INTERNATIONAL JOURNAL OF EDUCATION (IJOE)

Volume 2 No. 2, 2017

A Journal of the Faculty of Education
Godfrey Okoye University, Enugu.

Soft copy available @ www.gouni.edu.ng

Immaculate Publications Limited
No 4 Aku Street, off Edinburgh Road, Ogui New Layout, Enugu
TEL: 0700-IMMACULATE • 08085383747 • 08052506848
email: info@immaculatepublications.com.ng
www.immaculatepublications.com.ng
ANAMBRA: 18 O'Connor Str, American Quarters, Onitsha • TEL: 08148257316
ABIA: 97 Azikiwe Road (by Mosque), Aba • TEL: 08137833074

First Published, 2017

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ISBN: 978 – 036 – 364 – 5

Typesetting and graphic illustration by
Immaculate Business Support Services
2 Aku Street, Ogui New Layout, Enugu
Enugu State, Nigeria.

Printed and bound in the Federal Republic of Nigeria

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Volume 2 No.2, 2017

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It is with great thanks and joy that I present to our numerous subscribers another edition of IJOE Volume 2 No. 2 2017. IJOE is a peer review journal which circulates well researched articles in broad and special interest areas relevant to subscribers' education development and academic community in general.

The Faculty of Education is of the belief that you will find the articles in this edition very interesting, educative and useful. However, the Faculty appreciates contributors to this issue as well as our able reviewers for doing a good job.

The Faculty uses this medium to encourage scholars in the area of education in general and to seize the opportunity provided by IJOE to promote knowledge and human capital development by contributing to subsequent editions of the journal.

Asso. Prof. Rev. Fr. Donatus Nwobodo
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NOTES FOR CONTRIBUTORS

Scholarly and well researched articles on current issues of educational concern are accepted for publication in the journal. The articles should not be more than 12 to 14 pages of A4 papers including references and appendices.

Each paper must be typed, double line spacing and on one side of the paper. The paper should be accompanied with an abstract of not more than 120 words.
The copies of the paper should be submitted with non-refundable assessment fee determined by the board and payable to the editor-in-chief. The cover page should bear the title of the paper, author's name, academic affiliation and status. Model of presentation of the article and all references must conform to the latest American Psychological Association (APA) format. Self-addressed and stamped bag envelope for the returning of the assessed paper should accompany such submission.

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SOCIAL STUDIES TEACHERS' AWARENESS AND USE OF CONSTRUCTIVISTS INNOVATIVE TEACHING APPROACHES IN SECONDARY SCHOOLS IN EBONYI STATE

By

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Abstract

The wave of globalization, fuelled by advancement in technology, has produced a global economy and its attendant challenges to educators. They are now required to produce suitable man power to sustain the new economy. There is need for teachers to adopt instructional methods that reflect the current realities. This calls for the use of constructivists innovative teaching approaches to help students develop the much needed critical skills with which to function and flourish well in the modern world and workforce. This study examines social studies teachers application of innovative teaching approaches in secondary Schools in Ebonyi State. Specifically, it sought to find out the extent social studies teachers are aware of innovative teaching approaches, extent to which they are aware of ICT tools for instruction, and extent to which they use innovative teaching approaches. Survey design was employed for the study. The population of the study comprised of all the fifty-five (55) social studies teachers in the 30 secondary schools in Abakaliki and Ebonyi L.G.A. Random sampling technique was used to select a sample size of 38. The instruments used for data collection were questionnaire and check list. Data collected were analyzed using percentage and mean while t-test was used to test the hypothesis. The finding reveal that most social studies teachers are not aware of the innovative approaches, that social studies teachers have low awareness of ICT tools for instruction and that they rarely use innovative teaching approaches. It was recommended that the government and other relevant authorities should provide support to social studies teachers to facilitate their awareness and use of innovative teaching approaches in the form of seminars and workshops for update in term of knowledge and skill, among others.

Introduction

Technological advancement and globalization is gathering pace. The fast scientific and technological improvement needs a skilled workforce to keep up with the consequent changes in the work place. In the advanced economies knowledge is fast becoming a strategic asset for economic development. For countries tapping into the new ideas, innovations and technologies that proliferate in a knowledge-driven economy, there is a definite abundance of wealth and opportunities for its entire people (Ariyo, 2000). Udosen and Ekpo-Eloma (2008) observed that this century stands out uniquely as era of information and communication explosion, radically altering the roles and circumstances of both the teacher and learner, methodology of instruction, the classroom environment and so on. Against this background, Olofu, Agbo and Oshimu (2007) uphold that science and technology has expanded the frontiers of knowledge, which has led to integration of the school curriculum with latest technological and social changes. This according to them needs the effective Social Studies teacher to embark on refresher courses to enable effective teaching of contemporary issues in meaningful terms to the learners' cognition and application of knowledge in addressing his personal and societal problems.

Akubue (2007) stated that the challenge for the Social Studies teacher in the new millennium will be to help students learn with modern technologies. Indeed, the 21st Century represents a major paradigm shift in terms of emphasis from teacher-centered to learner-centered instruction. Consequently, there is need for teachers to adopt instructional methods that reflect the current realities. Udosen and Ekpo-Eloma (2008) posited that it is incumbent on the teacher to adjust to the demands of his ever changing role by helping the learners develop the much needed critical skills with which to function and flourish in the present knowledge-based economy. This is corroborated by Ogunkunle (2007)'s view that the technological explosion in the nation necessitates a shift from the traditional way to innovative method of teaching. Similarly, Akinlaye (2002) noted that increased productivity of teachers at classroom level depends primarily upon their acceptance and adoption of innovative and modern instructional methods. Also, Dike (2006) observed that as teachers of the 21st century, social studies teachers ought to be conversant with innovative teaching approaches.

Social studies curriculum encourages the use of innovative teaching approaches in other to achieve the objectives of social studies education. The goal of social studies education is to foster the development of effective citizens this can

be achieved through the use of social constructivism in social studies classrooms which would change the way that the classrooms are managed and the role of the teacher and learner. (Nuthall, 2000). Thus, it is incumbent on social studies teachers to employ constructivist innovative teaching approaches
They must encourage their students to engage in collaborative learning, use high-order thinking skills, construct their own knowledge about social studies concepts, and relate classroom lessons to their lives and experiences.

To Nwaubani (2010) strategies and approaches for teaching social studies are categorized under conventional and innovative approaches. They include methods like lecture, story-telling, recitation, and so on. While the innovative strategies are those ones that are much more recent which are predominantly learner-centered. They include questioning, inquiry, problem solving and dramatization. Similarly, Mezieobi, Reggie-Fubara and Mezieobi (2008) grouped social studies teaching methods into traditional and innovative methods. For them the following are traditional methods of teaching social studies: Dramatization, construction, creativity, inquiry, problem solving, discussion, questioning, simulation, discovery and expository methods. They also identified the following as innovative teaching method in social studies: Computer Assisted Instruction, Programmed Instruction, Mastery Learning, Advance Organizer, Team Teaching, Concept Mapping, Future Wheel Instructional Model and Enter-Educate Instructional model.

Statement of Problem

The teaching and learning of social studies has hinged on the pillar that social studies, of all other school subjects, assumes the major responsibility for decision-making on issues and problems arising from all encounters of human life in the environment. Mezieobi (2013) noted that the malfunction implementation of social studies curriculum manifest among other things in the teachers' reliance on the didactic or expository instructional methods to the exclusion of the contemplative, reflective and creative methods germane to effective social studies implementation.

Mezieobi and Mezieobi (2008) asserted that instructional innovation has received little or no attention in Nigerian social studies classroom. Mezieobi (2013) attest to the fact that a lean percentage (about 5%) of social studies teachers utilize the critical-thinking generating methods which are desired in effective social studies teaching-learning setting. This problem to a large extend, according to him,

is predicated on their reluctance to path way with the old teaching methods and practices

The predominance of mere routine traditional method of teaching as persistent in Nigerians primary and secondary schools in spite of their obsolete, unproductive and irrelevant nature in contemporary social studies pedagogical process is worrisome. Even more worrisome is the reluctance of social studies teachers to path way with traditional teaching methods. This raises the question of social studies teachers awareness of innovative teaching approaches. Based on the foregoing, there is need to investigate social studies teachers' awareness and use of constructivist innovative teaching approaches.

Purpose of the Study

The main objective of this study was to investigate the awareness and use of innovative teaching approaches by social study teachers in Ebonyi state. Specifically, the work attempted:

1. To ascertain the extent social studies teachers are aware of innovative teaching approaches applicable to social studies education.
2. To find out the extent social studies teachers are aware of and use information and communication technology (ICT) tools for instruction.
3. To ascertain the extent social studies teachers in Public and Private secondary schools use innovative teaching approaches.

Research Questions

The study was guided by the following research questions:

1. To what extent are social studies teachers aware of innovative teaching approaches applicable to social studies education?
2. To what extent are social studies teachers aware of, and use ICT tools for instruction.
3. To what extent do social studies teachers in Public and Private secondary schools use innovative teaching approaches?

Research Design

Descriptive survey was used for this study. Descriptive survey is suitable for this study because it is based on the views and opinions of the respondents in the area of study.

Area of the Study

The investigation was carried out in Ebonyi State. This State was created in 1996, October 1, by the then Military government headed by late Gen. Sani Abacha. It is located in the South Eastern Nigeria. Ebonyi State has three (3) education zones namely, Abakaliki, Afikpo and Onueke. Specifically, the study was done in Abakaliki Education zone, which is made up of secondary schools in four (4) local government Areas (L.G.A) of the State of which two were used, namely, Abakaliki and Ebonyi. The selection of the education zone and the two local government areas used was done through random sampling.

Population of the Study

The population of this study comprised of the fifty-five (55) social studies teachers in the thirty (30) secondary schools in Abakakliki and Ebonyi Local government Areas consisting of ten (10) private secondary schools and twenty (20) public Secondary Schools

Sample and Sampling Technique

Random sampling technique was used to select ten (10) out of twenty (20) Public Secondary School while all the ten (10) private secondary schools were used. Also, Random sampling technique was used to select a sample size of 38 (69% of the population).

Instrument for Data Collection

The instruments used for data collection were researcher made questionnaire and checklists. The questionnaire had 21 items while the checklists had 46 items used to elicit information from social studies teachers on their awareness and extent of use of innovative teaching approaches.

Validation of the Instruments

The instruments for data collection for this study were validated by a social studies lecturer and an authority in test and measurement in the department of Science Education, University of Nigeria, Nsukka. The comments, observations and criticism made were used to correct and strengthen the instruments.

Reliability of the Instruments

The Cronbach Alpha method was used to check the reliability of all the scale variables. The Cronbach Alpha coefficient for the items is 0.924 which is close to 1 and this shows that the items in the instruments are reliable.

Method of Data Analysis

Frequency tables, simple percentages and mean were employed for data analysis. For the question with two options (yes or no) percentages were used to analyses the data. T-test was used to test the hypothesis at 0.05 level of significance.

Results

The result of the study are presented in the tables below

4.1 **Research Question One:** To what extent are social studies teachers aware of constructivist innovative teaching approaches applicable to social studies education?

Table 1: Extent of social studies teachers' awareness of constructivist innovative teaching approaches applicable to social studies.

			YES		**NO**		**No opinion**	
S/N	TEACHING APPROACHES	**N**	**%**	**N**	**%**	**N**	**%**	**N**
1	Mastery learning	18	47.4	11	28.9	38	23.7	9
2	Cooperative learning	18	47.4	8	21	38	31.6	12
3	Advance organizer	17	44	8	21	38	3.5	13
4	Dramatization	31	81.5	7	18	38	0	0
5	Role playing	32	84.2	4	11	38	4.8	2
6	Problem solving	17	47.4	4	10.5	38	34.6	13
7	Problem based learning	18	476	7	18	38	3.7	1
8	Discovery learning	33	86.8	4	10.5	38	0	0

9	Project-based learning	23	60.5	15	39.5	38	7.9	3
10	Concept mapping	16	42.1	19	50.0	38	0	0
11	Enter-Educate	18	47	19	50.0	38	0	0
12	Inquiry	27	91.7	11	28.9	38	0	0
13	Resource persons	27	71.1	11	28.9	38	0	0
14	Computer assisted instruction	18	47.4	20	52.6	38	0	0
15	Computer managed instruction	15	39.5	23	60.5	38	0	0
16	Lecture	16	42.1	22	57.9	38	0	0
17	Use of folktales	32	84.2	6	15.7	38	0	0
18	Z-A approach	15	39.5	23	60.5	38	0	0
19	Use of humour	21	56.8	17	43.2	38	0	0
20	Sheep and goat approach	9	21.6	29	78.4	38	0	0
21	Discussion	35	92.1	3	7.9	38	0	0
22	Story telling	30	78.9	8	21.1	38	0	0
23	Field trip	35	65.8	13	34.2	38	0	0
24	Questioning	36	94.7	2	5.3	38	0	0

This table presents the percentage distribution of teachers' responses on the identification of various constructivist innovative teaching approaches applicable to social studies when confronted with a list of mixture of constructivist/innovative and traditional. The constructivist teaching approaches applicable to social studies with a yes response below 50% indicates that the respondents are not aware of such approaches; while 50% and above indicates that they are aware. The table shows that are not aware of constructivist teaching approaches applicable to social studies as they cannot distinguish properly between the constructivist innovative approaches and traditional approaches. Since they are not aware it also implies that they do not use them.

Research Question 2: To what extent are social studies teachers aware and use information and communication technology (ICT) tools for instruction.

Table 2: Extent of social studies teachers' awareness and use of ICT Tools for instruction

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	MEAN	N	DECISION
1.	There are functional computers in my school	10	11	30	29	2.1	38	Reject
2.	I have a Personal Computer (PC)	10	10	30	35	2.2	38	Reject
3.	I know how to boot a PC	14	17	28.6	29.0	2.9	38	Accept
4.	I can work on MS word on a PC	21	13.2	34.2	31.6	2.76	38	Accept
5.	Internet facilities are available in my school	14	10	26	30	2.1	38	Reject
6.	I can browse the internet	10	11	32	35	2.3	38	Reject
7.	I have an e-mail address	30	32	18	15	2.5	38	Accept
8.	I know how to send an e-mail	25	33	20	21	2.6	38	Accept.
9.	I can access my e-mail box	24	30	26	20	2.6	38	Accept
10.	I know how to attach a file document	18	10	19	21	1.8	38	Reject
11.	I can download file document from the internet	12	19	26	29	2.3	38	Reject
12.	I can edit material from the internet	15	18	22	25	2.1	38	Reject
13.	I know how to copy material from the internet	18	13	23	28	2.1	38	Reject
14.	I can process material from the internet	14	19	24	29	2.3	38	Reject
15.	I know how to save soft copy of a document	29	30	20	17	2.5	38	Accept
16.	I can chat on-line with other internet users	17	19	28	27	2.2	38	Reject
17.	I can draw using Corel draw	15	18	29	26	2.3	38	Reject
18.	I can use spread sheet	14	16	26	23	2.1	38	Reject
19.	I can do presentation using power point	19	17	27	23	2.3	38	Reject
20.	I do send materials via e-mail to my students	11	10	23	25	1.8	38	Reject
21	I can scan materials and upload on the net	17	18	28	30	2.4	38	Reject

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= strongly disagree

The mean responses for items 1,4,7-9 and 15 ranges from 2.5-3.00, indicating that the respondents agree that they have know how boot a personal computer (PC), can work on Microsoft Word environment, have e-mail address, know how to send e-mail, can access their e-mail box, and know how to save soft copy of a document. The means response for items 2,6,5,10-14 and 16-21 ranges from 1.89-2.4 indicating that the respondents disagree to the following: that they have personal computer, have functional computers in their schools, that internet facilities are available in their schools, that they can browse the internet, know how to attach a file document, how to download file document from the internet, how to edit materials from the internet, how to copy materials from the internet, how to chat on-line with other internet users, how to draw using Corel Draw, how to use Spread Sheet, how to do presentation using Power Point, how to scan material and upload on the internet, and on sending materials via e-mail to their students.

It follows from the above presentation that the respondents' extent of awareness of the vital computer skills useful for instruction is low and there usage by the respondents is equally low.

Research Questions 3: To what extent do social studies teachers in public and private secondary schools in Ebonyi State use innovative teaching approaches?

Table 3.1: Extent to which social studies teachers in public schools use innovative teaching approaches.

S/N	Approach	Never (%)	Rarely (%)	Often (%)	Very Often (%)	Mean	N	Decision
1.	Mastery learning	25.7	37.3	26.5	13.5	2.32	23	Reject
2.	Advanced organizer	21.2	46.5	20.1	12.2	2.33	23	Reject
3.	Cooperative learning	16.6	41.1	25.7	16.7	2.34	23	Reject
5.	Problem based learning	22.4	44.9	20.4	12.3	2.18	23	Reject
6.	Programmed instruction	20.0	35.5	24.5	20.0	2.36	23	Reject
7.	Computer assisted instruction	30.7	40.3	25.0	14.0	1.53	23	Reject
8.	Multimedia instruction	28.2	44.0	14.0	12.0	1.90	23	Reject
9.	Internet based	40.0	34.3	10.0	16.7	1.64	23	Reject
10.	Dramatization	23.3	53.3	13.3	10.1	2.34	23	Reject
11.	Role playing	27.7	33.3	23.0	16.0	2.24	23	Reject
12.	Resource persons	33.3	40.0	13.4	13.3	2.26	23	Reject
13.	Enter-Educate	28.5	41.4	12.1	18.0	2.32	23	Reject
14.	Lecture	13.0	26.0	34.3	26.7	2.51	23	Accept
15.	Questioning	6.2	13.3	60.5	20.0	3.40	23	Accept
16.	Discussion	7.0	12.3	60.7	20.0	3.32	23	Reject
17.	Field trip	33.0	40.0	16.7	10.3	2.15	23	Reject
18.	Story telling	7.7	20.0	39.3	33.0	2.93	23	Accept

Table 3.2: Extent to which social studies teachers in private secondary schools utilize innovative teaching approaches.

S/N	Approach	Never (%)	Rarely (%)	Often (%)	Very Often (%)	Mean	N	Decision
1.	Mastery learning	26.7	33.3	26.7	13.3	2.07	15	Reject
2.	Advanced organizer	20.0	46.7	20.0	13.3	2.07	15	Reject
3.	Cooperative learning	16.7	40.0	26.7	16.6	2.13	15	Reject
4.	Constructivist	26.0	40.3	20.0	13.7	2.13	15	Reject
5.	Problem based learning	21.4	42.9	21.4	14.3	2.29	15	Reject
6.	Programmed instruction	20.0	43.3	26.7	10.0	2.47	15	Reject
7.	Computer assisted instruction	26.7	43.3	20.0	10.3	2.43	15	Reject
8.	Multimedia instruction	28.6	34.8	22.3	10.3	2.11	15	Reject
9.	Internet based	30.0	40.3	20.0	10.0	2.33	15	Reject
10.	Dramatization	23.3	53.3	13.3	10.1	2.00	15	Reject
11.	Role playing	26.7	43.3	13.3	16.7	2.20	15	Reject
12.	Resource persons	30.3	47.1	13.3	10.3	2.20	15	Reject
13.	Enter-Educate	28.6	40.4	16.4	14.6	2.20	15	Reject
14.	Lecture	8.3	35.7	35.3	21.7	2.53	15	Accept
15.	Questioning	6.7	13.3	60.0	20.0	3.30	15	Accept
16.	Discussion	6.6	13.3	60.0	60.21	2.33	15	Reject
17.	Field trip	20.0	40.0	6.7	33.3	2.13	15	Reject
18.	Story telling	6.1	26.1	36.9	30.9	2.93	15	Accept

The two tables above (3.1 & 3.2) show the extent social studies teachers in public and private secondary schools use innovative teaching approaches. The presentation on the two tables shows that the social studies teachers in both mode

of schools often use the traditional teaching approaches while they rarely use the innovative teaching approaches for instructions.

Null Hypothesis: There is no significant difference in the use of innovative teaching approaches by social studies teachers in public and private secondary schools in Ebonyi State.

Table 4: t-test analysis result showing the difference between the mean ratings of public and private Schools on the use of innovative teaching approaches in Ebonyi State.

SN	School mode	N	Mean	SD	t-cal	DF	p-value	Decision
1	Public	23	2.27	1.077	-0.71	36	0.483	Accept
2	Private	15	2.53	1.125				

P-value < 0.05 leads to rejection of hypothesis otherwise accept

The hypothesis of no significant difference was accepted due to the fact the p-value of the t-test is greater than 0.05

Summary of Findings

Findings presented in this study indicate that:

1. Most social studies teachers are not conversant with constructivist teaching approaches applicable to social studies
2. Most social studies teachers in secondary schools in Ebonyi state do not have skills to use ICT tools for instruction and consequently do not use such tool for instructions.
3. Most social studies teachers in public and private schools in Ebonyi state rarely use innovative teaching approaches.
4. There is no significant difference in the use of innovative teaching approaches by social studies teaches in public and private secondary schools in Ebonyi State.

Recommendation

Government and other relevant school authorities should organize seminars and workshops for social studies teachers on the theory and application of constructivist or innovative teaching approaches to update their knowledge and skill in the area. Also, social studies teachers should seek to improve themselves in this area by equally reading current publications in the area.

Furthermore, professional training (both in-service and pre-service) should be provided for social studies teachers to equip them with the required skills for ICT-integrated teaching and learning.

Again, computers and internet service should be made available in both public and private secondary schools in Ebonyi State and made accessible to both teachers and students for teaching and learning purposes.

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LEADERSHIP STYLES, INTERPERSONAL RELATIONSHIP AND DECISION MAKING ON THE PREDICTION OF EMPLOYEE ENGAGEMENT OF NON-ACADEMIC STAFF

By

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Abstract

This study investigated the impact of leadership styles, interpersonal relationship and decision making on the prediction of employee engagement of Non-academic staff, from six federal universities in South West Nigeria. Four research questions were raised to guide the study. The research design for the study was survey with a sample size of two hundred and fourteen respondents. The instrument for the study was a well-structured questionnaire. Content and face validity of the instrument was determined by experts in measurement and evaluation. Reliability of the instrument was determined using cronbach alpha which yielded a coefficient of 0.77 for section B (decision making scale), section C a coefficient of 0.90(employee engagement scale), section D with a coefficient of 0.83 (interpersonal relationship scale) and section E with a coefficient of 0.92 (leadership style scale). The data were analysed using correlation, t-test and multiple regressions. It was discovered that leadership styles, interpersonal relationship and involvement in decision making are positively correlated with employee engagement. That there was a significant joint contributing effect of the factors (leadership styles, interpersonal relationship and involvement in decision making) to the prediction of employee engagement. This suggest that the three factors combined accounted for 30.9% (Adj.R2= .309) variance in the prediction of employee engagement. The strongest predictor of employee engagement was found to be leadership style (Beta = .649, t=9.676, p<0.05) followed by inter-personal relationship (Beta = -.299, t=-4.336, p<0.05). Based on the findings it was recommended that the management of various conglomerate should consider the leadership trait of any employee considered to be promoted to a leadership post. The human resource manager of organisations should create an atmosphere that will give employees opportunity to relate with one-another so as to enhance teamwork. Career counsellors are enjoined organise annual retraining programme to enhance employee engagement in various organisations. Personnel psychologist are also enjoined to monitor the climate of organisation visa-via employee engagement so as to improve productivity.

Key Words: Leadership Styles, Interpersonal Relationship, Involvement in Decision Making, Employee Engagement, Non-academic staff.

Introduction

The primary goal of every organization is to achieve and maintain optimal effectiveness and efficiency. This requires the synergic efforts or engagement of all resources within the organization. It is generally agreed that the quality of human resources is an indicator of the success of an organization and that successful organizations are able to create conditions for high employee engagement (Becker, 2011). The employees are said to be engaged when they have passion, commitment, and the willingness to invest in themselves and expend their discretionary effort to help the employer succeed. It is then that the organizational effectiveness comes to light because of the stable workforce that performs assigned duties dependably and is willing to engage in activities that go beyond roles requirements.

According to Stairs (2005), the quality of people and their engagement are deemed as critical factors in corporate vitality and survival. Hiring top talent is one thing however, keeping talent and getting employees to be fully engaged is another challenge, which becomes the focus of modern personnel mangers especially in Nigeria. Employers that are able to engage their employees are subsequently more likely to retain those same employees, while simultaneously increasing output within their organisation (Devi, 2009; Stairs, 2005). On the other side of the spectrum, employee disengagement has been postulated as a significant contributor to poor corporate performance and profitability. Lack of engagement is endemic and is causing large and small organisations all over the world to incur excess costs, under-perform on critical tasks and create widespread customer dissatisfaction (Seijt & Crim, 2006).

In recent times, it is observable that quite a large numbers of Nigerian workers are seeking for jobs to make a living both many of them are not effective engaged as they ought to. This is has created high level of low productivity among companies and organisations especially in recent times when Nigeria economy is facing her most difficult time in history. Employees that are less engage take most of their time chatting with colleagues at workplace or on phone, some appear to be engage but are psychologically absent. These might reduce the rate of productivity achievable within the working hour, because the rate of produce or financial gain made per-hour will impact on the institutions' profitability which give any organization the ability to progress or retrogress.

Engaged employees come to work every day feeling a connection to their organization, have a high level of enthusiasm for their work (Buckingham & Coffman, 1999), and consistently produce at high levels (Meere, 2005). While it is

conservatively estimated that only 30% of those who work are partially engaged (Wang &Walumbwa, 2007), several attractive and important benefits have been associated with those who are (Crabtree, 2004). For example, engaged employees average 27% less physical absenteeism (Wang &Walumbwa, 2007) than their peers, saving organizations an average of 86.5 million days per year in lost productivity (Wheatley, 2007). Engaged employees have also been found to stay with their institutions longer, thus reducing turnover and saving companies appreciably in recruitment and retraining costs (Wheatley, 2007). The quest to investigate employee engagement in the Nigerian public sector gave rise to a question that what are the regressors of employee engagement.

Employee participation in decision making has been recognized as a managerial tool for improving organizational performance by striving for the shared goals of employees and managers. This is actualized by way of allowing workers' input in developing the mission statement, establishing policies and procedures, pay determination, promotion, and determining perks. Employee participation in decision making has become a significant topic in human resource management (HRM), and is regarded as one of the chief ingredients of employee voice, which many management scholars have observed to be a growing management concept (Ulrich, & Ulrich, 2010).

Several studies have shown that allowing employees to participate in decision making leads to increase in motivation, engagement, job performance, and organizational growth (Wheatley, 2006). However, many studies also have conflicting views on whether or not an increase in employee participation directly affects organizational performance. Some critics, such as Sashkin (2006) feel that participation is not only effective, but that its use by management is an ethical imperative. Lockwood, (2007) believe that worker participation is merely a managerial technique that can be used effectively in certain situations. In Nigeria, the institutionalization of worker participation within the nation's industrial relations system was championed by several scholars such as Avolio (2005) and Avery (2004) who suggested that worker participation in management decision making will reduce industrial conflict, raise workers' productivity, ensure rapid grievance procedure and workers engagement.

