their entrepreneurial attitudes, skills and motivations. Experience shows that when these attitudes and skills exist, adverse framework conditions cannot totally suppress them, and individuals will seek to find ways that allow them to capitalize on their ideas.

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## **PSYCHO-ANALYTICAL SURVEY OF ADMINISTRATIVE AND MANAGERIAL ISSUES IN TIME OF COVID-19: A DISCOURSE OF JULIE OKOH'S *WHO CAN FIGHT THE GODS?***

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### **Abstract**

*Psychological impacts of Administrative and managerial issues in the Nigerian state in the time of COVID-19 pandemic are as alarming as they pose as major challenges facing the front in the recent time. These draconian challenges include hunger, pain, sickness, starvation, suffering and death of the people, and underdevelopment to the Nigerian state caused by greedy and sleazy administrators and managers who misappropriate public funds meant for curbing the pandemic that has unequivocally ravaged the economic cum political strata of the world. It has equally increased the economic and social instability and mishaps of the state, thereby promoting proceeds of corruption which range from embezzlement, money laundering, bribery, looting and hoarding as portrayed in Julie Okoh's *Who can fight the gods?* The gargantuan effect of these cankerworms is seen in the manifestation and acerbation of malicious acts by youths through shop breaking, arm robbery, theft, pick pocketing, destruction of private and governmental facilities, and other heinous forms of social vices that threatens the unity of the state; as the fight for self-determination by some agitating sect is on-going. The aim of this study is therefore to succinctly identify the psychological impacts of administrative and managerial issues in Nigeria society in time of COVID-19 pandemic. To achieve this aim, Principal Agent Theory and Content and Analytical Methodology are employed as guide. The effect of this study will pragmatically create positive attitudinal change amongst Nigerians, thereby effectuating change around societies. More so, the study recommends that Economic and Crime agencies should be empowered to tackle all issues of administrative and managerial corruption in the Nigerian space in the time of COVID-19.*

**Key Words:** Psycho-Analytical, Administrative, Managerial issues, COVID-19

## **Introduction**

The outbreak of the novel coronavirus pandemic in China became primetime news and has pragmatically and rapidly crossed borders, infecting people throughout the world. This phenomenon according to Alawiye and Aramide (2020) has led to massive public reactions; which the media has been reporting continuously across borders to keep people informed about the pandemic.

Historically, the Corona Virus (COVID-19) out-break according to Festus, Beauty and Uyank (2020) was recorded in December, 2019 with first death record on January 11<sup>th</sup>, 2020 in the Chinese community of Wuhan, and then spread to other major cities of the world. From the Wuhan community, Melvina (2020) opines that “COVID-19 pandemic has since spread throughout the world resulting in an ongoing pandemic. Festus, Beauty and Uyank also noted that the World Health Organization’s (WHO) Director General declared the corona virus infection as a pandemic in March 11, 2020; identifying that most people with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Further, older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory diseases and cancer according to WHO (2020) are more likely to develop serious illness. It is usually a contagious ailment that is being transmitted through direct contact with respiratory droplet of an infected person (generated through coughing and sneezing)

Comprehensively, the outbreak of the corona virus disease according to Bappah and Adamu (2020) has been impacting millions of people and threatening their life across the world. It is against this backdrop that Melvina (2020) noted that “COVID-19, otherwise known as corona virus, 2019-n, is a pathogen viral infection and highly transmittable. Further, the emergence of the disease as a public health emergency by WHO according to Melvina has led to number of precautionary measures such as quarantine, social distancing or in some cases total lockdown in regions or countries around the world, closure of schools and restrictions, which ultimately prompted people to adjust to new realities were the future is unpredictable.

On the Nigerian sphere, Alawiye and Aramide (2020) write that “the Federal Ministry of Health confirmed coronavirus disease case in Lagos State, Nigeria on the 27<sup>th</sup> of February, 2020. The patient according to Alawiye and Aramide was an Italian citizen, who had recently arrived in Lagos from Europe and who, a few days later, tested positive for the disease by the Labouratory Network of the Nigerian Centre for Disease Control. Consequently, the number of infected cases in Nigeria has risen to One Hundred and Sixty-Nine Thousand (169,000), and the recovered patients have hit over One hundred and Fifty Eight Thousand (158,000) with Two Thousand Three Hundred and Sixty Eight (2,368) deaths recorded as at the time this research was carried.

Consequently, the Nigerian Government of Nigerian through the Federal Ministry of Health has been strengthening measures to ensure an outbreak in Nigeria is controlled and contained. First, the Federal government through the Presidential Task Force (NCDC) as a matter of urgency declared that all schools and other governmental and non-governmental organization should be shut down (Frank & Gloria, 2020). The federal

government of Nigeria according to Frank and Gloria at the peak of the spread, further shutdown major states such as Lagos, Abuja and Ogun; before focusing on the shutting down of railways, seaports, airports and borders, thus, restriction on movement and closure of crowded facilities, such as worship centres, shopping mores, markets, viewing centres, amusement park, etc., were carried out by some state governments; thereby increasing the issues of pain, suffering, hunger, sickness and death of the people.

To contain the negative effect of these measures, the federal government decided to establish administrative and managerial sectors that oversee the distribution of palliative funds, palliative materials, health gadgets and materials, and other motifs, to meet the equal distribution for the most vulnerable. The aim of such establishment was not envisaged as administrative and managerial issues, such as corruption, nepotism, tribalism, divide and rule, and the clandestine favouratism took the lead. The gargantuan effect of these cankerworm is the increase in terrorism and other heinous acts which threaten the peace and harmony of the Nigerian state, thus paves room for the agitation for self-determination by aggrieved sect. It is therefore to interrogate the psychological impacts of administrative and managerial issues as seen during the COVID-19 pandemic, drawing reference from Julie Okoh's *Who Can Fight The Gods?* that forms the thrust of this study.

### **Aim and Objectives of the Study**

The aim of this study is to investigate the psychological impacts of administrative and managerial issues in Nigeria during COVID-19 pandemic. The major objectives include:

1. To identify the administrative and managerial issues in Nigeria in the time of COVID-19.
2. To identify the psychological impacts of administrative and managerial issues in Nigeria in the time of COVID-19.
3. To proffer plausible means of addressing administrative and managerial issues in Nigeria in the time of COVID-19.
4. To identify ways by which administrative and managerial issues in Nigeria in the time of COVID-19 pandemic can be addressed.

### **Research Questions**

1. What are the administrative and managerial issues in Nigeria in the time of COVID-19?
2. What are the psychological impacts of administrative and managerial issues in Nigeria in the time of COVID-19?
3. What ways can administrative and managerial issues in Nigeria in the time of COVID-19 pandemic be curbed?

### **Impact of COVID-19 on the Nigerian Economy**

As the corona virus (COVID-19) pandemic sweeps across the world, it is causing widespread concern, fear and stress all of which are natural and normal reactions to the

changing and uncertain situation that every one finds themselves in (Chinyere & Lydia, 2020). More so, Alawiye and Aramide emphasized that “the rate and methods of spread of the disease as well as increasing death rate associated with the disease have continued to its rise, thereby creating a lot of concern for people, leading to heightened level of anxiety, stress and depression.

Lately, the Nigerian government according to Isaac and Eno (2020) grappled with weak recovery from the 2014 oil price shock, with GDP growth tapering around 2.3 percent in 2019. And now in 2020, the COVID-19 crises according to Isaac and Eno is causing all components of aggregate demand, except government purchases, to fall. It is against this backdrop that Frank and Gloria (2020) write that “COVID-19, an acute respiratory syndrome, considered as global pandemic, has ironically affected the Nigerian state in the recent time”.

To this, Frank and Gloria insisted that “the pandemic has unequivocally affected the economic front so much that all strata both governmental and non-governmental organizations are shut down, movements are restricted, worship centres and social gatherings are banned, and airports, seaports, borders and railways are equally shut down”. The major source of revenue (crude oil) which serves as the country’s GDP has been brought to the barest minimum.

More so, Frank and Gloria also aver that “the existence of the pandemic into the shore of the state has maliciously increased the issue of corruption, nepotism, tribalism, favouritism and divide and rule system that has distinctively ridiculed culpable efforts, aimed at curbing it over the years. The novel COVID-19 pandemic has generally rumbled world economy and created death, pain. Hunger and suffering in the countries of the world (Frank & Gloria, 2020).

### **Meaning and Concept of Administration**

On a general note, administration is a process of systematically arranging and coordinating the human and material resources available to any organization or the main purpose of achieving stipulated goals of that organization. Administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization (Eric, 2008).

But Parker, (1962) administration can be defined as the activities of groups cooperating to accomplish common goals. As can be seen, administration is defined as cooperative human action or cooperative group behavior. The word, “cooperative” according to Parker, is the first key element in this definition. Human activity is cooperative if it has the effects that would be absent if the cooperation did not take place. For example, for a moment let us suppose our common goal is to educate a group of individuals in the field of public administration. Having the specific goal in mind, a number of individuals who are specialists in the field of public administration have been brought together.

In another definition, administration according to in Parker, (1962) is defined as “an activity or process mainly concerned with the means for carrying out prescribed ends”.



In this definition, the concept of goal accomplishment again plays an important role. As the definition clearly indicates, administration is mainly concerned with the means that are necessary for the accomplishment of pre-determined goals. In this it seems that a new element is introduced, that is the concept of means.

Historically, the term 'Administration' has been derived from the Latin word 'ad' and 'ministrare' which means 'to serve'. In simple words it means 'care for' or to 'look after' people, to 'manage affairs' (Parker, 1962). Administration according to Ari & Francisco, (2010). may be defined as "group activity which involves cooperation and coordination for the purpose of achieving desired goals or objectives." Any cooperative human effort towards achieving some common goals is also known as administration. Thus every group activity involves some kind of administration whether it is in a family, factory, hospital, company, university or in government department. Thus Administration permeates all organized human activities. Against this backdrop, Ari & Francisco, (2010) concludes that administration "is the organization and direction of human and material resources to achieve desired ends."

Conclusively, administration, according to John (2019), refers to the process of running an organization, office or business. This includes creating rules and regulations, making decisions, management of operations, creating organization of staff/employees/people to direct activities towards achieving a common goal or objective. On this note, John identifies the functions of administration as planning, organizing, directing and controlling.

### **Meaning and Concept of Management**

Management is a term most often used to describe industrial activities. Management is a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or pre-determined goal or objective. The term management is derived from an Italian word "maneggiare" which means to "train horses" or literally "to handle". From the French word "maneger", it means to economize and manage an act of guiding or leading. Etymologically therefore, it means to handle, direct, economically guide and lead (Ari & Francisco, 2010).

Management is an integrating process by which authorized individuals create, maintain and operate an organization in the selection and accomplishment of its aims. Management is getting things done through others. Management is the co-ordination of all resources of an organization through the process of planning, organizing, directing and controlling in order to attain objectives (educational). It is the direction or guidance of people towards organizational goals and objectives. Indeed, management is the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives.

Furthermore, the term 'management' according to Venkatesh has been used in different senses. Sometimes it refers to the process of planning, organizing, staffing, directing, coordinating and controlling, at other times it is used to describe it as a function of managing people. It is also referred to as a body of knowledge, a practice and discipline.

There are some who describe management as a technique of leadership and decision-making while some others have analyzed management as an economic resource, a factor of production or a system of authority.

### **Causes of Bad Administrative and Managerial Issues**

Bad governance is the relationship between those who govern and those who are governed as a consequence of decision-making. This unfavourable relationship is created as a consequence of external factors or decisions such as violation of central or acceptable norms, such as those of liberal democracy, and bad economic policy (Ari & Francisco, 2010). Bad governance collectively encompasses governance in government and corporate settings. Bad governance is centralized around the idea of not only corruption within a system but a lack of transparency and accountability, arbitrary policy making and the cheating of those who are governed (Ari & Francisco, 2010).

**Political instability**, defined as the propensity of an imminent government change, is not directly observable. “Political instability” according to Ari & Francisco, (2010). is defined as the propensity of a change in the executive, either by “constitutional” or “unconstitutional” means. Political instability is regarded by economists as a serious malaise harmful to economic performance. Is likely to shorten policymakers’ horizons leading to suboptimal short term macroeconomic policies (Ari & Francisco, 2010).

**Corruption**, according to Parker (1962), like cockroaches has co-existed with human society for a long time and remains as one of the problems in many of the world’s developing economies with devastating consequences. In legal terms, corruption, according to Stefan, Matic & Anze (2020), refers to the abuse of a trusted position in one of the branches of power (executive, legislative, judicial) or political or other organizations, with the intent to obtain, for oneself or others, material gain that is not legally justified. Corruption is the intentional non-compliance with the arm’s-length principle aimed at deriving some advantage for oneself or for related individuals from this behaviour. There are three basic elements of this definition. Furthermore, Boris (2005) noted that there are two additional necessary conditions for corruption, or rather conditions that must be fulfilled for observed bias “non-compliance with the arm’s-length principle” to be specified as corruption.

**Accountability** lies at the heart of a healthy democracy. It is the foundation of trust in the Government. Without good accountability there are risks that the extraordinary powers granted to ministers and officials can be misused, or that resources can be wasted through inefficiency and poor management of public money. Accountability lies at the heart of democratic government. It enables people to know how the Government is doing and how to gain redress when things go wrong (Benoit, Julian & Marcus, 2018). It ensures ministers and civil servants are acting in the interests of the people they serve. Accountability is a part of good governance and it can increase the trustworthiness and legitimacy of the state in the eyes of the public.

**Principal Agent Theory**

Principal Agent Theory, which insists that a principal agent problem exists only when one party to a relationship (the principal) requires the service of another party (the agent), though the principal lacks the necessary information to monitor the agent performance in an effective way, is the cradle of which this study is shaped (Frank, George & Osah, 2020). The theory according to Linus (2018), in Frank, George and Osah (2020) defines corruption as a series of interactions and relationships existing within and outside public bodies. It also emphasizes the rational choices taking place in individual incidents of corrupt behaviours. This ideology is plausible because the predominant theoretical approach, according to Linus (2018) in Frank, George and Osah (2020), was based on a principal agent model.

Extensively, this theory has, over the years, become increasingly concerned with historical, political, and ethical questions towards identifying the inherent nature of corruption and how it is practiced, even though literatures that analyze corruption from a collective action perspective have begun to appear, emphasizing the collective or even systemic rather than purely individual nature of corrupt behavior (Linus, 2018 in Frank, George & Osah, 2020). This theory is helpful in as much as it interrogates the psychological impacts of administrative and managerial issues in Nigeria, must especially during the COVID-19 pandemic era.

**Nature and Sources of Data**

Data for this study were gathered through primary and secondary sources. The primary source include Julie Okoh's *Who Can Fight The Gods?* and the researcher's personal knowledge and experience. The secondary sources are books, journals, handbooks, and the internet.

**Population of the study**

The population of this study is Julie Okoh's *Who Can Fight The Gods?*

**Instrument for Data Collection**

The instrument used for this study were constructive analysis of psychological impacts of administrative and managerial issues as portrayed in Julie Okoh's *Who Can Fight The Gods?*

**Validation of the Instrument**

The validation of the instrument was established via simple conventional methods of analysis of the selected play as well as the analysis of relevant text and criticism of scholarly fellows. This endure the eradication of any irrelevant statement, ambiguities, questions or whatever that may prove inconsequential to the aim and objectives of the study; hence the entire process is redefined and improved upon to cover the psychological impacts of administrative and managerial issues, to enhance validity and make the study generally acceptable.

**Reliability of the Data Instrument**

Reliability suggest consistency and dependability of the data. It further means that any instruments adopted should provide similar result if applied repeatedly. The consistency of the information gathered in this study through repeated application of same measuring instruments for the play validate the reliability of the data instruments employed in this study.

**Synopsis of Julie Okoh's *Who Can Fight The Gods?***

The play *Who Can Fight the Gods?* takes issue with the university environment as a microcosm of the Nigerian society. It discourses more of the general issues plaguing Nigeria which ranges from corruption, state repression, mass domiciled, dilapidated infrastructure, lack of funding, the graft, immorality, and cultism, envisaged in every groups – politicians, administrators, academics, soldiers, and the students (Frank, George & Osah, 2020).

The play according to Frank, George and Osah, centers on the narrator who painstakingly explains the ordeals of Doctor Lecturer who, due to his quest of investigating the cause and effects of the total blackout in the university community and other heinous issues that brought death and hardship to the people and underdevelopment to the university community, is arrested by the members of the State Security Service and relieved of his duty as a lecturer in the University Community.

At the beginning of the play, the narrator according to Frank, George and Osah, sums up the thrust of the text from the explaining of the role of the theatre in the society and to emphasizing the value of independent thinking and critical evaluation of our universe of existence. He exposes the nature of corruption and its effects on the students, workers, and the university community at large.

Frank, George and Osah (2020), further aver that “the narrator strives to establish a scenario where the university community is where the best minds are supposed to be trained not only in learning but also in virtue”. However, the lived experience according to Frank, George and Osah is that neither learning nor virtue is anywhere to be found, thus decorum and ethics, phenomena guiding a better citizen are replaced by laws and activities of those who rule the system. He also explains that the real tragedy is not necessarily that tyranny is invigorated by the moral cowardice of the elite and the unintelligent ambivalence of the masses, but that those who condemn oppression and injustice are murdered in cold blood.

On this note, his emphases are more on Doctor Lecturer who has to stand against the oppressors, investigating how the infrastructures of the university community are dilapidated and how funds given by the federal government for rehabilitation are embezzled by corrupt administrators who see themselves as demi-gods (Frank, George & Osah, 2020).

Before then, the narrator according to Frank, George & Osah explains the confrontation that occurred between Doctor Lecturer and the Campus Catholic Union Fellowship members led by Rev. Father and the Catholic Women Fellowship

representatives over the rightful users of the University Convocation Arena. Doctor Lecturer claims that the arena was built for educational purposes and not for religious bigotry, while the Catholic Union Fellowship's claim it has been given to them for their Sunday mass. The confrontation led to the revelation that the cause of the total blackout in the university community is as a result of mismanagement of fund meant for the purchase of a new generator for the university community.

During the investigation, Doctor Lecturer observes that the generator bought for the university community was scrap, reconditioned and sold at a cheaper rate to the University Community while the balance was embezzled by the university administrators and the director of maintenance who happens to be the husband to one of the Third Catholic Women representatives. It is also revealed that they embezzled other capitals meant for capital development of the university community (Frank, George & Osah, 2020).

From this discovery, other issues according to Frank, George and Osah ranging from the inter cultism activities that claimed the life of Damian (Third CWO and Director of Maintenance son) and the cause and effects of corruption in the university community were also enumerated. These discoveries, in Frank, George and Osah (2020) led to the recognition by the three CWO's and the Rev. Father that Doctor Lecturer who for long is seen as being mentally ill and hated by all is actually the sane one who strives to restore sanity and sanctity to the university community by striving to expose the corrupt administrators who are the perpetrators of these crimes. The CWO's and the Rev. Father vow to partake in the fight against the corrupt administrators as that would restore glory to the university community.

Furthermore, Frank, George and Osah (2020) write that "the narrator also explains the ordeal of the former university chief administrator who was unduly attacked by the student body on the basis that the infrastructures that he bought for the development of the university community was stolen thereby increasing the suffering of the students". This as noted by Frank, George and Osah occurred as a result of his refusal regarding the plights of the Supreme god (Chancellor) of the university community. The supreme god as widely revealed had earlier wanted him to provide financial allowances and other exorbitant provisions for him and his praise singers, of which he refused.

The play comes to conclusion when members of State Security Service arrest Doctor Lecturer and the three CWO's and the Rev. Father decides to forfeit mass so as to testify against the corrupt administrators and their likes and then vindicate Doctor Lecturer.

### ***Who Can Fight the Gods and Administrative/Managerial issues in time of COVID-19***

From the study, it is pertinent to deduce that the causes of administrative and managerial issues during the COVID-19 pandemic which includes: governmental instability, corruption, poor governance, and lack of accountability, are vehemently interrogated in Julie Okoh's *Who Can Fight The Gods*. More so, such as in the play, the existence of the pandemic into the shore of the Nigerian state has maliciously increased the issues of nepotism, tribalism, favouratism, and divide and rule system that has distinctively ridiculed culpable efforts, aimed at curbing it over the years. This is so because most

Nigerian administrators and managers prefer to dupe the nation of her treasures through embezzlement, looting, fraud, money laundering, and other forms of theft which cripples the economy of the state, thus creates unemployment, poverty, and hunger in the society.