Leadership styles can be conceptualised as the pattern adopted by superior officers in coordinating and relating with subordinates in the accomplishment of organizational task. It is also described as "the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of

group goals" according to Koontz and Weihrich, (2008). The tendency that employees will be directed in a way that they will be very much engaged with organizational tasks is dependent on the leadership style of the management or superior in an organisation. Bass et al, (2006) argued that leaders can either be transactional or transformational. He suggested that transformational leaders displayed superior leadership performance, when they appealed to the elevated spirit of individuals, to motivate them to transcend their individual self-interest for the greater good of the organization. Transformational leaders has being viewed as charismatic and influential in their ability to make employees do more than what was expected of them at work (Avolio, Bass, & Jung, 1999).

On the other hand transactional leadership has been considered as being highly exchange oriented, meaning that employees would only receive rewards if they met performance outcomes and previously outlined goals. Since the principles of transactional leadership theory were based solely on the operational give-and-take relationship between leaders and followers. Transactional leadership does not consider the holistic exchange between a leader and follower because it only relied on the transactional, exchange oriented aspect of the relationship. Harter, et al (2002) however made distinction between the two types of leadership styles and argued that that transformational leadership, more than transactional leadership, would be likely to raise the level of awareness of employees and motivate them to contribute above and beyond what was expected of them at work.

Over the years, transformational leadership theories have also been shown to occupy a preeminent position in leadership research (Liu, Lepak, Takeuchi, & Sims, 2003) over transactional leadership theories. They have also been found to be more predictive of several key organizational outcomes (Sekaran, 2000). However Nigerian settings serious conclusion has not been observable in the pattern of leadership most common among Nigerian administrators. To keep employees engaged in Nigeria world of work demands a serious work on the part of the personnel manager/ administrator, because employees are potential superchargers (Macey, & Schneider, 2008), in their ability to demonstrate high levels of engagement at work, and in their ability to go beyond their call of duty to meet organizational goals when directed by transformational leader. Bass (2005) confirmed that employees were more likely to devote additional effort when they reported to a transformational leader who led by influencing them and inspiring their trust. Empirical literature also emphasized that managers who adopted

transformational leadership qualities in the way they lead their organizations were likely to be seen as more effective by their subordinates (Bass & Avolio, 1995).

Interpersonal relationship can be referred to as the relationship between co-workers, subordinates and superior. Therefore, in order to successfully deal with their subordinates, managers should possess the following interpersonal skills: relationship building-ability to develop and maintain conversation and interaction, listening to others, empathy understanding others' needs and feelings, encouraging others to present their ideas, expose feelings and express opinions, and giving feedback. Of the listed skills, listening skills are the beginning of successful communication, and they are especially important for good interpersonal relations with subordinates. Namely, when a manager listens, he/she is better able to communicate with others, get along with them, and support them (Bloom, 2000).

In Nigeria work-sector, workers appear to develop high sense of belonging when there is a cordial interpersonal relationship between the work force. It creates an avenue to make an organisation progressive owing to the fact that interpersonal relationship makes workers become more engaged as a team players. As relationships with others form the social fabric and context of a job they are essential determinants of behaviour when employees must interact formally or informally in getting their work done, such as in work groups (Freeney, &Tiernan, 2006).

Organisations where employees are disengaged is continuously in disarray. This accounts for office politics, creation of caucus, and conflict mismanagement. Many of the workers will not want to take responsibility of error detected or poor production; which might reduce the profitability and as well dent the integrity of the organisation. However, interpersonal relationships in which employees are embedded provide opportunities and can facilitate and constrain the flow of resources within teams, offering important implications for teams and its members (Balkundi& Harrison, 2006; Pearsall & Ellis, 2006). Within teams, the interconnected social system consists of internal connections, or interpersonal relationships that involve the team members and their leader (Bakker, Demerouti, & Schaufeli, 2003; Tims, Bakker, & Xanthopoulou, 2011.). Thus, in their workgroups, instead of working in isolation, employees are part of networks of work-related connections (Walumbwa, Wang, Lawler, & Shi, 2004.) which essentially impacts their engagement.

As a final benefit, recent evidence is beginning to point toward a direct employee engagement-profit linkage (Czarnowsky, 2008; Fleming & Asplund,

2007; Ketter, 2008; Wang &Walumbwa, 2007). Having a higher proportion of engaged employees in an organization has been shown to have a positive relationship with an institution's profit margin (Wang &Walumbwa, 2007). Considering the various effort invested by authors, there appears to be no agreement on the predictors of employee engagement. That notwithstanding in the Nigerian work place research there appears to be paucity of research on workers engagement especially in the public sector. This inform the researcher of the need to investigate the predictive impact of leadership styles, involvement in decision making and interpersonal relationship on non-academic staff engagement .

Purpose of the Study

The general purpose of this study was to investigate the predictive influence of leadership styles, involvement in decision making and interpersonal relationship on employee engagement. Specifically, this study intended to:

1. investigate the relationship that exists among the independent variables (leadership styles, interpersonal relationship and involvement in decision making) and the dependent variable (employee engagement) of Non-academic staff.
2. determine the combined contributions of leadership styles, interpersonal relationship and involvement in decision making to the prediction of non-academic staff engagement.
3. investigate the relative contributions of leadership styles, interpersonal relationship and involvement in decision making to the prediction of non-academic staff engagement.
4. find-out the differences in the employee engagement level of male and female Non-academic staff

Research Questions

The following are the questions raised in this study

i. What pattern of relationship that exists among the independent variables (leadership styles, interpersonal relationship and involvement in decision making) and the dependent variable (employee engagement) of Non-academic staff?

ii. What is the combined contribution of leadership styles, interpersonal relationship and involvement in decision making to the prediction of employee engagement of Non-academic staff?

iii. What is the relative contribution of leadership styles, interpersonal relationship and involvement in decision making to the prediction of employee engagement of Non-academic staff?

Design

The descriptive research design of the expo-facto type was adopted for this study. This design is appropriate because the researcher intends to test a predictive model of employee engagement through leadership styles, interpersonal relationship and involvement in decision making. More so, the researcher does not have direct control over independent variables because their manifestations have already occurred, or because they are inherently not manipulated.

Study Population

The population for this study comprised all non-academic staff of the six federal University in South-western Nigeria. South-western Universities considered in this study are University of Lagos, University of Ibadan, Obafemi Awolowo University, Federal University of Technology (FUTA), Federal University Oye-Ekiti, and Federal University of Agriculture (FUNAB).

Sample and Sampling Techniques

Two-stage sampling technique was used in selecting 294 participants from the entire population of the study. The first stage involved the random selection two class of non-non-academic staff (senior and junior staff). The second stage involved the random selection of 50% of each non-academic senior (that is, staff that have spent above 6 years in the institutions) staff and 50% non-academic junior (that is, staff that have spent less 6 years in the institutions) staff for the study. The third stage involved the random selection of 50% (that is 128 senior non-non-academic staff and 166 junior non-non-academic staff) of the non-non-academic staff across the six universities. In all, two hundred and ninety four (294) non-non-academic staff were randomly selected as sample of the study.

Instrumentation

Self-rated questionnaire was used for data collection on the variables under study. The Employee engagement, Leadership style, Interpersonal relationship and Involvement in decision making (ELII) scale were used in this study. The adaptation was made after extensive review of literature as advised by experts

within and outside the Faculty of Education. The questionnaire was divided into five sections. The sections are: A, B, C, D, and E.
Section A: Demographic information of the staffs such as age, gender, religion, years in service and position. This section was developed by the researcher.

Section B: Involvement in Decision making Scale

It consists of 12 item Involvement in Decision making Scale developed by Quagraine (2005) was adapted for this study. It is designed to measure employees' rate and level of involvement in management decision making. Typical examples of the items are: "What are the direct consequences of employee participate in decision making," "Do you consider your involvement in decision making as a major reason to improve productivity," among others. It has a multi response format with a reliability coefficient of 0.77

Section C: Employee Engagement scale

All items are scored on a 4 point scale ranging from 1= never, 2= rarely, 3= sometimes and 4= always.

Section D: Interpersonal Relationship Scale

This section adopted a 4 point scale format of 1 = never, 2= rarely, 3= sometimes and 4= always.

Section E: Leadership Style Scale

This section also has a 4-point scale from "1=strongly disagree" to "4= Strongly agree) response format with a reliability coefficient of 0.92.

Method of Data Analysis

Pearson's product moment correlation, t-test and analysis and multiple regressions were used to test the hypotheses at 0.05 level of significant which was used for the interpretation and answer the research questions.

Research 1: What is the relationship that exists among the independent variables (leadership styles, interpersonal relationship and involvement in decision making) to prediction of non-academic staff engagement?

Table 1: Showing the correlation among the studied variables

Variables	Mean	Std. Dev	1	2	3	4
Employee engagement	66.2290	15.85080	1.000			
leadership style	51.1636	15.08276	506**	1.000		
interpersonal relationship	60.2056	9.69607	.073	.529**	1.000	
decision making	54.3131	12.45085	.117	.134*	.262**	1.000

** Correlation is significant at the 0.01 level (2-tailed).

The result on table 1, above reveals the relationship of each independent variables (leadership styles, interpersonal relationship and involvement in decision making)to the prediction of non-academic staff engagement; leadership styles positively correlates with disruptive behaviour of employee' ($r = .506^{**}$, $p<0.05$); interpersonal relationship ($r = .073$, $p<0.05$ and involvement in decision making ($r = .117$, $p<0.05$). The study further revealed that a unit increase among the independent variable will definitely increase the output of non-academic staff engagement in Oyo state.

Research Question 2: What is the joint contribution of the independent variables (leadership styles, interpersonal relationship and involvement in decision making) to prediction of non-academic staff engagement?

Table 2: Summary of multiple regression and ANOVAs table in the joint contributions of independent variables to the prediction of non-academic staff engagement.

R -.565 R Square =.319 Adjusted R square =.309 Std. Error =13.17175						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	17081.835	3	5693.945	32.819	.000[b]
	Residual	36433.945	210	173.495		
	Total	53515.780	213			

Table 2 above reveals significant joint contribution of the independent variables **(**leadership styles, interpersonal relationship and involvement in decision making**)** to the prediction of non-academic staff engagement. The result yielded a coefficient of multiple regressions R = 0.565 and multiple R-square = 0.319. This suggests that the three factors combined accounted for 30.9% (Adj.R2= .309) variance in the prediction of non-academic staff engagement. The other factors accounting for 69.1% variance in the prediction of non-academic staff engagement is beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the non-academic staff engagement,

$F(3,210) = 32.819$, $P<0.05$.

Research Question 3: What is the relative contribution of the independent variables (leadership styles, interpersonal relationship and involvement in decision making) to prediction of non-academic staff engagement?

Table 3: Summary of relative contribution of independent variables to the prediction of non-academic staff engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	53.230	6.227		8.548	.000
	Leadership style	.682	.071	.649	9.676	.000
	Interpersonal relationship	-.488	.113	-.299	-4.336	.000
	Decision making	.138	.075	.108	1.837	.068

Table 3 above shows that the three predictor factors (leadership styles, interpersonal relationship and involvement in decision making) are potent predictors of non-academic staff engagement. The study further reveals these predictors in hierarchy as follows. The most potent factor was leadership style (Beta = .649, t=9.676, $p<0.05$), followed by interpersonal relationship with a negative significance impart (Beta = -.299, t=-4.336, $p<0.05$). But, involvement in decision making was not a predictor of non-academic staff engagement (Beta = .108, t=1.837, $p>0.05$) among non-academic staff engagement.

Research Question 4: There is no significant gender difference in non-academic staff engagement in Oyo state?

Table 4: T-test showing differences in non-academic staff engagement

Variables	Gender	N	Mean	Std. Dev	Df	t-value	P	Remark
Employee engagement	Male	127	63.5039	15.68635	212	3.099	<.001	Ho1 rejected
	Female	87	70.2069	15.32299				

Table 4 revealed that there is a significant difference between male and female non-academic staff engagement: t (212) =3.099, $p<0.001$. Hence the null hypothesis is rejected. Therefore, there is a significant difference in male and female non-academic staff engagement. The table further reveals that female employee engagement (mean=70.2069) display higher tendency in non-academic staff engagement than their counterpart (mean= 63.5039) in the studied institutions.

Discussion of the findings

Research Question One; states that what is the relationship that exit between the independent variables (leadership styles, interpersonal relationship and involvement in decision making) and prediction of non-academic staff engagement. The result showed the there was a positive significant relationship between the independent variables (leadership styles, interpersonal relationship and involvement in decision making) and the dependent variable. Hence, the variables were confirmed significant to the prediction of non-academic staff engagement. This finding supports the view of Echoing According to Hui (2010) who examined effective leadership behaviour for improving employee engagement in the hotel industry. Similarly the result of this study corroborated Zhu et al. (2009) who contended that transformational leaders are more concerned when it comes to paying closer attention to their followers' needs for achievement, progress and growth and encouraging them to take on greater responsibilities within the organisation than are transactional leaders.

Research Question two; states that what is the joint contribution of the independent variables (leadership styles, interpersonal relationship and involvement in decision making) to prediction of non-academic staff engagement? The findings depicted that there is a joint effect of independent variables to the prediction of non-academic staff engagement in Oyo state. This finding corroborate with Padmanathan (2010) contends that both transformational and transactional leadership positively predicts employee engagement in a study that she conducted with 150 participants from Intel Malaysia. However, her findings revealed that transactional leadership shows more positive effects on employee engagement than transformational leadership.

In another study, Metzler (2006) researched the relationship between transformational and transactional leadership styles and employee engagement using a sample of 251 university students who had work experience. His research supports the findings of the current study namely, that transactional leadership positively predicts dedication and absorption. His findings however, also indicate that transactional leadership positively predicts vigour, which is contrary to this study. Obiwuru, Okwu, Akpa and Nwankwere (2011) also contend that transactional leadership has a significant positive effect on employees and their productivity levels which can be empirically linked to employee engagement. A comprehensive meta-analysis study conducted by Harter, Schmidt et al. (2002) focusing on employee engagement indicated that employees' level of work

engagement is positively associated with productivity, employee satisfaction and customer satisfaction.

Furthermore, these researchers posit that transactional leaders will specify clear, articulate and measurable goals and objectives which simplify the execution of key performance areas/duties for employees. This in effect results in engaged employees. Furthermore, results from a quantitative study carried out by Koyuncu, Burke and Fiksenbaum (2006) concerning the engagement of highly educated women in a Turkish bank positively predicts the relationship between transactional leadership and employee engagement. Similarly, a qualitative study conducted by Kahn (1990) demonstrates a positive effect of reward and recognition on employee engagement. Burns (cited in Metzler, 2006) postulates that transactional leaders motivate through the exchange of resources namely, contingent rewards, recognition and punishment if needed. These job resources foster employee engagement as they are key factors that motivate people to achieve goals which as a result, support the findings of the current study.

Howell and Avolio (1993) postulate that a pure transactional leadership style might be inappropriate and counterproductive in an environment where change constantly occurs. A study conducted by Tims, Bakker and Xanthopoulou (2011) examining how transformational leaders enhance employee engagement also confirm the findings of this study. Their sample consisted of 42 employees working at two different consulting agencies in the Netherlands. Eighty-four percent of the sample worked as consultants at an agency that recruited temps and sixteen percent worked at an industrial consultancy agency.

In addition to this, Shamir et al. (1993) findings also demonstrate that employees' feelings of involvement, cohesiveness, commitment and performance are enhanced by a transformational leadership style. Similarly, Schaufeli and Bakker (2004) also contend that transformational leaders who provide job resources such as supervisory support, coaching and opportunities for development would have a positive effect on employee health, motivation and engagement. Kahn (1990) postulates that employees become emotionally and cognitively engaged when they know what is expected of them, when they have the necessary resources available to do their work and most importantly when they perceive that the work assigned to them is part of something significant. In other words, when employees are involved in their tasks to this extent, they feel a sense of psychological ownership toward their jobs.

Stairs (2005) also posits that transformational leaders invoke a sense of trust, confidence and belongingness within their followers. The fears of failure when attempting to trial a new concept is therefore reduced as employees feel supported by their leaders. Steers and Porter (1991) contend that if employees view themselves as significant contributors to the organization's goals and objectives, they are more likely to perform at a higher level.

Research Question two and three; states that what is the joint and relative contribution of the independent variables (leadership styles, interpersonal relationship and involvement in decision making) to prediction of non-academic staff engagement. The result revealed that there is a relative contribution of the independent variables to the prediction of non-academic staff engagement in Oyo state. The result of this study corroborated Collins (2001) whose opinion stated that transformational leadership is not necessarily a synonym for good leadership and that effective leaders do not have to be transformational. The researcher argues that this therefore paves the way for alternative styles of leadership namely, transactional leadership and how it also positively influences constructs such as employee engagement, work satisfaction, productivity and commitment levels.

The result of this study corroborated Song and Olfshki (2008) who found that in both countries friendships between superiors and subordinates positively affect work attitudes. Similarly Robinson et al. (1993) found similar results when examining work units of nurses. Chiaburu and Harrison (2008) found that coworker support, including coworker mentoring, friendliness and positive affect, was associated with increased levels of job satisfaction, job involvement and organizational commitment. Finally, Settoon et al. (1996) found that leader member exchange had a strong relationship with OCBI suggesting that employees will also engage in these types of behaviours toward supervisors with whom they have a good relationship. Management practice studied by Doucouliagos (1995) kindled a renewed interest in employee involvement issues. This is due to the growing evidence that employee participation increases their effort, which subsequently improves efficiency and productivity, reduces the cost of monitoring employees and leads to increased commitment.

Research question four states that there is a significant difference in male and female non-academic staff engagement. From the findings, it was revealed that female employee engagement display higher tendency than male employee engagement in Non-academic staff in Ibadan. It was revealed that there is a significant gender difference in the employee engagement of employee in the study.

The result of this study is incongruence with Ladd and Marshall (2004) reported that male participation in decision-making is important to employees and, along with job satisfaction and affective organizational commitment, is valued by them. Employees believe they are better off, because of participation in decision-making and the organization also gains through the positive impact on task and performance effectiveness.

Contrary to the results of this study, Zhang (2010) argues that genders especially the female are high in need for achievement and clarity, try to avoid ambiguity and prefer clearly structured tasks that transactional leaders provide. As transformational leaders are more charismatic and likely to influence employees to devote extra effort at work and do more than what is required without clearly specifying these guidelines, this may cause anxiety and stress for those employees that do not work well under these types of conditions, which could ultimately lead to disengaged employees. Similarly Shamir, House and Arthur (1993) confirm that female transformational leaders are able to challenge employees and raise their levels of thinking by giving them the opportunity to share in problem-solving and contribute innovative ideas than their counterparts. As these employees view themselves as adding value to the organisation, their higher order needs are satisfied which cause employees to be more engaged in their work activities. Harter, Schmidt and Hayes (2002) also argue that employees will have higher levels of work engagement when their basic and especially higher order needs are taken care of by their leaders within the organisation.

Recommendations

The following recommendations are made based on the study.

i. Development of psychology of employees on the basis of self-identity, belongingness, self-efficacy and responsible attitude all lead to positive outcomes. Employees with higher level of these dimensions will prove to be more effective and participative in the work environment. Supported by above discussion and empirical findings of this study employee engagement and employee performance are perfectly mediated by impact of psychological ownership.

ii. This shows that employee given employee involvement and engagement improve performance. Also psychological development of employee is positively related to employee performance and engagement. Thus another important implication is promotion of employee engagement in their work

tasks and organizational environment that ultimately helps employees improve performance.

iii. Employee's needs and interest should be identified and employees should be guided towards the development of positive psychological being. Management support as effective leader can improve performance and develop positive attitude in work setting. Support of organization will improve performance and confidence in employees. Management should exercise a sufficient level of empowerment in work settings allowing effective employees engagement. With organizational support and sense of belongingness employees will feel comfortable taking any step regarding issues also they will feel themselves responsible to their tasks. This will develop employees psychologically about their work, its importance, their own identity, responsibilities and belongingness to their work. Employees association and bonding with organization will determine commitment and performance.

iv. Evidence suggests that new employees score the highest on levels of engagement, which may in part be due to the optimism and enthusiasm they experience upon starting a new job. Further research is needed to determine exactly which attitudes they possess at this stage and what elements they are so highly engaged with in their work. Once these have been identified, managers can attempt to maintain that high level of engagement employees experience at the beginning of their employment throughout their entire period of employment by understanding clearly what predicts engagement for those individuals.

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QUALITATIVE MANAGEMENT OF UNIVERSITY EDUCATION PROGRAMMES THROUGH MULTI-DISCIPLINARY EDUCATION

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Abstract

A university is an institution of higher learning and research which provides academic degrees in various disciplines to different classes of students (undergraduates and post-graduates). The essence of providing quality education is to enlighten the darkness that envelopes human mind through multidisciplinary education for a productive society. This paper therefore, examined the concept of qualitative management and university education. It also identified multidisciplinary education as an important factor for the sustenance of quality programmes in Nigerian universities. The paper finally suggested that conceptual skills, agropreneurship and advanced educational technologies are imperative for self-reliance and quality output in order to meet with the constant societal challenges.

Keywords: Qualitative management, University and Multidisciplinary education

Introduction

University education all over the world is a critical component of human development efforts. It is the highest level of education that provides the last stage of formal education. Most nations today depend increasingly on knowledge, ideas and skills which are produced in universities for the development of a person who will be a useful member of the society. To achieve the above objective, educational managers as change agents often times face a dramatic state of uncertainty from those seeking to create alternatives to public education. This wind of change should guide the universities to be more productive, effective and efficient in the management of their programmes to ensure quality and all round development of the individual. Quality management in this context can therefore, be perceived as ideal systematic process for managing change in a dynamic society like ours and it calls for reform efforts in education through multidisciplinary approach that will provide the key skills required by university students to meet the demand in the labour market.

Concept of quality management

Quality implies a standard; one of the best or an outstanding product that can be recommended for use. It shows that customers' demands are met in accordance with specification. It stands the taste of time whenever and wherever it is presented. Sola and Oyeyemi (2012) described quality as the process of changing the fundamental culture of an organization and redirecting it towards superior product or service quality. The concept of quality connotes a process of continuous improvement in the job, products and services through the efforts of employer and the employee. It strives to make quality the responsibility of every member of the organization by developing a good working culture and "we" feeling towards the organization. Management on the other hand entails serious commitment to ensure proper coordination for quality outcome. Quality management as a general management philosophy and a set of tools which allows an institution to pursue a definition of quality and a means for attaining quality with quality being a continuous improvement ascertained by customers contentment with the services they have received. In the educational sector, Srivanci (2004) summarized quality management in a classroom setting as a set of philosophy and a set of guiding principles and practices the teachers apply to teaching that represent the foundation for continuous learning and improvement on the part of the students and the

teachers. It is the application of procedures related to instruction that improves the quality of education provided to the students.

A continuous search for ways of improving quality, integrative efforts of all the employees, managerial abilities, culture of "we" feeling and customers' interest remain the key elements for quality management. The implementation process of quality management begins from top management commitment. Lecturers as the managers of university education programmes are therefore charged with the responsibilities of building quality relationships with the students by organizing and applying appropriate methods and materials for effective teaching and learning, initiating a friendly atmosphere for staff-students interactions and assessment/evaluation without prejudice. For continuous improvement efforts to occur students should be active participants through their learning activities since the practice of teaching and learning is inseparable. They should be free to ask questions in the class and also to entertain lecturers' questions. This interactive method will give room for clarity and an avenue to develop new ideas and solutions to problem situations.

University Education: An Overview

University is the climax of tertiary institutions in the world. It is the nation's knowledge industry that improves the productive capacity of the labour force through research and technological innovations. It provides a formal education which takes a minimum of 4 years depending on the course of study. There are three stages of education at the university level (First Degree, Master's Degree and Doctorate Degree Programmes). The first degree programme awards bachelor's degree (single or combined honours) to graduating students. The Master's degree programme runs for one, two years or more after the first degree depending on the capabilities of the student in question, while the Ph.D after the master's programme can take up to three or four years or even more. Entry requirements into some universities especially in Nigeria include minimum of 5 credit passes in relevant subjects in SSCE/GCE ordinary level at maximum of two sittings. In Joint Admission and Matriculation Board Examination, minimum cut-off marks of 180 and above are required. Candidates with minimum of merit pass in Nigeria Certificate in Education (NCE), National Diploma (ND) and other advanced level certificates are given direct entry into the appropriate undergraduate degree programmes (Wilkipedia, 2016).

The role of universities in human capital development cannot be over-emphasized since the individuals are equipped with knowledge, skills, attitudes and values necessary for positive living and meaningful contribution to the development of the society. Universities design workshops and seminars to enrich both the staff and students and provide training in core areas of research interest. It is evidently clear from the foregoing that universities are the truest engine for the generation and dissemination of knowledge through teaching, research and development. It is worthy of note that it is only through the quality management of these programmes by quality personnel that the university can give birth to quality products.

Understanding the role of managers and their commitments that will create a learning environment which will embrace a wide range of academic disciplines that will go beyond "tribes and territories" becomes a challenge. Observation from the labour market requires a fundamental and comprehensive change from theoretical to a practical education that will make for self-reliant individuals or employable graduates in various industries.

Achieving Quality University Programmes through Multidisciplinary Education.

As the human society develops into a closer unit, the need for a push in the drive for a relevant education that will be flexible and focused to meet the yearnings of the people in modern day civilization becomes obvious. The need to fine tune the curriculum content to replace the straight jacket form of education where university students are engaged in a particular discipline becomes an instrument for achieving quality university programmes through multidisciplinary education. Umezulike (2016) averred that anyone involved in education today, both on the teaching side and on the learning side is thus, challenged to go over and above the boundaries of his chosen academic discipline, over and beyond the realm of his academic 'tribes and territory', in the quest to achieve and develop skills, knowledge and attitudes needed for the challenges of present day existence.

Multidisciplinary education is a diversified discipline that involves more than one existing academic field of expertise. It is a combination of several academic disciplines composed of professionals with varied experiences, qualifications and skills to ensure quality in the field of education. Wilkipedia (2017) explained multidisciplinary approach to involve drawing appropriately from multi-disciplines to redefine problem outside of the normal boundaries and reach solutions based on a new outstanding of complex situation. Quality management in

education therefore entails the building of excellence and equity in the students who are learner-centered to promote higher order thinking and a refined product worthy of consumption. The highest level of quality management is in the instructional process through the application of procedure related to instruction that the quality of education provided to students will improve. To achieve the desired result, quality standard should be established using multidisciplinary approach to curriculum planning and implementation, recruitment and selection of teachers, alignment of what is taught, how it is taught and how the learning process is evaluated so as to provide connection between outcomes and the process by which outcomes are achieved. Quality on this note involves creating an environment where educators, parents, government officials, community representatives etc will work as a team to provide students with the needed resources to meet current and future academic, business and societal needs.

Schools that learn and improve are those that approach change from a system perspective. The more systemic the change, the more the school embodies change in behaviours, culture and structure and the more lasting the change will be (Jacqueline & Bryan, 2012). Realities and divergent knowledge are the expectations from universities as the final preparation ground of an educated man. A sound education that will house the normal classroom programmes and equally embrace conceptual skills, agripreneurship and the ever-increasing awareness of the revolution of Advanced Educational Technology. A strategic planning process that will create room for critical thinking and problem solving skills for the development of the individual and the society in general. Quality management ensures that an organization, product or service is consistent. It has four main components: quality planning, quality assurance, quality control and quality improvement. Quality management is focused not only on product and service quality but also on the means to achieve it (Wilkipedia, 2016).

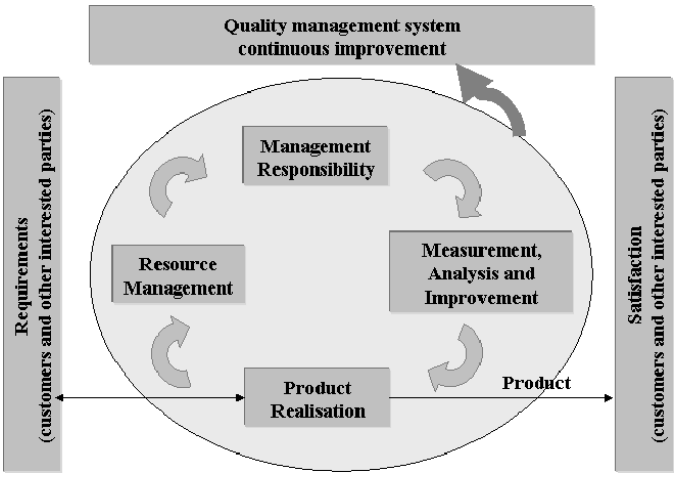
Total quality management is a comprehensive management approach that works horizontally across an organization, involving all departments and employees and extending backward and forward to include both suppliers and clients/customers (www.inc.com>encyclopedia>total-quality). Total quality management in universities should therefore, stem up from the reactions of the ever-increasing pressures and demands of the public so as to fix itself in a market oriented environment where internal and external customers will be satisfied.

Steps for Quality Management in Universities

- Adopt a new philosophy i.e., the philosophy of constant change along societal expectations to improve quality and productivity.
- Be consistent towards the improvement of good products and services with the aim to be competitive and create jobs.
- Eliminate dependency on inspection to achieve quality – be committed and firm in discharge of duties.
- Create in-service training opportunity for self-improvement.
- Delete quota system and tribalism from the recruitment/selection list.
- Drive out fear and create a friendly environment for everyone to work effectively towards the organizational objectives (www.intechopen.com)

Standards for Quality Management

- Institutions should recognize high quality staff and thus should be satisfied that their teaching staff is qualified and competent to do so.
- They should develop a periodic review of their programmes and monitoring of the programmes to tally with NUC guideline and society demands
- A strategy for the continuous enhancement of quality should be developed to involve both the stakeholders and students.
- Assessment of students should have a set standard with procedures which are applied consistently.
- Instructional materials and other resources needed for quality and quantity teaching and learning should be adequate and appropriate for each programme offered (www.intechopen.com)



Standard model of a quality management system (Adopted from Maria, J. R. *et al.*, ND)

Need for the Inclusion of Conceptual Skills, Agripreneurship and Advanced Educational Technology in University Programmes.

Over the last several decades, the industrial economy based on manufacturing has shifted to a service economy driven by information, knowledge and innovation. New standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge, schools must be transformed in the ways that will enable students acquire the creative thinking, flexible problem solving, collaboration and innovative skills they need to be successful in work life. In developing nations, competitiveness and future job prospects will depend on what people can do with what they know so as to make degrees and certificates become secondary while life and career skills takes the lead.

The term "skill" is the ability to do something expertly well. It is an organized sequence of actions, proficiently executed and usually displayed in flexible but systematic temporal patterning, (Hornby in Odo, 2014). Udu (2008) explained skill acquisition as an effective means of bringing about rapid economic development in developing countries. This is because economic development requires not only an increase in per capita income but the transformation of traditional and static society into a dynamic, complex and highly organized one. Uloka (2010) agreed that acquisition involves the mastery of practical skills and knowledge in any field of study through teaching and practical experiences and on the job training.

Conceptual skill involves the ability to recognize the interdependence of the various functions of an organization for quality performance and continuous existence of the organization. To achieve this in our universities, students should be taught to be open-minded to varying ideas and values, work with diverse teams, set and meet goals, be accountable for results and develop leadership responsibilities. University programme should also prepare students to become entrepreneurs through multidisciplinary education by pursuing agribusiness for food production and poverty reduction. A compulsory agripreneurship education should be introduced into the university programme to make students think critically of ideas that will create new sources of value in agriculture and an entrepreneurship opportunity that will put food on their table in the absence of a white collar job.

Agripreneurship is a concept specific to agriculture. It is a development in agriculture to contribute to economic development, income generation, employment opportunities and overall food security. It is a right step towards making agribusiness more profitable and for the socio-economic upliftment of a nation by diversifying their income, provision of good health and widespread entrepreneurial opportunities especially in the rural areas.

Benefits of Agripreneurship and Food Security

1. Increased identification of existing opportunities and creation of new opportunities in agriculture leading to development of novel agribusiness concepts with process systems that leads to improved efficiencies and lower costs for agricultural food securities.
2. Agripreneurship results into value creation for agricultural commodities that offer opportunities for wider access of providing socially and culturally acceptable agricultural commodities to consumers.
3. Agripreneurship will widen the job creation space, providing income to people thereby economically empowering them to have access to sufficient food.
4. A pool of entrepreneurship – minded producers will become conscious to the effects of their business activities on their environments (social responsibility).
5. Agripreneurship fosters the aspiration of youth empowerment in various dimensions.

6. Enhanced agripreneurship activity could result to improvement of rural infrastructure which may in turn encourage the growth and development of non-agricultural business activities of the rural economy. (Adeyemi, 2016).

Technology is the application of scientific principles, techniques (skills), tools and materials to the solution of problems. It is the combination of human ingenuity, tools and materials to produce goods, gadgets, services and systems for the purpose of improving environmental, mental and social well-being of the human community (Obeta, 2008). At the heart of development in any country is of the world is technology. The quality and quantity of teaching and learning that will help students develop inquiry skill, creative thoughts and competencies for economic development and poverty reduction could be enhanced through the application of technology in university programmes for quality delivery. Technology stands as a tool that will bridge the gap between abstraction and reality through concrete examples for meaningful educational initiative, training high skilled labour force and understanding current issues related to the changing society. It also minimizes the gap between people from different physical and geographical locations (Okeze, 2014). Lecturers are therefore advised to embrace the current trends in the field of educational technology to cushion the challenges of the new millennium. The new criteria for admission in the universities should include students' technological compliance for free access to information, knowledge spread and creative skills in students. The need for students to acquire the necessary skills to overcome or tackle the challenges being faced on daily basis involves advanced educational technology for quality management of university programmes through multidisciplinary education. This will equip them with both the theoretical and the practical knowledge needed to work in any industrial, commercial, research, planning and consultancy establishments.

Often times, it is observed that university graduates find it difficult to come up with initiatives and innovations needed to boost productivity in their work places due to lack of exposure in other fields of study, necessary skills and competencies to fit in properly. Some of these skills as required by employers of labour include:

1. skills for effective problem-solving in a range of setting,
2. skills to locate, evaluate, manage and use information effectively,
3. ability to communicate effectively as professional and a citizen and
4. skills to work as independently as a professional (Iwona,2008).

High level of unemployment today suggests that the youths should develop the skills to be self-reliant through multidisciplinary education thereby not only creating jobs on their own but being employers of labour as well.

Conclusion

The classroom walls and other spheres of academia have expanded to a wider global community and so, school and academia can no longer remain business as usual. Institutions and school managers need to educate themselves for change in order to embrace the current trends and fit in properly according to the need of the society. The standard of education can be measured by the quality of its input. One of the most pressing challenges facing some of the developing nations is the provision of jobs for the teeming population. As population growth rates in many countries increases, competition for jobs becomes a serious issue since the number of job opportunities decreases. Employment is a crucial factor to economic development as a means by which individuals support themselves, their families and more importantly reduce poverty and gender inequality. Quality deals with issue of relevance, excellence and efficiency. Management of university education programmes should integrate a multidisciplinary curriculum where a particular topic will be studied from the viewpoint of more than one discipline for self-reliance and quality output.

Recommendations

1. Qualified and highly experienced lecturers should be employed with attractive conditions of service.
2. Entrepreneurship education that should address problem of unemployment should be made a general course of study for university students.
3. Degrees and certificates should be awarded based on competency and not experience based.
4. Management co-operation, total commitment to duty and availability of infrastructural and instructional facilities will increase effectiveness and efficiency.
5. Practical knowledge of technology-in-education will boost productivity and help graduates to be self-reliant and employers of labour.
6. Quality maintenance culture for consistency in academics and professional development programmes will serve as a key strength towards economic development and poverty reduction.

7. There is need for multidisciplinary education that will equip university graduates with skills and competencies, wealth creation and self-independent.
8. Universities should provide periodic seminars and workshops on career skills, critical learning and innovation skills.
9. Quality management of university education programmes should integrate school plant maintenance for conducive learning environment and a good image of the school both within and outside the community.
10. Educational managers should often times question the teaching and learning processes and methods, its design and areas of improvement.

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CAUSES AND SOLUTIONS TO LOW MALE ENROLLMENT IN AGRICULTURAL EDUCATION IN NIGERIA: EXPERIENCE OF INSTITUTE OF ECUMENICAL EDUCATION THINKERS' CORNER, (IECE) ENUGU

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Abstract

Recent studies have shown an increase in the decline of male enrolment into agricultural Education in most Nigerian tertiary institutions. A close observation shows that the decline is becoming worrisome looking at the social and economic implications of this gap in teaching and learning process of agricultural education, one of the vocational and technical education especially as it concerns the youths. This led the researcher to investigate the causes and possible solutions using the Institute of Ecumenical Education Thinkers' Corner Enugu as case study. The study considered the period between 2006 - 2017. The regular and sandwich programmes were reviewed. The design adopted was survey research. A descriptive statistics was employed in analysis of data collected by questionnaire given to 25 Degree and 20 NCE students of 2017 agricultural education April contact. The respondents were selected by simple random sampling out of 89 total students' population. However, the 5 lecturers in the department were selected by stratified sampling method. Thus, 50 respondents were used as sample size of the study out of 94 target population. The findings showed that the following are the causes: poor finance, lack of government support and interest, family problems, early marriages, poor salaries/remuneration of teachers, low impetus of Agricultural education as a profession, feminine job, interest in crude oil, use of crude implements while the solutions are to: make agricultural profession attractive, give loans to farmers by three tiers, and encourage youths to take to agriculture by subsidizing farm mechanization. Thus, it is the belief of the author that if these recommendations are appropriately implemented, male enrolments into agricultural education programme will appreciate for better.

Key Words: Low male enrolment, agricultural education in Nigeria, IECE Enugu, causes and solutions.

Introduction:

Globally, education today is widely recognized as the most effective development investment a country can make (UNO, 1992). According to World Bank (2007), it is one of the critical pathways to promote social and economic development. Agricultural Science is taught in the secondary school as a vocational subject (Abe and Abu, 2013). Vocational agriculture is an aspect of vocational education which emphasizes skills, knowledge and attitude required in all areas of agriculture for proficiency in agricultural production. One of the principles of vocational agriculture is learning by doing. Teaching of agriculture in schools aims at ensuring that the learner is exposed to and taught the basic principles that are important to agricultural production in the country and exposing and involving learners in various practical projects that will help them develop the necessary skills and abilities required in agricultural production. Practical classes are always organized to ensure that practical skills are imparted to students to enable them become self-reliant, resourceful and useful to the society.

However, Sekamwa (2009), pointed out that the real approach to the teaching of agriculture was discouraging. Agricultural Science Subject is taught theoretically and has failed to make an impression on society. Olaitan (1988) noted that many students from farming homes come to school with farming problems like weed control, which crops to grow and what fertilizers to apply. He advised that such problems can only be solved when students are exposed to these situations practically. This is supported by the National Policy on Education (FRN, 2004) which noted that Nigerian Schools should teach practical skills, knowledge and values which will help school leavers to solve real life problems. Learners learn better when they hear, see and feel or touch, which is the principle of "learning by doing".

This principle is best achieved by engaging oneself in practical activities (Osinem, 2008). Practical activities in the school farm promote students' interest to enter production and marketing of crops and livestock in the society after graduation. According to Awuku, Baiden, Brese and Ofosu (2001), the performance of the students in agricultural science should match student's interest and practice of the subject. They further stated that lack of instructional materials, educational qualification of teachers, poor funding of practical agriculture, intellectual ability

of the teachers, etc, are some of the factors that influence the outcome of the teaching–learning process.

Coonery (1990) also opined that students do not understand agricultural science when it is taught by an ineffective teacher. Izumi and Evess (2000) buttressed this by saying that teacher quality is the most important among other critical factors like quality curricula, funding, small class size and learning situation. George (2004) attributed poor achievement of students in agricultural science to teacher qualification, inadequate instructional materials as well as administrative factors. Common problems of teaching agricultural science and agricultural practical in developing country like Nigeria include: inadequate facilities, low professional and efficiency levels of teachers, poor attitudes of teachers, poor funding, school administrators and parents towards agricultural education, and political lapses (Amuah, 2009).

The number of learners pursuing Agriculture Science as a subject at Further Education and Training (FET) Schools and other Agricultural Colleges throughout South Africa has been on the decrease post-apartheid. According to Paterson and Arends (2004), only one in five learners write Agriculture Science in the South African Senior Certificate Grade 12 School leaving examination. The reasons for this decline are multifaceted and include factors related to poor motivation which leads to lack of interest in the subject; learners electing to take Agriculture Science when they lack the necessary background, learners being forced to take the subject because it belongs to a group of subjects that they are interested in, or students being advised by their teachers to take Agriculture Science even if they do not have interest in the field. For Calvin (1986) and Valerle (2016), it is obvious that if learners are made to choose a subject without considering whether they are interested in the field or not, it could result in learners developing a negative attitude towards the subject.

Empirical studies have also shown that in South Africa, the basic structure of the National Qualification Framework (NQF) consists of the General Education and Training(GET), Further Education and Training (FET) and Higher Education and Training (HET) bands(Mbajiorgu, Oguttu, Maake, Heeralal, Ngoepe, Masafu, and Kaino; 2014) . While GET offers the first possible exit point from the formal education system, the FET is designed to provide for intermediate to higher level

skills and competencies to promote the integration of education and training, and to enhance learner mobility and progression at the critical point between GET, HET and the work Place (Department of Education 2001a). Therefore, teaching and learning of Agriculture Science at FET level is highly critical given its role as the interface between general or compulsory education on one side and the work place and higher education on the other side (Paterson and Arends, 2008).

FET schools offering Agriculture Science as a subjects are predominantly 'black' schools, located in rural areas characterized by small-scale livestock and crop production. This situation hinders parents from getting involved in their children's school activities due to their work schedules, lack of resources, lack of transport and stress because of living in poor neighbour hoods as observed by Hill and Taylor (2004).One other problem associated with this low socio-economic status and low parental participation in children's education is that learners spend time helping with household activities after school hours instead of concentrating on their studies (Singh et al. 2004). This practice disadvantages the learners in their pursuit for basic education and has potential to negatively impact on South Africa's quest to attain the United Nation's Millennium Development Goals (MDG) on improving science education. Given that South Africa is faced with the challenge to guarantee adequate food production to sustain the increasing population, FET Colleges and Schools offering Agriculture Science as a stand-alone subject are likely to play a significant role in providing learners with the opportunity to study Agriculture Science (Paterson and Arends 2008; Kamua et'al 2014).

In light of this, the authors assessed the factors that impact on the teaching and learning of Agriculture Science at FET Schools using Mandlethu as a cases study, and also assess the learners' view of what is needed to boost teaching and learning at their school. This will help to foster training of learners who understand and are capable of passing Agriculture Science at Grade 12 Senior Certificate level. The decision to undertake this research was informed by the fact that teaching and learning are dynamic processes that need to be regularly adjusted to meet the changing needs and opportunities in the area (Kidane & Worth, 2012). It is envisaged that this research will be used as a tool to help the educators reach the common goal of assisting learners to do their best in Agriculture Science at Mandlethu FET School and elsewhere in South Africa and African continent especially Nigeria.

Adolescents and youths generally have been noted to represent a link between the present and the future as well as reserviour of labour (Olujide, Oladeji and Oyesola; 1999; Ema 2004). Adolescents are assumed to be an important source of workforce in ensuring efficient food production world over. Nigerian agriculture is characterized by small and medium holder farms. (Nnadozie and Ugwu, 2008). To this end, Modebelu and Nwakpadolu (2013) opined that farms which are less than ten (10) hectares , are classified as small by international standards and that 94 .37 percent of all farm holdings in Nigeria in 1973/74 must be regarded as small-scale farms, while 5-6 percent are grouped under medium scale.

Statement of research problem of the study:

Recent studies by the City University of New York (2017), Alexander (2017), Katrina (2013) and Jamila (2010) have shown an increase in the decline of male enrolments into Vocational and Agricultural Education in most Nigerian tertiary institutions. A close observation shows that the decline is becoming worrisome looking at the social and economic implications of this gap in teaching and learning process of agricultural education ((UNO, 1992; World Bank 2007).The contributions of youths to agriculture in Nigeria; sub-sahara Africa and the whole World is immense because they constitute a significant percentage of the domestic workforce and labour (UNICEF, 2006).

The other side of the oil boom is the complete diversion of the citizens and national interests from agriculture as source of income. Citizens presently tend to lose interest in agricultural practices because it is treated as business for the less privileged, peasants, never do wells etc (Sherry, 2010; Amuah, 2009; Gomez and Gomez, 1984). The repercussions are that agricultural practices has been deserted, hunger and poverty have taken over, besieged the nation as well as unemployment syndrome (Modebelu and Nwakpadolu, 2013; Abe and Adu, 2013).

The only way forward in the face of dwindling oil sales and fortune in international market is re-embracing agriculture as a veritable source of income, food, employment, hobby, tourism etc. No wonder majority of many third world nations are leaving no stone unturned in repositioning their agricultural sector as one sure way of eradicating extreme poverty and hunger as recommended in millennium development goals (MDGs, 1999). Nnadozie and Ugwu (2000) agreed that food security is one sure way of meeting up with this number one goal of MDGs.

Teachers are expected to be effective in their teaching job, however for them to be effective they must be accorded emotional, administrative and technical support. According to Olajide, Odoma, Okechukwu, Iyare, and Okhaimoh (2015), agriculture teachers are not an exception, they also need to be supported so that their teaching takes place in an environment suitable for teaching the subject. Agriculture teaching generally takes place not only in the classrooms and laboratories but also on-site in school farms or gardens (Nnadozie 2016; Nnadozie 2002). Such instruction requires involvement of stakeholders as students' parents, Ministry of Education, Ministry of Agriculture, Farmers and other members of the community. It also requires time, effort, and travel beyond the normal school day (Harper, 1991).

This therefore, forms the rationale for the study of causes and solutions to low male enrollment in agricultural education in Nigeria, using the Institute of Ecumenical Education, Thinkers' Corner Enugu as a case study.

Research Objectives:

The general objective of the study is to find out causes and solutions to low male enrollment in agricultural education programme in Nigerian tertiary institutions: a case of Institute of Ecumenical Education, Thinkers' Corner, Enugu.

While the specific objectives are to:

1. Evaluate why the increase in low male enrollment in agricultural education programme;
2. Find out the causes of low enrollment for agricultural education programme by both male and females.
3. Determine the implications of male low enrollment in agricultural education teaching and learning process in the study area.
4. Find out possible solutions to the identified problems of the study.

Research Methods:

The design adopted was survey research. A descriptive statistics was employed in analysis of data collected by questionnaire given to 5 Teachers, 25 Degree and 20 NCE students of 2017 agricultural education April contact. The respondents were selected by simple random sampling out of 89 total students' population. Thus, the sample size population comprised of forty five (45) Agricultural Science education students and 5 Teachers in Institute of Ecumenical Education , thinkers' Corner Enugu(Field survey,2017). Stratified random sampling was done to obtain the Teachers' sample used for the study. Thus, a sample size of 50 respondents was employed in the study. Data analysis was achieved by analysing responses of the respondents and existing time series data on lists of students who enrolled and graduated from the agricultural education department of Institute of Ecumenical Education, Thinkers' Corner, Enugu between 2006 and 2017 academic session. This made use of time series data of 12 years.

Results and Discussions:

The results in table 1 have shown the male and female percentage from 2006 to 2017 at both NCE and Degree levels of regular and sandwich programmes respectively. In 2006, a total of 9 students graduated and 11.1 percent was males in NCE agricultural education with a total of 12 students for Degree programme which 50 percent was male graduates with no sandwich graduate. In 2007, a total of 58 graduated with 15.5 percent males in NCE and 62 total graduates in Degree having 20 percent males. The 2008 NCE total students' graduates was 13and male percentage was 23.1 while Degree students total was 12 with 75 percent males.

In 2009, NCE graduates was 8 students with 25 percent males while 26 Degree students graduated with 23 percent males. The 2010 total Degree students was 17 and percentage male was 47 for regular programmes while for sandwich , NCE total was 34 and 216 for Degree graduates with male percentages of 17.6 and 33.3 respectively. In 2011, NCE total was 4 regular programme with 50 percent male graduates and sandwich total of 28 and 17.8 percent males. However, Degree total was 96 and 36.7 male percentage graduates respectively.

Results also showed that NCE total sandwich students was 37 with 21.6 male percent and no regular students while 12 Degree students graduated from regular programme with 75 percentage male graduates in 2012. However, Degree sandwich students totalled 249 with 11.7 percent males. In 2013, there was a twist as only 4 total NCE students with 25 percent male graduated without any NCE sandwich and regular Degree students graduating. From 2013 to date, regular Degree ceased to exist. A total of 248 Degree sandwich students graduated with 20.6 percent males. In subsequent year of 2014, a total of 8 regular NCE students graduated with 37.5 percent males and a total of 44 sandwich students' number graduated with 50 percent males while Degree sandwich students with a total of 258 had 29.5 percent male graduates.

Between 2015 and 2017, the following results were obtained. In 2015, NCE regular total was 5 with 20 percent male graduates. Sandwich NCE students' total was 69 and 20.3 percent males, while Degree sandwich total was 200 with 31 percent representing male graduates. This was followed in 2016 by 4 NCE regular and 13 sandwich NCE students with 25 and 15.4 male percentages respectively. However, Degree sandwich totals was 150 with 30 percent male graduates. Those who enrolled for NCE final are 5 (20% male) regular and 26 (26.6 % male) sandwich while Degree sandwich final year students are 75 (28%male) respectively.

Table 1: Students enrollment in agricultural education programme in IECE from 2006 to 2017.

Levels: NCE Regular& Sandwich Students* DEGREE Regular & Sandwich Students*

Years		Males	Females	Total	%Males	Males	Females	Total	%Males
2006	A	1	8	9	11.1	6	6	12	50
	B	0	0	0	-	0	0	-	-
20007	A	9	49	58	15.5	13	49	62	20
	B	0	0	-	-	-	-	-	-
2008	A	3	10	13	23.1	9	3	12	75
	B	-	-	-	-	-	-	-	-
2009	A	2	6	8	25	6	14	26	23
	B	-	-	-	-	-	-	-	-
2010	A					8	9	17	47
	B	6	28	34	17.6	72	144	216	33.3
2011	A	2	2	4	50	7	3	10	70
	B	5	23	28	17.8	72	124	196	36.7
2012	A	-	-	-		9	3	12	75
	B	8	29	37	21.6	29	220	249	11.7
2013	A	1	3	4	25	-	-	-	-
	B	-	-	-		51	197	248	20.6
2014	A	3	5	8	37.5	-	-	-	-
	B	22	22	44	50	76	82	258	29.5
2015	A	1	4	5	20.	-	-	-	-
	B	14	55	69	20.3	62	138	200	31.0
2016	A	1	3	4	25	-	-	-	-
	B	2	11	13	15.4	45	105	150	30
2017	A	1	4	5	20	-	-	-	-
	B	7	19	26	26.9	21	54	75	28
Subtotal		8					109		x

Source: field survey (2017). *A is Regular and B is Sandwich Students Respectively.

The results have shown that it was only in 2011 and 2014 NCE sandwich academic session that male enrollment averaged 50 percent and failed below 40 percent in the other 10 academic sessions which showed an abysmal increasing decrease. The percentage male enrollment did not fare better at degree level either as shown in table 1 of the study. An array of the 12 years' time series data have shown a worrisome decline and it revealed that male percentages were 50%, 75%, 70%, 75% for 2006, 2008, 2011 and 2012 academic sessions respectively.

The findings agreed with earlier studies of Olujide, Oladeji and Oyesola (1999) that adolescents and youths generally have been noted to represent a link between the present and the future as well as reserviour of labour but there is a declining zeal in agricultural practices. Nnadozie (2016) also has observed students apathy towards agricultural practical. Recent studies have shown an increase in the decline of male enrollment into agricultural Education in most Nigerian tertiary institutions. A close observation shows that the decline is becoming worrisome looking at the social and economic implications of this gap in teaching and learning process of agricultural education((UNO, 1992; Valerle,2006; World Bank 2007; Kidane *et'al,* 2012; Nnadozie,2016; Alexander,2017; Calvin,2017; City University,2017).

The contributions of youths to agriculture in Nigeria; sub-sahara Africa and the whole World is immense because they constitute a significant percentage of the domestic workforce and labour (UNICEF, 2006). The other side of the oil boom is the complete diversion of the citizens and national interests from agriculture as source of income. Citizens presently tend to lose interest in agricultural practices because it is treated as business for the less privileged, peasants, never do wells etc (Sherry, 2010; Gomez and Gomez, 1984). The implications are that agricultural practices has been deserted, hunger and poverty have taken over, besieged the nation as well as unemployment syndrome (Modebelu and Nwakpadolu, 2013). Food security is one sure way of meeting up with this number one goal of MDGs (MDGs, 1999; Nnadozie and Ugwu, 2000).

Teachers are expected to be effective in their teaching job, however for them to be effective they must be accorded emotional, administrative and technical support. Agriculture teachers are not an exception, they also need to be supported so that their teaching takes place in an environment suitable for teaching the subject. Agriculture teaching generally takes place not only in the classrooms and laboratories but also on-site in school farms or gardens. Such instruction requires involvement of stakeholders as students' parents, Ministry of Education, Ministry of Agriculture, Farmers and other members of the community. It also requires time, effort, and travel beyond the normal school day (Harper, 1991).