From the play, it was observed that such as Dr Lecturer who vehemently took upon himself to fight corrupt administrators in the University setting, the Nigerian society is also in dear need of patriotic fellows who would single out all corrupt administrators and managers that were handed one financial or material responsibilities regarding the containment of the deadly COVID-19 pandemic. On this note, his emphases should be on crime agencies such as EFCC, ICPC and other crime agencies who has to stand against the administrators and managers, investigating how the funds and COVID-19 palliatives for Nigerians mostly for the most vulnerable and other power discharges given by the federal, state and local government for are spent and adequately distributed.

Such as in the play where the spoilt and rebranded generator which was bought by the University Administrators and the Director of Maintenance In a nutshell that further aggravated pensive issues in the University Community, the outbreak of the pandemic and the multifarious governmental and multi-sectoral responses to its contagion, further aggravated the suffering, pain, poverty, hunger, and death of the people as palliatives from the federal and state government were politicized, sectionalized, regionalized, and regrettably minimal. Those whose livelihood depends on their daily hawking are gravely affected as a result of lack of palliative measures after being deprived of their daily hassles.

On the same plain, such as the dilapidated infrastructure, lack of learning material and the total suffering in the Community brought about low in-put in teaching and learning, the shutting down of borders, seaports, railways, and airports in the Nigerian society also decreased in the importation of food materials and other home accessories that would have helped in solving the negative effect of the COVID-19 pandemic. This further explains that the suffering as a result of the meticulous steps positioned by the federal and state government became more pandemic than the Corona virus itself.

It became tensed in the play that most students decided to abandon their education and involved in extra cultism activities which later claimed the life of Damian (Third CWO and Director of Maintenance son). In the Nigerian scenario in the time of COVID-19, aggrieved men and women also decided to engage in shop breaking, bag snatching and other activities that affect the people due to the fact that the palliative measure were politicized and hoard.

It is also plausible to aver that COVID-19 pandemic has unequivocally increased in the level of corruption, money laundering, looting, and bribery in the Nigerian state. For instance, the announcement by Mrs. Zainab Ahmed, the Finance minister of the nation, that a whole 900-billion-naira fund for palliatives for citizens of the Nigerian state was engulfed by fire in the office of the Accountant General of the federation, nine (9) hours after the Nigerian National Assembly ordered for clarification of the disbursement of more than 2trillion naira palliative funds to vulnerable Nigerians.

Evidence of this is seen in the play when it was revealed in the cause of tracing the fault of the real amount of rebranded generator that the university administrators had for

long been involved in other financial misappropriation, embezzlement, looting and stealing and that those who refuses to play to their coin are either frustrated, branded insane or chased out of the university community. The ordeal of the former University Chief Administrator who was unduly attacked by enraged and contracted students in the play because he refused to succumb to the oblivious demands of the demi-gods is an example.

It is mostly visible in the Nigerian society where most loyalists to the corrupt political elites are positioned as chief administrators and managers of COVID-19 relieve funds and materials. Capable few whose records are transparent due to their quest for sound administration and management where not given opportunity during the pandemic. The glorified elites in the Nigerian society whose results in the search for providing good vaccine for the novel virus in their private laboratories and research centres where not recognized and their end product was treated with impunity because they were not party appraisers

This therefore explains that while leaders' in most affected countries are busy fighting the COVID-19 pandemic and providing bountiful palliative for their citizens in order to curtail high rate of suffering and death using their reserves and free will donations and financially equipping their researchers and scientists, most Nigerian leaders see it as an avenue of settling their party faithful, by this, defrauding the nation at such a critical time.

Finally, such as in the play where the students decided to take the law in their own hands by demonstrating for the release of Dr Lecturer in the hand of State Security Service and the demand that Director of works, Dean of Student Affairs and the Executive administrators be relieved of the duties and arrested for stealing, corruption and embezzlement, which created tension and upheaval in the University Community, the Nigerian society was also witnessed with the issue of EndSARS agitation. The agitation was basically against police brutality, corruption, and government and weak political system. The EndSARS agitation led to the destruction of multi-millions facilities belonging to the government and non-governmental establishments. It further created death, state unrest, pain, strive and quest for self-determination by enraged sect.

## **Conclusion**

From the study, it is revealed that corruption, nepotism, divide and rule system, favouratism are major challenges envisaged in the administrative and managerial fronts of the Nigerian state in the time of COVID-19 pandemic. More so, it is equally fathomed that these malicious issues are, due to bad governance, bad political system, lack of accountability and lack of transparency envisaged by corrupt administrators whom are tasked towards distributing funds and palliatives, meant for most vulnerable in the Nigerian society.

It is also observed in the study that these issues are minimal before the emergence of the dreaded COVID-19 pandemic. It is against this, that Julie Okoh, in her strive of interrogating the issue of corruption and its gargantuan manifestations uses the educational system where moral and virtue are to be trained and practiced, as microcosm of the

Nigerian macrocosm. Moral values are rather replaced with moral decadence. The effects of administrative and managerial issues as discussed in the play are synonymous to that of the Nigerian society. These effects which are not limited to an increase in poverty, unemployment, underdevelopment and total breakdown of law and orders, which ultimately increases in the level of death, pain, suffering and sickness of the students, staff and the University Community in general are visible during the first and second wave of COVID-19 pandemic.

### **Recommendations**

To tackle administrative and managerial issues incurred during the COVID-19 pandemic, the following recommendations are therefore established:

1. Economic and Crime agencies should be empowered to tackle all issues of administrative and managerial corruption in the Nigerian space in the time of COVID-19.
2. Crime agencies should be independent of their own in order for them to adequately execute their duties without fear or favour.
3. Job opportunities should be made available and assessable for the people as that will help reduce over dependency in the Nigerian society.

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# ASSESSMENT OF THE USE OF ASEI/PDSI BY BASIC EDUCATION TEACHERS FOR CURRICULUM IMPLEMENTATION IN PRIMARY SCHOOLS IN OMOKU, RIVERS STATE

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## Abstract

*The focus of the study is to assess teachers' awareness on the utilization of ASEI/PDSI lesson planning technique for teaching Mathematics and Science Education at the basic school level. Three research questions were raised to achieve the objectives of the study. The descriptive survey design was used. The population for the study consisted of 153 teachers, while the random sampling technique was used in selecting 50 teachers as the sample size. A questionnaire was developed for data collection with 17 items known as Assessment of Teachers' awareness on the utilization of ASEI/PDSI Lesson Planning technique (ATAOUOASEIQ). The Pearson Product Moment (PPMC) was used to determine the reliability coefficient that yielded 0.85. Data collected from the respondents were analyzed using Mean and Standard Deviation. The result revealed that teachers were aware of the utilization of ASEI/PDSI lesson planning technique. It was also revealed that teachers did not utilize the technique in teaching while the head teachers and supervisors were aware of the utilization of the ASEI/PDSI technique. It was recommended that teachers be encouraged to utilize the ASEI/PDSI lesson planning technique by motivating them through increase in salary and payment of additional allowances amongst others etc.*

**Key Words:** Curriculum implementation, Teachers, ASEI.

## Introduction

Curriculum implementation is a key component in achieving educational goals of a country. Curriculum implementation involves the provision of organized assistance to staff (teachers) in order to ensure that newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. Aneke (2016) gives credence to the above and adds that curriculum implementation is the task of translating

the curriculum concept into operating curriculum by the combined efforts of teachers and society. The above statement indicates that the task of curriculum implementation revolves around the efforts of the teacher and the society in which the learner will function. Obilo and Sangoleye (2015) state that in curriculum implementation, the learner is made to interact with the contents and materials in order to acquire the relevant skills, attitudes and abilities. This connotes that learners need to have certain materials such as textbooks, instructional material, desks etc in order for the curriculum contents to be effectively implemented at any stage of the educational system. The provision of infrastructure/facilities; instructional materials, teachers' participation in decision making and curriculum planning, adequacy of qualified teachers, adequate funding, motivation of teachers are required for curriculum implementation (Nwanze, 2015). This suggests that there are relevant conditions that enhance the process of curriculum implementation. However, the learner is the central figure in the curriculum implementation process while other include the resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment. The emphasis of the study is to assess teacher's utilization of the ASEI technique of lesson planning for teaching.

To put the curriculum into operation requires an implementing agent. Achuonye and Ajoku (2013) identify the teacher as the agent in the curriculum implementation. They posit that implementation majorly resolves around the teacher who selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice. It was asserted that curriculum implementation is the practical application of theory into practice in a way that the eventual outcome is observed through the learner's performance in and outside the classroom. When the teacher delivers both the curriculum contents and instructional strategies in a manner they were designed to be delivered, curriculum implementation is said to have occurred (Akvesi, 2012).

The teacher is the final decision maker as regards the actual learning experiences to be provided, hence, not involving or incorporating him in the planning and development process is like divorcing the curriculum from instruction and this is what would determine the extent of job performance carried out by the teacher. Adebayo (2011) states that the performance of a person on a job is a function of two variables. These for him include the individual's skill on the job and the motivation he received to apply the skill. The above connotes that a teacher's performance is hinged on his abilities and the motivation he receives to apply the skills.

Also, Muchaye and Heerala (2014) is in agreement with the above view by arguing that the instructional content presented by the educational media should address students' need in terms of ethnicity, social class, gender and micro culture. The importance of instructional materials in teaching and learning cannot be over emphasized. Instructional materials promote efficiency of education by improving the quality of teaching and learning (Adeboye, 2010). Also instructional materials make the subject matter more real, helps to enhance the learner's imagination, helps to prevent misconceptions and also makes learning more interesting. However, an effective supervision increases the teachers' productivity.

Instructional supervision is necessary for curriculum implementation to be effective. This supervisory function is provided by the government (Ibenegbu, 2020). Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through deploying staff, allocating time to subjects taught at school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning. The head teacher monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of marks are prepared regularly. Other necessary functions are provided by government through the services of Education Officers, Quality Assurance and Standard Officers (Q.A.S.O) and supervisors from local education authority offices. In order for effective supervision to be carried out, the supervisors including the head teacher must be knowledgeable in any curriculum innovation and should possess the ability to be part of curriculum implementation process. The pedagogical methods utilized by the teacher is very important to the pupil's academic performance and can greatly enhance the way a pupil views a particular subject and even education as a whole. According to Caballero (2011), teacher pedagogical skill is critical to pupil academic progression since it can create pathways of learning and can positively affect pupils' academic thinking skills. Teaching techniques have evolved through the past decades to change the ways pupils learn and study. In the 21<sup>st</sup> century information age, learners are expected to be active in creating and interpreting knowledge rather than directly receiving information presented.

According to Itighise and Umana (2019), the above paradigm includes a shift to hybrid learning with the integration of new tools and methodologies that challenge the educational position of tradition teaching that had existed for decades at Colleges of Education and Universities. The integration of new tools and methodologies in teaching learning process provide dynamic and active pupil participation known as pupil centered and pupil driven with teachers being the guide. As a result of the changes in teachers' and pupils' roles, the teacher-centered approach has given way to the pupil centered approach with emphasis on pupils' active participation in the learning process thus creating the environment where they play a central role.

The ASEI technique of lesson planning introduced recently in Nigeria for the teaching of Mathematics and Science Education is appropriate in the circumstance in view. In Nigeria, improving quality of Mathematics and Science Education is essential for national development, more specifically, joining of the top industrial countries in the world in accordance with the vision 2020. Teacher development, especially at the primary and secondary schools is the key factor. To this end, the Japan International Cooperation Agency (JICA) is now implementing a technical cooperation project titled strengthening mathematics and science education jointly with the Federal Ministry of Education.

The objectives of strengthening Mathematics and Science project are to conduct student-centered lessons in Mathematics and Science for primary school teachers. Also, they are trained teachers at various states with a view to training school teachers at local government levels known as (INSET) i.e. in-service training. In order to monitor and organize INSET in Nigeria successfully, a counterpart agency made up of the Federal

Ministry of Education (FME), Universal Basic Education Board (UBEC), National Teachers' Institute (NTI), and State Universal Basic Education Board (SUBEB) is put in place.

ASEI & PDSI Approach of lesson plan put in place by SMASE project is aimed at shifting the teaching paradigm from banking style/chalk and talk to student centered approach. ASEI and PDSI approach is the effective lesson planning/teaching technique that ensures high quality of mathematics and science lessons and their steady improvement. ASEI which is an acronym for "Activities, Students, Experiments and Improvisation" is a key word in the SMASE project for lesson innovation. ASEI lesson is made possible through PDSI practice (Plan, Do See, Improve).

ASEI & PDSI approach were introduced as a result of a survey carried out in 2005 by the Federal Ministry of Education and Japan International Cooperation Agency (JICA) to ascertain the strategies in use, the needs and challenges facing the teaching learning of mathematics and science at primary education level. Major findings of the survey presented to stakeholders showed a myriad of difficulties such as (i) poor teacher-pupil strategy (ii) perceived difficult concepts (iii) monotonous use of lecture method of teaching and (iv) inadequate and poor utilization of available teaching materials to mention but few.

The major features of the ASEI/PDSI include:

- i. Assessment of pupils' activity
- ii. Pupil centered not teachers'
- iii. The use of experiment for teaching
- iv. The use of group activities to encourage pupil participation
- v. The use of instructional materials or improvisation of instructional materials.

THE SMASE INSET capacity building workshop was organized for 75 teachers from Adamawa, Bayelsa, Borno, Jigawa, Kano and Rivers State at NTI headquarters Kaduna on February 12, 2018 (Azare, 2018). However, the "train the trainers programme" was organized by the Rivers State in 2019 for selected teachers from various local government areas (Caroline, 2019).

The ASEI lesson plan as defined by Spratt in Amadioha (2017) is a systematic and organized set of notes which help to guide the teacher on how, what, when and who to teach a given topic. An examination of the ASEI/PDSI lesson plan indicates that every aspect of the lesson is timed in such a manner that all activities could be accomplished. Based on the above qualities of the ASEI/PDSI lesson plan, this research was carried out to assess the use of ASEI by basic education teachers for curriculum implementation in Primary Schools Omoku in Rivers State.

### **Statement of the Problem**

The lesson plan is an outline of what the teacher and the pupils will do in the course of a lesson so that the pupil can achieve pre-specified instructional objectives. Lesson planning is essential before teaching because it contains information, facts and activities needed for a particular lesson which may not always be in the memory of the teacher hence the written plan. Lesson plan helps the teacher to present content of the lesson and related

activities in an organized sequence. The lesson plan enables the teacher to teach confidently and minimizes classroom management problem. Also, it enables the teacher to predict potential difficulties, problems and plan adequately for them. Put succinctly, it ensures that nothing is left out in an instructional activity – ranging from selection of instructional objectives through content and learning experiences down to evaluation. ASEI/PDSI lesson plan is a recent introduction and perhaps many teachers may have some challenges. Hence, it became pertinent to carry out a survey of teachers’ use of ASEI, a study that was necessitated by the researchers visits to a schools in Omoku and its environs to supervise trainee-teachers’ of the Federal College of Education (Technical) Omoku and who were on teaching practice during which he was informed of the ASEI/PDSI lesson plan. The result of the visits led to this study to find out if the teachers were using this new technique in order to improve the teaching of mathematics and science education in primary schools.

### **Purpose of the Study**

The main objective of the study was to assess teachers’ use of ASEI/PDSI lesson planning technique for teaching of Mathematics and Science Education. Others include to:

1. Find out if teachers were aware of ASEI/PDSI lesson planning technique in teaching mathematics and science education.
2. Find out if head teachers and supervisors are aware of the ASEI/PDSI technique of lesson planning.
3. Determine teachers’ utilization of the ASEI/PDSI for teaching Mathematics and Science Education.

### **Research Questions**

The following questions guided the research work:

1. What is the level of teachers’ awareness on the utilization of ASEI/PDSI lesson plan technique for teaching Mathematics and Science Education?
2. How much awareness do Head teachers and supervisors have of ASEI/PDSI lesson planning technique?
3. What is the level of teachers’ utilization of the ASEI/PDSI lesson planning for the teaching of Mathematics and Science Education?

### **Methodology**

The descriptive survey design was adopted for the study. The research population comprised of 153 school teachers in 11 Government/Public primary schools in Omoku. However, five teachers were randomly selected from each school and from 10 schools in order to arrive at the 50 teachers used as sample size. The researchers designed a questionnaire titled “Assessment of Teachers Awareness of the utilization of ASEI lesson plan technique Questionnaire” (ATAOUOASEQ) and used it to elicit responses from the respondents who were required to select their opinions on the item. The questionnaire was made up of two sections (A and B). Section A, captured the name of school etc. while section B was made up of 17 structured question items. A modified four-point likert scale

was utilized where 1 represent strongly disagree, 2 represent disagree, 3 represent agree while 4 represent strongly agree. The instrument was validated and reliability was tested using Pearson’s Product-Moment Correlation (PPMC) with reliability co-efficient of .85. The instrument was therefore considered suitable for use in the study. Simple percentage, frequency mean and standard deviation were used to analyze the data collected.

**Data Presentation and Analysis**

**Research Question I:** What is the level of teachers’ awareness on the utilization of ASEI/PDSI lesson plan technique for teaching Mathematics and Science Education?

**Table 1: Level of teachers’ awareness in the utilization of ASEI Technique.**

S/N	ITEMS	SA	A	D	SD	Men	SD	Result
1	ASEI involves assessment of pupils’ activity.	68%	24%	4%	6%	3.5	1.87	Agreed
2	ASEI is pupil’s centered not teachers.	28%	18%	24%	30%	2.44	1.56	Disagree
3	In ASEI, the teachers are not at liberty to use experiment.	20%	2%	28%	50%	1.92	1.38	Disagree
4	Teachers are expected to improvise instructional materials for teaching.	68%	14%	10%	8%	3.42	1.84	Agreed
5	ASEI encourages group activities in each class.	68%	18%	6%	8%	3.46	1.86	Agreed

In Table 1, item 1 shows that 68% of the respondents strongly agreed that ASEI technique involves assessment of pupils while 24% Agreed, 2% disagree and 3% disagreed. In item 2, it was discovered that 28% strongly agreed that ASEI is pupil centered, while 18% agree, 24% disagree and 30% strongly disagree.

In item 3, 20% strongly agreed that in ASEI teachers are not at liberty to use experiment, 2% agree, 28% disagree and 50% strongly disagree. In item 4, the response indicated that 68% strongly agree that teacher are expected to improve instructional materials while teaching, while 18% agreed, 6% disagree and 8% strongly disagree. In item 5, the response showed that 68% strongly agreed that ASEI encourages group activities in class activities while 18% agreed, 6% disagree and 8% strongly disagreed.

**Research Question 2:** How much awareness do head teachers and supervisors have of ASEI lesson planning technique?



**Table 2: Head teachers and supervisors’ awareness of ASEI technique.**

S/N	ITEMS	SA	A	D	SD	Man	SD	Result
16	The Head teacher’ had taught teachers about ASEI technique.	40%	16%	26%	18%	2.78	1.66	Agreed
17	Supervisors appear to be aware of the ASEI technique	56%	14%	10%	20%	3.06	1.74	Agreed

In Table 2, item 16 shows that 40% of the respondents strongly agreed that the Head teachers had taught teachers about ASEI technique while 16% agreed, 26% disagreed and 18% strongly disagreed. Item 17, showed that 56% of the respondents strongly agreed that supervisors were aware of the ASEI technique of lesson planning while 14% agreed, 10% disagreed and 20% strongly disagreed.

**Research question 3:** What is the level of teachers’ utilization of the ASEI lesson planning technique for the teaching of Mathematics and Science Education?