Table 2: Causes and Solutions to low male enrollment in Agricultural Education courses in Nig.

Causes: percentage Response	(%)	Solutions: percentage response	(%)
1. poor finance,	36	make agricultural profession attractive	70
2. lack of government support & interest,	68	give loans to farmers by three tiers,	84
3. family problems,	56	govt. should subsidize farm mechanization.	76
4. early marriages,	40	dissuade youths from early marriages	60
5. low impetus of Agricultural profession.	70	retraining of teachers /students	98
6. feminine job,	46	grant males scholarship	76
7. interest in crude oil,	90	diversify sources of national income	80
8. The poor salaries of teachers	86	improve teachers' salaries & fringe benefits	90
9. use of crude implements /poor extension	84	provide modern tools and equipment	88

Source: field survey (2017).

The findings showed that the following are the causes: poor finance, lack of government support and interest, family problems, early marriages, poor salaries/remuneration of teachers, low impetus of Agricultural education as a profession, feminine job, interest in crude oil, use of crude implements while the solutions are to: make agricultural profession attractive, give loans to farmers by three tiers, and encourage youths to take to agriculture by subsidizing farm mechanization. Others are retraining of teachers /students (98%),granting males scholarship (76%), diversification of sources of national income and revenues(80%), improving teachers' salaries & fringe benefits(90%), and the provision of modern farm tools and equipment which had 88 percentage response as shown in table 2 of the study.

This findings agreed with earlier study by Amuah (2009) that some common problems of teaching agricultural science and agricultural practical in developing country like Nigeria include: inadequate facilities, low professional and efficiency levels of teachers, poor attitudes of teachers, poor funding, school administrators and parents towards agricultural education, and political lapses. Thus, it is the belief of the author that if these recommendations are appropriately implemented, male enrollment into agricultural education programme will appreciate for better.

Conclusion:

Based on the findings the author concludes that there is an increasing decrease in male enrollment in agricultural education programme in the study area and in Nigeria in general.

Recommendations:

In view of the findings, the following recommendations were made: three tiers of government and all stake holders should make agricultural profession attractive, loans to be advanced to farmers by three tiers, and youths encouraged to take to agriculture by subsidizing farm mechanization. Thus, it is the belief of the author that if these recommendations are appropriately implemented, male enrollment into agricultural education programme will appreciate for better for increase in foreign exchange, job and wealth creation while food security will be achieved.

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CONTEXTUALIZING EDUCATION: MODELS FOR EDUCATION IN NIGERIA

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Abstract

Some of the major challenges confronting education in Nigeria are ethnic, cultural and religious differences. This paper therefore examined education as a tool for fostering relations among people of different ethnic, cultural and religious groups. It also examined the need for the incorporation of "interreligious dialogue" and "cultural studies" to some degree in the curriculum of educational institutions. It is recommended that our entire context should come into play in teaching and learning. Also that societal values and problems should be considered in curriculum planning and development.

Introduction

Education is an integral part of every society because it is through it that citizens acquire skill and knowledge to improve themselves and their society. Nigeria, since her independence and the advent of western education has undergone stages of development in its educational system. It has witnessed both positive changes, and also serious challenges especially political constraint, economic constraint, social and cultural constraints, administrative constraint, quota system, religious and ethnic constraints and so on. Problems such as cultural differences, different languages, and historical consciousness also affect education in Nigeria.

One observes disparity and low receptivity of education in some areas in Nigeria, and these affect their way of thinking, and their relationship with other citizens. (May be individual cultural practices were not allowed to evolve naturally with the perceived educational trend. This means that educational curriculum that does not preserve people's cultural practices and allow for proper interaction or blending will cause more problems. That is, when one is made to view his/her culture as inferior to another one).

Education is an ongoing process and it is life changing. According to Dewey (info.com, 2005), education is life, and education must be related to life. 'His idea was that children came to school to do things and live in a community which give them real, guided experiences which fostered their capacity to contribute to society'. This means that what one learns at school must be linked to experience. That is, one's day-to-day life experiences. Thus, true education should be directed towards the formation of the human person in view of his/her final end and the good of that society to which he/she belongs and in the duties of which he/she will, as an adult have a share (Vatican II Council, 1965). Good education should therefore, have both societal purpose and purpose for the individual students, and the educators are responsible for providing them with experience that are valuable to enable them contribute to the society (wilderdom.com, 2016).

Based on the above backdrop, this paper tends to present the challenges of education from the view point of contextualization. Contextualization in this sense means 'doing' education. In doing education, our entire context must come into play, and should reflect in our way of thinking and acting.

Contextualization

Contextualization refers to the act or process of putting information into context, and making sense of information from the situation in which the information was found (wordnik.com, n.d.). This implies that information is reformulated according to the context where it was given. In applying this definition to education, it means that education has to be reformulated (contextualized) according to the context where the school/institution is founded.

Contextualization is not a neologism in the field of education. It is often used in the area of contextualized instruction. In contextualized instruction knowledge and skills are developed for specific tasks. It involves the active application of those skills and knowledge in a context (wordpress.com, 2013). In this article contextualization will be looked at from the perspective of incarnating education to one's context, hence, incarnating education to our Nigerian context. Contextualizing education involves theory and praxis, but more especially practical commitment. It is doing education at home, in the society, and relating it to relationships. It is not about copyright, it is about being real.

The Meaning of Education

The term "education" originates from the Latin word *educare*, *educere* which means to bring up, to rear, or to train (Latin Collins Dictionary, 1996). Education is the training of the human person. Every human person has an indisputable right to education. Education begins the moment a child is born. The imparting of knowledge (teaching) begins from childhood to adulthood.

The term "education" can be used in three ways: as acquired knowledge, as a subject matter, and as a process of learning. Education is acquired knowledge when one obtains a degree. It can as well be a course of study, and can also be a process of learning through which one acquires knowledge and skills.

Education as a process has two main aspects; teaching and learning. In education, teaching and learning are two aspects that are interwoven. Teaching is a science and an art. It is the teacher behaviour or activities designed and performed to produce a change in learners' behaviour. Teaching therefore, is the organized work that adults do in the school system in their conscious effort to aid the learner in their care to acquire knowledge and skills, habits and values in an atmosphere of mutual freedom, trust and respect (Opute-Imala, 2006). The objective of teaching is the integral formation of the learner.

Apart from being an art, teaching is a service profession whereby the teacher has the duty to guide and direct learning activities. The teacher does this by motivating and arousing the learners' desire or longing to learn. He/she helps them to establish goals and gives them the stimulus and opportunity to ask questions in order to obtain information, and propose possible solutions to problems. By this way, the learner is led to practice skills, draw inferences, acquires good habits/attitudes, analyse results and achieve other desirable outcomes (Opute-Imala, 2006). The essence of teaching therefore, is to bring about learning. For a teacher to achieve this goal, a great deal of love for the profession is required, mental, social and moral qualities are needed, as well as good personal characteristics, and mastery of subject.

Learning, on the other hand is both a process and an outcome. As a process it is part of living in the world, part of the way our bodies work. And as an outcome it is a new understanding or appreciation of something (Smith, 2015). There are

various ways of learning, and teaching is only one of them. We learn a great deal on our own by independent study, we learn by interacting with others informally, by sharing what we learnt with others, we also learn by doing through trial and error, and so on. The aim of education therefore, is learning and not teaching (Wharton, 2008).

One can say that the heart/core of education is learning. The reason is that learning is an ongoing process; it is for life. One can never stop learning because it brings about change in attitude, modifies behaviour, leads to acquisition of knowledge and skills, helps in improving one's perception of things and about life experiences, and relationship with others. Learning in the words of Opute-Imala (2006) has no end to it, because it is an ongoing process of thinking, acting, doing and responding to different situations. A critical look at this statement shows that learning involves the whole person. According to Fernanders (2016), education is not simply teaching or increasing cognition. It is more about preparing a medium for the learner's cognition, and that is an attitude. Having good attitudes provide a good medium for cognition, learning behaviour, learning autonomous, and critical thinking.

Education could be defined as the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits (Wikipedia). When these are acquired by the individual they are transmitted to the society. Education plays a vital role in the development of a nation. It builds one's character and plays an important role in transmitting one's culture, belief and values to others in society. It helps in creating innovations and meeting the growing needs of every nation. The development of a nation is measured by the human resources it has and not material acquisition. Hence, education must be aimed at developing individuals, open up the hidden potentials in them, and train them for the good of the society, and in turn through the society will earn a living. Education of the individual is not a one way process, it is dynamic. It involves a dynamic relationship between the individual and the society. The knowledge acquired must be utilized for the growth of the individual involved, and the society. Education, as asserted by Farrant (1980) describes the total process of human learning by which knowledge is imparted, faculties trained, and skills developed. Hence, education is the broad caption that comprises all forms of learning, both in and outside school.

According to Whitehead (1959), education is the acquisition of the art of the utilization of knowledge. It is an art very difficult to impart. By this definition, education is learning the ability, to acquire the tools on how to make use of knowledge. It is the knowledge that must be applied to day to day living. That is why Dewey (1938) asserts that education is a social process, and it is also growth. He does not see education as a preparation for life, but education is life itself. For Dewey, education must be related to life. Teachers should bring their subjects home and not leave it in the lofty terrain, for what is education if not life itself. Students should be given what to do and not what to learn, because in doing they will be thinking but in learning they will depend on the thinking of others.

For education to be achievable in Nigeria, it must address the needs of its context. How far has education addressed or challenged the needs of different regions and people in Nigeria? In our country Nigeria education has been a powerful tool for development but on the other hand it has undergone a lot of constraints. The oscillating system of education in our country affects the learners' intellectual capability and ethical behaviour, as well the development of the nation. Education has also been used as a political tool, and money making tool for individual selfish reasons to the extent of undermining its value.

In the Nigeria education system, there are lots of constraints that hinder the growth of the individual and the society. These are political constraints, economic constraints, administrative constraints, quota system (instead of competence), inadequate infrastructural facilities, financial constraints, improper planning and implementation, examination malpractice, inadequate teaching, unqualified teachers, poor incentives for teachers, among others. All these affect the quality of education. Most of these could be attributed to improper planning and implementation. Once there is lack of adequate planning from the onset, smooth implementation of the plans, the study of the future, and arrangement of the plan of operation, education system is bound to fail.

Having delineated the factors that hinder the progress of education in our country, the attention of this paper will be on ethnic, religious, and cultural challenges which form the main thrust of our argument on the proposed models for innovative education.

Ethnic, Cultural, and Religious Challenges to Education

Nigeria is a country blessed with different ethnic groups, different cultures with rich heritages, and religious pluralism. Ethnicity and religion have become areas of conflict in the Nigerian society, including the educational sector. On the other hand, most of our cultures have gone into extinction due to the influence of western culture. Most of the products from our educational institutions lack the knowledge of their cultural heritage, cultural values, probably because they were not taught. Since these challenges have already eaten deep into the fabrics of our society, are there solutions to them? How can there be true and authentic coexistence irrespective of ethnic and religious differences? The troubled situation of ethnic and religious conflicts in Nigeria, and ignorance of one's culture could to a large extent be attributed to lack of proper education. It is within this framework that education can be employed as a wonderful tool to achieve peaceful coexistence among the different people. Education will help in the transmission of the knowledge and practice of culture. Education forms the mind and conscience of the learner, and humanizes them as human beings.

Ethnic Challenges:

Ethnic groups refer to a community of people who share cultural and linguistic characteristics including history, tradition, myth, and origin. Irobi (2005) observed that Nigeria is made up of indigenous ethnic groups who were encouraged to segregate by the colonialists. The divide-and-rule method could be seen in the design that distanced ethnic groups from each other in separate areas called "Sabongari", in the north and "Abakpa" in the eastern part of the country. The problem of ethnicity and ethnic conflicts in Nigeria could be dated back the imposed amalgamation of the ethnic groups in the northern and southern protectorates to become an entity called Nigeria in 1914. The amalgamation of the ethnic groups or people who are ethnically, religiously, culturally, and idiosyncratically different, coupled with the fact that structurally the developing regions before the amalgamation were practically of unequal sizes, unequal population, and operating many systems of government as there were ethnic nationalities created the historical antagonistic centrifugal forces that have always worked to the advantage of the originators of the amalgamation. It has turned out to be at the expense of the corporate existence of the amalgamated (Osimen, Balogun, and Adenegan, 2013). All these have resulted to suspicion, hatred, antagonism, and so on.

Ethnic crisis has affected the growth of every sector of life in Nigeria. It has been a threat to educational development. For instance, it has led to the closure of educational institutions in different parts of the country. Any society characterized with violence will not be conducive for any social interaction in the form of teaching and learning. Education therefore, cannot thrive in a violent atmosphere, because the threat of insecurity will constitute negative reinforcement and teaching and learning cannot take place in an unsecured environment (Indira, 2013). Ethnic syndrome is a cankerworm that has eaten deep into the facets of our educational institutions. Tribalism is practiced at different levels, innate attitudes of rejection of others, lack of openness, and so on. The parochial and pessimistic vision of ethnicity reduces its significance to conflicts, discrimination or divisiveness.

Ethnicity is a gift from God. Ethnic identity belongs to the goodness of creation and the richness of God's gift. Nobody chooses his/her parents, family, town or ethnic group where he/she comes from (Nwaigbo, 2005). Ethnicity in itself does not generate violent conflict, but it becomes explosive only when it is used as a political instrument for the capture of power or other benefit (Jooji, 2003). The different ethnic groups exist within a society (political society) and as such relate to one another, hence unity-in-diversity.

Cultural Challenges:

Culture, according to E.B. Taylor, culture is 'that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society' (Taylor, 1871). This is from the point of view of culture as social organization. All these aspects of culture as noted above will aid the integration of an individual in the society. This notion of culture includes all the manifestations of the human, from custom to beliefs, from comportments to products, paying attention to social mechanisms and research for that patrimony of life which expresses identity and direction to a group. Culture could be seen as a pattern of life of a people, and through education whether informal or formal it is transmitted from one generation to another. Culture is not only a pattern of life but also the life of a people. 'Human life is culture. Culture is that through which people, as human, become more human' (Pazhayampallil, 2003). Culture consists of the values the members of a given group hold, the norms they follow, and the material goods they create. It is the way of life of the individual

member or groups within the society, like their mode of dressing, their religious ceremonies, and leisure pursuits (Oni, 2005).

Cultural diversity is a gift from God. Nigeria is a country with rich diversity of cultures. It has abundant rich cultural heritage that are scattered within the various ethnic nationalities. These cultural heritages are language, marriage rites, burial rites, birth rites, dressing, greeting, music, folklore, religion, cultural monuments, natural sites, and cultural landscapes. Some of these cultures have gone into extinction as a result of cultural western influence. There is need to revitalize them and also get them uploaded in the internet if those who know how they are performed are still alive (Nwegbu, Eze, and Asogwa, 2011). It means that information technology is important in transmitting and disseminating information about culture but more essential is the transmitting of culture through classroom teaching and learning. The teacher and the learner make up a community of inquiry that searches together for knowledge of culture, and its practice.

Culture is in a constant process of change as individuals and societies adapt to new circumstances. This implies that culture is for the continuity of the society; and as such every society has a pattern of behaviour, which distinguishes them from others (Oni, 2005). Africans generally have their traditional communal way of life. It is a way of life whereby one needs the other members of the community for existence and to have meaning in life. Communalism is one of the utmost cultural values of Africans and it reveals the individual as part of the community. It is a concept that portrays African community spirit (ukessays.com, 2014). African communalism is not a speculative concept but the traditional way of life of the Africans.

Culture is transmitted through the process of education, either through informal or formal education. Education as an institution of society is more than education as a discipline of study. It represents the whole system of transmission of a people's culture from one generation to the other in order to guarantee social and cultural survival. Every human society therefore has a system of cultural transmission as could be found in their system of socialization and covers all ages from infancy to adulthood (Babarinde, 2012). Culture cannot be overlooked, for without culture, there is no humanity. Culture speaks volumes about one's identity. It is a specific way of one's existence.

It is sad to note that in our time, the traditional morals and values among the youth are diminished. The modern family has been blamed for that. This could be as result of the small amount of time that is taken in socializing the youth into these morals and values. The fact is that the media has taken the educative role from the family. The youth adapt un-African mannerisms which are broadcast through television and radio, read in magazines or in the internet (Nyaundi, 2005). These cultural or family values are the foundation for how the children grow, are taught and supported. They are the basic principles and guidelines of their primary behaviour in the society in which they live. The youth spend much of their time viewing and learning the counter-values which the media transmits. Through education therefore, the young ones are taught the importance of their cultural values; profound religious sense, sense of the family, respect for the elderly, community life, solidarity, care for one another, mutual support, etc.

Religious Challenges:

Nigeria has three predominant religions; African Traditional Religion (ATR), Christianity and Islam. Two of these religions, Christianity and Islam since independence have not coexisted peacefully. Christianity and Islam are monotheistic religions that believe in the worship of one God, but are distinct in origin, outlook, belief system, life pattern, ethics, and style of worship and living faith experience.

Apart from the problem of cultural differences, different languages, and historical consciousness, the two main reasons for the serious tension or lack of unity between these two religions were the political divide between north and south, stirred by colonial policies, and other related issue of the northernisation policy. Northernisation policy was introduced in the 1950s by the former premier of the Northern region, the Sardauna of Sokoto, Sir Ahmadu Bello. This policy stipulated that only Nigerians born in the North could own land there, hold certain positions and jobs, and be granted certain economic incentives. This was an attempt by the North to "catch up" with the South, and to rectify the imbalance created by colonial policies. There was a serious imbalance, because those southerners who were simply called "strangers" had gained control of important sectors of the northern economy as a result of education, and their *sabon garis* were almost like an occupying force. Though, the policy was stimulated mainly by economic and

political interests, but in connection with their religious dimension (Clark, and Linden, 1984).

Religious conflict in Nigeria has resulted to loss of lives and property. A lot has happened in the country especially in the north under the guise of religion. The problem is not religion in itself, because religion as the term implies "binds" people and does not divide. It is not a means to groom fundamentalists and terrorists who engage in the violation of human life. The problem is the wrong perception of religion. The consciences of children born into these religions have been so formed against the value of tolerance and acceptance, love and respect, and openness to other people whose religion is different from theirs. The idea of "religion across boundary" is for them a violation of religion. Some children have been brain washed and are used to execute violence on other religious groups.

Religious conflicts have also spread to institutions of learning. Most of these conflicts sparked off as a result of misunderstanding of another's religion, lack of respect for the other's religious heritage and belief, lack of openness to religious discourse. For instance, the ban on the use of religious symbols in some schools such as, crucifix, the use of *hijab* by Muslim women have caused violent clashes in public schools in Nigeria. The continuous interference of religious conflicts in the education system can cripple the development of the country. It affects the attitudes, way of thinking, and moral judgment of children born into this society. When one thinks of the future of the country, the question that easily probes the heart is, how can children learn in an environment that is free from religious, ethnic, and cultural discrimination?

Models for Education in Nigeria:

This article aims at proposing new models with relevance to the contextual issues of ethnic, cultural and religious diversity of our country.

Interreligious Dialogue:

"Interreligious Dialogue in Nigeria" should be introduced as a course in all levels of education in Nigeria. Interreligious dialogue or studies should not be limited to religious studies or theology. It is a theological course that will challenge students to develop a responsible view of the nature and significance of the concrete religious practices that are characteristic of the adherents of traditions other than

their own. It will challenge them to develop an inclusive view of the nature and significance of religions different from their own. It is important that interreligious dialogue be inserted into the curriculum of general studies. Interreligious dialogue as a course will help to address the reality of religious pluralism and religious intolerance in Nigeria. It underscores the theory and praxis of religious tolerance in all ramifications. It exfoliates history, helps to look at the past, the present, in order to build the future. It is a course that broadens one's horizon in the areas of religious pluralism, and helps one to acquire skills in relating with people of other religions irrespective of differences. Interreligious dialogue will help students of various disciplines to relate well with their context of religious pluralism. It will help to form consciences and curb religious fundamentalism and extremism found among Christians and Muslims.

"Interreligious dialogue" as a course will help to immerse the students in multi-religious and multi-cultural communities. Immersion is the best approach to knowledge; it is the main way to understand the other, to tear down biases towards a life of solidarity. Interreligious dialogue establishes 'dialogue' as a way of life for our students. When dialogue does not become our way of life in our institutions, hardly can the students of different religions relate peacefully. Hence, in dialogue students of different faiths will learn ideals, learn the art of 'bending' – of adjusting to contexts, of bargaining, of giving way, of finding the middle ground, of compromise (Pilario, 2011).

Cultural Studies

"Cultural Studies" is another essential area that should be included in the curriculum of educational institutions. "Cultural studies is an innovative interdisciplinary field of research and teaching that investigates the ways in which "culture" creates and transforms individual experiences, everyday life, social relations and power" In this, the relation between culture as human expressive and symbolic activities, and as distinctive ways of life is explored. Apart from being concerned with symbolic communications, cultural life is the domain in which we set collective tasks for ourselves and begin to grapple with them as changing communities. Cultural studies helps in understanding the processes through which societies and the different groups within them come to terms with history, community life, and the challenges of the future (web.unc.edu, n.d.). The foregoing statement on cultural studies shows that history is an important aspect of study in

every society. Culture and history cannot be disassociated; for both determines a person's identity. In fact, whoever neglects history, neglects his/her identity. History is important in the sense that the harsh realities of today should compel us to look at the past, teach the young about the past, to re-conceive and reformulate our curriculum of study in continuity with the past of what education has been in the past decades. Cultural studies will help the young to begin to appreciate their cultures, and have respect for other people's cultures. Every culture needs the other; they influence, challenge, enrich and invigorate one another. Therefore, history has to be back in our educational curriculum.

Program of Study

Curriculum is a basic component of education, which according to Tanner and Tanner (1980) defined curriculum as "the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' continuous and wilful growth in personal social competence." Designing curriculum according to the needs of the area or context where it is used will enhance education. Education humanizes human beings, and this humanization must bring transformation to the society. According to Dewey good education should have both a societal purpose and purpose for the individual student. For this reason, educators are to help provide students with experiences that are immediately valuable and which will enable them contribute to the society (Dewey, 1938/1997). In analysing the implications of the views of the Progressives, Ughamadu (2016) noted that since there is a relationship between what the students learn and what operates in the society, school curriculum will have to incorporate to some degree some issues of concern to the society. If curriculum in essence is dynamic rather than static, the obvious thing is that there has to be regular review of the school curriculum. Issues of concern, societal values and problems of the society should be considered in curriculum planning and development. The curriculum planners should always look at the ethnic, cultural and religious differences and contexts of where it would be applied.

Conclusion

In the process of teaching and learning, the context at which they take place has to be put into consideration. We are social beings, we are cultural beings, we are religious beings, we are political beings; all these constitute our differences. In a context of ethnic, cultural and religious diversity, the educational institution becomes the most central place of interaction and learning about these differences, and how to share what we have learnt with others. The knowledge and skill acquired in the institution/school is translated to a context. It means living them out in a context, hence, education becomes a 'lived experience.' Through education ethnic, cultural and religious relations can be enhanced in Nigeria. There must be a *creative tension* between what is learnt (theory and praxis) and its practice in the society. Education must hold in creative tension the learner and his/her context. Education should be both future-directed and oriented to the needs of its environment.

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INNOVATIVE STRATEGIES FOR FINANCIAL MANAGEMENT OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

This paper examine the innovative strategies for financial management in public secondary schools in Enugu State. Education is the bedrock of any state, country and the world at large. The National Policy on Education (2004) recognizes education as an instrument per excellence for national development. However, the achievement of this depends on many factors of which funding, financial supply and management occupy a strategic position. This paper identify several innovative strategies for financial management in public secondary schools in Enugu State. These include: good school budgeting and strategic planning, due process mechanism, adoption of modern management techniques, integrated secondary school management, etc. For an effective financial management, there is need for adequate and sustainable funding and financing. There is no doubt that without adequate financing and management, the broad goal of secondary education in Nigeria will remain illusive. Therefore, it is recommended that there should be more awareness by the government and the school administrators on the importance of private and community participation in funding of public secondary schools in Enugu State.

Key words: Innovative strategy, financial management, public secondary school.

Introduction

Education is the bedrock of every state, country and the whole world at large.

Balogun (2010) opined that education is the light, without which the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough, hence all nations of the world accord immense priority to education. According to The National Policy on Education (2004), Edition 4 Item 18, secondary education is the education children receive after primary education and before the tertiary level. It stated specifically in item 19 that the broad goal of secondary education shall be to prepare the individual for; (a) useful living within the society and (b) higher education, and in item 20 (h) The document stated that secondary education in Nigeria shall raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national goals and live as good citizens.

Unfortunately, the performance of public secondary schools and in Enugu State in particular has been very far below expectation. Omoregie (2005) lamented that products of today's secondary system can neither usefully live in the society nor move into higher institution without their parents' aid or forgery. He further noted that they cannot think for themselves or respect the views and feelings of others and that they love no iota of dignity of labour except for things that will give them quick money. High drop-out rate, examination malpractices, cultism, hooliganism, drug abuse, sexual harassment and general break down of law and order of the day. These vices notwithstanding, the teaming population that graduates from public secondary schools in Enugu State every year is alarming.

This ugly trend is not unconnected with some level of failures in managerial and administrative factors among other things. There are inadequate personnel, funds, physical facilities as well as equipment. Innovative financial management, effective administration, planning for quality, training and utilization of teachers and curriculum and equality of opportunities will ensure the realization of the objective of secondary education in public schools in Enugu State. .

Obayan (2006) on the determinants of expenditure on education, emphasized amount spent at all levels of education, relationship among expenditure and per capita income, government expenditure priority, cost per student, corresponding increase in productivity and estimated manpower needs. In the same vein Akangbou (1987) listed the various factors influencing revenue allocation to

education as growth rate of the national economy; world market, condition, sources of revenue, nation's policy on education and competition of other sectors of the economy. Education requires good principals/ managers with vision, mission and well-defined financial management strategies and skills for smooth running of the schools.

Concept of Educational of Finance

Finance is the science of the management of funds (Ikediugwu, 2007). Financing of education is an expensive venture. Educational finance is the financing of educational institutions depending on their ownership; they can be either private or public financed. It could also mean all allocations of fund to educational sector in line with government budget. The federal government took over schools in 1970, including the financial responsibilities of education at all levels. No educational policy or programme can be implemented without funds. The National Policy on Education (2004) maintains that the government's ultimate objective is to make education in Nigeria free at all levels. The introduction of the 6 – 3 – 3 – 4 system has expanded the education programme to provide for the vocational and academic training of youths. This is an enormous and very expensive social services aimed at producing a sizeable number of self-reliant citizens.

Secondary schools in Enugu State are of great importance because of the role it plays in preparing the students to be functional members of the society as well as higher education. The state government manages and provides funds for secondary school (Oyagbala, 2005). To ensure that secondary schools achieve the set goals, the attainment of high standards should be the strong point of focus by the school administrators and managers. This can be done through adequate educational financing and innovative management of public secondary school financial resources. Educational financing can be fostered by sustained partnership of the government and private sector, the communities, financial institutions, religious organizations and Non-governmental organizations in Enugu State and beyond.

Factors Responsible for the Recent Increases in Educational Expenditure

The factors affecting educational expenditure are numerous. The economic growth and competition from other sectors (health, agriculture, housing, rural development, defense, etc) impose serious problems in educational sector. The competition affects budgetary allocations.

The economic growth and competition from other sectors like health, agriculture, housing, rural development and defense affect education industry. In the health sector, the government has to build hospitals and equip for the populace both in urban and rural areas. In agricultural sector, the government provides agricultural equipments, fertilizers, herbicides, subsidy to farmers among others. The government building housing estates for the masses to alleviate the problem of accommodation in the state. They have to provide good roads, as well as other amenities necessary for life for those in the hinterland. And once there are good roads, the conveying of agricultural products to urban areas will be easy.

The government sees that the life and property of the masses are secured so they make sure that every nooks and crannies in the state are well protected. All these mentioned above affect the educational sector because government allocation has to be shared among other sectors, and the one allocated to education usually are not enough. The interest of the government towards education is not encouraging hence the diversification of the educational funds to other areas of government interest affect allocation to education.

There are high population explosion resulting to high enrolment in public secondary schools. The demand for education for all and sundry (populace) has been sparked off by the desire of the individual families to provide for their needs and needs of their children, via their socio-economic status and mobility.

The government policy to take over schools affects the educational expenditure in that the government will have to provide for the funding of all the schools. The establishment of new schools in the areas of demand affect the educational expenditure. Another problem to this financial crisis of educational system lies in the existing technology of education which is capital intensive. Sofoluwe (1990) on the inability of the government to fund schools adequately and effectively identified the following to be responsible

1. Failure of the government to heed experts advice on education development
2. Irregular resources allocations, budgeting and inadequate of funds, facilities and staff.

3. Irrational, discriminatory financial allocations processes and arbitraries in locating schools;
4. Escalation of costs of educational materials without corresponding increase in financial allocation to the schools.
5. Government's apparent insensitivity to the needs of the schools.
6. Mismanagement of the resources.

Financing Public Secondary Schools in Enugu State

The economy of the country is in a bad shape or poor condition now. In the olden days when agriculture was the main sources of revenue generation, educational sector was in a good condition and almost free at all levels. So it was also during the oil boom. Although, the school population was manageable then compared to what is obtainable today.

In the recent times, the economy of Nigeria is nothing to write home about, and Enugu State is not left out. Due to the economic problems, the funding of education in Enugu State is not properly taken care of. Education funding is an expensive venture. For the process of delivering education to the people enough money has been generated into it thus the government of Enugu State subsidized the funding of the education in order to alleviate the demand of education on the poor masses. The essence is to achieve quality education. Again, there are other areas in the society that need to be funded by the government. Therefore, funding of education cannot be left for the government alone. It is also important that the little available finance for education be properly managed, hence, there is need for innovative strategies for financial management. These include government grant, alumni association, NGOs (Non-Governmental Organisation), community participation, due process mechanism, adoption of modern management technique, new curriculum and integrated secondary school management.

Government Grant and Subvention

In Enugu State, public secondary schools are owned entirely by the government. It is the government therefore that provides money for both capital and recurrent expenditure. The government provides money for payment of staff salaries, infrastructural development, facilities and equipment supplies, educational programmes, sports facilities and events (like inter-house sports), etc.. The government subventions or grant therefore constitute a very substantial proportion of the finance available for running of publics secondary schools in Enugu State.

Alumni Association

This association communicates with the school and the community where the school is situated. Secondary schools look up to their local and international alumni for advice, advocacy and support and to remain responsive to the needs of their alumni. In Enugu State, alumni associations in various secondary schools provide subsidized legal services for the school, as well as free library services and other information about their occupations and career. They raise funds to support educational programmes, thus enhancing the schools status and maintaining the continuing value of education. Again it contributes towards recurrent costs, particularly for educational inputs, library acquisitions, equipment and building maintenance culture.

In recent time, the alumni association of Queens School, Enugu residing in Texas, USA for instance renovated and painted the school halls. In the same vain, those in Dallas, USA also renovated and painted the school perimeter fence. Moreover, in St Patrick's Secondary School, Emene Enugu, the alumni association has been participating seriously in the maintenance of the school. One of the old boys of the school in the person of Prof. Batt Nnaji (former minister of power), renovated a hostel. In National Grammar School, Nike Enugu, the alumni association build information communication technology centre in the schools. In fact, the impacts of alumni associations in Enugu State secondary schools have been very tremendous.

The impact of Old Boys in College of Immaculate Conception (CIC), Enugu are worthy of emulation. These old boys upgraded the school status by re-roofing old buildings, building of college auditorium, sports facilities, toilets among others.

Sequel to these practical impacts of alumni association in secondary schools in Enugu State, it becomes obsessively imperative that students are motivated and encouraged to join their respective alumni associations after graduation. Usually, Alumni Associations are taught and made to understand that their financial and moral contributions are very important for the maintenance and development of their alma maters. The students therefore need to be encouraged to join the association even before they finish their secondary school education.

Non-Governmental Organisations (NGOs) and Community Participation

The Federal Government of Nigeria (2004) at Section II of National Policy on Education (109) declared that the financing of education is a joint responsibility of the federal, state and local government and the private sector. Community participation promotes the ability to control and manage resources in order to meet the social, cultural and economic need of the people for national development. Community participation must entail academic integrity. Academic integrity requires that academic community should:

a. Advance the quest for the truth and knowledge
b. Foster a climate of mutual trust
c. Fair in all its dealings
d. Respect among students, staff and other educational stakeholders
e. Uphold high standards of conduct in learning and teaching.

Government should create awareness for all lovers of education to be meeting periodically. These lovers of education include agencies, private sectors, the media, NGOs, philanthropists, PTAs, The above mentioned organizations meet to discuss and plan for co-operation and assistance on education.

The government of Enugu state has recently introduced and approved the establishment of School Based Management Committee (SBMC) in all the public secondary schools in the state. The association comprises of the school, students and community representatives. It is an avenue to involve the community and general public in the business of running of the school. The school based management committee has as one of its major functions the raising of funds for the academic and infrastructural development of the school. They do this through community awareness, levying parents/guardians, and personal contact with influential and wealthy individuals in the community where the school is located. The association can embark on any project in the school with the approval of the government through the ministry of education depending on their income capability.

Investment in Small Scale Business and School Co-operatives

According to Ikediegwu (2007), some educational institutions make investments in commercial ventures such as establishment of agricultural and poultry farms, bookshops, hotel/restaurant, school canteens with the hope of raising fund to maintain the school. Secondary school administrators in Enugu State can run co-operative business venture, school tariff and contributions, investment in

landed property, etc. A good instance is the recent land acquisition scheme of Enugu State branch of Nigerian Union of Teachers (NUT).

Foreign Source

According to Ikediugwu (2007), foreign source of fund to educational institutions comes in form of aids to the country or to the specific school. Such aids are either in cash, in the form of equipment or personnel. A practical instance of this in Enugu state is the present collaboration of Day Secondary School, Independence Layout with Blackheat High School, London. This collaboration has provided opportunity for inter-school staff visits, exchange of educational innovations, materials like books and sports equipment. Also existing in the same school is the Connecting Classroom Project sponsored by the British Council (of which the author of this article is the school co-ordinator)

New Curriculum

The review of public secondary school curriculum by Nigerian Education Council is very essential. The new curriculum must maintain all positive national values, including respect for human rights, rule of law and justice and the spirit of nationalism, good verbal attitude, decent dress code and national commitment. The new curriculum must be student-and teacher-oriented because no matter how robust a curriculum is, its effectiveness and efficiency would depend on the right values of teachers and pupils. Education should have sound values and when these values are lacking, it is like a food without salt. Values tend to change with a change in the curriculum. Teachers are role models for the students and as such, promote positive values. This will enhance and sustain the on-going state's re-orientation through curriculum transformation.

The newly introduced curriculum by the Nigerian Educational Research and Development Council (NEDRC) which its implementation came into effect from September 2011 provides thirty-five (35) trade subjects aimed at inculcating the values and spirit of entrepreneurship in the students. Public secondary schools in Enugu State through these subjects, can generate fund as both the students and their teachers engage in practical production processes in the course of studying this subjects. A good example is the Government Technical College (GTC) Enugu in which the Carpentry Woodwork department produce and market drawing boards, among other things.

Innovative Strategies of Financial Management in Public Secondary Schools in Enugu State

Some innovative strategies for effective financial management in public secondary schools in Enugu State are:

1. Good School Budgeting and Strategic Planning

The need for a good school budgeting cannot be overemphasized. Budgeting has been defined as a written expression of the organizational plan expressed in monetary terms and used to communicate the plan to those responsible for carrying it out. A school budget is a tool for allocation of financial resources of the school among competitive projects and programmes in the school. It is the forecast of the income and expenditure of the school over a given period of time.

According to Ikediugwu (2007), a good budgeting in educational management has to provide the following major items:

a. Personal cost
b. Vehicle maintenance cost
c. Purchase of furniture/stationary
d. Capital projects
e. Miscellaneous

Good school budgeting enables the public secondary school administrators to identify and prepare beforehand the following:

i. Educational plan which defines the policies of the school, its programmes and activities as well as other educational services to be carried out.
ii. The expenditure plan which translates each educational programme and service into cost.
iii. The financing plan which sets out the means of meeting the costs of the educational programmes and services.

Strategic Planning, according to Ojowu (1988) should be a systematic and comprehensive analytical process that sees the internal and external environment of public secondary schools and provides value alternative to funding of education. Managers of secondary schools should adopt strategic planning for the successful implementation of the education policies.

Uvah (2004) identified the functionality of strategic planning as the economy and prudent management, national development, funding opportunities, environmental changes and financial autonomy. The requirement of strategic

planning for consideration of sources of funds, for plan implementation encourages the secondary schools to reposition themselves to diversify the sources of funding and generate more revenue for its operations. It helps secondary schools to be more cost conscious, focused and efficient. The government should establish a directorate of strategic planning. Secondary schools should diversify their financial bases, especially through cost-recovery for non-academic services. Principals of secondary schools need financial administration and strategic planning for them to become more entrepreneurial and provide incentives which encourage quality performance and management efficiency.

Due Process Mechanism

There are a lot of issues facing secondary education in Enugu State. These are: declining in academic performance, increasing drop-out rate, inadequate preparation for the workplace, the subversion of due process, manipulation of existing laws and regulations, examination malpractices, cultism, etc. Joseph (2006), reported that Nigeria harbours the fifth largest number of illiterates in the world. Olutola in Sofoluwe (1990) emphasized that most schools are currently littered with uncompleted capital projects whose costs continue to rise. The projects that were not completed lead President Obasanjo (2005) to introduce Budget Monitoring and Price Intelligence Unit to manage what is known as due process mechanism. With the introduction of due process mechanism, the government embarked on a massive review of all aspects of public expenditure. For this reason, there is an urgent need to introduce Budget Monitoring and Price Intelligence Unit (due process) into the management of secondary education in Enugu State for proper accountability and effective management of the state's available resources. The due process mechanism needs to be implemented. For successful implementation, project feasibility and decisions should be completed before embarking on procurement and award. When the implementation is carried out honestly, it will surely lead to the restructuring, re-orientation, reawakening, rejuvenation, and re-birth of the state's public secondary schools in Enugu State.

Adoption of Modern Management Techniques

Goal-setting strategies should be tried in public secondary schools in Enugu State. The National Policy on Education (2004), contains the goal of secondary schools. These goals should be redefined, restated, prioritized and re-circulated among the various constituencies of each school. Professionally trained school

administrators who are regarded as the transformation managers are recommended for the schools in Enugu Statein order to effect the type of organizational change that is needed in academic context. There should be more professional management at all levels through staff training, and development especially for school administrators. Schools must invest in these, if they are to remain viable centres of learning. This means that principals must provide yearly budget allocation for educational materials, library acquisitions, staff development and the maintenance of buildings and equipment.

Integrated Secondary School Management

In management of public secondary schools, there is the need for central body to manage finance, supervise and monitor secondary schools. This include State Ministry of Education, Post Primary Schools Management Board (PPSMB), Local Government Secondary Education Authority, etc. All these bodies should be engaged in one way or the other to ensure effective and efficient management of public secondary schools in Enugu State. In line with this view Ikediegwu (2007) recommended that in preparing of the school budget, the principals of the schools within an educational zone or zonal educational board should meet and prepare budget for the zone by considering proposals from individual educational establishments. She further stated that the Ministry of Education and the state educational board working together and in collaboration with budget division should prepare a budget for education in the state. All these reveal the need for an integrated effort for effective and proper management of finance in public secondary schools in the state.

Conclusion

Funding of public secondary schools is a very capital intensive social service which the government has almost solely undertaken over the years. The government of Enugu State has been able to carry on to the point of offering free education up to secondary school level. But the situation in the public secondary schools in the state clearly shows that financing of public secondary schools cannot be left for the government alone. Also, the state cannot afford to condone any form of financial wastage and mismanagement in the face of the current economic situation in the nation. It calls for general prudence, discretion and efficiency on the part of the school administrators and all those who are involved in financial management in the schools. They must continue to explore for innovative strategies

in school financial management and steadily adopt such in this regard to ensure smooth running of the schools and the achievement of the laudable objectives of secondary education in the state and in the nation at large.

Recommendations

Having examined the situation in public secondary schools in Enugu State in terms of financial management, recommendations are made:

1. There should be more awareness by the government (who is the owner of the public schools) and the school administrators on the importance of private and community participation in funding of public secondary schools in Enugu State.
2. The government should also organize and sponsor in-service trainings, seminars, workshops, symposia, etc for the training and retraining of public school administrators on financial managements and fund raising strategies for the schools.
3. The government, through the Ministry of Education should establish a functional school financial management monitoring and advisory unit in Enugu State Post Primary Schools Management Board to ensure strict compliance of school administrators to expected standards.

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DEVELOPING ENTREPRENEURIAL SKILLS AS INNOVATIVE EDUCATION FOR COMPETITIVENESS IN TEACHING AND LEARNING OF MATHEMATICS IN GLOBAL ECONOMY

By

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Abstract

This year 2017 has brought with it a lot of sophistication and challenges in the world of mathematics. Mathematics is the bedrock of all sciences. Its impact is seen virtually in all disciplines-Medicine, Agriculture, Education, Pharmacy, Architecture, Accountancy, Engineering and Nursing. Despite the roles/impact of the subject in nation-building, it is faced with so many challenges – lack of instructional aids, insufficient manpower to handle the subject in primary, secondary and even tertiary institutions, use of traditional method (lecture method) in teaching the subject even at primary level, using mathematics periods to teach other subjects even at primary schools, employing teachers who are not competent enough to handle the subject in secondary schools, attaching less importance to homework, assignment after each lesson, inability to mark the assignment even when given; improper supervision of teachers in the class, teachers inability to update their knowledge as at when due; not attending workshops, seminars and conferences by the teachers, incessant use of old method of instruction in teaching mathematics, excessive use of teacher centered approach to student centered approach etc. To sustain these development which has impact on how teaching and learning occur. It is imperative to integrate all mathematical skills with entrepreneurial skills in order to equip mathematics students to sufficiently create employment and manage their enterprise successfully. Mathematics, a core subject in primary and secondary schools, plays important roles in scientific and technological development-sine quanon to national building in a global economy. This paper therefore x-rayed developing entrepreneurial skills as innovative education for competitiveness in teaching/learning of mathematics in a global economy.

Introduction

Mathematics is a compulsory subject taught in both primary and secondary schools in Nigeria. The importance of mathematic and its applications is all encompassing and that is why the famous status accord it as everyday subject and centrality in the curriculum. The foundation of science and Technology which is the basic requirement for development of nation is mathematics. While mathematics is not only for knowledge and understanding, its other objectives include skill application /development, attitude formation, appreciation, problem solving, skill brevity, generalization, drawing inferences, interpreting, future vocational life skills, reasoning ability, systematic and critical thinking. Achieving mathematics education goals is possible when combine with entrepreneurial education. Entrepreneurial education is that education which aimed at providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them.

Benhard and Toulouse in Adeola and Oviawe (2010) defined entrepreneurial education as a collection and formalized teaching that informs, trains and educate anyone interested in business creation or small business development. Entrepreneurial education can be viewed broadly in terms of the skills that can be taught and engendered in individual who will enable them to develop new innovative plans.

Entrepreneurship education should be properly taught so that when students graduate they can make use of the knowledge acquired to identify viable business opportunities, secure finance, manage human resource, minimize risk and establish personal business for self-employment and wealth creation. Zvobwo in Diudla (2015) stated that mathematics is everywhere and that it permeates in every business and household.

For entrepreneurial skills to be developed in mathematics education among students, the present methods of teaching mathematics in our schools which are expository, rote learning /memorization, recitation, large group instruction, mental drilling to mention but a few must be dropped. These methods deny the learner active involvement and participation in the learning process because the teacher always provides explanations for mathematics thinking and reasoning.

Innovation is a new method, change, renovation and idea of doing things.

Anyagh and O'kwu in Tella (2016) stated that the following abilities should be inculcated in mathematics students in order to develop entrepreneurial skills in them- mathematical computation, formal reasoning and problem solving. This

could be possible if teacher centered approach could be dropped and participatory active learning and innovative strategies/approaches be adopted which could lead to proper understanding of mathematical concept. This method of teaching mathematics will shape the thinking of the learner and arouse their curiosity and discover opportunities and utilize them which are basic qualities of an entrepreneur.

This paper therefore focuses on developing entrepreneurial skills as innovative education for competitiveness in teaching / learning of mathematics in global economy. This topic should further be discussed under the followings subheadings:

1. Objectives of mathematics education as the basis for developing entrepreneurial skills
2. Advantages of entrepreneurial skills
3. Mathematics education and entrepreneurial skills
4. How to Develop the entrepreneurial skills
5. Entrepreneurial skills as an innovative education for competitiveness in the teaching and learning of mathematics in global economy.
6. Conclusion.

Objectives of mathematics education as the basis for developing entrepreneurial skills

Uka (2015) stated the following entrepreneurial skills, traits, behaviour are major attributes of mathematical minded fellow; They are optimistic, initiative, risk taker, drive and persistence, resilience, critical and creative thinking, problem solving ability, goals setting, decision making, planning and organizing. These entrepreneurial skills were based on the National objectives of primary and secondary education as it relates to mathematics to include:

1. To lay a solid foundation for the concept of numeracy and scientific thinking.
2. To give the child opportunities for developing manipulative skills that will enable him function effectively in the society within the limits of his capacity.
3. To develop in the child the ability to adapt to his changing environment.
4. To provide the basic tools for further advancement as well as prepare him/her for trades and crafts of his locality.
5. At the secondary level, to build on the foundation of the primary level, so that the child can make a useful living professionally, economically politically and socially.
6. Secondary education should also prepare a child for higher education. (FRN, 2004)

Entrepreneurship Explained

Baumol (1990) stated that entrepreneurs are persons who are ingenious and creative in finding ways that add to their own wealth, power and prestige. Entrepreneurship is the act of creating new things. Entrepreneurship can be described as a creative and innovative response to the environment. Such responses can take place in any field of social endeavour, business, industry, education and social work and the like. Thus, doing new things or doing thing that are already being done in a new way is therefore a simple definition of entrepreneurship.

Entrepreneurship education has been recognized as an important aspect of our education system. The National policy on education (NPE, 2004) states that for education to be functional, it has to be relevant, practical and acquisition of appropriate skills and the development of competencies as equipment for the individual to live and contribute meaningfully to the society. This is an indication that there is a need for education to gear towards inculcating skills and competencies necessary for self-reliance, capacity building and national development.

Enu (2012) captures entrepreneurship education apathy as rebranding education meant to guarantee a comprehensive educational system, reengineering arising from the obvious deficiencies of the equating educational system. It is aimed at equipping the students with requisite skills and competencies needed in the current world of work.

Advantages of Entrepreneurship Bolarinwa (2001) stated that entrepreneurship education has the following advantages:-

1. It helps the student to form a basis of knowledge about the function and operation of a business and develop some level of familiarity and comfort with business environment since technology changes micro enterprises.
2. It plays a complementary role in developing the occupational knowledge, job skills and work experience.
3. It offers opportunities to students for job experience and for earning saving and investing money.

Skills and Mathematics Skills

Skill is an art which can be developed with training and practice. It is ability to do something well. Horby in Uzoagulu (2009) states that a skilled man is the one who has enough ability, experience and knowledge to do something well. It is learned naturally or can be saleable skills for living. Skill raises a nation for world power.

Mathematics skills are embedded in the aims and objectives of learning mathematics. Sidhu (2006) stated that the aim of learning mathematics is not only for knowledge and understanding objectives, it includes skill application, attitude, appreciation and interest objectives of which among other things, the learner:

i. Acquires and develops skill in the use and understanding of mathematics.
ii. Acquires and develops special speed, neatness, accuracy, brevity and precision in mathematical applications,
iii. Learns and develops technique of problem solving
iv. Develops the ability to estimate, check and verify results.
v. Develop ability to think correctly, to draw conclusions, generalizations and inferences.
vi. Develops, appreciate skill in drawing, reading, interpreting graphs and statistical tables.
vii. Develops skill in measuring, weighing and surveying
viii. Develops the ability to apply mathematics in his future vocational life.
ix. Develops the habit of systematic thinking and objective reasoning
x. Develops self-confidence for solving mathematical/other problems.
xi. Shows originality and creativity.

Entrepreneurial skills as an innovative education for competitiveness in the teaching and learning of mathematics in global economy.

Haying looked at few definitions of entrepreneurship and skills, it is pertinent to talk about the innovative idea of bringing in entrepreneurial skill into the curriculum in the teaching learning of mathematics in a global economy. The curriculum itself has been described by many writers as sure means of solving societal problems by exposing the young ones to learning experiences that can equip them fully to face the challenges of life through well planned educational programmes. Donga in Akpan (2012) defined curriculum as a programme of activities comprising what to learn how it should be learned and why it should be learnt as well as co-curricular activities. Akpan (2012) further viewed curriculum as a process which is concerned with the development of educational experiences and activities which will achieve for the pupils and members of the society some predetermined objectives. This means that curriculum is not static. It is capable of being expanded or modified to include some pressing societal needs as they arise.

Thus the justification of including developing entrepreneurial skills in the curriculum for effective teaching/learning mathematics in a global economy.

Globalization to Nnamani (2003) is a phenomenon whereby people, countries and other groups around the globe relate business transitionally without difficulty. The impact and pervasiveness of the forces of globalization require that there should be a fundamental focus for education and learning.

Competitiveness as an aim of education

Some researchers on this front maintain that global competitiveness should not be a primary concern or purpose of education; instead, education should emphasise global perspectives and competence, i.e., working in new, collaborative and effective ways in an era of increased globalisation (Zhao, 2015). Increased globalization, or integration of world economies involving the movement of goods, people and money across borders, effectively weakens the ties between individuals and their 'home' nations (Zhao, 2007).

The functions of education required for the twenty-first century are far broader and include soft skills such as creative thinking, evaluation of information, listening and negotiating skills, moral and ethical decision making, and effectiveness in culturally diverse settings (Mathis, 2011). In order to remain 'competitive,' Zhao (2015) suggests countries must strive to stand out rather than fit in. Zhao (2015) warns that New Zealand is in the process of initiating educational reforms similar to those in the U.S. which value testing over teaching and limit education to a narrow, homogenised scope. These reforms can limit innovation and fail to provide adequate support for children who need extra help. Gone are the days when standardised knowledge and skills were of high value in the workforce, 110W that so many jobs have become automated or have been outsourced to countries with an abundance of cheap labour. It was once easier to predict the skills and knowledge that beget 'successful' individuals when countries were more isolated from one other and, the pace of change was slow; however, it has become impossible to prescribe what kinds of skills and knowledge will be necessary for the next generation. The modern globalised world requires creative and entrepreneurial thinkers to create new jobs and opportunities (Zhao, 2015).

Conclusion

Mathematics education is important and entrepreneurial education is also important. Inculcating entrepreneurial skills in teaching /learning of mathematics will go a long way to reduce unemployment. But the challenges facing the teaching! learning of mathematics should be addressed.

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SAMPLE LESSON NOTE ON CLASSIFICATION OF LIVING ORGANISMS USING CONCEPT MAPPING

By

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Classification is seen as one of the difficult topics in biology. It is one of the contents of the senior secondary biology syllabus of both the West African Examination Council (WAEC) and the National Examination Council (NECO). This requires an effective instructional strategy that will facilitate its teaching and learning. This topic therefore X-rays the use of concept mapping strategies for effective teaching and meaningful learning of the concept of classification of living organisms. The strategy if properly adopted will aid students in identifying and summarizing the main ideas as well as provide useful ways to assess students understanding of the concept at a glance.

Living things on earth are diverse. Thus there is need to organize the diversity of life on earth for easy understanding. This is done through classification.

Classification is the act or process of dividing things into group according to their type. Classification is equally defined as the arrangement of entities in hierarchical series of nested classes, in which similar or related classes at one hierarchical level are combined comprehensively into more inclusive classes at the next higher level. A class is defined as a collection of similar entities. In biology, classification is the identification, naming and grouping of organisms into a formal system based on similarities such as internal and external anatomy, physiological functions, genetic makeup or evolutionary history.

The science of classification of organisms is called taxonomy. All living things are classified into five kingdoms: Monera, Protista, Fungi, Plants and Animals. The father behind taxonomy is a Swedish botanist Carolus Linnaeus, since the 18^{th} century, his system of classification has progressed steadily, and have been modified by advances in knowledge of morphology, evolution and genetics.

There are many strategies that can be used to teach classification. These include strategies that will lead to acquisition of new knowledge, enable students break down topic or concepts (Mang, 2003). Concept mapping is one of such instructional strategy that will facilitate teaching and learning of classification of organisms.

HOW TO PREPARE CONCEPT MAP:

The construction of concept map involves:

- Listing the main ideas and words (ie. the key concepts) and arrange them in hierarchical order.
- Use arrows to represent them in hierarchical order starting from simple to complex and from general to specific with examples. The linkage must be connected by arrow lines and at each branch or terminus specific examples are given.
- use prepositions such as: are, is, on, in, into etc. and linking words such as can, which are, classified into, has, incudes, consists of etc to join them.

  The concept map is organized in such a way that students at a glance comprehend the basic concepts and the general teachings it has to offer with every concept depending on others for meaning.

Instructional Materials/Resources: Chart of concept map on biological classification of organisms, cards bearing the key concepts, pictures containing some plants, some life plants e.g. Whistling pine, and volunteers (Participants).