**Table 3: Teachers’ utilization of the ASEI lesson planning for teaching.**

S/N	ITEMS	SA	A	D	SD	Man	SD	Result
6	Teachers cannot use ASEI because TKT is better.	16%	14%	38%	32%	2.14	1.4	Disagree
7	Teachers’ prefer the essay technique than any other.	26%	18%	26%	30%	2.4	1.54	Disagree
8	ASEI have not been taught thoroughly.	28%	26%	16%	30%	2.5	1.55	Agree
9	Teachers’ do not have instructional materials for using ASEI.	24%	20%	16%	40%	2.28	1.50	Disagree
10	Any technique can achieve positive results as ASEI.	40%	20%	20%	20%	2.8	1.67	Agree
11	Most schools have not commenced the use of ASEI.	58%	16%	10%	16%	3.16	1.77	Agree
12	Too much of energy is exerted while teaching using the ASEI.	30%	32%	18%	20%	2.72	1.64	Agree

13	ASEI is too laborious in the planning stage considering pupils.	34%	30%	24%	12%	2.86	1.69	Agree
14	The use of ASEI does encourage rowdy classroom environment.	30%	26%	18%	26%	2.6	1.61	Agree
15	The use of ASEI requires the use of too many instructional materials.	28%	26%	14%	32%	2.5	1.58	Agree

In Table 3, item 6 shows that 16% strongly agreed the use ASEI while 14% agree whereas 38% disagree and 32% strongly disagree. Item 7 indicated that 26% strongly agreed, while 18% agree, however 26% disagree, and 30% strongly disagree.

In item 8, the response showed that 28% strongly agreed that ASEI has not been thoroughly thought, while 2.6% also agreed, 16% disagree and 30% strongly disagreed. In item 9, the response indicated that 24% strongly agreed that did not have instructional material, while 20% agree, 16% disagree and 40% strongly disagree. In item 10, the response shows that 40% strongly agreed that any other technique can achieve positive results, while 20% agreed, 20% disagreed and 20% strongly disagreed. In item 11, the responses showed that 58% strongly agreed that most schools have not commenced the use of ASEI, while 16% agreed, 10% disagreed and 16% strongly disagreed. In item 12, the response shows that 30% strongly agreed that too much of energy is exerted while teaching using ASEI while 32% agreed, 18% disagreed and 20% strongly disagreed.

In item 13, the response indicated that 34% strongly agreed that planning ASEI is too laborious considering pupils, 30% agreed, 24% disagreed and 12% strongly disagreed.

### **Discussion**

The results of the study showed that majority of the teachers are aware of the utilization of ASEI/PDSI lesson planning technique. The results indicate a great difference between the mean of items 1,4 and 5 and the normal mean. The above results confirm that teachers had been trained on the features of ASEI/PDSI lesson technique (Caroline 2019). The teachers' awareness of the utilization of ASEI/PDSI lesson planning technique for teaching mathematics and science education is given credence by Koster and Dengerink (2008) submission that the teachers competence is a combination of knowledge, skills, ability, attitudes, values and personal characteristics which are acquired through training; thus empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way.

Another finding of this study indicates that Head teachers and supervisors are aware of the ASEI/PDSI lesson planning technique of teaching mathematics and science education. This result confirms the fact that all Head teachers were trained by the State Universal Basic Education Board (Caroline 2019). Also, the responsibility of supervision is solely that of government as asserted by (Ibenegbu, 2020).

Another finding of this study indicates that majority of the teachers were not prepared or willing to utilize the ASEI/PDSI technique of lesson planning in teaching Mathematics and Science Education. The results were expected to be negative i.e. disagree than strongly agreed. The responses appeared on agreed instead of disagreeing. The result suggest that teachers still preferred other lesson planning technique such as essay and TKT. Their inability to utilize the technique can be attributed to lack of motivation and know how. This assertion is confirmed by Adebayo's (2011) submission that a person's performance is a function of two variables namely the individual's skill on the job and motivation he received to apply the skill.

### **Conclusion**

This study concludes that teachers are well aware of the utilization of ASEI/PDSI lesson planning technique for teaching mathematics and science education. This implies that teachers are aware of the features of the ASEI technique. The study also concludes that teachers have not commenced the utilization of ASEI/PDSI technique even though teachers and supervisors are aware of the technique.

### **Recommendations**

Based on the findings, the following recommendations are offered:

- Head teachers should encourage teachers to use the ASEI format of lesson planning.
- Teachers should be encouraged to utilize the ASEI/PDSI lesson planning technique by motivating them through increase in salary and payment of additional allowances.
- Head teachers and supervisors should as a matter of compulsion insist on the utilization of ASEI/PDSI on the teaching of Mathematics and Science Education.
- Head teachers and ministry of education should increase their supervision and monitoring of teacher's utilization of ASEI/PDSI technique.
- The local education authority should be financially empowered to establish resource centers where instructional materials will be made available for teachers use.
- Retraining of teachers should be done periodically in order to refresh them on modern techniques and methods of teaching by the Local Education Authority (LEA) or State Ministry of Education (SME).
- Special teachers should be assigned to teach mathematics and science in order to encourage specialization. This will enhance the utilization of ASEI lesson planning techniques.

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## MOTHERS' PARENTING SKILLS AND CHILDREN DRESSING IN OMOKU, RIVERS STATE

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### Abstract

*The study determined the parenting skills needed by mothers in adequate dressing of children in omoku, Rivers State. The population consists of all mothers who dress their children in Omoku town in Rivers State. A sample of 99 representing 50 working mothers and 49 non-working mothers was used for the study. Questionnaire consisting of 21 items was used for data collection. Data were analyzed using mean and t-test for the only hypothesis at  $<0.05$ . Findings show that respondents agreed on exemplary dressing of mothers, clothing skills and knowledge, social skills, need for ethical standard of clothing, and discerning conducive locality, are needed parenting skills. On whether mothers have the ability to adopt the parenting skills, three out of four items were accepted by the respondents. On mothers' decent dressing enhancement steps, there is consciousness of decent dressing in most families and my neighbourhood is noted for proper dressings were accepted. There were significant mean responses to all the items for improvement on parenting skills. Findings in the hypothesis showed that there is no significant difference in the mean responses of working mothers and non-working mothers. Recommendations were made based on the findings.*

**Key Words:** Parenting Skills, Mothers, Dressing, Societal Expectations, Clothing.

### Introduction

Dressing, which is also called apparel or attire, is used to assess the character and personality of people. Clothes can be used for protection, adornment, aesthetic appeal, modesty, status and professional identification. To this end, mothers are delighted in dressing their children. However, in the mix of robustly, flamboyantly, and appealingly dressed children, one can still find poorly, scantily and disgustly dressed ones. From infancy to adolescence, there are societal expectations through the various stages of children's development in their capabilities and limitations as well as how they look. Therefore,

clothing plays an integral role of the look of childhood in every era (Collahan, 2021). According to Thomas-Odia (2018), to accord success in parenting goals, a child's dress sense should not be ignored. In similar way Anikweze (2011) noted that children need comfortable clothing.

Dressing appropriately means wearing the right cloth. Thus, dressing should conform to generally accepted standard. Since, dressing is the wearing of clothes, Igbo and Iloeje (2012) opined that clothing includes all materials worn by human beings. Therefore, clothing is any article or item placed on the body. In similar vein, Akubue (2014) stated that clothing is anything used to cover the body from nakedness, as such it is important in the personal appearance of an individual. Also, Kelvin and Hadden in Akubue (2014) opined that clothing talks above the wearer and gives other people clues about values and how individual are treated and addressed. Clothing contributes to establishing and maintaining identification with social role, information of self-image and sense of self-esteem. Parents should therefore choose clothing styles to express their integrity in the society. In similar vein, Davies (2017) noted that such as personal interest, age group, locality, motivation, product availability, advertisement and marketing strategies, consumer choice and value determine clothing consumption. Examples of clothing, according to Anyakoha (2015) are apparels, garments and accessories. Accessories are shoes, hand bags, purse, bangles, earrings, bracelets, caps/hats, head ties, working stick, among others.

Parenting is a primary role of every adult who is biologically or socially fruitful and willing to extend generation. Parenting comes with challenges in all areas of child rearing that requires skill in order to overcome or ameliorate the effect. In time past, parenting skills were learnt from extended family life and was closely kinship affair. Extended family members were always available to impart their wisdom to younger generations on raising of children, but now parents, especially mothers have to learn creative ways through reading books/magazines, surfing the internet and make friends through social media to raise their children. As important as dressing children are, mothers are facing challenges of clothing their children adequately despite the availability of different clothing- ready-made, custom-made, and second hands. According to Callahan (2021) and Thomas-Odia (2018), despite the challenges, it is very important that parents pay attention to the way their children dress in order to not expose them unduly. Thomas-Odia (2018) stated that inappropriate dressed child may likely grow up to be indecently dressed adult. Efajemue and Lilly (2011) and Thomas-Odia (2018) stated that people are addressed the way they are dressed.

Throughout most history, children and young people had worn basically the same types of clothes as their parents. The 20<sup>th</sup> century saw a completely children, especially teenage wardrobe evolution, comprising garments that tended to be either extremely tight-fitting or baggy blue jeans, once scorned as the attire of prisoners, were popularized by film actors, charismatic stars, sports personnel, musicians, and so on playing the jeans-clad protagonists for the young (Fashion,2021; Social Network, 2021 & Dress 2021). It was further noted that dress as clothing and accessories for human has immense variety. The style that a particular individual selects is often linked to his/her sex, age, socio-economic

status, culture, geographical area and historical era. According to Anyakoha (2015), clothing includes dress. The process of wearing clothes or garment is called dressing and dressing could be appropriate or inappropriate. It is funny how of recent, children are dressed shabbily, all in the name of fashion.

To reiterate the essence of the study, clothing according to Shailong and Igbo (2009) includes all types of garments worn by human beings such as shirts, blouses, skirts, gowns, trousers, coats and so on. Tate and Glisson (2011) and Iloeje and Ibimes, (2001) noted that clothing is worn to protect the body against weather conditions, beautify the body and communicate to others about the wearer. Ahia in Efajemue and Lilly (2011) reasoned that beyond the use of clothes to protect the bare body, it serves as a means of group identification, gender stereotyping, ritual distinction and status symbolization and these functions of clothes create serious social, economic and religious pressure which people of the world have to bear. Esiowu and Igbo in Efajemue and Lilly (2011) opined that individual clothing also tells others whether the wearer is conservative or daring, out-going or reserved, casual or organised, a leader or a follower, confident or unsure.

Choice of children clothing and dressing needs are made by parents and mothers are the primary care-givers. The skills needed by mothers in adequate dressing of their children as per this study are role modelling, clothing knowledge and skills, social skills, ethical skills and discerning the locality. Dressing is an art that children must learn from their parents as the first agent of socialization. The consciousness of knowing that dressing plays a path on the perceptual field of someone should be modelled (Thoma-Odia, 2018 & Efajemue, 2006). It is also noted that lack of skill and knowledge in selecting appropriate dressing for children is one of the major problems mothers need, knowledge and skills in clothing and such knowledge and skills because of enormous varieties in the market, if well harnessed could facilitate adequate dressing of their children (Ozor and Anyakoha, 2011; Iloeje and Ibimesi, 2001; Tate and Glisson, 2011; Efajemue and Lilly, 2011). Ethically, Derby (1997), noted that the media parades fashion in the sphere of clothing and textile, that make skimpy dresses epitome of flexibility and comfortability. But do they acknowledge any culpability for allowing pop/Hollywood culture and consumption to become such an overwhelming force in global habits of child-rearing? The media have suffused the children with pleasure and their parents with guilt. Shailong and Igbo (2009) noted that the extent to which children deviate from proper dressing is anchored upon early childhood dressing standard practice by the parents, going by the assertion that children choice of clothing is made by parents. According to Thomas-Odia (2018), by ethical standard, the child whose dressing is not revealing private parts of the body is apparently dressed as well as wearing the right dress for the right occasion. Discerning the locality is another skill to be imbibed by mothers, Iloeje and Ibimesi (2001) observed that family location (rural or urban) affects clothing decisions. This is because the urban areas have more recreational facilities that demands specific clothing's and more fashion pressures than rural areas. According to Vii (2019), parents should keep in mind that children care less about how fashionable they are looking, but are interested in outfits that allow them



run around and have fun. Therefore, the need for a bigger size outfits so that they can grow into.

Due to the above assertions, the study determines the parenting skills mothers need in adequate dressing of their children. This is because children clothing and dressing needs were primarily met by the mothers in most cases.

### **Purpose of the Study**

The main purpose of the study was to investigate parenting skills needed by mothers in adequate dressing of children in Omoku, Rivers State.

Specifically, the study determined:

1. Parenting skills needed by mothers in dressing their children;
2. The extent these skills are adopted by mothers;
3. Whether parenting skills of mothers have enhanced decent dressing of children; and
4. Ways mothers can improve on their parenting skills in children adequate dressing pattern.

### **Research Questions**

1. What are the parenting skills needed by mothers in dressing their children?
2. To what extent are these skills adopted by mothers?
3. How have these parenting skills of mothers enhanced decent dressing of children?
4. What are the ways for mothers to improve on their parenting skills in their children adequate dressing pattern?

### **Hypothesis**

There is no significant difference in the mean response of working mothers and non-working mothers on parenting skills needed to dress their children.

### **Methodology**

**Design of the Study:** The study was survey in design. Nworgu (1999) opined that questionnaires are used to determine opinions, preferences, attitudes and perceptions of people about issues.

**Area of the Study:** The study was carried out in omoku in Ogba/Egbema/Ndoni Local Government Area (ONELGA) in Rivers State of Nigeria. Omoku is the headquarters of the LGA and has a women population of 6,247 and have children (5-9 years old) population of 1,821 (zhujiworld.com). Omoku is the second largest city in Rivers State.

**Population for the Study:** the population for the study was made up of all mothers who have children that they dress in omoku of Rivers State.

**Sample and Sampling Technique:** A sample size of 100 mothers of both working class and non-working class of equal proportion was purposively selected to constitute the sample of the study. The sample consists of civil servants, corporate workers, housewives and traders.

**Instrument for Data Collection:** Data for the study were collected using structured instrument labelled Questionnaire of Parenting Skills of Mothers in Dressing of their Children (QPSIMDC). It consisted of one background information and 18 items of rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) based on the research questions.

**Method of Data Collection:** The instrument was administered by the researchers' directly to working and non-working mothers and the aid of friends. A total of 99 questionnaire forms were retrieved. Fifty (50) copies from working mothers and forty-nine (49) copies from non-working mothers.

**Data Analysis**

**Results**

Fifty working mothers representing 100% and 49 non-working mothers representing 98% were the actual sample used for the study.

**Research Question 1:** What are the parenting skills needed by mothers in dressing their children

**Table 1:**

s/no	Needed Parenting Skills items	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	Decision
1.	Appropriate dressing through modelling	3.6	3.7	3.7	Agree
2.	Mothers need clothing knowledge and skills	3.2	3.3	3.3	Agree
3.	Social skills equip mothers to know children and dressing for different occasion	3.2	3.2	3.2	Agree
4.	There is need for ethical standard in dressing	2.8	2.7	2.8	Agree
5.	Discerning conducive locality to live is necessary	3.3	3.3	3.4	Agree
	Cluster mean	3.2	3.3	3.3	Agree

Key: X<sub>1</sub> = Working mothers; X<sub>2</sub>= non-working mothers

X<sub>3</sub> = Grand mean

Table 1 shows all the parenting skills needed by mothers were agreed upon by the respondents as all the responses exceeded 2.5 mean criterion level. Working mothers had a cluster mean response of 3.2 while non-working mothers had a cluster mean of 3.3.

**Research Question 2:** To what extent are these skills adopted by Mothers?

**Table 2: Mean rating of mothers on ability to adopt parenting skills in dressing their children**

S/No	Ability of Mothers to Adopt Parenting skills items	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	Decision
1.	Mothers are good models in dressing	2.7	2.7	2.7	Agree
2.	Mothers are skilful and knowledgeable in clothing selection and adjustment.	2.3	2.3	2.3	Disagree
3.	Mothers know how to dress children for different occasions	2.7	2.7	2.7	Agree
4.	Mothers avoid locality that will adversely affect their children dressing pattern	2.8	2.8	2.8	Agree
	Cluster Mean	2.6	2.6	2.6	agree

Key: X<sub>1</sub> = Working mothers; X<sub>2</sub> = non-working mothers

X<sub>3</sub> = Grand mean

Table 2 shows that the mean responses of both working and non-working mothers are the same on ability of mothers to accept parenting skills in the dressing of their children. All the mothers agreed on items 1, 3 and 4, but disagree on item 2 which had a mean response of 2.3 for both group of mothers.

**Research Question 3:** How have these parenting skills of Mothers enhanced decent dressing of Children?

**Table 3: Mean rating of mothers decent dressing enhancement steps in their children**

S/No	Decent Dressing Enhancement Steps Items	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	Decision
1.	There is consciousness of decent dressing in most families	2.7	2.5	2.6	Agree
2.	Mothers make adjustment on indecent dresses to make them decent	2.2	2.0	2.1	Disagree
3.	Children inappropriate dressing to occasion are never frowned at	2.4	2.2	2.3	Disagree
4.	My neighbourhood is noted for proper dressing	2.7	2.6	2.7	Agree
	Cluster mean	2.5	2.3	2.4	Disagree

Key: X<sub>1</sub> = Working mothers; X<sub>2</sub> = non-working mothers

X<sub>3</sub> = Grand mean

Table 3 reveals that the cluster grand mean of 2.4 is below the criterion level of 2.5, therefore it indicates that the respondents did not agree generally to the mother's decent dressing enhancement steps in their children. However, there is agreement on items 1 and

4, which are: there is consciousness of decent dressing in most families and my neighbourhood is noted for proper dressing.

**Research Question 4:** What are the ways for Mothers on their parenting skills in their children adequate dressing pattern?

**Table 4: Mean rating on mothers' improvement on children adequate dressing pattern**

S/No	Improvement on dressing pattern of children items	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	Decision
1.	Undergarments and sensitive parts should not be exposed	3.5	3.7	3.6	Agree
2.	Generally, family members should dress properly	3.5	3.6	3.6	Agree
3.	Children are made to know that indecent dressing attracts problem	3.3	3.3	3.3	Agree
4.	Inconsistency in dressing through the growing period confuses children	3.0	3.2	3.1	Agree
5.	Children are trained to learn proper dressing styles	3.0	3.6	3.3	agree
	Cluster mean	3.3	3.5	3.4	Agree

Key: X<sub>1</sub> = Working mothers; X<sub>2</sub> = non-working mothers  
X<sub>3</sub> = Grand mean

Table 4 indicates the respondents agree on all the items of mothers' improvement items on children adequate dressing pattern as all the means are above the criterion mean of 2.5

**Table 5: t-test Analysis of mean responses of working and non-working mothers parenting skills in dressing of their children.**

S/No	Groups	N		SD	Df	t-cal	t-crit	Decision
1.	Working mothers	50	2.9	0.44	97	0	2.000	NS
2.	Non-working mothers	49	2.9	0.55				

P<0.05

Table 5 shows the t-test analysis. Since the calculated t-value of 0 is less than the critical value of 2.0, the tested null hypothesis is accepted. Thus, working mothers and non-working mothers did not differ significantly in their parenting skills of dressing their children.

## **Discussion of Findings**

The findings in Table 1, shows that the parenting skills of appropriate dressing through modelling, need for clothing knowledge and skills, social skills equipment of mothers need for ethical standard as standard in dressing, and discerning conducive locality to live were agreed upon by both working mothers and non-working mothers as all the means are above 2.5 criterion level, hence the responses are accepted. This finding is aligning with Ozor and Anyakoha (2011), that there is need of skills acquisition of mothers in children dressing, especially proper dressing due to challenges faced in selecting clothes for their children. Despite the challenges, Callahan (2021) and Thomas-Odia (2018) noted that it is important that parents pay attention to their children dressing.

Table 2 shows the ability of mothers to adopt parenting skills in the dressing of their children such as mothers are good models in dressing, mothers are skilful and knowledgeable in clothing selection and adjustment, mothers know how to dress children for different occasions, and mothers avoid locality that will adversely affect their children dressing pattern. However, working mothers and non-working mothers agreed on three and disagree on mothers are skilful and knowledgeable in clothing selection and adjustment. This result is in line with Efajemue (2006) assertion that efficient mothering through role modelling is an acceptable pattern of behaviour. The finding is also in agreement with Iloeje and Ibimesi (2001) opinion that mothers need knowledge and skills in clothing and dressing of their children.

The findings of the study in Table 3 showed that the cluster mean and the ground mean have disagreement responses from both working mothers and non-working mothers. Out of the four (4) items both working mothers and non-working mothers agreed on consciousness of decent dressing in the family, and their neighbourhood being noted for decent dressing, while they disagree on mothers adjusting indecent dresses to become decent, and children inappropriate dressing not being frowned at in occasions. The finding here is contrary to Ozor and Anyakoha (2011) assertions that mothers provision of clothing for their children involves planning, redesigning renovating, and so on. According to Dress (2010) style of dressing is linked to socio-economic status and geographical area among others.