Instructional Objectives: At the end of the lesson, the participants should be able to;

1. Define classification
2. Explain the meaning of concept map
3. Mention the key concepts in classification of organisms.
4. Use concept mapping to arrange the concepts in hierarchical order to describe the classification.

Entry Behaviour: Students have been seeing living organisms and can mention some of them.

Topic: Teaching of classifying of living organisms using concept mapping. The teacher helps the learner to select the key concepts of classification of living organisms.

Instructional Procedure:

Step I: Teacher defines concept map, as map similar to a spider chart, an organization chart or flow diagram indicating inter-relationship among concepts in order to represent knowledge. When a concept map is drawn the concepts are arranged in a hierarchical order from general to specific. From the main concept, a sub-concept can be developed.

Step II: Teacher asks students to mention the names of living organisms they know, if possible show them some pictures containing living organisms they did not mention.

Step III: Teacher allows the students to describe classification in their own words and makes corrections where necessary. She also allows them to group some of the living organisms she brought based on their similarities.

Step IV: Teacher leads the students to explain concept map and how to prepare them.

Step V: Teacher displays the cards bearing the key concepts of classification of living organisms and asks each student to mention the concept in the card she is holding. This will help the learners organize the concepts and enables the teacher to identify the fast and slow learners.

Step VI: Teacher uses ten (10) participants (volunteers) by telling them to come in front of the class and stand. She gives each student a card containing one of the key concepts.

Step VII: She calls out one student among the participants to arrange the concepts in order; this is because students learn faster from themselves. Teacher monitors and corrects them where necessary.

Step VIII: Teacher finally illustrates the topic using concept map, as the students construct the concept map along with her, as shown below:

Linnaeus classified living organisms into two kingdoms: Plants and Animals but many one celled organisms could not fit in properly so most biologists favour the placing of all living organisms into five kingdoms: Monera, Prostista, Fungi, Plantae and Animalia.

Kingdom plantae can further be classified into three major groups namely: Thallophyta, Bryophyta and Tracheophyta.

- Tracheophyta can further be classified into pteridophyta and spermatophyte. Spermatophyte are also sub-divided into gymnosperm and Angiosperm. Angiosperm includes Dicotyledonous and Monocotyledonous plants.

Kingdom Animalia can further be divided into: Invertebrates and Vertebrates. Invertebrates are diversified and further divided into coelentrates, Annelids, Molluscs, Arthropods, Echinoderms, Sponges, Nematods, etc.

Vertebrates are further divided into: fishes, Amphibians, Reptiles, Birds, and Mammals.

NOTE:
The teacher is the facilitator (mentor) ie. the concept mapper/builder.
The students (volunteers) represent the scaffolds.
The class represents the building arrows.

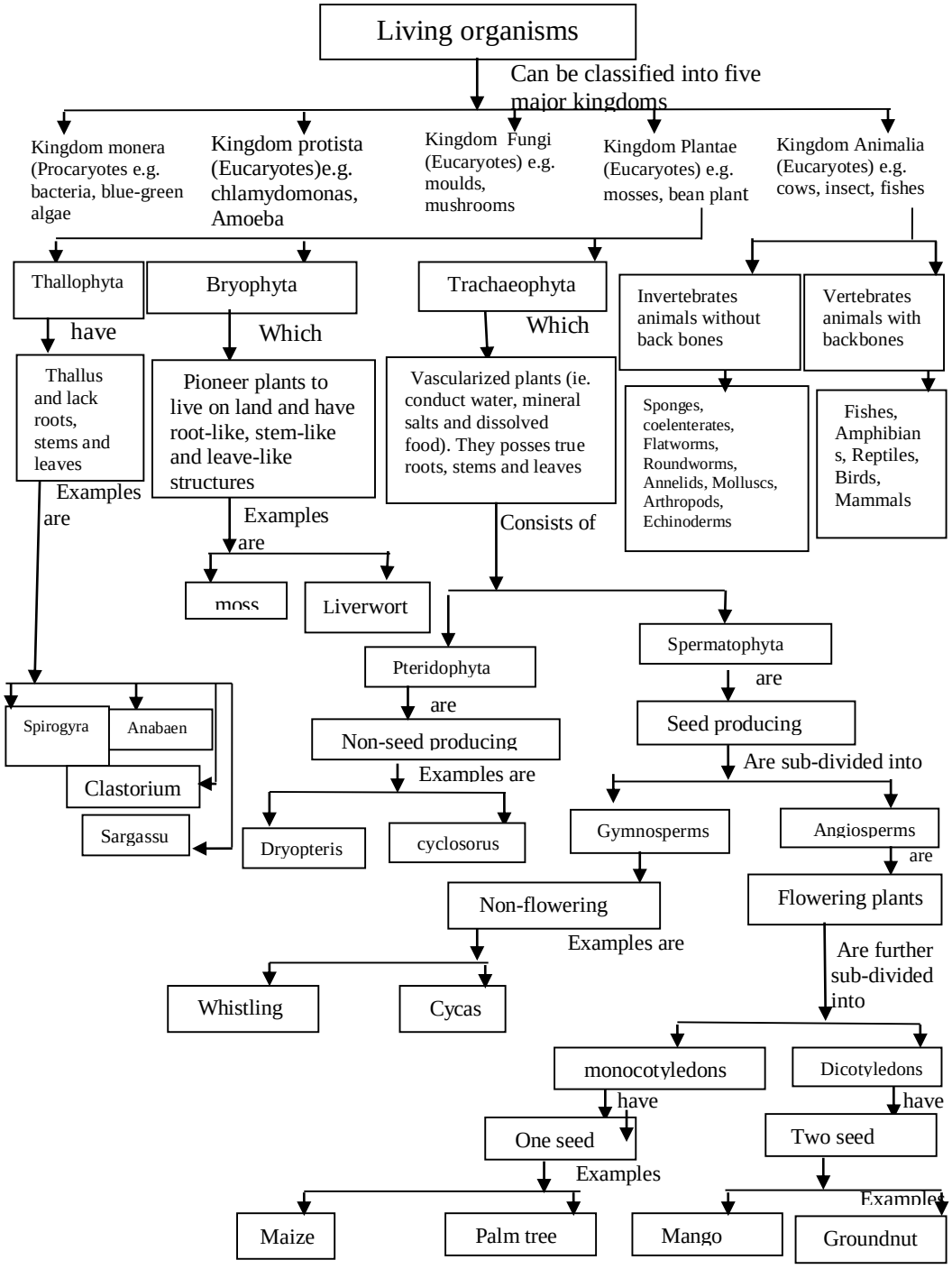
Activities:
Activity 1: Presentation of the concepts
1. Ten (10) participants (volunteers) come out of the key class and stand in from of the class.
2. Each of them is given a card containing the key concept of classification of living organisms.

Activity 2: Mentioning of the words in the concept.
1. Ten (10) students turned the back of their cards that contain the concepts.
2. Each of them mentions the word in the card.

Activity 3: Arrangement of the concepts to form concept map.
1. The students use the key concepts to form concept mapping with their hand serving as arrows that link the concepts up.
2. Teacher asks the students to use appropriate linking words to join concepts.

Evaluation: Teacher evaluates the lesson by asking the following questions
1. Define classification
2. Explain concept map`
3. State the key concepts in the classification of living organisms.
4. Use concept map to explain the classification of living organisms on your own

CONCEPT MAP ON CLASSIFICATION OF LIVING ORGANISMS



LEADERSHIP SKILL INVENTORY: A VIABLE TOOL FOR THE APPOINTMENT OF PRINCIPALS FOR EFFECTIVE AND EFFICIENT SECONDARY SCHOOL ADMINISTRATION IN ENUGU STATE

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Abstract

The study focuses on the development of leadership skill inventory for principals of Secondary Schools in Enugu State. Two research questions and two hypotheses guided the study. The population of the study comprises 291 principals in Public Schools. A 4-point likert scale type structured questionnaire comprising 35 items were used. The instrument was validated by three experts, two from Educational Management and one from Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha which yielded reliability co-efficient of 0.82. Mean score and standard deviation were used to analyze the data. The result was a development of a valid and viable leadership skill inventory that will ensure efficient and effective administration of schools by principals. Recommendations were made which include among others that the principals of schools should engage more in applying leadership skills and behaviour that are paramount to the success of schools now that leadership skill inventory has been developed.

Key words: Leadership Skill, Inventory, Administration

Introduction

Leadership is an indispensable tool in the school system because of its far-reaching effects on the accomplishment of educational goals. It is the key for school effectiveness and excellence. The leadership of schools are responsible for ensuring that the schools meet their objectives in an effective and most efficient way. Leadership according to Chemers (2012) is the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Principals are the leaders who provide direction, guide group activities and make sure that the goals of the schools are achieved. (Ogbonna in Nnebedum, 2013). The principals' leadership approach and behaviour in the school determines the effectiveness or ineffectiveness of school administration and management. Some school principals who perform the leadership functions may not be aware that there are certain skills that can make for effective leadership which they should apply in their schools. This agrees with McCrimmon (2008) who states that the knowledge of leadership skills can improve professional proficiency of principals. Though some school administrators have basic qualifications needed for leadership positions, they may not have the necessary skills to perform effectively. Acquisition of certain skills are necessary for success in school leadership. Swales (2009) views skill as an ability to perform a job well. According to Bryce (2015), skill is a developed attitude and ability for performing a certain task. It represents specific knowledge or talent as developed by education and or experience. Skills relate to the type of work we do and the tool and technique we use. It is a well-known fact to school, staff, students and the community in general that leadership skills are valuable and crucial in order to attain leadership excellence at all levels of education. Some of these leadership skills according to Swales include, show enthusiasm, build optionism, be flexible, be cooperative, be creative, understanding the needs and characteristics of the group, knowing and using the resources of the group, communicating, planning, controlling group performance, evaluating, sharing leadership, representing the group, effective teaching, counselling to give encouragement and information, and setting the example which involves the leader placing himself as part of a group.

A person acquires knowledge through familiarity or experience; but the ability of a person to use the knowledge is the skill. This ability is to be developed, acquired or learned; training and experience can make one skilful. Since innovation according to Abdulkareem (2008) connotes new thing or a new method of doing

things, school leadership skills must be developed in line with the trend of new age in order to have the knowledge, the ability or the skill to become effective leaders.

Skill inventory portrays all skills which may inform or guide the selection, appointment promotion and training of school leaders. Law (2009) defines inventory as a questionnaire or report containing information on knowledge, skills, ability and experiences of current employees. It helps in arranging skills according to need and in assessing their proficiencies. It brings to view all skills that could be applied by school leaders for effectiveness of their work particular the administrative skills which are the most relevance to this study. Law lists the skill of inventory as follows: motivating others, self-starting, setting and attaining goals, supervision, delegating, planning, trying new things, acting quickly in emergencies, running effective meetings, managing, identifying and solving problems, adopting to new situations, accepting responsibilities, setting priorities, making decision etc.

In this paper, skill inventory can be conceptualized as:
A developed and validated list of statements on a topic/topics required for making administrative and management decision.
Set of abilities/skills that suit the different feelings of respondents and represent ways of facing educational challenges.
An information gathered through research process that serve as a guide for solving educational problems.

Skill inventory has a wide range of usage especially in assessment of prospective school leaders or other employees. It highlights patterns of skills. School staff who study, learn and start applying the right skills to appropriate situations will become the natural choice for appointment and promotions to the ranks of the higher flyers.

The procedures for appointment and promotion of principals by the State Post Primary School Management Board cannot produce the best leadership without a valid and reliable measuring tool such as leadership skill inventory. Such leadership skill inventory (LSI) include administrative leadership, leadership in school welfare, instructional leadership, leadership in communication skills and leadership in school discipline. An inventory of this sort according to Bryce (2005) exists to help identify the skills leaders have used or could use, identify the ones they would like to acquire in future and highlights the patterns of skills for effectiveness of leadership functions. Leadership skill inventory allow school administrators to take

accurate inventory of their skills, to prioritize skills according to levels of interest and then to assess their proficiencies.

The principals need to be well equipped for their functions in Secondary Schools, irrespective of their gender, job experience and school location. These variables are important but not at equivalent level with the necessary skills needed for leadership functions. Leaders who have the requisite training, qualification, knowledge, skill and experience have been acknowledged as better managers or administrators than their counterparts who have no adequate training and experience (Awa, 2005).

Yet it is disheartening to note that there is paucity of inventory in leadership skill to guide, promotion, appointment and training for leadership. This as noted by Mcswain (2008) has brought appointment of some "unskilled principles into the leadership of schools without pre-service training for their new roles. Such principals cannot effectively provide leadership that can help them work harmoniously with the staff, students, and community for the good of school.
As a result, parents are afraid to allow their children or wards attend schools that have bad leadership. Communities where such schools situate also appear to have lost interest in their schools due to bad leadership which may manifest in poor academic performance, corrupt practices, poor sanitation and indiscipline, and as such the schools are left with less supports; these hinders growth, progress and success of a school.

It is against this backdrop that the researcher sees the need for school leaders to be trained in leadership skills so that they will be taking a pro-active approach in the leadership of their schools; hence, the need to have leadership skill inventory for principals in Secondary Schools in Enugu State.

Statement of the Problem

The appointment, training and promotion of principals of Secondary Schools need an inventory on leadership skills as a guide. The use of such inventory by the Post Primary School Management Board can reinstate some skilled and effective principals and help to bring about effective administrative leadership and management of schools.

It is a source of worry that the principals are appointed without using a valid and reliable inventory in leadership skills. This has resulted in the occupation of leadership positions by some unskilled leaders which has created a lot of leadership and administrative lapses, resulting to leadership incompetence, poor academic performance, moral misconduct, truancy, examination malpractice and other disciplinary problems. Since there is problem of paucity of an inventory in leadership skills to guide the appointment, training and promotion of school principals, for leadership, there is the need to have a Leadership Skill Inventory (LSI) for use. The problem of this study therefore is to develop an inventory in leadership skill that would provide valid guideline for the appointment, training and promotion of principals for effective school leadership?

Purpose of the Study

The main purpose of the study is to develop a Leadership Skill Inventory for school principals in Enugu State.

Specifically, the study is designed to;

1. Ascertain the Leadership Skill Inventory best used in the appointment of principals.
2. Determine the influence of job experience on the Leadership Skill Inventory for principals

Research Questions

The following research questions guided the study.

1. What Leadership Skill Inventory should be used in the appointment of principals.
2. What is the influence of job experience on the Leadership Skill Inventory for principals of schools.

Hypotheses

$H0_1$: There is no statistical significant difference between the mean scores of male and female principals on leadership skill inventory to be used for appointment of principal.

$H0_2$: The influence of job experience on the mean scores on the Leadership Skill Inventory for principals will not be significant.

Methodology

Research Design

The study adopted a survey research design to collect information from principals on Leadership Skill Inventory.

Population of the Study

The population comprises of all the 291 principals in the six educational zones in Enugu State.

Sample and Sampling Technique

The sample size for the study is 200 principals from three educational zones drawn from the 291 principals in the six educational zones through simple random sampling techniques.

Instrument for Data Collection

The instrument for data collection was a 35-item Leadership Skill Inventory questionnaire titled Leadership Skill Inventory for Principals (LSIP).

Thus was structured by the researcher after evaluating and reviewing of related literature and empirical studies on Leadership Skill Inventory. The instrument was made up of two parts, 1 and II. Part I contains information on the personal data of the respondent. Part II which consists of five factors on leadership skills have 35 items. The items were scored on a 4-point basis of likert type scale with response modes of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (DS), with a corresponding value of 4, 3, 2 and 1 respectively.

Validation

The instrument was validated face validated by three experts; two from Educational Administration and one from Measurement and Evaluation, Michael Okpara University of Agriculture, Umudike. They were requested to examine the adequacy and appropriateness of the instrument in answering the two research questions.

Reliability of Instrument

The reliability of the instrument was established using Cronbach Alpha to get the reliability coefficient of 0.82 which was regarded reliable for the study.

Data Collection Technique

Two hundred (200) copies of the questionnaire were administered by the researcher and two research assistants. All were correctly filled and returned, signifying 100% rate of return.

Method of Data Analysis

Mean score and standard deviation were used to answer the research questions, while the hypotheses were tested using t-test at 0.05 level of significance. Using 2.50 benchmark for acceptance. Any leadership skill inventory with the mean value of 2.50 and above was regarded as acceptable while leadership skill items with mean values of less than 2.50 will be regarded as unacceptable. The decision rule for the hypotheses was to accept hypotheses at 0.05 level of significance if t calculated was greater than t critical (tcal > t crt.), but to reject hypothesis if t calculated was less than t critical.

Results

Research Question 1: What Leadership Skill Inventory (LSI) should be used in the appointment and promotion of Secondary School Principals

Table 1: Mean scores and standard deviation of respondents on Leadership Skill Inventory for Principals

S/N	ITEMS	SA	A	D	SD	$\overline{X}$	SD
1	Consult the staff before taking a decision	174	24	2	0	3.86	0.61
2	Recognize individual differences in dealing with staff and students	157	38	2	3	0.75	0.76
3	Show interest in team work for smooth running of the school	138	56	6	0	3.66	0.51
4	Involve staff in setting realistic goals for the school	140	55	5	0	3.68	0.55
5	Keep track of teachers performance through class record	108	80	10	2	3.47	0.61
6	Be friendly and approachable to build good working relationship with staff	93	90	13	3	0.40	0.66
7	Clarify the roles of staff according to individual qualification	166	31	3	0	3.38	0.67

	LEADERSHIP IN SCHOOL WELFARE						
8	Correct mistakes of staff in private	168	30	1	1	3.88	0.67
9	Provide incentives to challenge staff productivity	145	51	4	0	3.71	0.67
10	Socialize new staff and students through orientation activities	138	53	9	0	3.65	0.75
11	Reward those who reflect the positive image of the school	163	30	6	1	3.78	0.71
12	Treat all members of staff as colleagues	154	32	13	1	3.70	0.51
13	Demonstrate good interest in the welfare of the staff and students	143	51	4	2	3.68	0.83
14	Create opportunity for staff development	146	52	2	0	3.72	0.71
	INSTRUCTIONAL LEADERSHIP						
15	Keep track of teachers performance through class record	148	52	0	0	3.74	0.53
16	Demonstrate good knowledge of curriculum process	122	76	2	0	3.60	0.67
17	Undertake visits to classrooms to improve performance of students and teachers	110	88	2	0	3.54	0.71
18	Plan school work using available resources most productivity	124	72	4	0	3.60	0.76
19	Evaluate school work to guide future task performance	70	115	15	0	3.28	0.89
20	Ensure strict adherence and coverage of each terms scheme of work	156	37	5	2	3.74	0.84
21	Promote better quality teaching through effective supervision of instruction	153	37	6	4	3.70	0.67

S/N	LEADERSHIP IN COMMUNICATION	SA	A	D	SD	$\overline{X}$	SD
22	Make use of information communication technology in the operation of the school	120	58	17	5	3.47	0.89
23	Link families with school affairs through regular school based management committee meetings	162	26	5	7	3.72	0.84
24	Provide affective communication channel in the school	153	39	6	2	3.72	0.67
25	Use constructive criticism to enhance performance	167	16	9	8	3.71	0.64
26	Listen to staff and students for making informed decision in the administration of school	143	35	15	7	3.57	0.53
27	Give specific guidance to staff and students on task performance	103	76	16	5	3.39	0.62
28	Manage information most effectively for general welfare of the school	68	102	27	3	3.18	0.54
	LEADERSHIP IN SCHOOL DISCIPLINE						
29	Rules and regulations in the school	141	56	1	2	3.68	0.69
30	Insist on exhibiting high standard of morality among staff and students	168	21	9	2	3.78	0.73
31	Demonstrate ability to enforce disciplined learning among students	95	100	5	0	3.43	0.64
32	Cultivate a culture of zero tolerance for examination malpractice	174	20	6	0	3.86	0.84
33	Demonstrate commitment through daily actions	140	53	6	1	3.78	0.60
34	Ensure that staff and students stay in school till dismissal	84	52	31	33	2.94	1.10
35	Employ disciplinary measures to instill discipline in the school	132	56	10	2	3.47	0.71

The data presented in Table 1 above showed that all the 35 LSI items had their means ranged from 2.94 – 3.86 and were all above the benchmark point of 2.50 on a 4-point rating scale. This showed that all the 35 LSI items are needed by principals of Secondary Schools in Enugu State.

Research Question 2: What is the influence of job experience on the leadership skill of Secondary Schools Principals

The principals were grouped into two different categories, 0-10 years and 11 years and above. Summary of data from the analysis is presented on Table 2.

Table 2: Mean scores of respondents on the influence of job experience on the leadership skill of secondary school principal

S/N	Factors	Years of Experience	N	$\overline{X}$	SD
1	Administrative leadership	0-10 years	105	3.01	.46
		11 years and above	95	3.04	.46
2	Leadership in school	Total	200	3.02	.46
	welfare	0 – 10 years	105	2.88	.49
		11 years and above	95	2.81	.43
3	Instructional leadership	Total	200	2.07	.46
		0 – 10 years	105	3.05	.53
		11 years and above	95	3.06	.53
4	Leadership in	Total	200	3.05	.53
	communication	0-10 years	105	3.00	.66
		11 years and above	95	3.00	.62
5	Leadership in school	Total	200	3.00	.64
	discipline	0- 10 years	105	2. 82	.33
		11years and above	95	2.84	.32
		Total	200	2.84	.33

From the data, one can observe that the ratings of the principals with 0-10 years of experience and those with 11 years and above in all the clusters of LSI were high and similar in their distribution pattern. The standard deviation were generally low and similar in all clusters of the LSI. Therefore, job experience has no influences on the LSI; as such, the instrument can be used by principals irrespective of job experience.

Table 3: t-test analysis of the difference between the mean responses of male and female principals on leadership still inventory for principals

S/N	Factors	T	df	Sig 2-Tailed)	Decision
1	Administrative leadership	0.52	199	0.60	N.S
2	Leadership in school welfare	1.15	199	0.25	NS
3	Instructional leadership	0.07	199	0.48	NS
4	Leadership in school communication	0.81	199	0.42	NS
5	Leadership in school discipline	0.81	199	0.42	NS

Table 3 shows that significance p-value for all the items are greater than alpa level of 0.05. This implies that the null hypothesis is upheld. Therefore, there is no significant difference in the mean responses of male and female principals on LSI for principals.

Table 4: t-test analysis of the significance of influence in the mean responses of principals LSI across job experience

S/N	Factors	T	df	Sig 2-Tailed)	Decision
1	Administrative leadership	-0.56	199	0.58	N.S
2	Leadership in school welfare	0.22	199	0.83	NS
3	Instructional leadership	-0.09	199	0.93	NS
4	Leadership in school communication	0.04	199	0.98	NS
5	Leadership in school discipline	-1.00	199	0.32	NS

Table 4 shows the significant p-value in all the items (1-5) are greater than 0.05 level of significance. This however implies that the null hypothesis stated are upheld. Therefore, the influence of job experience on the leadership skills of principals is not significant.

Discussion of Findings

The result from table 1 and the t-test of hypothesis (Ho_1) on table 3 showed that the respondents response on the instrument agreed on the items of the LSI which implies no significant difference in their responses. Therefore the LSI is stable and can be used by principals in the discharge of their leadership roles. This finding is consistent with the study by Manning (2012) which revealed that acquisition of leadership skills is an important issue for effective leadership in schools. He maintained that transformational leaders positively predict a wide variedly of performance outcomes which implies that these concepts of LSI can bring significant changes in the school by principals who are appointed using the LSI. The secondary school principal can learn the leadership skills through workshops/seminars. This agrees with the view of Szilagi cited in Uduji (2014) which states that some of the identified leadership skills may be learnt while a person performs leadership roles. Therefore it is of value that these essential leadership skills should be inculcated in the present of LSI for use in the appointment of principals since leadership skills have great impact on ability to lead.

The result from table 2 and the t-test of hypothesis (Ho_2) on table 4 revealed that job experience has no significant influence on the mean scores of the principals on the LSI. This findings agrees with Awa (2005) who is of the view that the selection and appointment of teachers/principals should be based on who has the requisite skills and training for the post. This implies that an employee may have the basic qualifications needed for a job, but may not have the skills. Hence a training programme is offered to each employee in the course of service to help him/her learn technical knowledge and skills requisite for a particular job. The finding of this study is also in agreement with the study of Okeke (2000) on administrative inventory that job experience has no significant influence on principals' mean responses on inventory. Therefore, the LSI is not sensitive in detecting the influence of job experience, and therefore cannot be discriminated on job experience.

Conclusion

It is behaved that application of certain leadership skills to achieve group objectives by a leader can make him an effective leader. Effectiveness results from the act of using good leadership skills to achieve the organizational goal.

However, some politicians appoint school leaders without considering their skilfulness which has adversely affected education at secondary level. Hence there is need for a valid and reliable measuring tool to guide the appointment into position of school leadership at all levels. This has necessitated the development of this LSI which can be readily used to detect principals who have leadership deficiency.

Based on the findings of this study the following recommendations are made.

1. The principals of schools should engage more in applying leadership skills and behaviours that are paramount to the success of schools now that there is an inventory for leadership skills.
2. The post primary school Management Board and Ministry of Education which are in the centre of legislative, leadership and management control of schools should create opportunities for leadership training through seminars and workshops using the LSI as a tool.
3. The PPSMB should review and upgrade the content of interview and examination for promotion and appointment of principals for school using the Leadership Skills Inventory (LSI) as a reliable guide for appointment exercise.

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FUNDING GAPS: A CLOG IN THE WHEEL OF MANAGEMENT OF HIGHER EDUCATION IN NIGERIA IN THE 21ST CENTURY

By

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Abstract

Money constitutes a crucial input of any education system. It provides the essential purchasing power with which education acquires its human and material inputs. Lack of fund manifests itself in inadequate facilities, equipment and staff recruitment for policy implementation. Such adversely affects the achievement of educational aims and objectives. This challenge of funding gaps in Higher Education in Nigeria is due to inadequate allocation of annual budget `to educational sector. The budgeting allocation of the federal government to education has been on the decline. Funding gap is indeed a management challenge in our education sector which militates against the effective management of university education because new facilities cannot be provided, old ones cannot be maintained and this makes students to learn under very deplorable conditions. Therefore the paper suggests that government, education evaluators, curriculum planners, civic society organizations, schools management committees, teachers, students, parents, employers of Labour and other stakeholders in the education industry should actively participate towards the provision, amendment of allocation and monitoring of the application of mapped out funds, as education is a key index of national development.

Keywords: Educational Planning, Funding, Transformation, Budgeting, 21st Century Demands

Introduction

No nation can develop beyond the quality of its education; as a nation's overall advancement is a direct function of the quality of the educational attainment of its citizens. Education is the bedrock of human transformation for onwards development of a society. Nigeria has Laudable Constitutional provisions to ensure complete government participation in, and financing of education. The extent to which this funding is done, that makes for inadequate quality education provision is the problem of the paper. History and growth of the University system started in 1948 with establishment of the university college Ibadan (now University of Ibadan) by the British colonial masters. Overtime it has grown into a three tier system consisting of Federal, State and Private Universities. The strike by Academic staff of public schools in Nigeria, when they agitate for government's positive action on inadequate funding of Higher Institutions is a reference point. These kinds of strikes had adversely affected the standard of education in Nigeria to the extent that none of Nigeria's Higher Institution is ranked among the first seven Institutions in Africa. Based on past experience in this country, several efforts of the Federal Government to address this issue have not yielded any progressive result.

It is certain that our tertiary institutions need to raise funds to supplement government funding, and not only this, there is need for proper monitoring and application of how such funds are being used judiciously because of the corrupt nature of some of our officials in the African Continent, most especially Nigeria. It is in doing this that our tertiary institutions, especially universities will be able to conduct relevant and quality researches; improve the quality of graduates being produced and make sustainable contributions to national development. Consequently this paper critically examines the funding gaps in Higher Education that have constituted impediment to the flow or achievement of educational plans in Nigeria.

Educational Planning

Planning is the activity involved in developing short or long-range guides that will most optimally use the best available resources to achieve or attain specified objectives. The oxford Dictionary defines "To Plan" as "To devise or design or arrange beforehand". According to Dior (1963, 50) in Okunamiri (2010, 2)

"Planning is defined as the process of preparing a set of decisions for action in the future with the view of achieving goals, by optimal means".

Management of educational institutions is becoming more and more difficult because of very fast changes within their environment. Universities are dealing with a lot of problems: how and by what means planned activities should be implemented, receiving the best economic effectiveness and not missing quality of offered education. A strategy and long-term plan for the management of both human and material resources in higher education is vital.

Regardless of whether the development of strategies for managing Higher Education is the task of central or institutional authorities or a combined effort, there's need for reflection on the best use of resources. The implication of all these is that a lot still has to be done to ensure a radical transformation of the Nigerian university system in particular and the educational sector in general. However, it is certain, based on past experience of such funds, that the effort of the federal Government to address the funding issues may not yield any progressive result. It is clear and certain that our Tertiary Institutions do not only need to raise funds to meet any further expected challenges by supplementing government efforts, they also need to manage the resources prudently through proper monitoring and application to avoid mismanagement.

Educational Funding in Nigeria

For Higher Education to operate successfully and accomplish the purpose for which it was introduced, adequate financial commitment is imperative. Basically, education as asserted by the federal Government is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the educational programmes (FRN 2013). Haruna (2012) pointed out that public Higher Education Institutions in Nigeria are solely dependent on government budget. However, since the budget allocation is limited, the financial burden of the expanding system on government is increasingly becoming unbearable. Azikiwe (2008) posited that increased funding of education will help produce qualified and skilled human capital resources needed for sustainable development.

In Nigeria, data on funding show that government at all levels have been spending 7 and 11 percent of their annual budget on education compared to the recommended 26% by the UNESCO (Enyi, 2001). Okecha (2008) explained that poor funding

with the attendant, poor provision of teaching and learning resources has led to a decline in quality of output. This now makes wealthy Nigeria parents to send their Children to Ghana, South Africa and even Cameroun for Higher Education (Enyi, 2010).The UNESCO Institute for Statistics (Quoted by Clark& Ausukuya, 2013) reveals that between 2007 and 2010 Nigerians sent a total of $95,587 students to oversea countries as shown on Table 1.

Table 1: A Conservation of Nigeria Money as Fees to Foreign Universities in (7) Seven Countries.

Country	No of Nigerians (2007/2010)	Total Expenditure at % 10,000 Per Student.
United Kingdom	53,785	537,850,000
USA	24,966	249,470,000
Malaysia	7347	73,470,000
Ghana	5696	56,960,000
Canada	1707	17,070,000
South Africa	1683	16,830,000
Germany	403	4,030,000
	Total	$955,870,000 N162,497,900,000

Source: Clark & Ausukuya, (2013)

As shown on Table 1, a huge amount of capital flight is evident in the educational sector as many Nigerians seek admission into foreign Universities where they express greater confidence as long as our university system continue to be characterized by limited funding for provision of adequate resources. If we must meet the 26% allocation, it means that we need to allocate three times the 2013 budget allocation to education. Percentage of Budget allocation to education by some countries of the world is shown on Table 2.

Table 2: **Percentage of National Budgets Allocation to Education.**

Country	**Percentage of National Budget Allocation for Education**	**Country**	**Percentage of National Budget Allocation for Education**
Ghana	31	Iran	18
Coke d'Ivore	30	USA	17.5
Uganda	28	Tunisia	17
Moroco	27	Lesotho	17
South Africa	26	Burkina-Faso	16.6
Swaziland	24	Norway	15.5
Mexico	24.5	Columbia	15
Kenya	23	Nicaragua	15
United Arab Rep	23	India	12.7
Botswana	19	Nigeria	8.4

Source: (World Bank, 2012)

We can easily appreciate from the table why many Nigerians migrate to Ghana in search of quality Education. If Nigeria must attain the heights we envision for ourselves, we must aim at the UNESCO recommended 26% budgetary allocation to education for developing nations.

Goals of Higher Education

The Federal Republic of Nigeria (2013) describes tertiary education as the education given after secondary education in universities, college of education, polytechnics and monotechnics including institutions offering correspondence courses.

The policy spelt out goals of tertiary education as follow:

a). Contribution to national development through high level relevant manpower.

b). Develop and inculcate proper values for the survival of individual and society.

c). Develop the intellectual capacity of individuals to understand and appreciate their local and external environment.

d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
e) Promote and encourage school scholarship and community services.
f) Promote national and international understanding and interactions.

To achieve the above laudable goals, there is need for the citizenry to have free access to higher education as long as they yearn for it but this is not so a result of challenges such as underfunding or inadequate funding. The pattern of fund allocation to education sector is shown on Table 3:

Table 3: Allocation to Education Sector in Nigeria's National Budgets (2005-2012)

Year	Total National Budget	Allocation to Education	% share of education
2005	1,846,000,000,000	92,000,000,000	4.98
2006	1,900,000,000,000	92,000,000,000	4.84
2007	2,300,000,000,000	186,000,000,000	8.09
2008	2,870,000,000,000	33,600,000,000	9.64
2009	3,101,813,750,626	216,639,437,111	6.98
2010	4,608,616,278, 213	249,080,000,000	5.40
2011	4226,191,559,255	339,481,528,685	8.03
2012	4,749,100,821,171	400,148,037,983	8.43

Source: Durosaro, D. O. (2012)

In a similar vein the Federal Government's budgetary allocation on education sector as a percentage of annual budgets from 1960- 2013 according to the Central Bank of Nigeria (2013) is shown on Table 4.

Table 4: Federal Government Budgetary Allocation to the Education Sector, 1960-2013

Year	Allocation as percentage of total budget	Year	Allocation
1960	6.02	1981	1.93
1961	6.15	1988	2.40
1962	5.19	1989	3.55
1963	3.43	1990	2.83
1964	3.65	1991	1.09
1965	3.57	1992	3.89
1966	4.23	1993	5.62
1967	4.88	1994	7.13
1968	2.84	1995	7.20
1969	2.20	1996	12.32
1970	0.69	1997	17.59
1971	0.53	1998	10.27q
1972	0.62	1999	11.12
1973	0.88	2000	8.36
1974	2.96	2001	7.00
1975	4.57	2002	5.9
1976	8.71	2003	1.83
1977	3.12	2004	10.5
1978	11.44	2005	9.3
1979	3.70	2006	11.00
1980	4.95	2007	8.09
1981	6.45	2008	13.0
1982	8.09	2009	6.54
1983	4.04	2010	6.40
1984	4.49	2011	1.69
1985	3.79	2012	10.0
1986	2.69	2013	8.70

Source: Central Bank of Nigeria (2013), Statistical Bulletin and Information.

Need for Transformation

Transformation actually means a complete change from one situation to another, a complete departure from what had been in vogue. The vision of the Institution for National Transformation (INT) is to develop "no excuse" leaders of integrity exceptional education world over is considered a life transforming activity that empowers its receiver to contribute positively to the development of a society in the 21st century. National transformation is a holistic overhaul of segment of the national life i.e. political, economic and social life. It places emphasis on attitudinal change along the path of patriotic zeal and commitment; it connotes the participation of all the process that enhances the general wellbeing of all.

Therefore, since it has been observed that tertiary institutions in Nigerian are faced with the complex challenges of inadequate funds to aid its education system, concerted effort is expected from tertiary institutions administrations to equip educated people in Nigeria with the right type of values and attitudes for the survival of the individuals and the acquisition of skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society (2013:8). Salmi (2001) observed that tertiary education is based on a century's old system of knowledge organization, largely influenced by 19th century academic traditions, and how are they to survive in the transformation of higher education with funding gaps?

The Vision and Demand of 21st Century

Effective economic and social operation in the 21st Century demands adaptability, cultural awareness, advanced critical thinking and information literacy skills, demanding continuing learning opportunities in vital areas of arts and humanities. Many 21st Century skills are already supported by curricula around the world, for example the United Kingdom Science Curriculum is designed to enable students to develop a number of skills such as teamwork, creative problem solving, and ICT literacy. A United States Advocacy Organisation formed in 2002 developed a vision of the broader set of skills required for success in the 21st Century. These include core skills covered by the existing curriculum in most countries such as: language, mathematics, science and arts combined with 21st century themes such as environmental awareness and the impacts of globalization. These are complemented by learning and innovation skills, information media and technology skills and life and career skills. It is possible to build on the partnership for 21st

Century skills framework in Nigeria which posited that each student should have the capacity for problem solving, creativity, decision making, intellectual curiosity and the ability to find, select, structure and evaluate information. The challenges of conquering poverty, combating climate change and achieving truly sustainable development in the coming decades compel us to increase our budget allocation to education.

The Way Forward

There is great need for functional education in Nigeria and if this is to be achieved, it must start by increasing the allocation and effective management. Though there is great malfunctioning of the education system, yet the ideal situation can be attained. Education should be made functional in Nigeria to meet the demand of 21st Century by the following ways:

1. There is need to decolonize the mentality of the Nigerian educated elites who hold power and authority, and the students in the school system.
2. The government should increase the budget allocation to education to at least 26%. Moreover, infrastructure provision and rehabilitation of existing buildings, supply of equipment and material should be done by the government.
3. There should be practical war against greed and corruption among educational authorities.
4. Learners should be guided to improve their levels of functional English, Mathematics and ICT to support their needs to have a workforce that is enterprising, productive and equipped to compete in business. This will enable them to work confidently, effectively and independently in life in the 21st Century.
5. Education needs to be qualitative for the recipients in order to empower them socially, economically, politically, technologically and scientifically. Therefore, it is advisable to increase awareness on the need for major changes in the system by drastically revising specific courses, increasing provision for independent study by developing programmes, learning materials and teaching machines, introducing audio-vision media, Computer Assisted Instruction (CAI) on meeting the need to select, implement and evaluate new learning methods and materials.

Agents of Change

The potential of Higher Education systems in developing countries to fulfil their responsibility is frequently thwarted by long-standing problems of efficiency, equity, quality and governance but most especially finance. So the question is, what do we need to do?

According to Nwosu (2002) Institutions and stakeholders to evolve national transformation include:

1) **Governors:** Governors should develop big pictures thinking and make governance what it really is, leading with vision and integrity, avoiding mismanagement, and making available the correct allocation as the grassroots is the foundation on which the entire structure of the state and nation rest.
2) **Legislatives:** The legislature has a duty to drive transformation through oversight functions. This will help control corruption and make the executives and agencies function more effectively. The legislature needs to knock down and reconstruct the stereotypical and constraining aspects of our educational constitutions, leading transformation through enabling and qualitative legislation.
3) **Judiciary**: The idea here is not to criticize, but our court should be up and doing, as their roles in their different capacities are well cut out; save Nigerian education by shunning corruption of the administrators; wield the gavel with courage and justice and changing the law concerning employment and funding.
4) **Elder Statesmen and Former Heads of State:** They have played their roles and are living testimony that the old ways are not the best for Nigeria. Haste is required to grow our economy and enrich our perspectives through learning. As leaders, one should advocate and play the lead role through example.
5) **Scholars and Academics:** Change is difficult; but they can lead transformation by using ones skills, to management the allocations, revenues, and pens to project facts, new realities, alternative and better ways of doing things.
6) **Nigeria in the Diaspora:** Transformation is a clarion call, no matter where you maybe. Indians in the Diaspora championed a lot of changes at home, and today India is a health Mecca. Copy, or create templates; your abilities are not in doubt; you can teach the people at home how to collaborate, how to plan long term, create riches, pull resources together and providing more finance to the education system through grants and loans.

7) **Traditional and Religious Leaders**: Culture is powerful and the spirit is a super force. They could lead transformation by enriching the cultural and spiritual vitality of their people, reaching out to the government on behalf of local schools. Our native values, story-telling, rituals and artifacts make meanings and can be kept through proper and utilization of educational resources; excavating the relics of historical and heroic exploits, framing and refraining of these have been found to energize the people to great action towards accomplishment of the objectives and goals of the system.

8) **Revenues:** This paper also examined Alternative Source of Funding (ASF) of the higher education system, in the context of implementing Internally Generated Revenue (IGR), an initiative to complement government subvention to these institutions so as to forestall frequent strikes by both academic and non-academic staff in the Universities. This approach according to Isaac (2014) is intended to create an enabling environment for consistency and enhancement of the standard of education system in Nigeria. According to the Pragmatic Funding Model of the Nigeria Institute of Management (1988) Higher Education can raise money in three major ways in addition to government allocation, grants and community assistance. These sources of revenue include:

1. **Financial Aid**: This can be subdivided into three distinct areas
   (a) Endowment fund and Gifts
   (b) Development appeal fund and
   (c) Alumni fund.
2. **Sale of Services:** Sale of services can be divided or broken into sub-divisions.
   (a) Sale of admission forms and general services
   (b) Rental of physical facilities and
   (c) Consultancy services.
3. **Business enterprises:** This is an indirect way of generating funds for Higher Institutions while the first two approaches (Financial aids and Sale of services) constitute a direct way. There are four major business enterprises in which tertiary institutions can invest their productive funds. These are: (a) agriculture (b) manufacturing (c) commercial and (d) Portfolio management. Funds raised by these institutions need to be managed effectively. This can be done in the following ways:

❖ The institutions can appoint an officer to run their revenue yielding enterprises under the auspices of the governing council.

- ❖ The institutions may incorporate a limited liability company to administer its internally generated revenue. These consultancy based enterprises can also be run under a director who will also be responsible to a management board that reports to the governing council through the vice chancellor or the deputy vice chancellor as it deem fit.

Conclusion

Change towards a better quality of life starts with education. It is a fundamental right and the basis for progress in every country but it is a pity that the one-time giant of Africa is now diminishing into a dwarf. As laudable as the NPE is, the government budget for education annually is very low. What is the resultant effect? There is no good infrastructure in many schools. For Higher Education to operate successfully thus accomplish the purpose for which it was introduced inadequate financial commitment is imperative. There are hardly (good) libraries, language and science laboratories, sporting facilities, equipment and instructional media. An educational system that is lacking fund, facilities, equipment and materials can be compared to a man who is in motion but no movement is made. Higher Education can only be regarded as effective if it has achieved the established objectives in its overall achievement.

Recommendations

To close the funding gaps in the Nigerian educational system demands the following recommendations:

1. Nigeria Tertiary Education Institutions require a transformation for it to meet its societal needs.
2. Academic transformation cannot work unless relations among tertiary institutions authorities, government and other stakeholders are redefined on the basis of mutual respect and collaboration.
3. Tertiary education management must seek to remove the constraints that prevent them from responding to the needs of a rapidly changing educational system. Therefore, the most critical challenges facing our educational system will be to develop the capacity for change which can be achieved by introduction of democratic tertiary structure and its management styles, more especially finance and its allocation.
4. There is urgent need for the Nigeria government to massively invest in each of three educational levels (Higher, Secondary and Basic) allocation, appropriate the bills and actual timely release of over 26% of Nigeria total annual budget to education should never be compromised.

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INNOVATIONS IN TECHNOLOGY FOR TEACHING AND LEARNING OF LIBRARY AND INFORMATION SCIENCE IN NIGERIA

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Abstract

This paper examined various technological innovations for the teaching and learning of Library and Information Science (LIS). It clarified the concept of innovation and pointed out the various ways through which technology has engendered changes and improvement in the teaching and learning of LIS. The earliest technologies and methodologies adopted for LIS education were briefly highlighted, with specific reference to chalk-and-talk, lecture notebooks/textbooks, plug-and-play and chalkboards. This was followed by identification and detailed description of the major emergent innovative technologies and approaches in the teaching and learning of LIS. Prominent amongst these technological innovations are: the use of mobile communication devices, mind maps, computers, projectors, interactive boards and multimedia learning processes. Others are the use of social media and social networking sites like Facebook, Twitter, YouTube, e-mails and Skype. Despite the benefits accruing from the deployment of these technologies in LIS education, the constraints associated with them cannot be overlooked. Such challenges majorly bother on high cost of procurement and installation of these technologies, dearth of technical know-how, epileptic power supply, susceptibility to viral attacks and weak Internet infrastructure. Some of the suggestions made for the remediation of these challenges include better funding of LIS education, regular ICT training for lecturers and students of LIS and comprehensive upgrade of Internet bandwidth and connectivity.

Keywords: Innovation, Technology, Teaching, Learning, Library and Information Science – Nigeria

Introduction:

Innovation, the end product of change, is unvarying because its only reactant (i.e. change) is always constant. Furthermore, innovation is a strong determinant of growth and development which is the *raison d'être* any organization or institution in need of growth and development, goes pursuing after it. Supporting this assertion is an insightful quote drawn from the words of a famous philosopher who exclaimed that "without change there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable" (William Pollard retrieved from: https://www.brainyquote.com/quotes/keywords/innovation.html)

The concept and phenomenon of innovation has attracted several definitions and descriptions. For instance, the *Concise Oxford English Dictionary* (2004) has it that innovation is the art of featuring new methods or original ideas which is dissimilar from the formerly used idea or method. This definition from a standard and popular reference source tends to be the most acceptable definition for the concept of innovation in the sense that it captures what needs to be highlighted in terms of the adoption of new methods and dropping of old or previous practice. But in a paper of this nature, it is not ideal to work with only one definition for a concept that attracts the interest of general public. Therefore, in line with the above definition and further throwing more light on it, Wikipedia [2012] sees innovation as a "new or emerging idea, device, apparatus, gadget, implement or method". Furthermore, that popular online encyclopaedia holds that innovation is often viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market demands. A synthesis of these views shows that innovation is the introduction of new solution, idea, procedure or device to address an identified challenging situation. This clarification is of interest in a paper of this nature which looks into the subject of innovative technologies in teaching and learning of LIS.

Consequently, technology has invaded everywhere (the workplaces, markets, homes, schools, etc). In rich, industrialized and developed nations (like the United States of America, United Kingdom, China, Germany, Canada, Japan, Australia, etc) and some developing countries, computers and the Internet are abundant in schools and classrooms (Vrasidas & McIsaac, 2001). In effect, technological innovation has been viewed by different people as a positive or negative catalyst - depending on their experience and perception (Demodharan & Rengarajan, 2007). The positivity of the innovation depends on its ability to

overcome the challenges it creates in the mind of people. The perception of technological innovation as negative, on the other hand, is based on the challenges that come with the innovation and the inability of the innovation created to withstand and overcome those challenges. Today, every sector of the economy, in Nigeria and beyond, is experiencing technological innovations in the operation and performance of its statutory and subsequent duties. Most prominent and visible among all these technological innovations is, perhaps, the adoption of Information and Communication Technologies (ICTs).

LIS is among the earliest disciplines that encountered and embraced innovation in several aspects. The foremost among the innovations experienced in Nigeria was freedom from its financial overdependence on the Carnegie Corporation of New York (Arnaesting as cited in Nwokocha, 2017). The second that is noteworthy was the teaching of LIS at the undergraduate level which started in 1968 at the Ahmadu Bello University, Zaria before spreading to other parts of the country. Although it may be argued that the effect of technology on the above-cited innovations is not in popular narrative, their impact cannot be ignored in a discourse that centers on technological innovation. Although Library Schools in Nigeria started in conventional universities, the need to maximize available space/facilities and expand admission opportunities for the teeming youths have coalesced to justify the existence of LIS programmes in some of the nation's specialized tertiary educational institutions. Part of the innovations under reference is, therefore, the founding of LIS schools in specialized universities, especially, those of agriculture, education and technology. Today, LIS is taught both at the undergraduate and postgraduate levels in over forty Nigerian higher institutions of learning in Nigeria (Nwokocha, 2017).

Being in the same pace with its sister-discipline, Computer Science and making for efficient and effective generation and utilization of information which is, perhaps, the sole aim of the discipline, LIS has built her curriculum to incorporate the latest superhighway in information generation, organization, dissemination, preservation and conservation. Example of this include the teaching of courses such as Basic Computer Operations, Multimedia Resources and Services, Information Structure and System, Automation of Libraries and Information Centres, Internet Technologies and Website Development, System Analysis and Design, among others (MOUAU, 2014). Although the introduction of these innovative courses is against what Madu (2002) saw when he affirmed that there are still people (students and teachers) who prefer the old order or have

refused to learn and adopt skills of ICT operations and application, still LIS lecturers employ many technologies in teaching LIS in Nigeria as a means towards enhancing the quality and competiveness of the discipline and its products/graduates.

Teaching and Learning of LIS in Nigeria: A General Overview

Teaching and learning (education) constitute the engine for the growth and progress of any society. Education not only imparts knowledge, skills and inculcates values, it is also responsible for building human capital which breeds and drives technological innovation and economic growth. Teaching and learning may take place in different environments. The environment or atmosphere for education may be considered conducive, unconducive or distracting. Teaching and learning can as well occur in different levels starting from the crèche, kindergarten, pre-nursery, nursery, primary, secondary and post-secondary (tertiary) levels. This paper, however, focuses on the teaching and learning of LIS in a conducive atmosphere free of distraction, filled with modern technologies and taught in the tertiary level of education.

Consequently, the overall aim of LIS education is to produce competent and knowledgeable librarians and bibliographic experts who can compete with colleagues from other fields and disciplines. In the present era, these information and knowledge stand out as very important and critical input for growth and survival. Rather than look at education simply as a means of achieving social uplift, the society must view education also as an engine of advancement (growth and development) in an information era propelled by its wheels of knowledge and research leading to community and societal development.

If teaching and learning of LIS fails to inculcate professional knowledge, self-discipline and commitment in the student, it is as good as dead and irrelevant. Efforts ought to be made in converting LIS education into a participatory learning process which generates interest in the students and motivate them to stay back to further develop and enrich the discipline/profession. LIS should become a fun and thrill for professionals-in-training rather than burdensome and uninspiring. This is as a result of the discipline being an integral part of the students' overall development and helping them to become good professionals and productive citizens.

In Nigeria, LIS has become a major discipline or field of study in higher institutions of learning. The LIS discipline produces valuable intellectuals and

technocrats like lecturers, librarians, library scientists, information scientists, archivists, records managers, researchers, etc. no matter what the nomenclature tends to be. It is widely understood that the most important skills of the future LIS professionals will be communication skills which is different from the oral communication skill of old. The current emphasis is on computer/ICT-driven communication skill. Today, most people are able to individually access vast amounts of information without a mediator. Therefore, the question remains the relevance of these LIS professionals in the present global/Internet age (Ononogbo, 2012). The answer to this question could be found in the works of Obasi (2012), Nwosu (2015), Mensah (2015), Nnadozie (2016), Nnadozie and Chukwueke (2016), Chukwueke, Nnadozie, Olowookere and Damaris (2016). The need for more attention to the mode of delivery of LIS education is the reason for which this paper focuses on the innovation in technology for teaching of LIS. The emphasis is, of course, Library Schools in Nigerian tertiary institutions of learning.

State of Application of Innovative Technologies for Teaching and Learning of LIS

In implementing LIS education, can it be said with confidence that modern technologies have been adopted in teaching and learning the course across the globe? If the response to that poser is in the affirmative, does it reside in the pages of published research papers or is the use of learning technologies practical, demonstrable and observable? The reality is that progress has been made but this progress is not universal. This is because, while the developed Western communities have made giant strides in this respect, the same cannot be said of their counterparts in much of Africa, Asia and South America (Nwosu, 2015). The truth is, therefore, that any positive answer to the question posed at the beginning of the section would be incorrect. In fact, such responder would easily be accused of having committed a fallacy (*argumentum ad verecondia).*

According to the Academy of Finland and Tekes (2006), the Finnish Funding Agency for Technology and Innovation, there are two prominent driving forces in today's global operating environment in which teaching and learning resides. The first is the trend towards increasing mobility; the second is the growing interdependence of different parts of the world, their increasing interaction and cooperation in the economy, production, social development and human exchange. These driving forces are mostly encountered in the communication environment. It is of interest for the individual to know the best and fastest means of communicating

ideas to another person or group of persons. Before now, there have been enquiries about the requirement of knowledge skills, especially, in relation to ICTs by LIS professional. It is, however, important to understand that this knowledge or skill is an arm of critical thinking. These critical thinking skills are needed for productive and positive activity. As noted by UNESCO (2005), while there is a general agreement on the appropriateness of the expression "knowledge societies"; the same cannot be said of the content. However, the 21st Century society can be defined as that filled with some emerging trends that seem to have consequences (positive and negative) in all spheres of human endeavor and societal life in general.

Central to current trends and innovation are the twin issues of globalization and digitalization. These trends have fundamental consequences in nearly all spheres of life - educational and learning life, paid employment, business and in governance. The impacts on innovation may have positive or negative consequences. The vision of the adoption of globalization and digitalization aims at a society which develops and utilizes the opportunities inherent in the information society to improve the quality of life, knowledge, international competitiveness and interaction in an exemplary, versatile and sustainable way. These ideas have been used to develop the Global University System (GUS) within the UNESCO Chair in global e-learning at the University of Tampere.

Various efforts have been made to better the teaching of LIS. These efforts have resulted in innovations in teaching methodology, curriculum reviews and technological applications. One of these innovations is the adoption of digital literacy and media resources in teaching of LIS. The adoption of this digital literacy can be traced back to 2007 when the Government of Finland published a proposal for developing media skills and knowledge as part of the promotion of civil and knowledge society (Academy of Finland and Tekes, 2006). This was necessary, especially, in the educational society because of the importance of media and digital literacy competencies. However, the reason for setting up a committee which spare-headed this action was the topicality and importance of media education as part of citizenship skills and the problems encountered in its realization. This is an outcome of innovation in technology created by the UNESCO. There has been several innovations in technology for teaching and learning of LIS. These innovations and technologies have improved lecturers' competence, deepened the curriculum, widened students' learning experience and generally improved the quality LIS graduates. Hence, the overall purpose of LIS education is not merely to make the professional-in-training competitive in a rapidly-changing world. Rather,

contemporary LIS education adds rationale thinking, job creation (entrepreneurship) and self-sufficiency. This underlines the periodic assessment of what is been taught and learnt in LIS.