The finding also revealed in Table 4 that working mothers and non-working mothers agreed on all items namely undergarments and sensitive parts should not be exposed, generally family members should dress properly children are made to know that indecent dressing attracts problem, inconsistency in dressing through the growing period confuses children, and children are trained to learn proper dressing styles. The finding is in line with Efajemue (2006) statement that decent dressing code is molded after role models, especially the family. The findings show that mothers have a role to play in decent dressing of their children. Therefore, vii (2019) noted that children care less about fashionable look, but they are interested in garments that allow them run around and have fun. The t-test analysis was not significant. Therefore, the null hypothesis was retained.

**Conclusion**

Parenting skills in children upbringing are many and varied based on perspective of the topic involved. Inappropriate dressing of children calls for concerted efforts to stem the tide of indecent dressing from childhood. Most mothers have sewing machines and some may have clothing skills in construction, but how many of such mothers look at their children dressing that are not well fitted or decent and made necessary amendment and renovation. Mothers themselves need to dress properly, so as to send the right signals to their children. Therefore, the essence of this study is to engage mothers in the home-front in respect of dressing decorum of their children early in life to make them better dressed adult in the future.

**Recommendations**

Based on the findings of the study, the following recommendations were made:

- Avoid dressing that expose children to danger. There are uncultured adults who prey on children, so adequate dressing is important.
- Mothers themselves should dress appropriately and decently as role-models. This would teach the children more practically on good dressing code.
- Mothers should teach their children the gain for proper dressing. It is better done, when mothers inculcate proper dressing pattern early in life.
- Dressing is a status symbol, so mothers should through dressing of their children send good signals to the outside world. The way a person dress is the way he/she will be addressed.
- Mothers should enforce discipline when children start initiating bad dress styles, because not all styles in vogue should be allowed in the family.

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## THE CENTRALITY OF TEAMWORK IN LEADERSHIP AND MANAGEMENT OF TERTIARY INSTITUTIONS IN NIGERIA

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### Abstract

*This paper examines the concept of team management in the leadership and management of tertiary institutions in Nigeria. This is the global best practices in the administration of higher institutions. The idea of team management is rooted in theories that emphasis participation, especially school-based management, teamwork, and distributed leadership. With the full democratization of Nigeria's political landscape in 1999, team management became formalized in institutions of higher learning. Decentralization of decision making process was totally embraced. Team management becomes the practice and this was aligned to the purpose or objectives of higher education. These purposes or goals provide the crucial sense of direction that underpins the leadership style of educational institutions. The study is explorative and informative in orientation. Conclusively, the benefits of team management outway the threats and tensions. The implication of this submission is that further research can be conducted qualitatively using data gathering exploratory techniques.*

**Key Words:** Centrality, Teamwork, Leadership, Management, Tertiary, Institutions

### Introduction

Tertiary education embraces all organized learning activities at the third tier level of educational development. According to the Federal Republic of Nigeria (1998), tertiary institutions include universities, polytechnics/monotechnics and colleges of education. Globally, tertiary institutions play a pivotal role in the development of society. In respect of universities, Boulton (2010) observed that Universities are seen as crucial national assets that addresses many policy priorities and are sources of new knowledge and innovative thinking; providers of skilled personnel and credible credentials; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being.

According to the former Executive Secretary of National Board for Technical Education, polytechnic education, on the other hand, is designed to, among others, provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development; impart the necessary skills to produce craftsmen, technicians, technologists and engineers, and to enable men and women to have the intellectual understanding of the increasing complexity of technology and the role it plays around them. As for the Colleges of Education, they are responsible for the training of teachers to feed the primary and secondary tiers of the educational system in the country. Their importance is derived from the fact that the quality of trained teachers determines the quality of the products of these sectors which eventually enter the universities and polytechnics.

A significant development in the Nigerian education system over the last two decades is the emphasis towards school-based management and its allied management approaches. The tendency to regard Vice Chancellors, Rectors and Provosts as absolutely responsible for leadership and management of tertiary institutions is gradually fading away and is being replaced by the notion that leadership and management are the prerogative of many, if not all stakeholders in educational institutions. In Nigeria, National Universities Commission (NUC) for Universities, National Board of Technical Education (NBTE) for Polytechnics/Monotechnics and National Commission of Colleges of Education (NCCE) have attempted to give substance to this purpose by providing institutional directives to guide educational managers in the implementation of decentralized management structures, such as Senate in the university system, Academic Boards in Polytechnics and Colleges of Education, the Students' Representative Council (SRC), and the School Governing Body (SGB).

The political/social imperative to democratize the tertiary educational system is strongly supported in the literature. There is significant evidence to support the notion that hierarchical, top-down structures are no more appropriate for school leadership and management. Owens (2001), for example, is of the view that the "... top down exercise of power and centralized control have incontrovertibly failed to produce the organizational results, the advocates of traditional organizational theory claimed it would". Similarly, leadership theory has moved systematically and progressively away from the notion of the single, 'heroic' leader. While transformational leadership (Avolio & Bass, 2004) may still seem to be privileging the power of the individual over many, post-transformational approaches stress participation and teamwork. These developments have occurred within a different conceptualization of 'organization', where more rigid notions associated with bureaucracy have gradually given way to more flexible, 'intelligent' constructs, such as in the learning organization (Jamali, Khoury & Sahyoun, 2006).

It is on this premise, that in this study, we sought to explore experiences of School Management Teams (SMTs) as the structural sites of participative management within Nigeria's tertiary institutions.

### **Literature Exploration/Review**

The gradual shift towards school-based management (SBM) in education systems has been a world-wide phenomenon, driven by the dual imperatives of changing societal values and innovation (Walker, 1994). SBM is seen as having the potential to reflect social values of democratic participation as well as respond quickly and flexibly to contextual challenges (*ibid.*). The increased emphasis on participation in management has resulted in a renewed interest in teamwork, team management and leadership in particular.

In line with this development, has been the evolution of leadership approaches which de-emphasize the individual leader and stress group or team leadership. One of the most prominent of these is distributed leadership (MacBeath, 2005; Bauer & Bogotch, 2006). In this brief literature review we attempt to find conceptual and practical coherence among these three inter-related concepts: school-based management, teamwork, and team leadership.

### **School-based Management**

This is the decentralization and democratization of decision-making in schools advocated by education practitioners and Boards of Education both at the lower and higher levels of education. SBM is based on democratic principles which enable broader participation by those ‘on ground’ dealing directly with issues that need to be resolved by people who potentially have ‘on ground’ expertise. This view posits that the school as an organization is less locked into overhead control and authority (Jamali *et al.*, 2006). According to Cheun and Cheng (1996), SBM shifts the locus of accountability as “schools shift from external control management to active self-management”. In SBM, all organizational members will be accountable for their practice, to themselves, to each other, and to authority figures.

### **Teamwork**

The advantages of teamwork are also well documented. Indeed, Stott and Walker (1999) suggest that “the advantages of teamwork are taken almost for granted, given the extensive coverage in recent education literature”. The benefits mentioned include among others “collaboration, empowerment, co-operation and consultation” (Stott & Walker, 1999). They cite arguments that teamwork provides teachers with “a significant role in school decision making”, “control over their work environment”, and “opportunities to contribute to a range of professional roles” (Stott & Walker, 1999). Lastly, they record the claims that teams can solve problems more creatively than individual leaders and that modern organisations need ‘processing machines’ to deal with the overwhelming flow of information (Stott & Walker, 1999).

More importantly, there is growing understanding of the conditions necessary for effective teamwork, and the characteristics of effective team functioning. These are broadly described in two-fold: structural and cultural. The argument is that teamwork needs favourable conditions of both a structural and cultural nature to flourish.

### **Structural Support**

By ‘structure’ is meant the logistical arrangements and decisions that need to be made to accommodate teamwork in a school. Schools are by nature highly structured organizations, usually with clear lines of hierarchy and accountability (Bush, 2003). This feature is systemically linked to the self-evident reality that schools are complex organizations, peopled by complex individuals, often drawn from a range of cultures, all working together towards the goal of effective teaching and learning. Moving towards a ‘flatter’ structure is therefore a significant challenge, but it is a challenge that needs to be faced if team management is to succeed. A hierarchically rigid organizational structure will clearly work against important attributes of team management, such as flexibility, creativity, and risk-taking (Stott & Walker, 1999). This implies that organizational structure needs to accommodate teamwork. Walker (1994) argues that schools need to nurture “more organic organizational patterns”. Organic here is taken to mean patterns that are dynamic, growing in response to needs and projects, as opposed to patterns previously determined and static. An organic pattern of functioning suggests a climate in which all team members feel free to participate, and conversation is shaped by interest and participation rather than rigid procedure (Mescht & Tyala, 2008).

A further structural condition is support. Nothing new flourishes without support, and teams are no different. Support here refers to more than — but includes — logistical and administrative support. Clearly teamwork needs an investment of time, space, even money. Less obviously teams need to have free and easy access to information they may need to tackle problems. But what teamwork needs from the organization as a whole is more clarity concerning their roles and structures, as well as how each team links with other teams and the organization as a whole (Stott & Walker, 1999).

Team composition is also viewed as a key structural element. Belbin’s (1981) elegant model of role allocation to members of teams (co-ordinator, shaper, monitor, implementer, teamworker, completer, resource investigator) is widely used and well documented. It is on this basis that he argues for heterogeneity, and this argument finds support in Zahavy & Somech (2001) who see the diversity in teams as the driving force for the achievement of results because people from different backgrounds bring with them different experiences and different knowledge bases.

### **Cultural Support**

‘Culture’ refers to the culture and climate of a school, the less visible norms and values that inform practice, and the resultant ethos that prevail. Cohesion is widely acknowledged as a key characteristic of effective teams (Dione & Yammarino, 2004; Šumanski & Kolenc, 2007). Cohesion refers to the extent to which team members have a feeling that they belong and are happy to work together. It also refers to the extent to which team members agree on and identify with the work at hand, and clearly link with structural support in the sense that a team which knows its role in the organizational structure as a whole is more likely to feel a sense of belonging and purpose. Among the key values that underpin cohesion are trust, openness, and a willingness to participate (Joseph & Winston,

2005; Bauer & Bogotch, 2006). Stashevski and Kowlowski (2006) include “interpersonal attraction, task commitment, and group pride” as key values. These values point to the imperative of interpersonal, social relationships in teams, and also highlight the role of the team leader as coordinator.

However, it would be naïve to imagine that teams will simply function without leadership. As Stashevski and Kowlowski (2006) put it: “even a team has a dominant person who, for intent and purposes, can be called a leader who may well play a central role in determining group performance.” This leads to the third dimension, distributed leadership.

### **Team Leadership**

In spite of the dichotomy that characterizes leadership theory, contemporary theories emphasize leadership as relational and ‘constructivist’ (Lambie, 1995), focused on ‘service’ (Russell, 2000), and ‘distributed’ (Macbeath, 2005). It must however be noted that the notion of distributed leadership is different from delegation. Macbeath (2006) adopts the term “symbiosis” to clarify the difference: Symbiosis is a term used to describe a form of reciprocal relationship in which there exists an implicit give and take and a level of mutual respect while delegation is expressed in ‘giving’ responsibility to others or allowing responsibility by structural default. Culturally, leadership presupposes high levels of mutual trust and willingness to accept others’ leadership. Distributed leadership would seem to be an appropriate approach to follow in leading and managing an organization in which teamwork is utilized.

Yet distributed leadership is also not without problem. Bauer and Bogotch (2006) warn that distributing leadership can have negative effects, arguing that “individual possessiveness and security become secondary to the needs of the school”. In systems still geared towards rewarding members on an individual basis this could become problematic. A more significant threat seems to be the tension school heads may experience between “holding on and letting go” (Macbeath, 2005). This refers to a tension between a desire on the part of school heads to ‘let go’ and enable the distribution of significant responsibilities, and the opposing desire to ‘hold on’ for fear of losing control and perhaps being exposed in the event of team failure. This is certainly the case in Nigeria, where demanding quality assurance measures — such as the Total Quality Assurance — are expected to be applied in a ‘developmental’ way.

In concluding this section, we hold the view that the most significant ingredient of effective team leadership is the ability to manage human interaction: Understanding the needs of people for connection and belonging is a critical principle of effective high performing team leadership. Understanding the team members and their needs for involvement, contribution and overall social interaction of the team is of critical importance (Wing, 2005).

## **The Benefits of Team Management**

### **Sharing the Load**

Formalization of SMTs would enable head of institutions (HI's) to spread and allocate the workload of managing schools among staff members. Experts participate in deliberations. The idiom 'many hands make light works' succinctly captures the idea of sharing the workload.

### **Empowerment and Staff Development**

Another strong benefit is that teachers would be empowered through teamwork. For this, the SMT provided a platform for professional development. They can use delegation to "build on people's strengths", for example, by allocating academic tasks to academically inclined lecturers. Distributing leadership helped to prepare lecturers/teachers for opportune time when "they would apply for senior posts, so they don't feel unempowered". Opportunities to grow meant "they're going to become better managers or administrators". HI's also distributed duties such as chairing and finalizing the agenda among SMTs. Staff members can be given the responsibility of managing portfolios within the schools because of their "know-how, skills and expertise of some kind".

### **School-based Policy Development**

Another open advantage is creativity and innovation exemplified by SMTs. They designed "additional guidelines" for their internal school policy because schools' problems were unique and peculiar. Guidelines are formulated from the experience gathered on the job and HODs also formulate departmental policy that is in line with the school policy".

### **Participation**

The strongest advantage is the notion of participative management which is seen as cornerstone of team management and the effective functioning of SMTs. Staff generally showed high levels of commitment to participative management. It stresses the importance of consultation. Good ideas are sold and endorsed in the SMT meeting and then taken from that point to another higher echelon of authority, thereby de-emphasizing dictatorial tendencies. The culture of debates" are promoted with strengths difference of opinions exhibited. SMT meetings showed high levels of free and open debate within a participative climate

## **Threats to Team Management**

### **The Leadership Tension**

A significant tension may be described as a tension between the leader's role in initiating and driving teamwork on the one hand, and being in control and accountable on the other. On the one hand, HI's see themselves as team-workers and delegators. As leaders, HI's are free to exercise their discretion in certain circumstances.

Running counter to the practice of participation, there is this inescapable sense that HI's are accountable to higher authorities, and therefore sometimes acted independently of

members' input. Some HI's do everything themselves because as a HI, you cannot abdicate responsibility to somebody else. Hence, HI's often argued that because somebody should be accountable *and* accountability comes with the package of being head of institution. They believed that whatever happens at meetings comes back to their tables. The HI's is guilty party when it comes higher authority's questioning because the head would not be able to bring the person(s) around or change the problem that emanated out of resolution of the management team. HI's have the final say and he is ultimately accountable.

It must however be noted that the highlighted benefits of team management do not diminish the importance of leadership. Leadership seems even more important in a team environment, both in terms of its role in developing human potential, but more, significantly, in terms of leaders' acceptance of being ultimately accountable, almost on behalf of team members. Hence, HI's felt they needed to be authoritative at times. One of the challenges is the realization that a group of people were not necessarily a 'team'. "More effort should be put towards building a team so that HI's can really have a strong team.

An interesting dimension of team management that emerged was the notion of acting in ways that arise from having to be 'politically correct' rather than truly participative. Academic unions more often will not accept resolutions against the interest of their unions thought the resolutions may be beneficial to the management. They may also resist and reject decisions taken because they were not part and parcel of the body that made it. But if there are union leaders in the SMT they may readily accept whatever the SMT comes up with because their interest would have been taken care of. Interestingly, SMTs usually consist only of senior lecturers/professors; other teachers are occasionally 'co-opted' for their expertise.

Often policies of the strong departments where majority of professors/senior lecturers reside are threats to team management because they would ensure that whatever decisions taken by team management are not contrary to any of the policies of their departments. Managing the institution on a daily basis based on the departmental policy is always a challenge to team management.

Disloyalty to the team is sabotage, as well as threat to teamwork. Some SMT members would go around the corner when they seem not to agree with the decision taken at the SMT and thereby polluting the system. One or two people who were in the minority may and who does not share the vision. Thus, they have disruptive tendencies and these are threat to the team, a sign of danger.

HI's sometimes found it difficult always to trust all team members, because the job may not be done the way he expects, therefore, not getting personal satisfaction. Many times lecturers/teachers do not practise what they preached. One may get people who can tell you the most beautiful things in a meeting situation, the most beautiful ideas; but when it comes to reality it is not implemented.

Team management is also time-consuming. Things are not done in time because of the process of consultation and lobbying sometimes take time and opinion about an issue don't get the urgent attention it deserves. Based on the time factor it is not easy to agree on something it takes hours and hours to debate and at the end the meeting would be postponed

to two or three days' hence. Some actions need haste but one may need to consult with the team and this would delay its implementation.

Therefore, weighing the positive against the tensions and threat, the overall picture emerging is that team management is overwhelmingly advantageous. HI's by and large practise team management in most Nigeria's higher institutions, not minding the tension and threat discussed above.

### **Suggestions**

Significantly, HI's, must ensure effective functioning of their schools by distributing responsibilities to members. Leadership is about professional and human resource development, and it follows that the developmental virtue of teamwork identified as a benefit in this research should not compromise. According to Stashevski & Kowlowski (2006), withdrawing responsibilities from selected team members affect effectiveness and interpersonal, 'social' elements of team-work are threatened.

Emotional intelligence is required from HI's and this is strongly associated with participative forms of management and leadership (Singh, Manser & Mestry, 2007). Emotional intelligence is a key ingredient of building and nourishing relationships, and we argue that this skill lies at the heart of team management in politically and socially tense environments. We would add that the ability to recognize and confront 'secrecy and suspicion' requires courage and a strong sense of confidence.

Literature reports comprehensively on how managers are torn between efficiency — making quick decisions without consulting — and real teamwork, i.e. taking the time to consult and really listening to other peoples' views. Naturally, the 'quick fix' approach leads to what Bottery (1992) described as "pseudo" or even "non-participation." While it is true that some decisions need to be made quickly and therefore can and should be taken by the HI's, it is equally true that failing to consult by the use of teams stems from a lack of real commitment to the process of decision-making, through which personal and professional growth is enhanced. Leaders who insist on consultation and constantly look for ways of achieving group decisions are simply expressing respect for their colleagues, and reinforcing their commitment to relationships and personal growth.

Leadership training programmes and academic programmes in leadership and management should focus on teamwork and team management, not only as a theoretical issue — though that is obviously important — but also experientially. In other words, courses and programmes should integrate the pedagogy of teamwork and team learning. One way of achieving this would be through utilizing organization development (OD) into course designs. OD principles are inherently aligned with those of participative management and teamwork.

Incorporating experiential learning is another strategy that is likely to yield results. In this regard it is encouraging to note that the new ACE in School Leadership is strongly rooted in experiential and practice-based learning.

Learning about teamwork and team management can clearly not be confined to externally organised courses and programmes, and the chief training ground for



organisational learning remains the school itself. Schools need to be learning organisations and clearly one of the best ways of learning how to work together is through doing precisely that in teams and committees within the school structure. But, as has been shown, this requires cultural (social) support and a disposition on the part of the HI that places the development of human potential on at least the same level as getting the job done.

### **Conclusion**

Based on the benefits and threats generated above, the study confirmed that team management through SMTs is the acceptable norm in most tertiary institutions in Nigeria, HI's should be committed to its workability. While the study pointed to significant benefits of team management, the tensions and challenges discussed above represent key challenges for educational leaders and managers in Nigeria.

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## TARDINESS AND EDUCATION IN A DIVERSIFIED ENVIRONMENT: MATTERS ARISING

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### Abstract

*The concept of tardiness and its prevailing consequences cannot be over-stressed. The paper looks at the place of tardiness in the education process. It streamlines the philosophy of seeing education as an investment or consumption good based on the meaning and understanding of education. In the end, the paper posits, among other things, that the societal and economic environments are the determining factors for the acceptance of what education stands for.*

**Key Words:** Tardiness, Education, Environment

### Preamble

Education is not compulsory, but any individual or society that sees it as a compulsory endeavor becomes mandated to see education as both an investment and a consumer good. Education is not only what takes place within the walls of a classroom, nor only a period to be certified with a beautiful and well-designed acknowledgement, rather a call to service.

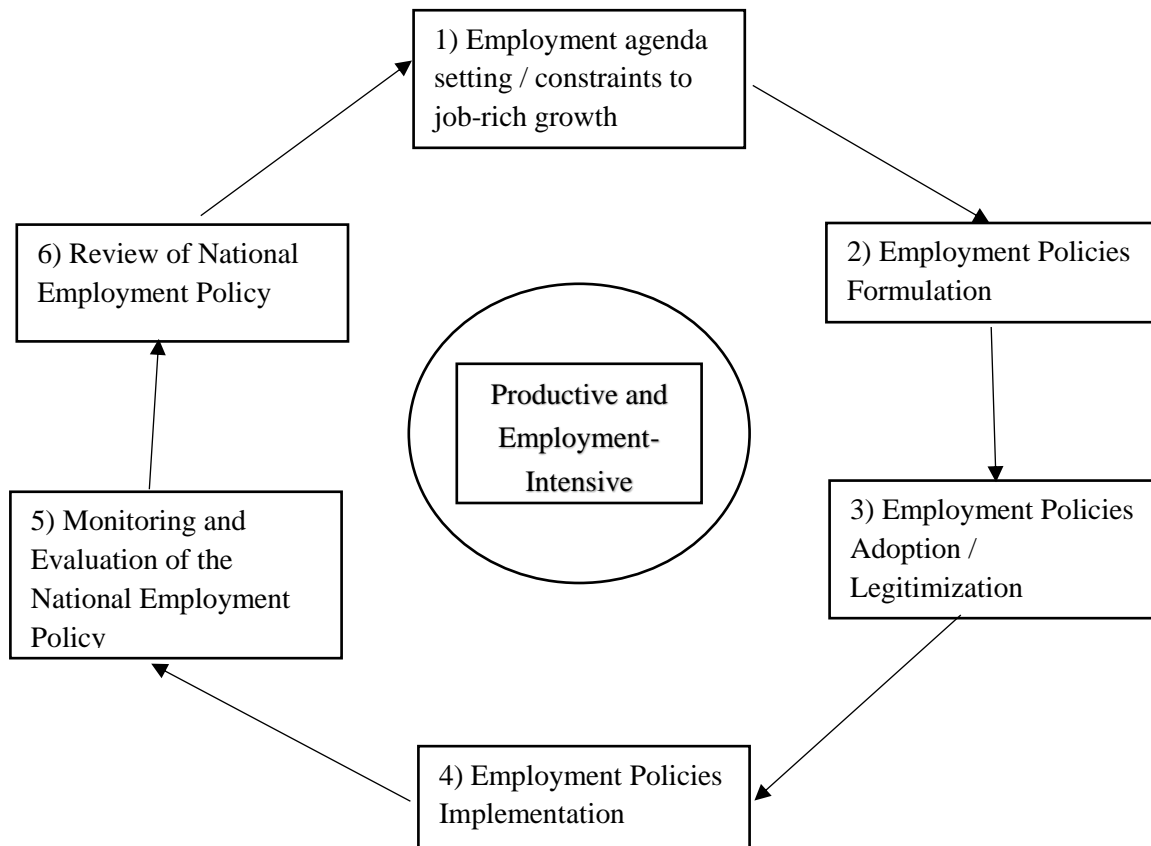
The definition of what constitutes education or not has been approached differently by great philosophers, sociologists and educationists, among others. However, the obvious is that all the views seem to conclude that it is a lifelong activity that begins from birth to grave; it remodels one's life, changes behaviour and most importantly, places one on a pedestal for greater achievement and fulfilment of desired personal and societal aspirations, if properly inculcated.

This paper shall attempt to bridge the gap in the understanding of what education, is for beginners and young adults, with good spirit-filled perceptions, surrounded by the desire to become the best in life, while still performing their endowed gifts of the word of God. To this end, Yetter (2013), bids that if education is to have integrity and fulfill its true purpose, it must not be so influenced by the world that it strips the substance from its very nature and stands only as a shadow of itself. The scholar further averred that education should provide a path for students to come to know God and prepare them for the life He (God) has made for them, because education has a higher purpose than to help students get better grades, get into a better college or get a better paying job. No matter the perception, education should stand the test of time, undiluted and unabridged from the outset to the sunset.

### **The Matter Arises**

To pursue education - as an investment or consumer good, better still, within the formal or informal opportunities is highly laudable, commendable and expected. However, the platform – the society and the economy – within which this happens, becomes the only lead way for its all-round success. The Nigerian society from all assertions seems to have failed to perform this statutory function of the provision of not only functional education, but after-the-school opportunities for its citizenry. It could be observed that since the end of the civil war in Nigeria and most importantly after the COVID-19 pandemic, successive governments have formulated several public policies that look lofty on paper, but failed in their implementation due to reasons best imagined.

These policies include but not limited to the National Employment Policy (NEP) in 2002. According to International Labour Organisation (ILO) (2015), the NEP was a vision and practical plan for achieving a country's employment goals, and not just a job creation programme. It took into account a wide range of social and economic issues, it promoted decent work in line with the International Labour standards, social protection and workers' fundamental rights. To this end, and to further achieve its mandate, the Policy Cycle Approach to National Employment in Nigeria was created (see Figure 1 below).



*Figure 1: Policy Cycle Approach to National Employment in Nigeria (NEP), 2012*

As Evoh and Agu (2016) put it, the main philosophy behind the NEP in Nigeria is that employment creation is dependent on the enabling environment created by policies and regulatory regimes. This is why Obamwonyi and Aibieyi (2014) argued that these public policies that would have put Nigeria in the forefront of Committee of Nations failed largely because of regime change, poor funding of policies, clarity of purpose and lack of involvement of stakeholders and beneficiaries in the formulation and implementation of such policies.

In another development, it has also become evident that the government alone should not take the blame; parents, guardians, education-givers and all stakeholders in the education project cannot be left out. Nowadays, cases abound from observations and literal revelations of the issue of tardiness as an obstacle in the wheel of progress in the education project. Parents no longer meet up with their responsibilities to their children, especially as it relates to payment of school fees, provision of books and other academic resources, involvement in the academic and recreational activities and growing up with them throughout the formation stage.

It becomes pertinent to state at this point that our parents, beginners, youths and young Nigerians become aware of these facts by either viewing education as an investment or a consumer good, or better still, both.

### **Education as an Investment Good**

An investment is a decision to embark on a venture with a view of expecting a reward, benefit or gain, which could be in monetary terms or services. Wikipedia (2021) sees the concept as the allocation of money with the expectation of a positive benefit/return in the future. In other words, to invest means owning an asset or an item with the goal of generating income from the investment or the appreciation of your investment, which is an increase in the value of the asset over a period of time. It requires sacrifice of some present asset that one owns today such as time, money and/or effort.

To further corroborate the above, education becomes a choice, a decision to make, an opportunity cost for the individual. According to ScienceDirect (2020), education as an investment good pays off in the form of higher future earnings and differences in educational attainments explain a significant fraction of the adult variation in wages, incomes and other outcomes. This is why Brandt (2015) concludes that education as an investment good or investing in education “isn’t just the right thing to do, it’s smart economics”. Education here, puts people on a path towards good health, empowerment and employment. Suffice it to say that the Nigerian youth must rise up to the realities of the present time, by taking a decision to be educated to any level, especially to the university or tertiary level. However, this should be in line with the professional aspiration of the mind, in order to invite satisfaction, fulfillment and dedication to the venture so engaged.

### **Education as a Consumer Good**

Consumption is an act of imbibing or taking in goods or services by necessity. In the larger context, basic amenities and services are consumed for the singular purpose of existence or survival. These include air, food, medication and other social, spiritual and economic services. Educationally, it can be claimed that education is simply a normal consumption good and that like all other normal goods, an increase in wealth will produce an increase in the amount of schooling purchase (Lazear, 1975). The author further stated that increase in incomes are associated with higher schooling attainment as a result of an income effect.

To this end, the desire to get a course studied in the tertiary institution – college of education, polytechnic or the university, after graduation from the nursery, primary and secondary school - due to parental pressure, societal consideration, peer group influence, family tradition, family occupation, religious belief system, inability to acquire higher score in entrance examinations such as NECO, WAEC and JAMB and for self-development among others, puts an individual in the direction of seeing education as a consumption good.

This kind of education, according to University of the People (2021) also:

- reduces poverty;
- connects people across borders;
- pursuing one’s passion;
- personal development of skills;
- career entry and advancement;

- economic growth.

Irrespective of the position in choice, the crux of the matter is to draw a line in the assimilation and acquisition of the knowledge, content and usefulness of what is being acquired in such a way that it becomes meaningful, relevant and an asset to the individual. As with the axiom, no knowledge acquired is a complete or total loss, for one day, it will surely be applied as a solution to a problem.

### **Entrepreneurship: Bridging the Gap**

It is no gainsaying that indications from all over the globe have shown that individuals and societies have sought for several alternatives, avenues and means of economic survival. It is also a veracity that in Nigeria, successive governments through public policies have attempted to solve the economic problems in its totality. Hence, the introduction and formulation of the “Entrepreneurship Policy”.

According to Shepherd and Douglas (1997) in Effanga, Egwuasi and Mfon (2009), entrepreneurship is the ability to envision and chart a course for a new business venture by combing information from the functional discipline and from the external environment in the context of extraordinary uncertainty and ambiguity, which focuses on a new business venture. This becomes the only way out because Effanga, Egwuasi and Mfon (2009) posited that Nigeria’s economic, political, social and technological indicators show that, it is one of the poorest and developing third world countries in the world, where most of her people do not own businesses and have no sufficient employment opportunities in the economy.

Irrespective of the facet from which we view education; either as a choice (investment) or course of study (consumption), the spirit of entrepreneurship must be inculcated into our lives. Arguably, with the way the economy is fast changing, the world becoming a global village through the use of information and communication technology and with the devastating effect of the COVID-19 pandemic in the world over and Nigeria in particular, every Nigerian child, youth, and parent alike, whether formally educated or not, must be creative and innovative, think out of the box and turn every opportunity into a business venture.

### **Conclusion**

Since it is obvious that the future of Nigeria is becoming uncertain as the days go by, occasioned by the dwindling economy, unfriendly business environment and lack of proper implementation of public policies that will favour its ever increasing population, this paper makes a clarion call that every Nigerian child and youth must have a reorientation of acquiring education because of the sole expectation of acquiring a “white collar” job. It is the utmost belief of this discourse that parents, guardians and education givers should strive to make their children and wards become entrepreneurs. This is not the time for tardiness in all ramifications.

**Recommendations**

Based on the position as presented in this paper, the following recommendations become necessary:

1. Parents, guardians and caregivers should be actively involved in the education of their children, and shun all forms of nonchalant attitude.
2. Parents, guardians and caregivers should stop compelling their wards to study particular courses at the tertiary institutions.
3. Schools and other agents of socialization should embark on programmes and teachings that would bring out the entrepreneurial skills in our children.
4. School children should resist all forms of peer group influence and truancy, be focused and appreciate the investment in them by their parents and caregivers.

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# **CORRUPTION AS A CHALLENGE IN FUNDING HIGHER EDUCATION IN NIGERIA: ITS IMPLICATIONS FOR NATIONAL DEVELOPMENT**

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## **Abstract**

*The critical role higher education plays in the development of the Nigerian economy in attaining the nation's national goals and objectives cannot be overemphasised and that is why, it is imperative for the country to invest heavily in this sub-sector of education. However, over the years, the education sector in general and higher education in particular have been in the grip of financial crisis and corruption and this has thwarted in attaining the nation's national goals and development. Based on this fact, therefore, this paper takes a look at the concept of funding, examines funding of higher education in Nigeria, analyses the concept of corruption, and corruption as a challenge in funding higher education in Nigeria.*

**Key Words:** Corruption, Funding, Higher Education, Nigeria, National Development

## **Introduction**

In Nigeria, the educational system is mainly composed of the pre-primary, primary, secondary and the higher institution and all these levels of education play a significant role in the socio-economic and the political development of the nation. Higher education, as defined by the Federal Republic of Nigeria (2004:36) in her National Policy on Education "as the education given in Universities, Polytechnics, Colleges of Education and Monotechnics, after secondary education, including those institutions offering corresponding courses."

Higher education provides the Nigerian economy, educated individuals, with varying level of skills, competence, in the form of political leaders, policy makers, planners, administrators and an enlightened citizenry, who become the agents of cultural, political and socio-economic transformation.

Historically, the principal player in the Nigerian public higher education system has been the government. The federal government, through its various agencies, such as the National Universities Commission (NUC), National Commission for Colleges of

Education (NCCE) and the National Board for Technical Education (NBTC) for Polytechnics provides funds to Universities, Colleges of Education and Polytechnics in the Country.

However, corruption as a cankerworm and which has become so deep in all the fabrics of our society as crept into higher education and disrupting academic progress. This is premised on the fact that, budgetary allocation to education is subject to political wrangling, higher institutions administrators diverting funds to other channels and misappropriating school funds, students are indulged in sorting lecturers to obtain favourable marks, hence, if nothing is done to address this corruption that is going on in our higher institutions of learning, for us to achieve national development will be a mirage.

### **Concept of Funding**

Funding as a concept has been viewed by different scholars in varied perspectives. Funding, according to Ogbonnaya, (2012) refers. to a sum of money saved or made available for a particular project.

As the definition implies, money is an important resource needed in the country's educational system, including higher education and it requires adequate provision because through it, all other vital elements in the school can be obtained. Based on this, the education sector requires adequate funding.

### **Funding of Higher Education Nigeria**

There is no doubt that, the country's higher education requires adequate funding for effective dissemination of construction and the impartation of desirable knowledge that can meet the needs of the society. Funding of higher education, therefore is the provision of money for the expenditure involved in the staffing, equipment and maintenance of higher educational institutions.

The Federal Republic of Nigeria (2013) posits that, the funding of education in the country is a joint venture of the government, the private sector, that is, (individuals, parents, voluntary agencies, communities, and Non-Governmental organizations (NGO).

Historically, the establishment of Yaba Higher College in 1934 marked the beginning of government involvement in funding higher education in Nigeria and after this, it was the University College in 1948, which later became the University of Ibadan in 1962 (Abali, 2014) and since then, government have been funding higher education in the country.

The private sector participation in the funding of higher education in Nigeria started in 1983. It was in the year that, an English man by the name, Sir Alfred Jones contributed the sum of ₦10,000 pounds to assist in the buildings and provision of equipment for the establishment of Nigeria's first higher educational institution, being the Yaba Higher College, (Ogbonnaya (2012) and since then, the private sector have been involved in funding higher education, most especial with the emergence of democratic rule in 1999, where private universities, have been given license to operate.

It should be noted that, a responsive government must provide her citizens and higher education is one sub-sector of education that demands governments intervention and active participation. However, a question might be asked, if one takes a cursory look at the table below, can we conclude that the education sector is adequately funded, underfunded or overfunded by past and present administration in the country?

**Table 1: Federal Government Budgetary Allocation to Education sector of Nigeria's Economy. (1999-2021)**

<b>YEAR</b>	<b>% ALLOCATION</b>	<b>YEAR</b>	<b>% ALLOCATION</b>
1999	11.12	2011	1.69
2000	8.36	2012	10.0
2001	7.00	2013	8.70
2002	5.9	2014	10.63
2003	1.8	2015	4.06
2004	10.5	2016	6.08
2005	9.3	2017	7.41
2006	11.0	2018	7.04
2007	8.09	2019	7.02
2008	13.0	2020	6.7
2009	6.54	2021	5.6
2010	6.40		

*Source: Budget Office of the Federal Ministry of Budget and National Planning/www.yourbudt.com*

Table 1 indicates that, funding of Nigeria's educational system from 1999-2021 have not been consistent. In other wards it fluctuates from year to year.

From the year under review, the 2011 has the lowest, (1.69%) budgetary allocation, while the higher allocation was in 2008, which was (13.0%). Nigeria has not fared better in terms of funding the education sector, as the Federal Government has not allocated more than (13.0%) of her annual budget to education in the year under review.

Despite the huge amount of revenue at her disposal, the country has not met the 26% bench mark by UNESCOO, instead of that, the funding of education is decreasing year after year and this has cumulated to poor infrastructural development in the public higher educational system in the country.

### **Concept of Corruption**

Although, there is no concise definition to this concept corruption as scholars have given different perspectives in defining the concept.

According to Lawal and Ogunra (2012), corruption is a behavioral attitude contrary to or at variance with the set rules and agreed norms. Joda (2011) defined corruption as any

behaviour that deviates from ethics, morality, tradition, law and civic virtues by an individual or group on the status in the society.

This implies that, corrupt practices involve any behavioural practice, which tends to break certain moral or social codes of conduct and procedures.

### **Corruption as Challenge in Funding Higher Education in Nigeria: Its Implication for National Development**

Corruption is a disease that occurs every day in our society and it has crept into higher institutions of learning and disrupting academic progress. This monster has eaten deep into the fabrics of the Nigerian higher educational system and the major perpetrators of corrupt financial practices in Nigeria are the school administrators, the government officials, the lecturers and the students.

#### **School Administrators**

The government normally gives grants to Universities Polytechnics and Colleges of Education through the school administrators and the higher institutions also generate funds internally from various sources but unfortunately, these administrators hardly discharge their duties with integrity and funds meant for the institutions are diverted to other channels. Apart from diverting funds, they misappropriate funds, collect illegal fees from students and contractors.

According to Dede (2014), in many instances, school governing bodies have been subjected to forensic audit by the ministries of education due to the mismanagement of funds through misappropriation, fraud, pilfering of cash, theft and improper control of financial records.

#### **Government Officials**

In Nigeria, the preparation and allocation of the country's annual budget are statutory functions of the government in power. However, most of the government officials, who are in government do not understand the contribution of education to the overall national development and secondly most of their children are not schooling in this country, hence, budgetary allocation to education is subjected to political wrangling without taken cognisance of the United Nations Educational, Scientific and Cultural Organization (UNESCO)'s recommendation on education. UNESCO recommended that nations should allocate 26% of their annual budget to education but reverse is the case in Nigeria. What the country always experience, is the drastic reduction of the allocation on education. It is an open secret that, funds meant for specific education projects or programmes are been diverted to other sectors as a result of corrupt financial practices by those in government.

#### **Sorting as a Challenge in Higher Institution in Nigeria**

One of the major financial practices perpetrated by lecturers and students in our higher institutions of learning is sorting. Sorting is the exchange of gifts, such as money,

cloths, shoes, wristwatches given to lecturers by students to obtain favourable marks or grades in his or her academic pursuits. Sorting has become a norm in our higher institutions as lecturers, who indulged in the practice inform their students that, they would get good grades in their courses, if they pay a stipulated sum of money.

Sorting is a corrupt financial practice perpetrated by both lecturers and the students in our higher institutions of learning and that is killing our academic standard and we cannot attain national development with this kind of corrupt system. thus, drastic measures must be put in place to curb this menace in our higher educational system in the country.

### **Collecting Bribe in the Admission Process as a Challenge in Higher Education in Higher**

One other corrupt financial practices perpetrated in our higher institutions of learning is the collection of bribe by the staff of higher institutions from the candidates, who are seeking for admission and this has been in the increase over the years as admission is given to less qualified candidates at the detriment of those who are qualified. Thus, something's drastic must be done urgently to arrest this ugly situation. At this point, a look at the implications of these corrupt financial practices for national development becomes fundamental.

### **Implications for National Development**

According to Ikwuegbu and Mwaneri (2014), National Development is the growth, change and improvements occurring in a given economy, with the aim of promoting the quality of life among the populace. In other words, it is development that transcends the sectors of the economy and contributes to a greater sense of self esteem for the country.

From the foregoing definition, national development requires the allocation of adequate funds to education since education is the key for national development. We have seen from Table 1 that, there is gross underfunding of education in Nigeria. Money allocated to education is not enough, yet corrupt financial practices are perpetrated in Nigeria's higher education sector, therefore, those in power or government divert education funds, school administrators misappropriate school funds, lecturers demand money gratifications before passing students and school administrator taken bribe from admission seeking candidates.

It is surprising that, Nigeria's higher institutions have become a centre of funds embezzlement, financial misappropriation and monetary extortions are perpetrated in academic environment that, people see and believe to be the moulding grounds for building visionary leaders and intellectuals with varied capabilities. The question on everyone's lip is, what would the society expect from people, who offer monetary gratifications in passing examinations to perform when given leadership responsibilities?

It is obvious that, no nation can achieve national development and progress in the face of these challenges prevalent in our higher institutions of learning.

## **Conclusion**

Corrupt financial practices perpetrated by government officials, school administrators, lectures and students, staff of higher institution have become a major challenge that calls for concern in the country.

It is a fact that, despite of her resources, Nigeria has not performed to expectation as federal government, both past and present had not allocated more than 13.0% of our annual budget to education for the past twenty-two years.

Be that as it may, there is equally the challenge of corrupt financial practices perpetrated by managers of our higher educational system and government officials who are in authority and this has stifled the developmental need, of the country. The question is, what is the way forward?

## **The Way Forward**

In order to reduce or combat drastically corrupt financial practices in higher educational system, so as to achieve national development in the country, the following ways should be implemented or adopted as the will go a long way to eradicate the corrupt financial practices prevailing in the higher education sub-sector in the country.

1. The regulatory bodies of higher institution, such as the National Universities Commission, (NUC), National Commission for Colleges of Education (NCCE), and the National Board for Technical Education (NBTE) should set up an independent body to monitor the meager funds made available to higher institution in the country, and audit their accounts from time to time.
2. Any public or government official found diverting funds meant for this sub-sector of education should be arrested and prosecuted by the relevant agencies, such as the Economic and Financial Crime Commission (EFCC) and the Independent Corrupt Practices and Other Related Offences Commission (ICPC) to serve as a deterrent to others.
3. School administrators, academic staff and non-academic staff of higher institution found guilty of any financial embezzlement and monetary extortion should be relieved of their jobs and be prosecuted by the relevant agencies.
4. Students found guilty of sorting should have their admission revoked.
5. The National Assembly should enact laws that will bar sacked members of both academic and non-academic staff of higher institutions of learning involved in corrupt financial practices from getting any employment in other educational institutions in the country.

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## **INFLUENCE OF STUDENTS' EVALUATION ON TEACHERS SELF-EFFICACY BELIEF IN BIOLOGY TEACHING**

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### **Abstract**

*The study was designed to investigate the influence of students' evaluation on the perceived self-efficacy belief of secondary school Biology teachers. An instrument, "Teachers Self-Efficacy Scale" was administered on 50 randomly selected secondary school biology teachers in Warri Municipality, Nigeria and its suburbs. Z- Test statistic observed at the 0.05 level of significance was used for testing the hypothesis of the study. The result indicated that the general perceived self efficacy belief of teachers was high towards students' evaluation of teachers' effectiveness in biology teaching. Implications of the result obtained were discovered and suggestions were put forward about the direction of further studies.*

**Key Words:** Students, Evaluation, Teachers, Self-efficacy, Belief, Biology, Teaching

### **Introduction**

Evaluation is trajectory towards designing teaching abilities. Obvious is the fact that quality assurance in the educational system is key to national development as educational system drives the other systems of any nation. One of the basis of ascertaining the excellence in teaching is the students' evaluation according to Eble in Iyamu and Aduwa (2005). Students' evaluation helps the teachers to improve on their job of preparing the students for the work force (Fiorrello, 2012). Many benefits are accrued from students' evaluation of teacher's effectiveness. Some of which include providing a platform for participation between lecturers and students, provision of the only direct and extensive information about faculty members teaching.

Many studies have posited that students' evaluation of the teachers' effectiveness points towards a positive direction and provides specific information for formative and summative purposes (Johnson, 2012). Other studies indicate that teachers displayed a significant positive attitude and perception towards students' evaluation of instruction (Idika et al., 2006; Cohen, 1983). Jackson in Iyamu and Aduwa (2005) emphasized the need for students' evaluation in all schools to enhance quality of teaching.



However, most African schools are yet to accept students' evaluation for teachers' effectiveness, except for some schools in Ghana and Kenya as noted by Isiaka (1999) and Yusuf *et al.* (2010). Moreso, most people believe that students may not be objective enough in evaluating their lecturers as they may prefer lecturers who do not challenge them enough in terms of materials and activities. Students that are not ready for studies may even see lecturers who insist on the right thing as being wicked. There is every tendency for students to evaluate lecturers high on courses they passed well not because of high quality of instruction (Orpen, 1980). In addition, lecturers with large classes have smaller chances of being rated high as compared to lecturers with smaller classes (Cohen, 1983). Students lack knowledge about the full context of teaching and their rating may be susceptible to bias, hence their rating of teachers is sometimes not considered as a valid source of information.

Bandura (1994), defined perceived self efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy determines how people feel, think, motivate themselves and behave (Bandura, 1997). A person with positive self-efficacy expects to succeed and will persevere in an activity until the task is completed. A person with low perception of self-efficacy anticipates failure and is less likely to attempt or persist in challenging activities (Kear, 2000). Many parameters have a direct bearing or are tangential to self-efficacy. These can either make individuals develop low or high self efficacy beliefs.

But there is a dearth of empirical evidence to support or not, the influence of students' evaluation on teachers' self-efficacy because of dearth of literature on it. Furthermore, students' ratings have been shown to correlate with measures of students' achievement (Kyriakides, 2005; Wilkerson *et al.*, 2000).

### **Statement of the Problem**

The statement of the problem put in a question form is "what are the perceived self-efficacy beliefs of teachers based on students' evaluation of Biology teaching?"

### **Research Question**

Is there any significant influence of students' evaluation on teachers' perceived self-efficacy in secondary school Biology teaching?

### **Research Hypothesis**

There is no significant difference in the perceived self-efficacy of teachers towards students' evaluation of their teaching effectiveness based on gender.

### **Method**

A sample of fifty (50) secondary school biology teachers was constituted from a population of 400 biology teachers in Warri municipality, Nigeria and its suburbs using stratified random sampling. The stratum gender. Reliability of the instrument was established through the test – retest method and the reliability yielded a co-efficient of 0.78 by the researchers.

**Instrument of Data Collection**

Bandura (1997) Teacher Self-Efficacy Scale was adopted and modified for this research. This consists of 10 items designed to elicit responses on their perceived self-efficacy towards students' evaluation of their teaching effectiveness.

**Procedure for Data Collection**

The research instrument was administered to the members of the sample personally by the researchers and 100% retrieval was ensured.

**Procedure for Data Analysis**

The secondary school Biology teachers were required to agree or disagree on how students' evaluation affects their self-efficacy in teaching effectively. Simple percentage was used to analyze the research question. Analysis of data was carried out using z- test statistic observed at the 0.05 level of significance.

**Results and Discussion**

**Research Question**

What is the perceived self-efficacy belief of teachers based on students' evaluation of Biology teaching?

**Table 1: Simple Percentage Presentation of Teacher's self-efficacy on student's evaluation of their teaching effectiveness.**

<b>Low</b>	<b>High</b>
25 (11%)	25(89%)

The results obtained show that 25 teachers representing 11% of the sample have low perceived self-efficacy beliefs on student's evaluation of their teaching effectiveness while 25 teachers representing 89% have high perceived self-efficacy beliefs.

**Research Hypothesis**

There is no significant difference in the perceived self-efficacy of teachers towards students' evaluation of their teaching effectiveness based on gender.

**Table 2: Z-test of Group Mean Perceptions**

<b>Gender</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Std-Error</b>	<b>Zcal</b>	<b>Ztabled</b>
Male	25	2.46	1.59	0.52	1.1*	1.96
Female	25	2.25	1.40			

*\*Significant at the 0.05 level of significance*

From Table 2, the group mean obtained for male biology teachers is 2.46 with a Standard Deviation (SD) of 1.59 while that for female biology teachers is 2.25 with a Standard Deviation (SD) of 1.40. The null hypothesis is therefore accepted. By implication, the gender difference does not make any significant difference in the perceived self-efficacy of teachers towards students' evaluation of their teaching effectiveness.

### **Discussion**

The major problem addressed in this study, is the influence of students' evaluation on teachers' perceived self-efficacy belief towards their teaching effectiveness. Evidence provided by the analysis carried out and results obtained support the potency of students' evaluation as a determining factor for teachers' teaching effectiveness to develop high perception of self-efficacy. This justifies Johnson (2012) research work that students' evaluation of teachers' effectiveness points towards a positive direction.

Self-efficacy, according to Bandura (1997), is an individual's capability or judgement to organize and execute the causes of action required to attain designated type of performance. It was conjectured that teachers' perception of their self efficacy will be poor as the judgement of the students may be biased because if the teachers insist on the right thing to be done in the teaching and learning process, the students will tag them wicked. This is in concordance with the researchers' expectations.

It is gratifying to observe that evidence provided by this study provide support for the potency of student's evaluation in its use for ascertaining teacher's teaching effectiveness.

### **Conclusion**

The results obtained from this study support the conclusion that students' evaluation influences positively teacher's self-efficacy.

### **Recommendations**

1. The students' evaluation is a useful parameter for ascertaining teacher's teaching effectiveness so it should be embraced in all schools.
2. Further studies can increase the sample size, widen the scope and increase more variables not hypothesized.

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# METHODS OF IMPROVING MAINTENANCE OF WORKSHOP AND EQUIPMENT FOR EFFECTIVE SERVICE DELIVERY IN FCE (T) ASABA

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## **Abstract**

*This study was aimed at investigating the Methods of Improving Maintenance of Workshop and Equipment for Effective Service Delivery in FCE (T) Asaba. Various literature such as; Concept of Maintenance, Strategies Used In the Maintenance of Workshop Equipments, Administrative Role of Technical colleges in Workshop Maintenance, Characteristics of Technical Personnel, Strategies to the Maintenance of Workshops Equipments in Technical College, Factors Affecting the Maintenance of Workshop Equipment in Technical Colleges among others were reviewed. The information gathered from the reviewed literature showed that a number of factors militate against effective workshop maintenance in the college and state at large. The major ones among these factors include lack of professional input from the college administration/management and college technical personnel; use of inappropriate equipment and machinery; use of unsuitable consumable materials during workshop practice; poor administrative policy and lack of adequate technical competency to carry out effective maintenance exercises. The outcomes of the study also revealed that students are not usually involved in the maintenance of the college workshops. As a means of improving the quality of workshop maintenance in the states' technical colleges, based on the findings, the study therefore advocates for in- service training on workshop maintenance for technical teachers, adequate provision of funds and other financial support to technical colleges in the states, and increase emphasis on research studies on the management and organization of occupational workshops in the state.*

**Key Words:** Methods, Maintenance, Workshop, Equipment, Service, Delivery

## **Introduction**

Technical education is an educational training, which encompasses knowledge, skills competencies, structural activities, abilities, capabilities and all other experiences acquired through formal, on the job or off the job which are capable of enhancing recipients

and creating opportunity for securing job (Okolocha, 2016). The Federal Republic of Nigeria (2014) outlined the goals of Technical Education (VTE) in the National Policy on Education document as follows:

1. Provide trained manpower in the applied sciences, technology and business particularly at craft, and technical levels.
2. Provide the technical knowledge and vocational skills necessary for agriculture, commerce and economic development.
3. Give training and impart the necessary skills to individuals who shall be self-reliant economically while at the post secondary (tertiary) technical institute such as Polytechnics or colleges of education (technical) and universities.

The relevance of Vocational and Technical Education in this regard, therefore, rests on the production of useful skilled personnel needed to effectively harness the nation's resources and to inculcate into learners a deep appreciation of the value and dignity of work. To achieve these objectives, vocational and technical education should specifically prepare the learner for entry into gainful employment and advancement in his chosen occupation, either in Electrical, Woodwork, Metalwork, Automobile, etc; to meet the human resource needs of the society; meet the option available to each student; serve as a motivating force to enhance all types of learning; and enable the learner to wisely select a career (Okafor, 2011). In recognition of this important role of vocational and technical education for the national development, the Federal Republic of Nigeria specified in item 5 number 4, Section 1 of the National Policy on Education that education is a mechanism meant to bring about the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society (FGN, 2014).

Despite these policy provisions, it is deplorable that the quality of vocational and technical education in the country is not encouraging (e.g. Olaitan, 2010, Ozoro, 2012). One of the reasons is poor maintenance policy of training facilities. Unlike literary education, the success of vocational and technical education programmes depends much on how the training facilities are effectively and efficiently used for the development of practical and applied skills. Elaborating on the role of maintenance in the economic development of the country, Olaitan (2010) regards effective and adequate maintenance of capital equipment and infrastructure in all sectors of the nation's economy as one of the greatest challenges in Nigeria's quest for socio-economic and techno-industrial development. In regard to educational programmes, Ezeji (2018), Usman (2010), Ezugu (2010) and Storm (2009) recognized maintenance of workshop equipment as indispensable in vocational and technical education programmes. In a similar observation, Silvins and Curry (2011) maintained that: "the student's view of the workshop will be a determining factor in his respect for the facilities". Teachers should expect a negative student attitude where the room is messy and dirty. On the other hand, students react enthusiastically to a laboratory that is neat and clean, with all machines and equipment in good order. Physical condition of the training workshop has a strong effect on the amount and quality of learning. According to Usman (2010), well planned and maintained training facilities tend

to develop good student attitudes, without which effective and creative learning is impossible.

One of the greatest problems in the implementation of vocational and technical education programmes in Nigeria is that of maintenance of the workshop and equipment. It is very discouraging that most of the training facilities and equipment in Federal college of Education (technical) Asaba Delta state are either not functioning or grossly underutilized due to poor policy on workshop maintenance in both the State and institution (Ume 2017). In a situation like this, students hardly acquire any meaningful skills.

To be able to achieve goals of technical education, there must be adequate instructional facilities and equipment for the teachings and learning of technical education skills, knowledge and competencies at technical colleges. Since technical education subjects require high level of practical skills acquisition, there is need for functional workshops. Workshops in technical education may not be properly financed or funded, but there is need for appropriate maintenance culture to be practised in technical workshops and equipment for sustainable acquisition of practical skills. This study therefore intends to identify the Methods of Improving Maintenance of Workshop and Equipment for Effective Service Delivery in FCE (T) Asaba.

### **Concept of Maintenance**

Maintenance refers to a combination of activities carried out periodically to take appropriate steps and precautions in order to ensure that a given piece of equipment attains its maximum possible life span. Oni and Igwe (2018) however, defined maintenance as a combination of activities carried out to periodically retain a structure or machinery or to restore it to a functional acceptance condition. In support to this definition is Parrish (2013) who maintained that maintenance is an art of carrying out a systematic supporting service on any device or being. In case of equipment, maintenance involves a systematic supply of the necessary materials for the continued operation of the equipment. Such materials, according to Parrish, may be in form of fluid, lubricant, water, grease, etc.

In a similar attempt, Iwuaha (2019) defined maintenance as the continued sustenance of equipment operation. Iwuaha reiterated that if maintenance service is not affected regularly it may lead to the breakdown of the equipment which in turn brings into play the repair service. Olaitan (2009), however, viewed maintenance as a process or activity that involves taking appropriate steps and precautions to ensure that a given piece of capital asset, equipment or infrastructure attains its maximum possible life span. In support to this definition, Ezeji (2018), identified maintenance of equipment and other material resources as a group of tasks involving lubrication, cleaning, testing, care, repair, and safety. These activities reduce failure rate and ensure effective machine operations.

A number of reasons have been identified. For keeping tools and equipment in good working condition, some of such reasons include:

1. Promote a high degree of efficiency
2. Maintain safe working conditions.
3. Keep cost of operation low.

4. Prolong the life span of tools and equipment.

Malcun (2018) identified the benefits of maintenance and repairs of workshop equipment, material resource and organization as follows:

- i. Less production down-time with related benefits to labour and machine utilization and delivery satisfaction.
- ii. Reduction in overtime on planned or unplanned emergency repairs.
- iii. Improved design - when equipment are fully maintained and repaired, they pave way to improved design.
- iv. Conservation of foreign exchange through employment opportunities created by repair shops.
- v. Production of skilled personnel.
- vi. Operation readiness of emergency equipment at all times as may be required; and
- vii. Reduction in repairs, thereby saving time and money.

### **Strategies Used in the Maintenance of Workshop Equipment**

Strategies employed in the Maintenance of workshop equipment can be grouped into four major areas. These are: preventive maintenance, predictive maintenance, corrective maintenance, and general maintenance. Storm (2009) identified preventive maintenance as a regularly scheduled inspection and service procedure which is designed to prevent equipment breakdowns and malfunctions through early detection and remediation of the courses leading to such failures. Preventive maintenance in this respect is a deliberate lean by operational personnel to prevent the capital asset from breakdown.

A preventive maintenance suitable for workshops usually inspecting all equipment periodically include;

- i. performing services needed;
- ii. replacing parts and equipment periodically; and
- iii. Recording inspection reports.

In addition to these benefits, preventive maintenance enables long and reliable equipment operation for the instructional programmes. Other benefits include reduced repair costs; extend equipment life span and increased safety for students.

Predictive maintenance resembles the preventive maintenance in that it seeks to prevent a breakdown of equipment. However, this type of maintenance takes place when there is a warning signal of danger in the operation of the machine or equipment. Thus, as soon as the warning signal is received, the operational staff intervenes to arrest the dangerous situation. Usually there are pilot lights which are either mounted directly on the machinery or on a remote panel which gives some indication when there is an apparent problem in the system. With that signal, the operator can then stop the machine and effect repairs. In predictive maintenance, the speed and accuracy with which the maintenance intervention is applied determines the extent to which a breakdown is forestalled.

The other type of maintenance task is the corrective maintenance. In this type of maintenance, the effort is to rectify damaged or worn-out equipment to a serviceable condition through minor or major repairs. Corrective maintenance may therefore, involve



replacing damaged or deteriorated assemblies or components by serviceable ones, or making repairable components serve longer by the use of correct tools or materials.

General or routine maintenance provides a safe working environment. It covers such areas as general cleaning, inspection, and minor servicing of instruments and tools, disposal of scrap; minor repair of equipment; lubrication, and inspection and cleaning of lighting fixtures. A general maintenance programme is designed to maintain existing conditions, rather than detect and remedy potential hazards. This type of maintenance is usually performed by students under the supervision of an instructor. The instructional value of students' involvement in this type of maintenance is highly desirable.

Regardless of the type of maintenance being addressed, Olaitan (2010) noted that developing countries such as Nigeria lack adequate financial capital to afford total replacement of machinery and infrastructure within short durations of time, hence, the need for maintenance to prolong the life of existing equipment. Selection of Equipment, Administrative Policy and Other Strategies for improving the Maintenance of workshop equipment.

### **Tool and Material Control**

Another important aspect of workshop maintenance in technical schools is the technique used by technical teachers to provide their students with tools and raw materials during workshop practice. Commenting on this aspect of maintenance, Storm (2019) maintained that whatever technique is adopted by a school system must be designed to keep losses of raw materials low, keep tools and instruments in working order, teach students to assume responsibility, keep the workshop clean and orderly, and promote safety. In support to this view are Mays and Casburg (2019), who observed that it is always imperative to ensure the safety of workshop and hand tools used by students. For instance, they cited that edge tools such as chisel and knives are safer to handle when Sharp than when dull.

In a similar observation, Raytond (2019) maintained that all workshop tools must be sharpened or reconditioned frequently. Kenzo and Bayne (2018) also 'noted that failure to maintain tools and equipment in good working condition may eventually result into frequent, breakdown and shorter life span of the equipment. Aderalegbe (2017) also emphasized that the provision of physical plant facilities and maintenance of tools and material resources enable an educational programme to achieve its objectives.

Preventive maintenance is undertaken to ensure that workshop equipment, tools and consumable materials are put into correct working order. Gona (2018) was of the view that the culture of keeping tools and equipment in working order is crucial in a technical education programme. Regarding student safety, Weaver (2019) recommended that tools must always be kept in good working condition to ensure the safety- of students and workshop equipment or machinery.

For an effective workshop management, it is always important to consider the rate at which a tool or material will be used, the conditions under which the material is to be used and the frequency at which it will be put into use. Tools and materials that are in

common use must be maintained and kept at that proximity of workshop stations (Ezeji, 2018). Ezeji also noted that students often use tools and materials for wrong purpose. For example, he cited that some students are known to have used mallets in driving nails instead of using hammers. This practice, according to Ezeji, leads to damage and waste of material and endanger the lives of students.

### **Administrative Role of the college in Workshop Maintenance**

By nature of duty and responsibility, a technical teacher is charged with the responsibility of imparting knowledge to his students in a trade or cluster of occupations so that the students would acquire the necessary technical knowledge and develop vocational competencies that are necessary for gainful employment. To discharge this duty effectively, a technical teacher should possess both occupational competency in his respective trade area and instructional competency. Commenting on this regard, Weaver (2015) maintained that a technical teacher should, as a matter of necessity, be conscious that this duty includes training of character as well as training in the skills and knowledge of his craft. A technical teacher therefore serves a triple role which Weaver classified as a shop manager, a shop supervisor and a shop teacher or instructor.

Success of vocational and technical education programmes depends much on effective workshop training. Students are expected to acquire technical competency and develop appropriate work attitude in their respective trade areas through effective workshop training. Acquisition of these competencies could only be realized in a well organized and adequately equipped workshop which depends on effective workshop management. A technical teacher should, in addition to communicating effectively, provide his students with a smoothly functioning workshop in which the students can practice the needed technical skills.

Despite this role of effective workshop management in vocational and technical education programmes, little emphasis is accorded to the maintenance of workshop facilities in the country. Technical teachers regard maintenance of workshop equipment and other training facilities as not part of their official responsibility. Consequently, instructional workshops which contained equipment and machinery worth thousands of naira were neglected or turned over to workshop attendants who lack adequate preparation in the organization and maintenance of such training facilities. Thus, the operating expenses of such workshop facilities are, in most cases, exorbitant as a result of poor maintenance and pilferage of the training facilities.

Lack of know-how of maintenance exercises on the part of technical teachers managing technical school workshops and inappropriate supply-need estimation techniques from administrative personnel also make the maintenance of workshop facilities in most technical schools vary difficult to come by. These deficiencies have resulted into high incidence of equipment malfunctioning or breakdown in technical schools in the country. Frequent failure of equipment and machinery in the nation's technical schools is, in most cases, caused by the negligence of the technical personnel to carry out minor

routine maintenance exercises such as cleaning, oiling and lubrication. Commenting in this regard, Ehiamentalor (2017) called on technical teachers to accept the aspect of maintenance as one of the important aspects of their teaching responsibility, Students could hardly acquire any relevant skills in a well- equipped workshop but poorly maintained.

### **Characteristics of Technical Personnel**

Another factor which accounts for our technological predicament leading to the abject state of our equipment is the attitude of most Nigerians to public property. The state of our equipment and tools and the "use and dump mentality resulting from our lack of knowledge of maintenance are manifestations of our attitudes (Gana, 2018). Tofler (2015) remarked that a very crucial factor in respect of maintenance activities is our inability as a nation to fully understand and appreciate the meaning and essence of true or real development. In agreement with this view, Ezeli (2018) reported that Nigerians do not like to repair service or maintain public property. Rather they prefer that such equipment should spoil in order that they can rest or have opportunity to buy new ones and sell old ones with their attendant commissions - the usual 10 per cent. According to him, excuses often given for non-availability of spare-parts only help to heighten the evidence of indolence and unwillingness to manage equipment effectively by teachers.

One other area of problem is that teachers have the erroneous conception of maintenance as a task meant for technicians alone. The result of such behavior is that teachers who possess or should possess expert knowledge and skills are considered "too big" for maintenance work (Olaitan, 2010). According to Malvin (2015), the attitude of technical teachers towards all aspects of maintenance as revealed in current educational research and literature indicated that the attitude of students are generally the reflection of the attitudes and expectations relative to the management techniques utilized. Teachers' or instructors' attitudes count a lot more especially in the workshop, where the students deal with machines and other dangerous tools. The way a teacher conducts himself towards machines, tools and equipment may have influence on the maintenance work he carries out (Rose, 2015).

A good teacher must have positive attitude towards the materials found in the workshop. This will make the students emulate him often, with a greater degree of success. Commenting in this respect Glenn (2013), deplored the tendency in teachers to see school property as purely the responsibility of the government and not theirs. This is more so because, hitherto, Nigerians had largely depended on government and did not really sweat to provide needed equipment. So, they cared less. Consequently, good utilities provided and managed by government became objects of misuse and neglect. Hunter (2018) indicated that the workshop instructor or teacher is supposed to show examples to his students. Ezeigwe (2010) reiterated; the need for government to combat the deadly disease of squander mania, graft and greed which most often lead to the purchase of shoddy equipment, plants and products, and poor execution of infrastructural facilities. However, how this will be done exactly will vary from one institution to another but generally it

should include instituting tighter control measures and calling for other checks and balances within the system.

It is important to emphasize that maintenance activities should not be taken on an ad hoc basis, but should be an in-built system designed to inculcate and indeed, improve the maintenance attitude within the entire school system. Ezeigwe further suggested that Management Maintenance Policy Operational Strategies and Data Bank should be incorporated into the school system. For example, the three National Development Plan from 1962 to 1980 laid emphasis on investment for the acquisition of new equipment and infrastructure. The philosophy of that period could be summarized as that of discard and replace. It is clearly evident that the nation today is a graveyard of disused and discarded machinery. In other words, the "throw-away-and-replace" syndrome is both the direct and indirect result of past policy failures.

The quality of management in a given organization influences the scale of efforts and extent of facilities and resources (Obi, 2018). Therefore, an efficient inventory system is needed to minimize frequent shortage of materials and spare-parts. Olaitan (2010) remarked that lack of data and poor information processing are great handicaps to effective maintenance. In a similar report, Peter (2011) observed that utilization of poor technology result in poor maintenance output and high cost.

### **Present Concern on Workshop Equipment and Maintenance in Nigeria**

Speaking on the role of maintenance in the Nigerian economic development, Olaitan (2010) envisaged that effective and adequate maintenance of capital equipment and infrastructure in all sectors of our national development is one of the greatest challenges in Nigeria's quest for economic development. Olaitan also noted that the rate at which equipment is breaking down and/or being replaced is an indication of a retrogressive economic policy in the country. He therefore, cautioned that the problem of maintenance should be a source of grave concern to whoever has the responsibility of providing funds for the procurement or provision of capital assets both at the public and private sectors especially with the present state of the nation's economy.

The days when Nigeria was getting revenue surplus from oil have gone. The declining economic fortunes of the country and the steady depreciation of naira in the international market all suggest that frequent replacement of capital assets may not continue for too long. Commenting in this regard, Olaitan (2010) reiterated that the cultivation of a maintenance culture under the present economic situation of the country becomes very desideratum and important.

Most of the equipment and machinery used in the nation's technical schools and other economic sectors were manufactured in foreign countries having different environmental/climatic conditions. The operators of these machines or technical teachers that supposed to use these equipment and machinery to train students were trained in a culture technologically different from the places the equipment and machines were manufactured. Thus, in most cases, these technical personnel end up in making the

machines to work but are not able to maintain or repair them when the need arises (Olaitan, 2010).

An important aspect of maintenance and repair is to enable an institution, school or organization to extend the useful life span of any equipment or machinery. To achieve this, Olaitan (2010) identified a number of causes of equipment breakdown in the country, among which include maintained that the causes of such equipment failure must be identified and prevented for future occurrence through proper maintenance practices. He also burn-in due to careless manufacture, chance breakdown, and wear due to be. Other causes of equipment malfunctioning and breakdown as frequently observed in the country result from dust, high humidity and excessive temperature, abuse during storage and abuse by incompetent and unqualified personnel through rough handling and faulty operation.

### **Strategies to the Maintenance of Workshops Equipments**

Ogunu (2010), Taiwo (2010) and Sani (2017) identified strategies that will improve the maintenance of workshops equipments in technical college as follows:

1. **The Individual School Workshop Custodian Maintenance Approach:** Here maintenance is highly centralized and the school custodian ensures that maintenance tools are not only provided but that subordinate staff on daily basis executes maintenance duties. This approach could be effective where the custodian is dedicated to his duties. However, it could fail woefully, in cases of negligence of duty by the custodian especially where he is not penalized by the school head.
2. **District Wide Maintenance Approach:** This is where there is a fully staffed maintenance department with an expert maintenance crew which handles different aspects of maintenance works. This approach is mostly used in technical colleges which have a works department. The approach may however, be extended to secondary schools as it has the advantage of specialization and cost effectiveness.
3. **Situational Maintenance Approach:** This depends on availability of funds that are usually generated by charging the public for their use of workshop facilities. The money is then used for the maintenance of facilities. Caution deposits should also be charged to repair damaged facilities.
4. **Committee Maintenance Approach:** this center on giving maintenance responsibility to a constituted works committee comprising of teachers, students and supporting staff. The committee is in charge of fund raising, receiving complaints on damaged facilities, organizing direct labour, collecting data and data on condition of school plant. School administrators need to delegate authority and provide necessary support to enable the committee to function effectively. The approach also helps to ensure collective responsibility.
5. **Community Participating Maintenance Approach:** This is where technical experts and professional brick layers, plumbers, carpenters, welders, mechanics and other members of the community form a committee jointly with the school

- to provide maintenance services. This approach helps to strengthen good relationship between the school and the community. It helps to draw the advantage of various experts for quality maintenance of facilities in schools.
6. **Emerging Maintenance Approach:** Action regarding school plant maintenance is taken only when there is an emergency situation or disaster. Maintenance is done haphazardly without a pre-determined plan. This approach has the fundamental weakness of being retro-active as it waits for serious maintenance problems to occur before action is taken to solve the problems. It is curative rather than preventive.
  7. **Ad-hoc Maintenance Approach:** This is where limited funds for maintenance are kept with an official of the Ministry or School Board to respond to maintenance needs of schools according to the gravity of their needs. Each school requests or demands for funds to tackle specific problems within the limits of the resources available for schools in a particular region, zone or local government.
  8. **Preventive Maintenance Approach:** This is a well-planned pro-active and systematic maintenance approach that constantly checks and takes preventive measures before problems will arise. This is regarded in this paper as the best maintenance Strategies.

### **Workshops Maintenance Activities**

When huge sums of money have been used to construct schools and equip them with necessary physical facilities, it is naturally expected that such facilities will be properly maintained. It will be a regrettable miscalculation if expensive school facilities that have been provided with hard earned tax payers' money are allowed to decay and get vandalized without reasonable efforts being made to preserve and protect them. The school manager has the statutory responsibility of ensuring that everything possible is done to keep the school plant in good functioning condition. The school head needs to enforce the following school plant maintenance activities:

1. School workshop grounds and the entire school environment should be swept clean from wastes generated by animals, plants and human beings on daily basis. Pot-holes should be filled up and injurious objects removed in playgrounds and other parts of the school environment. Unwanted grasses and shrubs should be cut or weeded.
2. School workshop buildings should also be swept, floors and furniture scrubbed of dust on daily basis. The walls should be periodically repainted to give them a fresh new look. Leaking roofs and collapsed ceiling boards should be repaired. Cracked walls and broken floors need to be re-plastered. Broken doors and windows should be re-fixed.
3. Electrical bulbs and fluorescent tubes in the workshop should be replaced when they expire. Also electrical sockets and lamp holders as well as the wiring should be kept in good condition. Electric generators need to be regularly serviced to keep them functional. Power lines and transformers in the school should be

- properly maintained. Fans and air conditioners should be repaired when faults develop so as to avoid electrical fires. In addition, electrical devices such as photocopiers, refrigerators, computers, televisions, video machines among others, should be kept in good condition.
4. School workshop landscaping need to be maintained regularly. Trees, flowers and grasses that need watering should be watered and trimmed. Unwanted grasses need to be weeded or cut down for beautification and safety from snakes and mosquito prevention.
  5. Refuse and sewage should be regularly disposed in order to maintain a healthy and clean workshop environment. Blockages in gutters should be regularly cleared. Pit latrines, toilet floors, toilet seats and wash hand basins as well as urinary should be regularly washed, flushed and treated with germicides. Soak ways and plumbing works should be kept in good condition to ensure that the Water Cistern toilets flush correctly and efficiently.
  6. School workshop security should be maintained at all time. The fence should be regularly checked to detect and seal illegal outlets. The workshop gate should be regularly manned, check movement of persons and vehicles especially those of visitors. All workshop buildings should have burglary proofs on windows and doors. There should also be strong locks at the doors and keys kept at a secured place when buildings are locked. Security lights should also be placed at strategic points in the school and at sides of school buildings.
  7. Machines and other mechanical devices in the workshop should be lubricated to make them run smoothly. Vehicles should be regularly serviced and faulty spare parts and tires changed when they expire. Laboratory and workshop equipments should always be kept in top condition. And safety devices such as fire extinguishers should always be checked to ensure that they are in good condition.
  8. Water supply infrastructure such as pipes, taps, wells, boreholes, tanks and other equipments should be kept in good condition.
  9. Road network and walkways in the workshop need to be beautified and kept in good condition for smooth movements.

### **Factors Affecting the Maintenance of Workshop Equipment**

Several factors militate against effective maintenance of workshop facilities in technical education programmes in this country. For example, Olaitan (2010) identified factors such as lack of fund to procure needed spare parts and inadequate financial support as some of the factors militating against effective workshop maintenance in technical and vocational education programmes in the country. According to Iwuaha (2019), some technical institutions in the country are willing to support innovative programmes that would enhance effective maintenance of equipment and machinery.

Commenting on the factors that affect workshop maintenance in occupational education programmes, Runes (2015) reiterated that the environment and climatic factors

existing in the tropics create extremely high humidity which often causes rapid deterioration or rusting of machines and equipment. The practice of leaving machines outside should be highly discouraged as rain and weather can have adverse effects on the durability of the equipment.

In another observation, Uchebo (2018) noted that most equipment failure results from abuse during storage, wear and tear, manufacturer's faults or chance breakdown. Uchebo reiterated that such equipment failure can be avoided if proper planning is carried out at the time of importing the machines. The spare part, for example, where the equipment is going to be installed, should be arranged even before its arrival to the school. Regarding wear and tear of equipment or machines, this can be curtailed by periodic servicing or overhaul instead of waiting until the machine breaks down. Mere observation of the machine can sometimes reveal abnormality in the machine operation which if corrected can save a bigger problem from occurring in the future.

Magaji (2016) observed that most of the equipment used for workshop practice was manufactured in foreign countries under different environmental/climatic conditions. He also noted that technical personnel that supposed to operate this equipment were trained in cultures that are technologically different from the places where the equipment was manufactured. In most cases, these technical personnel can get the machines to work, but may not effect repairs in the event of breakdown. Other observations also noted with regret that large number of the equipment imported in the country for the implementation of the 6-3-3-4 system of education are, still laying idle.

Malfunctioning and breakdown of equipment or machines may result from factors such as effect of dust, high humidity temperature. Also, abuse during storage by incompetent and unqualified personnel through rough handling and faulty operation often leads to equipment failure (Oni et al, 1988). Thus, a technical teacher should see maintenance activities as one of the crucial areas of his responsibilities.

In the past, development of industries was predicated upon import substitution. For this reason, development to many manufacturers was seen as the setting up of plants, that were hitherto imported. In the same vein, maintenance of plants and machinery was left in the hands of equipment manufacturers and/or suppliers (Hassan, 2018). Under the above practice, there was no need for much emphasis on maintenance activities by those expected to carry it out since it is the manufacturer's responsibility to supply and maintain equipment.

Teachers also compound the problem of maintenance by their mentality and culture of managing. They seem to care less about the fundamental need and aspects of the maintenance process so long as the machinery or equipment can be put into use, even if it is for its marginal utility. The result is that such machinery eventually give up and fall into perpetual state of disrepair (Gana, 2018). The consequences of this mentality of 'let's manage' are that machinery are put into a situation that makes maintenance work problematic. Many technical teachers do not engage in decisive maintenance work, because they think they could still manage.

Aalcum (2018) remarked that being not products of our creativity, imagination and ingenuity, and therefore, not manufactured to specifications that would suit our



environmental peculiarities, the imported machinery and equipment in most instances could not endure the vagaries of our environment. They are therefore subject to regular breakdown and difficult to maintain. Magaji (2016) added that spare parts are not easily available when required. The problem is worsened by the scarcity of foreign exchange necessary for the purchase of the needed spare parts. Also the fact that most of the machinery and equipment being imported are the obsolete type - abandoned, phased out or at least best on the verge of being abandoned by the metropolitan countries such that by the time they get worn out or breakdown, the spare parts are no longer available and hence, must be abandoned.

In the process of importing technology, the issue of choosing the best out of the gamut of technological possibilities at our disposal is not given adequate thought. Nigerians import all sorts of technology from different countries thereby making the job of maintenance more complex and more costly (Gana, 2018). It therefore, becomes difficult to transfer or adopt between machines and equipment. In agreement with this view, Oni et al (2018) remarked that because most of the equipment used in schools were imported, it is most difficult to keep to the designers' specifications either in terms of use or environmental prescriptions. Also, lack of spare parts due to frequent changes in technology and design means that a piece of equipment cannot be used for a long time.

The above factors help to reduce the maintainability of the imported equipment. In addition to constituting a bottleneck in the development of maintenance expertise, another factor that affects the maintenance of tools and equipment is policy deficiency. According to Oni et al (2018), until very recently the need to maintain equipment was not given the emphasis that it is being accorded today by Government.

### **Theoretical Studies**

The literature review presented under this chapter recognized maintenance of technical school workshop as a planned process or a combination of activities designed to retain or restore a machine or equipment into an acceptable working condition. These activities include routine maintenance exercises such as lubricating, greasing, cleaning, and repair when the need arises.

A number of reasons for keeping equipment and tools in good working condition have been identified in the literature review. Some of such reasons include promoting high degree of efficiency, maintaining safe working conditions, keeping cost of operation low, prolonging the life span of equipment and tools and ensuring safety of equipment, tools and operators of such equipment. Other benefits which could be derived from effective maintenance of workshop facilities are frequency of equipment failure and poor performance, thus prolonging the life span of the equipment and ensuring safety of students.

Four different types of maintenance essential to school workshops have been identified in the literature review. Among these types of maintenance is preventive maintenance which is a regularly scheduled inspection and service procedure designed to prevent equipment breakdown and malfunction. This type of maintenance enables the

causes leading to equipment failure to be detected and corrected at early stage. Other types of maintenance which could be adopted in technical school workshops are predictive maintenance which is carried out when a machine or equipment is suspected to be in danger or at a verge of breaking down; a corrective maintenance in which damaged or worn-out component of a machine or equipment is restored into a good working condition through minor or major repair; and a routine maintenance in which a safe working condition is provided through general cleaning, inspection, minor servicing of instruments and tools, lubrication, and disposal of scrap materials. Later type of maintenance is usually performed by students under the supervision of an instructor or a shop teacher. The literature review placed much emphasis on this type of maintenance since students are involved in sharing the responsibility of workshop maintenance.

Several factors militate against effective maintenance of workshop facilities in technical colleges in the country.' Olaitan (2010), for example, identified a number of factors among which include lack of fund to procure needed spare parts and inadequate financial support to carry out routine maintenance exercises. Magaji (2016) and Rones (2015) linked the causes of rapid deterioration of workshop equipment to environmental and climatic conditions in tropical countries such as Nigeria. Uchabo (2018), Ezeji (2018), and Oni et al (2008) noted that most equipment failure results from negligence on the part of technical personnel charged with the responsibility of maintaining the equipment. It was observed that most of the equipment and machinery imported into the country for the implementation of the 6-3-3-4 system of education are still lying idle in some Junior Secondary Schools. Other causes of poor maintenance of workshop equipment in the nation's technical schools are abuse of equipment during storage by incompetent personnel, faulty operation or wrong use of equipment, and roughhandling of workshop equipment and machinery by incompetent technical teachers.

Technical teachers also contribute to the present predicament of workshop maintenance in the country. Most teachers do not care much about the fundamental need of maintenance activities so long as the equipment or machinery under use can be managed. This attitude has contributed to total failure of equipment or damage beyond repair. Gana (2018) noted that this mentality of managing has put many school equipment into a condition that makes maintenance work very difficult to carry out. Gana cautioned that technical personnel should regard maintenance of workshop equipment under their control as one of their official responsibilities and remove any personnel attitude that may endanger the life span of the workshop.

The literature review also noted that maintenance of workshop equipment is complicated by the failure of educational administration in charge of purchase and supply of equipment and consumable materials to give adequate thought when choosing workshop equipment and other training facilities. It was noted that the country imports all sorts of equipment and machinery from different countries. This practice, according to Gana (2018) and Magaji (2016), makes maintenance of such facilities more complex and very expensive to be carried out. In support to this contention are Oni et al who were of the opinion that since most of the equipment used in technical schools were imported, it is very difficult to

keep to designers' specifications either in terms of use or environmental conditions under which the equipment should be operated. Lack of spare parts due to frequent changes in technology and scarcity of foreign exchange were also identified as some of the factors contributing to the problem of workshop maintenance.

Inappropriate national policies have been identified in the literature review as another contributing factor to the maintenance problem encountered in school workshops. It was observed that the National Development Plan of 1962 to 1980 laid emphasis on investment in terms of capital projects and acquisition of new equipment and infrastructure with no regard to maintenance need of such projects and equipment. This practice in the past has turned the country to be a graveyard of discarded equipment and machinery. Another area of concern explored in the review is the Nigerians' attitudes toward public property. Commenting in this regard, Ezeji (2018) noted that Nigerians do not like to repair, service, or maintain public property. Ezeji maintained that Nigerians prepare public property to spoil so that they would use such opportunity to rest or buy new ones and sell the old ones with attendant commission of 10 per cent.

Teachers' attitudes have adverse effect on students' behavior, more especially in workshops where the students deal with equipment and machines that may be a threat to human safety when used wrongly. Some research evidence showed that students emulate the attitudes of their teachers. The manner a teacher conducts himself in a workshop may influence his teaching responsibility and his approach to workshop maintenance. Students emulate teachers who have positive attitudes toward the workshop facilities. In this regard, it was emphasized in the review that maintenance activities in a technical school workshop should be taken on an ad hoc basis and be regarded as an in-built system meant to inculcate into students and sustain positive maintenance attitude within the entire school system.

The duty of a technical teacher in a school workshop is to guide students to acquire knowledge, skills and work attitudes that are essential for gainful employment in a cluster of occupations. To discharge this duty effectively, a technical teacher should possess occupational competency in his occupational area and pedagogical competency. Commenting on this requirement, Weaver (2015) classified the function of a technical teacher as a workshop manager, a workshop supervisor and a workshop instructor or teacher.

Despite the role of workshop maintenance in vocational and technical education programmes, some technical teachers regard maintenance of school workshops as not part of their official responsibility. It was noted that some of these teachers conceive workshop maintenance as the responsibility of the workshop attendants and technicians alone. Such teachers who supposed to have technical expertise in workshop maintenance considered themselves too big to participate in the maintenance activities. Consequently, instructional workshops which contained equipment and machinery worth thousands of naira were either neglected or turned over to workshop attendants who lack adequate technical competency in the organization and maintenance of such training facilities.

It is noted that lack of adequate maintenance skills on the part of technical teachers and poor supply-need estimation techniques on the part of administrative personnel

contribute to the high incidence of equipment failure in some technical schools. Most equipment and other training facilities in the nation's technical schools breakdown as a result of negligence by technical personnel to carry out the necessary routine maintenance exercises. Most of the equipment and machinery used in technical schools in the country were manufactured in foreign countries having different climatic conditions. The operators of this equipment were trained in a culture technologically different from the place of manufacture. Thus, in most cases the operators end up in making the machines or equipment to operate but cannot effect minor maintenance activities such as repair when the need arises.

An important aspect of workshop maintenance is to enable a school to extend the useful life span of its training facilities. To achieve this, the causes of equipment failure must be identified and prevented for future occurrence through proper maintenance practice. The literature review identified a number of such causes. Among the causes include burn-in due to careless manufacture, chance breakdown, wear due to age or abuse of equipment, and inappropriate maintenance exercises. Other causes of equipment breakdown are due to dust, high humidity and excessive temperature, abuse during storage, and abuse by incompetent and unqualified personnel through rough handling and wrong operation.

Finally, it was noted that the technique used by technical schools to provide students with tools and raw materials during workshop practice is another area requiring adequate and careful planning. Whatever technique is adopted by a school system must be designed to keep losses of raw materials low, keep tools and instruments in good working condition, enable students to assume the maintenance responsibility, keep workshops clean and orderly, and promote safety of students and equipment use.

### **Implications of the Study**

The findings of this study have implications for the Government, FCE (T) Asaba school of technical administrators and the teachers/lecturers of technical education. The government and the administrators of school of technical FCE (T) Asaba will organize workshop and seminars based on identified workshop management methods needed by teachers and students for effective teaching in the workshop. The findings of this study have implication for technical lecturers/personnels in the college. These technical personnels will develop themselves based on workshop management techniques/methods identified for effective teaching of technical education to students. The findings also have implication for technical lecturers in tertiary institutions. The findings of the study will make them write textbooks on technical workshop management techniques/strategies.

### **Conclusion**

Although instructional competency and occupational competency are essential for a technical teacher, it is also important that he should be a good manager and supervisor of his workshop or laboratory where there is a vast assortment of machines, tools and materials Instructional effectiveness. In a school workshop often depends on how well the

teacher can organize and manage his workshop. It is therefore, necessary that in addition to acquiring instructional and occupational competency, a technical teacher should have ability to provide his students with a smooth functioning workshop in which they can acquire and practice technical skills and appropriate work habits.

The effects of poor workshop maintenance policy in technical education programmes are many. Apart from frequent failures of workshop equipment and machinery, learning can hardly take place in a poorly organized workshop. Students can hardly acquire any meaningful technical competencies in an environment where training facilities are not functioning. A lot of teacher's and students' time and material resources get wasted in a poorly maintained workshop. It is therefore, indispensable in technical education programmes to pay adequate attention on the maintenance of workshop equipment and other training facilities.

### **Recommendations**

In view of aforementioned findings, the researcher made the following recommendations:

1. Adequate arrangement should be made to provide technical teachers with in-service training in workshop maintenance.
2. State Government should provide additional financial assistance for the maintenance of workshop facilities in technical colleges in the states.
3. Students should be involved in the maintenance of workshop equipment.
4. Occupational advisory committee should be established in the states and this committee should be contacted for professional advice on matters concerning, technical college workshops.
5. Technical teachers in the states should also be contacted for any decision regarding workshop facilities.
6. Research studies on the management and organization of occupational workshops need to be encouraged throughout the states.

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## **CURRICULUM INNOVATION IN NIGERIA: AN EXAMINATION OF THE JOURNEY SO FAR**

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### **Abstract**

*Nigeria is placed so low in terms of riches and development in the world in spite of being blessed with talented, resourceful humans and natural endowment as well as resources. A situation like this clearly shows that there is a big gap somewhere which needs to be addressed. Based on this, the paper focuses on curriculum development in Nigeria: an examination of the journey so far. The paper x-rays at a glance, the Nigeria Curriculum at the pre-colonial, colonial and post colonial eras. Based on this, it is therefore recommended that there is need for a new curriculum, a curriculum that will encourage subject specialization from the primary level of education to the tertiary level, in order to bring about credibility in the transitions of the child in the educational setting.*

**Key Words:** Curriculum, Innovation, Examination, Journey

### **Introduction**

Curriculum has existed in the formal sector in Nigeria with the advent of western civilization from the colonial administration of the country. Prior to this period, education was mainly in the non-formal form of apprenticeship mode by which the master trained his apprentice for a period of three to five years, depending on the ease with which skills were acquired and appropriately demonstrated. For this type of training, there was no formal documentation of the curriculum followed for the training. The master knew what to teach and how to teach the individual until he was satisfied that the desired level of skills had been attained (Ivowi, 2009).

The term curriculum is an educational concept which has been viewed differently by philosophers, researchers, practitioners/teachers and the layperson. Most definitions, however, hover around people's expectations of the school as a socio-academic institution. This is with respect to purpose of the school, what is taught or should be taught, how it is taught and to whom it is taught, and effectiveness of what is taught and the relevance of the entire programme to the needs of individual learners and their society. Therefore, curriculum is the sum of all the activities, experience and learning opportunities for which an institution or a teacher takes responsibility either deliberately or by default, which

include: formal and informal, overt and covert, recognized and overlooked, intentional and unintentional (Okoro, 2009).

Subtle to this, curriculum development according to Onwuka (1981) is a process of planning learning opportunities intended to bring about certain changes in pupils and the assessment of the extent to which these changes have taken place. Curriculum is a dynamic intellectual and social enterprise, as such; the dynamic nature of human societies justifies its regular innovations (Obanya, 2007). Nigeria state is a creation of British colonial policy and missionaries' efforts culminated in modern school system. The African training system was dismantled as Western education and embraced in Nigeria. Consequently, curriculum development in Nigeria will be explained under three historical dispensations. They are the Informal or Traditional Curriculum, Missionary Era, Period of Colonial Intervention, and Post-Colonial Era. Therefore, the need to have an indigenous curriculum that is critically relevant to the Nigeria situation, that is. relevant to both individual learners and societal needs is the background from which this paper springs. Relevance is the keyword that should drive the ideology of any curriculum and practice that benefits a society.

Relevance in curriculum strikes the same chord as these age long like "round pages" in 'round holes' 'birds of the same feather and so on strike among reasonable people. They are crucial ingredients of achievement driving proverbial principles that are always in the mouth of people pursuing any worthwhile endeavour that can succeed. Without relevance, an instrument designed to engineer progress and development stands invalid and of course, unreliable. Hence, the history of curriculum content and practice in Nigeria is washed with a lot of stories. Much has been done over the years within the context of curriculum dynamics towards improvement, development, innovations, adjustment via Education. One could easily recall that curriculum content and practice in Nigeria at every level of education parade some major developments and milestones in the view of Ehindero (1986). There is hardly any difference noticeable among these levels; whether primary, secondary and tertiary; they all speak about failure and disappointments. These major developments and milestones could be subsumed under three important headings. That is, curriculum content and practice in the pre-colonial period; curriculum content and practice in the post-colonial period; (Akinlua, 2006).

The pre-colonial period was marked majorly by the absence of formal schooling and hence unwritten curriculum. Surprisingly, this period has been paraded a system of education that was described as the most successful system in the annals of educational development in Nigeria and then among other African societies. For example, read (1956); Cameron and Dodd (1976), Lewis (1964), Ashby (1968) and a host of others were vehemently critical of the colonial masters who they believed brought the African communities they met to a great ruin by substituting their enterprising pragmatic educational system with their own 'strange' and irrelevant system. The general opinion from these researchers is that the pre-colonial educational system is the best. Some other divides however exist though they do not disagree with the fact that the pre-colonial system of "learning on the job" (as it is described) is the best, but faulting the lack of documentation and some other shortcomings of the system.

Eisemon (1988) and others in their alternative opinions, believed that the necessities and needs of modern macro-populous societies will not be adequately met by the system. They described it as slow paced and limited. If it was effective to educate the less populous societies of the past, however sound and pragmatic it may be, they believe this pre-colonial system is not totally sufficient, running on its own, to educate modern macro populous societies.

The second period which is the colonial period has a system of education that was summarily described as totally irrelevant to the needs and aspirations of developing nations. The content of education offered was said to be bookish (Castle. 1972 and UNESCO, 1974), irrelevant (Cameron and Dodd. 1976 and Arasteh, 1966) and incoherent (Castle, 1972). Ashbby (1968) and Sinclair (1976) together with Murray (1967) summarized the content of the colonial education as the "3R's" which they believed was merely training the African beneficiaries to be shopkeepers, interpreters for the white men and village catechists. In as much as a researcher would not want to wish away this period as a colossal waste in view of the avalanche of criticisms from both European and Africa scholars, one fundamental fact that will not allow such total dismissal is that the period was the beginning of documentation and formal schooling.

Without the period, the post colonial period would have been a beginning of everything from the scratch and not a consolidation period. Though some researches like Cameron and Dodd (1976) and Arasteh (1966) could have wished that the post colonial period were the beginning of formal education in Nigeria because they felt it could have offered the African to transit with reasonable modification directly from the effective pragmatic pre-colonial system to a manageable and more effective one which could have been brilliant offshoot of the older one. These scholars saw the intervening period of colonization as the 'mason' that laid the very bad foundations and precedents in educational practice that would for a long period overshadow and retard genuine efforts at national development via school education.

The problems today are much more numerous and life endangering. There is no noticeable departure from the poor past. If university education in the past had been producing white collar job seekers according to Ashbby (1968) and scavenging government dependent crowds, (Lewis 1964), it is even doing more today. Despite all the post independent attempts at curricula improvement innovations and adjustments. The most recent curricula restructuring - the 6-3-3-4 system (FRN 2004) which is currently transforming into a 9-3-4 entity could be described as a new wine in an old bottle' (Ehinder, 1986). Like all previous attempts, it is failing at present.

Various evaluation researches; Ajayi (2007) and Oluwatelure (2007), confirm failure. It is pertinent to point out at this junction why major curricular adjustment and procedures have never succeeded in Nigeria. Some of the major reasons pointed out via researches include: most curricular content and practice since the colonial period to the present are deeply seated European cultures and hence are very alien to the traditional African culture; curricular changes and adjustments have been generated and driven by extraneous and selfish motive ranging from attempt to pacify critics of alien friendly

policies of selfish colonial government to the spirited manocuvrin of thoughtless and visionless parasitic indigenous governments trying to create impression of being serious to home crowds; many curricula adjustments and innovation were merely 'ink and paper' masterpieces but mere 'shadows' and ghost' in execution; and government policies on education and the functioning of it are not sincerely dynamic over the years. To this end many changes and innovations in paperwork were never accompanied by concrete physical adjustments construction and changes in the school system. Thus the school building, the teacher and the time tables that operated the grammar schools of fifty years ago are still the same set of instruments that are offered to operate the new systems.

### **Nigeria Curriculum at the Pre-colonial Era**

Prior to the advent of colonial education in Nigeria, people acquired indigenous education in the families, age groups and I some indigenous institution such as the Umu Ada and Iledi in Igbo and Yoruba speaking areas respectively. The major aim of this indigenous education was to "produce an individual who is honest, respectful, skilled and cooperative ad conforming to the social order of the day" (Fafunwa, 1990). Character training and vocational training constituted the two pillars of the indigenous education. The learning content was derived from life activities while the curriculum development process, involved listening, observation, imitation and participation in life activities. The vocational training was gen through apprenticeship system.

Though the arrival of Islamic and Christian religions in 14<sup>th</sup> and 15<sup>th</sup> centuries respectively altered this curriculum development process, it was in 1843 that the first school was established by the missionaries. The arrival of different missionary groups such as the Methodist, Anglican, Catholic and Baptist groups resulted in establishment of schools by these bodies. The aim of their curriculum development was the conversion of the citizens to Christianity and the production of people to manage religious activities such as catechist, lay-reader and clergy. The learning content was based on the knowledge of the bible, ability to sing hymns and recite catechisms. Each religious body operated a unique curriculum development process until the colonial government became interested in the education of the citizens.

### **Nigeria curriculum at the Colonial Era**

The first sign of interest by the colonial government in education was in the form of financial assistance. Later, the colonial government became more involved in education and introduced external examinations. These actions by the government had bearing on curriculum development. The syllabuses became the guiding points for curriculum development and instruction efforts were geared towards preparing learners for external examinations. Uniformity of purpose embellished in competitive strides became a feature in curriculum development (Ashby, 1968).

According to Oriaifo (2005) efforts were made in the various schools to prepare Learners tor public examinations organized by such public bodies as Royal Society of Arts, City and guilds, London Matriculation, Cambridge Examinations etc. The establishment

of West African Examination Council (WAEC) in 1952 directed curriculum development efforts to the preparation of students for WAEC examinations; learning content, production of textbooks and other instructional activities were based on the dictates of WAEC syllabus. Curriculum development in Nigeria followed this pattern until the first decade of the nation.

### **Nigeria Curriculum at the Post-Colonial Era**

After independence in 1960, the agitation of Nigerians regarding the inadequacy of the colonial curriculum to prepare learners for effective life in Nigerian society and for contribution to the development of the new nation was intensified. This culminated in the first national curriculum conference in 1969 which was aimed at taking a sector wide review of the education system, identifying new national goals of education and proposing strategies to make curriculum at all levels of the education system relevant to the Nigerian society (Oxfan, 2006)

A review of the recommendations of the conference at the 1973 national seminar resulted in the publication of the National Policy on Education (NPE) in 1977 with 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> editions published in 1981, 1998, 2004 and 2013 respectively. The NPE is the pivot of curriculum development in the country. It specifies the type and quality of instruction that should be provided so as to help learners at all levels of education to achieve the aims of permanent literacy, numeracy and effective citizenship. In this regard, curriculum development "has to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress" (Federal Republic of Nigeria-FRN; 2004)

The NPE provided the needed guidelines and boost for curriculum development in the country. The Nigeria Educational Research Council (NERC) and later Nigerian Educational Research and Development council (NERDC) used these NPE guidelines to develop curricula for primary, secondary and tertiary education. Professional associations also started contributing to curriculum development. Some of these are the National Board for Technical Education (NBTE), National Teacher's Institute (NTI), Science Teachers Association of Nigeria (STAN) and the Curriculum Organization of Nigeria (CON), among others.

The National Board for Technical Education (NBTE), which was established in 1974 with the job specification of supervising technical education in Nigeria, restructured the technical education curriculum offered in polytechnics, colleges of education and technical colleges. The NBTE curriculum was presented in modules of employable skills with content for specific job requirements (Adeife, 1993). In 1983, the National Teachers Institute (NTI), reviewed and delivered teacher education syllabuses as well as instructional guides for the implementation of the self instructional modules. The Science Teachers Association of Nigeria (STAN) and the Curriculum Organization of Nigeria (CON) contribute to curriculum development through the organization of conferences,

workshops, seminars as well as the production of journals, textbooks and instructional materials.

A close look at these efforts in curriculum development and the global educational trends indicate the emerging or new issues that are still unfolding in curriculum development in Nigeria. The global trends in curriculum development are tilting to the direction of using the curriculum as an instrument for achieving total development of every citizen so as to prepare the nation not only for local and national development but also for international competitiveness. In this regard, the emerging trends in curriculum development in Nigeria or curriculum directions that are new and still developing are x-rayed in the next section of this communication and these are discernible in the areas of educational objectives, extent, and methodology (Obanya, 2007).

### **In the New Nigerian Curriculum (NNC)**

Satisfaction of individual and societal needs of the nation depends on relevant curriculum clearly developed and utilized for the nation. It is this condition that ushers in successful reformation of education in the nation. Consequently, students with practical skills are products of a well-rounded education with relevant curriculum as its vehicle. Therefore, an ideal modern education should be build around and vibrant curriculum. Hence, life and career skills according to PCS (2011) encompass the following skills:

- Flexibility and Adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and Accountability
- Leadership and Responsibility

These and other such 21<sup>st</sup> century skills are not just necessary for performing well in examinations for job creation but above all for achieving satisfaction in the development of the learner as a "whole person" who can adequately face complex and challenging situation in life. None of these five skills can be acquired through the learning of a particular subject or taught by a particular teacher al all level of education. Effort should be made to integrate these skills into the different subjects and level of education with specialization of teachers from the primary education to tertiary education in the curriculum, on like the previous time.

In this regards, curriculum implementation has to be interdisciplinary, integrated and project-based at all levels of education. Days are gone when a particular teacher will teach all subjects at the primary level of education, undermining the he is not a specialist in all primary school subjects and hence, he may be deficient in other areas thereby affecting the performance of the child later in his/her educational pursuit. The new structure of the curriculum should significantly offer these pupils a great relief (Obiefuna, 2009).

## **Conclusion**

The fear of the paper is that many of the suggestions made towards drawing curriculum content and practice in primary, secondary and higher education in Nigeria towards relevance may be incorporated in the Nigerian educational system. This is because the adoption of these suggestions demands continuous heavy funding of education, sincerity and goodwill on the part of government and every significant individual in the education sector. These acts and attributes are perhaps difficult to obtain in Nigeria going by history. Most of the developed countries where their educational system ranks best in the world are aware of the acts and virtues that do bring success and they practice them. The paper will also want every significant members of the Nigerian society to press on the various governments in Nigeria to be serious about funding of education and also to stop playing politics with education at all Levels. Stability and continuity of ideas and innovations in education should always transit from one generation of government to another.

## **Recommendations**

The recommendations arising from the foregoing appraisal of the effectiveness of relevant curriculum in the formation of competent and productive technical manpower for the economy are summarized as follows:

- The general courses should be compulsory for all students in the various faculties and department whatever the course of study.
- The evaluation of these courses should be in form of practical assignments that will require the student to visit and report historical place and geographical phenomenon in his neighborhood or afar off.
- There should be large farms and workshop that display lot of agricultural practices, arts and crafts that will engage student in learning by doing methods.
- Conversation and debate classes could be organized in such a way that a student will address a public gathering at least once in his education life.
- There is need for a new curriculum, a curriculum that will encourage subject specialization from the primary level of education to the tertiary level in order to bring about credibility in the transition of the child in the education setting.

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