Some Limitations of the Earlier Technologies Adopted in Teaching LIS

Application of old technology in teaching of LIS began to take the centre stage from the last quarter of the 20th century (Nwosu, 2015). In the pre-technology mediated LIS education, the lecturer is the sender or the source, the educational material conveys the information and the student is the receiver of the information or message. In terms of the delivery medium, the lecturer (teacher or instructor) delivers the message via the "chalk-and-talk" method. This lecturer-directed instructional model has its foundations embedded in the behavioral learning perspective (Skinner, 1938). The directed instruction model is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Basically, the LIS lecturer controls the instructional process. The content or lecture is delivered in a conventional classroom during which the lecturer emphasizes and dispenses factual knowledge. This encapsulates the traditional or conventional method of teaching and learning of LIS. In the wider application of this process, the teacher delivers the lecture content and the students mainly listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich, et al., 1998). It has been reported in published literature that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture, students assume a purely passive role and their concentration may fade or diminish after 15-20 minutes (Igbinola, Akande & Ladipo, 2014). Some limitations which may prevail in traditional teaching method in the delivery of LIS education are summarized as follows:

- ✓ Teaching of LIS in classroom using chalk-and-talk is a "one way flow" of information. It is a situation in which the lecturer continuously talks for an hour or two without the students' response and feedback. The question remains if the students understand what the lecturer is teaching. This was majorly the situation in Nigeria during the early stages in the evolution of LIS education.
- ✓ The material presented is, largely, based on the lecturer's notes and textbooks. In this era, technology played little or no role. As a result, the students are only limited to what is in the lecture notes and textbooks. Thus, students were

reduced to mere dummies or robots which cannot perform any action without being prodded or controlled.

- ✓ Teaching and learning in LIS using the old technologies were concentrated on "plug and play" method rather than practical aspects. Nobody was told or has the time to go for extra research owing to the fact that no source was available for the extra study to backup what is being taught. Nobody questions the course lecturer because there were no options rather than accept what is dished out in class by the lecturer.
- ✓ The handwriting of the LIS lecturer decides the fate of the student in the subject. Bad handwriting inconvenienced most students who lacked the ability to decode what was written on the blackboard. In this scenario, the student either accept or reject what is taught and written on the board. Sometimes, communication becomes incomprehensible.
- ✓ There was insufficient interaction between the LIS lecturer and the students in classroom. There was neither inputs from the students nor a forum for them to ventilate their views and feelings. Some who excelled in this periods practiced the garbage-in, garbage-out system - which is associated with the computer or any other electronic device.
- ✓ Eventually, there was minimal use of educational technology as more emphasis was given to theory without any practical and real-life situations.
- ✓ The chalk-and-board were the basic technologies. The lecturer was the mouthpiece and primary source. The LIS student, therefore, resorted to learning the course based on memorization but not understanding. The result was undue emphasis on marks or grades rather than knowledge and practical skills.

Examples of Emerging Innovative Technologies for LIS Education

Courtesy of the computer/Internet age and the consequent global village, there have emerged more recent innovative technologies that enhance the of teaching and learning LIS. Today, study materials in diverse areas of LIS are on the Internet where everybody is seeing it, lectures are being delivered online instead of the traditional teaching of LIS in regular classrooms. Some of the lecturers have offices equipped with interactive white-boards which make such offices double as classrooms. Students now participate or listen and receive lectures without their physical presence in the lecture-rooms. As a result of the gaps in the traditional approach to LIS education, there exists a mismatch between what is taught to the LIS students and what the industry needs. As such, many institutions and their

various academic units/departments are moving towards problem-based learning as a means to producing graduates who are analytical, imaginative, creative and independent. Since knowledge is no longer an end but a means to creating better problem-solvers, practical steps are now taken to encourage lifelong learning. This preference for problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge (Teo & Wong, 2000), problem-based learning is seen as an innovative measure to encourage students of LIS to *learn how to learn via real-life problems* (Boud & Feletti, 1999). These and more are found in LIS education today. In summary, the following contains specific instances of innovations in technology for LIS education:

Use of Mobile Communication Devices: The global society has undergone a radical change in the way it communicates and acts. Many sectors (financial, education, healthcare, etc) have adopted the use of mobile technology to deliver services. For example, in the education sector, students now have access to lecture notes and notices using mobile technology (Ally & Needham, 2010), while libraries and homes are being digitized and information formatted for access using mobile technology. With communication technology, learners can use mobile technology anywhere and anytime to access educational resources (Ally & Tsinakos, 2014). Consequently, these technologies are changing the way people live and how they access education. Canalys (2012) reported that smartphones numbers overtook PCs clients in 2011. This expansion in the population of smartphone users provides LIS educators an opportunity to deliver meaningful learning via the mobile device. The corollary is that LIS students' motivation increases when this technology is used, leading to greater participation, and, better and faster acquisition of concepts/skills. Collaborative actions and cooperation between student/student, student/teacher and student/class are increased when mobile devices are used to enrich the teaching and study of LIS.

Multimedia Learning Process: This is one of the recent trends in teaching and learning of LIS in Nigeria. Multimedia is the combination of two or more digital media types (such as text, images, audio and video), into an integrated multi-sensory interactive application or presentation to convey information to viewers or audience. Teaching LIS courses with multimedia devices go a long way in ensuring that theory is combined with practical sessions. These devices, which combine sound and video, make teaching and learning of LIS very easy. Some of the

multimedia media technologies used in teaching LIS may include Adobe Photoshop and Premier - which are used to create/edit graphics and video files, respectively; Sound Forge and 3D Studio Max - used to create and/or edit sound and animation files. Other multi-media technologies that could be used in teaching and learning of LIS include: Macromedia Director and Author ware. Multimedia technology serves as innovative teaching and learning strategy in a problem-based learning environment as it gives the LIS students a multimedia project to train and improve their skill-set. The lecturer also uses multimedia to modify the contents of the lectures. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Use of Mind Map: "Mind Maps" were developed in the late 60s by Tony Buzan as a way of helping students make notes that use only key words and images. Though developed originally for students, "Mind Maps" can also be used by lecturers of LIS to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of "Mind Maps" makes it easy to link and cross-reference different elements of the map. "Mind Maps" have evolved into one of the innovative learning technologies. They are also very quick to review, as it is easy to refresh information in the mind just by glancing once. "Mind Maps" are effective mnemonics and remembering their shape and structure can provide LIS students the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes.

The key notion behind "mind mapping" is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, colour, even touch and smell play a part in our learning armoury as they assist the individual (especially, the LIS scholar) to recollect information for long time. The key is to build up "mind maps" that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds. The "Mind Map" by its design and role, is a vital technology for LIS education. It is closely akin to the traditional map. As a recent research indicates, any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the

teachers may try to illustrate the concepts and show the same to the students (Damodharan & Rengarajan, 2007).

The use of mind mapping in teaching LIS course in Nigeria would bring very high impact on the minds of the students about a concept and create clear understanding. PowerPoint can be used widely and innovative thinking improves.

Use of Social Media and Social Networking Sites: Introduction of the social media platforms marked the arrival at what is generally considered the foremost and biggest innovation in technology for teaching of LIS in Nigeria. The social media, generally, refers to internet-based applications. Ready examples include: social networks, blogs, multimedia content-sharing sites or wikis. Over the last decade there has been a shift away from static webpages towards web applications with mobile pictures. Educational institutions, especially, universities and their academic departments, have not only progressively embraced this new generation of highly dynamic web applications, but have also adopted new web/online behaviours or "netiquette". Those departments with websites have sought to enhance their Internet presence by exploiting these possibilities. For example, some academic units/departments have integrated social media into the way they run their programmes and teach course. Others use these tools to organise internal communications and interact with students while those without website tend to create forums and pages with a host. A ready instance is what is now known as "future learn" (see http://www.futurelearn.com/ for more clarification).

Social networking sites may include corporate blogs which are websites that are updated frequently, up to several times a day, with posts that contain texts, images, audio or videos. Blogs can be during a class (to learn) or after class (to do and submit assignments and receive guide for further reading). A wiki (another example of the social media) is a website that, in principle, allows multiple users to create and collaboratively edit interlinked webpages using an Internet browser. Wiki-based communication platforms are open to a global audience. It may also be restricted to a selected network or community of partners.

However, the overall aim of the adoption of social media in teaching LIS in Nigeria is to allow students learn on their own and at their individual pace. It can also enable the course lecturer to create, share or exchange information, ideas, and pictures/videos in virtual communities and networks. This is in line with the fact that these media, according to Buettner (2016), allow the creation and exchange of user-generated content. The lecturer as the administrator of the media page uses it to disseminate notices and assignment, as well as receive feedbacks from students

after class. Through regular updating of these pages and allowing for users' comments, the lecturer tends to be informed on the response of students to what has been taught in the class, bringing it to the knowledge of the lecture. It also provides feedback in form of comments on how the lecture sessions affect the mental ability of the students, especially, the shy or introverted types. A student who missed a class may through the blog sites develop interest and understand what was taught.

Social networking sites as educative tools makes for easy contact with millions of students at a given point in time without necessarily coming down to the class. This thereby promotes the discipline's global visibility. Social networking technologies take on many different forms including blogs, business networks, enterprise social networks, forums, microblogs, photo sharing, products/services review, social bookmarking, social gaming, video sharing and virtual worlds (Tang, Gu & Whinston, 2012).

Social media is currently utilized by LIS as a broadcasting platform to amplify messages from traditional and mass media sources (e.g., radio, television, print media) and as an entirely new way of collaborating and co-creating content between students and the lecturer/teachers. In the latter approach, lecturers have had to adapt their communications strategies to incorporate student generated content and feedback. The process of engaging the students to co-create content, rate, rank and comment on communications, more so than the resulting message, is increasingly perceived to give a heightened authenticity to messages, improving trust in, and building students' relationship with, the lecturer. Consequently, the following are the pre-dorminant among the social networking sites adopted in the teaching and learning of LIS:

Facebook: Facebook represents a useful tool in teaching and study of LIS. It allows for both asynchronous and synchronous, open dialogue via familiar and regularly-accessed medium. It supports the integration of multimodal content such as teacher/student-created photographs, video and URLs to other texts, in a platform that many students are already familiar with. The Facebook enables lecturers to disseminate notices and assignment, and receive response or feedback from students. Further, it allows the students to ask those seemingly minor questions that they might not otherwise feel motivated to ask the fellow student or the lecturer in the class. Facebook is one alternative means for shyer students to voice their thoughts within and outside the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression.

Twitter: Twitter also promotes social connections among lecturers and students of LIS. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found Twitter "to be useful professionally and personally" (Domizi, 2013). Twitter, therefore, allows students to keep up with important events, stay connected with their peers and lecturers/instructors, and can contribute to learning and information dissemination in various ways throughout social interaction. This can be a great tool for lecturers to execute important events in terms of assignments, quiz or discussion known to the students. When certain posts become popular, they start to get tweeted over and over again, becoming viral. Retweeting is a beneficial strategy, which notifies individuals on Twitter about popular trends, posts and events.

YouTube: YouTube ranks among the most frequently used social media tool in the information communication industries and other educational institutions. Many people can watch videos, answer questions, and discuss content. In the same vein, LIS educators can create videos to share with their students. Writing on its general usefulness, Sherer and Shea (2011) posit that YouTube increases participation, personalization (customization), and productivity. YouTube also improves students' digital skills and provides opportunity for peer learning and problem-solving. Eick and King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content. Additionally, the students reported that the videos helped them recall information and visualize real world applications of course concepts. An example of YouTube platform used in teaching of LIS is the video conferencing which allows students to be connected to their lectures/instructor from any point and location and receive lectures from the comfort zone or the office of the lecturer. In this application, both students and their lecturers need not come to the physical or conventional classrooms. The students through the video conferencing have an online class and virtual interaction with the lecturer.

Computers (CBT-nugget), Projectors and Interactive Boards: These three technologies are the direct substitutes of the chalk-and-board method used in the olden days to teach LIS and other courses. Some scholars have classified these tools among the multimedia devices (Kenney, 2011 and Nnadozie & Chukwueke, 2016). In this paper, they are discussed as multimedia devices as well as independent

devices. The computer is arguably, the chief among the innovative technologies for teaching and learning. It displays the notebook and the lesson notes. The lecturer types with the computer, projects with the help of the projectors and interactive boards and then posts the soft copy to the students who transfer to their computers and other gadgets. All of these make LIS education easier, creative and participatory.

Emails, Telephone/Skype Messaging or Call: Another technology that could be adopted in the teaching of LIS in Nigeria is the use of electronic mails, telephone messages, telephone calls, as well as Skype calls and messaging. Skype calls could be viewed the same as videoconferencing, but the only difference is that video conferencing involves group of people connected together to view/listen to each other while Skype is a one-on-one video call. Skype requires the student to have an ID which is used to connect to the lecturer or the peers to be clarified in one thing or the other. Instead of coming to the lecturer's office, the student engages the lecture in a Skype call. Also, notifications, lecture notes, assignments and updates are sent through emails and telephone message. This makes for learning-in-the-space. Other innovations powered by this technology include the adoption of audio conferencing, chat rooms, instant messaging, web conferencing, white boarding, online forums, streaming audio, streaming video.

The Challenges of the Emerging Technologies in LIS Education

The application of innovative technologies for teaching of LIS in Nigeria is faced with numerous challenges. Some of the major limitations are high cost, insufficient technical know-how, insecurity, epileptic power supply and poor Internet network. These challenges are briefly described in the following paragraphs:

High Cost: This is a major challenge bearing in mind that most innovative educational technologies are expensive to procure, install and maintain. The overall cost of acquiring these technologies is therefore beyond the reach of many tertiary educational institutions in the developing world. This high cost of innovative educational technologies is compounded by the under-funding of the tertiary education sector. A situation of this nature undermines the application of innovative technologies in the teaching and learning of LIS in Nigeria and other developing countries.

Insufficient Technical Know-how: The use of innovative technologies in education requires adequate technical know-how. This knowledge would make it

easier to manipulate these technologies for teaching and learning purposes. Unfortunately, lecturers and students in Nigeria lack sufficient expertise to handle these technologies for purely academic purposes (Abidoye & Afolabi, 2011). This poses great challenge to the adaptation of various technologies, (especially, the social media) for educational purposes.

Susceptibility to Viral Attacks: Most innovative technologies for teaching and learning of LIS are in the forms of computer softwares and hardwares. The software components of these educational technologies are prone to attack by virus and other chemical agents. These attacks and damages, when they occur, undermine the usefulness of these technologies as teaching and learning aids. The cost of replacement and safeguarding these technologies against viral attacks and other damages, ultimately, increases the overall capital outlay for maintaining these equipment.

Epileptic Power Supply: Majority of innovative technologies used in LIS education require steady power supply. Unfortunately, the source of public power supply (the PHCN) has not lived up to general expectation due to irregular supply in most cases and low voltage in some other instances. The recent policy of the Federal Government of Nigeria to privatize and commercialize this public infrastructure has not yielded the desired result. The alternative is procurement of generators which is quite expensive and beyond the reach of most public institutions, including educational institutions. This prevailing situation undermines maximum use of available innovative technologies for teaching and learning of LIS in various tertiary institutions in Nigeria.

Poor Internet bandwidth: In most of these innovative technologies, Internet connection is heavily required. Unfortunately, the bandwidth required to power Internet services in the country is both weak and limited in coverage. Most of the Internet Service Providers (ISPs) lack the financial outlay and technical capabilities to expand and strengthen their operation. This hampers access to Internet and affects the application of technologies, especially, the social media, to education and training in LIS. Hence, poor Internet infrastructure impacts negatively on the use of mobile technologies and their perception as promoters and "drivers" of the teaching/learning process (Ferreira, et.al., 2015).

Conclusion and Suggestions

Changing the philosophical and pedagogical assumptions of LIS education require time, commitment and strong political will. The various ICT-based programmes that have been developed need thorough evaluation to determine their effectiveness in preparing lecturers and students to teach and learn with technology. Skilled personnel are needed to develop, implement and evaluate the application of educational technology in LIS training. There is also a need for increased funding of library schools and strong determination on the part of all parties involved. Government officials, administrators, lecturers and parents should unite their efforts for the development of serious programmes that will support the adoption of technology-driven innovations in Library Schools in Nigeria.

Across the world, information technology is dramatically altering the way students, faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing life in the university environment and teaching of LIS in Nigeria. As the demand for technology continues to rise, tertiary education institutions (colleges, polytechnics and universities) are moving all sorts of student services, from laundry services to snack delivery online. Lectures can be organized outside the traditional classroom. It is now possible to have a classroom in the cloud. Innovations in technology are also changing the classroom experience as all sorts of conveniences are now available for teachers and students. For instance, the classroom is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, tablet PCs and compact computers that allow the user to write notes directly onto the screen with a special pen, have replaced the archaic projector. With the tablet technology, professors and lecturers can now make notes on charts and spreadsheets and send same directly to their students' PCs and get a feedback from each student.

From the above, it is clear that the Information and Communication Technology (ICT) has made many innovations for the teaching of LIS and also drastic changes from the old paradigm of learning of the discipline. In the new paradigm, the role of student is considered as no less important than teachers'. The concepts of paperless and penless LIS classrooms are emerging as alternatives to the old teaching-learning method. Nowadays, there is democratization of knowledge and the role of the LIS teacher is changing to that of facilitator. This draws attention to the urgent need for interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the

emergence of a technologically-savvy generation of youths involved in LIS training. The analysis also reveals some of the suggestions that the teaching community can practice in the LIS classrooms. Installation of the new teaching and learning technologies and implementation of these innovations are certainly capital intensive. A better funding regime for tertiary education in general and LIS Departments in particular is therefore recommended. This should be accompanied with a comprehensive infrastructural review and upgrade within these institutions of higher education. It is further suggested that lecturers and students of LIS should be exposed to regular practical training in ICT use as a means of improving their proficiency in manipulation of innovative educational technologies. Ultimately, the lecturer would be satisfied to reach the students community with his ideas and views. So, teaching and learning, generally, depend upon successful mode of communication and innovation. The changes proposed in teaching and learning of LIS will certainly yield more positive results if adopted and implemented by relevant stakeholders.

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IMPROVING PRE-PRIMARY EDUCATION IN NIGERIA FOR GLOBAL COMPETITIVENESS

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Abstract

The need for improving pre-primary education for global economic competitiveness cannot be over emphasized. There is need to properly manage early childhood education to enable its citizenry, from the very beginning are inculcated with the right types of norms, values, attributes and behaviour that will make them globally competent. Pre-primary education is that education or learning process designed for young children who are not yet of primary school age. Evidence have shown that early childhood education has great positive influence in children effectiveness, conceptual and social development in subsequent years, yet the current happenings in pre-primary education in Nigeria are worrisome. These include; shortage of teachers for specialized subjects inadequate modern instructional materials, poor motivational strategies, bribery, corruption, inadequate training for capacity building, delay in payment of salaries and school fees, shortage of classrooms and office accommodation for teaching staff etcetera. These situations often result to poor academic performance which in the end constitutes threat to the national economy and global competiveness. Global competitiveness is that service or product provided by competing organizations that serve international customers. The product of education is its graduates. Education for global competitiveness is not an option but a priority; as a motor for change. The challenges that face the world today, from global poverty, climate change to financial systems and conflicts, require globally minded solutions which entail the use of skills. Global competency skills are necessary to enable young people invest in a future that appropriately addresses global challenges, as the best employers the world over will be looking for the most competent, most creative and most innovative. Hence improved management becomes important and key.

Keywords: Improvement, Pre-Primary Education, Global Competitiveness

Introduction

One of the ways through which pre-primary education can set the pace from global economy competitiveness is improved management. According to Anyanwu (2010) management is an integral part of any organization and it involves skillful, organization and utilization of resources (human and material) for the achievement of goals. In order to achieve maximum results in the early childhood level of education, the heads of teacher and the teachers must be skilled in management to be effective and efficient in both themselves and the curriculum, thinking out of the box, trying new ideas, skills and strategies for different and difficult situations. The head teacher and the teachers perform managerial functions such as planning, organizing, directing, coordinating, controlling, communicating and motivating; others include; provision and maintenance of school plant facilities, instructional and non-instructional supervision, staff development and administration, curriculum instructional development and establishment of healthy school climate and culture as well as improvement which is the crucial part of this study. Pre-primary education or Early Childhood (care) is that education or learning process designed for young children who are not yet of primary school age entry of six years. This type of education was given official recognition by the federal government of Nigeria in the National Policy on Education (2013) respectively for better transformation of the system and good governance. The system was named "Pre-primary education" a good preparatory step to entry into the primary school the children's age stipulated in the policy document was two to five years plus (2 to 5 years).

According to Orebanjo in Amali, Bello and Okafor (2015) evidence show that early childhood (care) education has great positive influence on children effectiveness, conceptual and social development in subsequent years, therefore great efforts need to be applied to improve on the existing curriculum to the interest and need of the people and mostly for global economy competitiveness. Some current happenings in pre-primary education are worrisome. These include, shortage, of teachers of this specialization, inadequate modern instructional materials, poor motivational strategies by the administrators and government, inadequate training for capacity building, delay in payment of salary, shortage of classrooms and office accommodation for teaching staff among others listed in the paper. These crises situation often result to poor academic performance which in the end constitutes a threat to the nation's economy and global competiveness. This therefore calls for improvement of the entire level to achieve 'World Class Standard.'

Concept of Pre-Primary Education

Pre-primary education refers to education given in an education institution to children before primary education. It is also referred to as early childhood education and it includes nursery education, Creche, day-care, kindergarten and Montessori. School (Afianmagbon & Nwokocha, 2012). Early childhood starts from birth to 5 years of age and at this period, children need good care. Childhood education is the education and training given to the child from the moment of birth to the period of adolescence. It starts from the time when the child is totally dependent on some other people for survival and the satisfaction of need to a time when they can survive on their own. According to Olele and Achionye (2004) early childhood development and human development are closely linked. Early child development refers to the combination of physical, mental and social development in the early years of life. It is from early childhood development that human development is attained, which invariably leads to national transformation that will enhance Global competitive.

Early Childhood Education (ECE) can be defined as an organized series of learning experience for children from 3 to 6 years of age. It can be seen as a preparatory stage from young children's development and the key foundation of any educational system including Nigeria (Wosowei, 2016). Educators agree that the early childhood period provides an excellent opportunity for the development of cognitive, affective and psychomotor domains of the young child. The development of the child during this period is accompanied by the structuring of neural connections in the brains, physical growth in the general body, personality development and social-emotional skills.

Concept of Global Competition

Global competition is the services or products provided by competing organizations that serve international customers. Think about how one can have a pie-eating contest or a race. These are examples or competition on a local scale where people are competing against one another for one common goal-the best in their core competency. Core competency is what an organization does best. Global competition has allowed organisations to buy and sell their services internationally, which opens the door to increased profits and flattens the playing field in business. Organizations in the developed world are increasing their commitment to emerging markets at a faster rate than ever before. Faced with the prospect of stagnation (a

combination of low growth and high inflation) -or worse -in the US, Europe and Japan, Companies are plunging into the high-growth economics of Asia, Eastern Europe, Latin America, and increasingly Africa. Global competition drives change. Successful leaders recognize the need to adapt to the ever-rapidly changing was to do business in the global environment. These leaders seek to build competitive advantages around the core competencies of the organization, while also reducing costs to conduct their business. These organizations also understand that doing the best they do is not always enough to be on top. In order to keep the competition positions in the domestic market, they will need to acquire knowledge of other key competitions markets place. They need to stay informed of other domestic and foreign competitor's potential strategies, as well as their competitor's strength and weakness. Global competitors understand that with increased competition, new ways to differentiate their products and services need to be developed.

One of the best motivators of innovation for an organization is to know that they can lose business to the opposing team. So how is this global competition changing organizations? First, businesses have to respond faster than before. For example, a group with a Europe-wide pay freeze may have to be flexible enough to authorize salary increases to specialists and managers in developing countries, who are still able to jump ship for a better offer. Chief executives are focusing on a broader range of challenges and opportunities than ever before. With emerging-market, companies as well as established multinationals as rivals, there is no time to waste. A case in point today is Africa, where rapid growth in key countries, notably Nigeria, has persuaded many business people that the continent's time may finally have arrived. With the internalization comes the internationalization of staff. For many groups this is now established practice. Even Japanese companies famously conservative about promoting foreign staff are changing. Manpower's Mr. Green says about half the new graduate recruits at big Japanese groups are not local, but mostly foreign graduates who have studied in the country and speak Japanese. And growing numbers of executives with emerging-market roots are making it into the boardrooms. Multinationals have learnt that price is not the only way to reaching emerging-markets customers. These buyers appreciate quality as much as rich-word clients, sometimes more so because a big purchase involves a much greater proportion of family income. By operating in the fast growing emerging markets, organizations are forced to migrate and develop products and processes which may not have existed before in the world. Emerging-markets innovation is not new. But what is new is the growing volume of innovations.

Pre-Primary Education in the Nigerian

Childhood education is the education and training given to the child from the moment of birth to the period of adolescence. It starts from the time when the child is totally dependent on some other people for survival and the satisfaction of need to a time when they can survive on their own. Specifically, this period spans between 3 and 11^+ years, this period can be subdivided into two broad stages namely: the period from 3-5^+ which is being referred to as a period of early childhood and from 5^+ - 11^+ known as period of later childhood. (Universal Basic Education Commission, 2013). In Nigeria, pre-primary education has been an integral part of the educational activities of the missionary societies like the CMS, Roman Catholic, the Baptist Mission, Presbyterian Mission and the Wesleyans Missions. Then, pre-primary schools were referred to as the infant primary schools, consisting of infant 1 and 11. All through the colonial era, the various education codes and commissions made provision for and recognized the important role of pre-primary education to other levels of education. After independence in 1960s, the Nigerian government continued to recognize the role of pre-primary education as supportive of other levels of education. However, it was not until 1988 that the first official curriculum for pre-primary education was published by the Nigerian Education Research and Development Council (NERDC). The NERDC in conjunction with United Nations International Children Emergency Funds (UNICEF) came up with Early Childhood Care Development and Education (ECCDE) curriculum whose fundamental objective was to make available a balanced and nationally accepted curriculum concerned exclusively with the education of young pupils (Anuna and Obi 2006). Ever since, there has been a steady expansion and development of early childhood educations in Nigeria.

In the National Policy, provisions were made-stating the objective and guidelines taken by the government to achieve and meet early childhood education goals. The federal government of Nigeria is setting up early childhood care education programs as an agent of socio-economic change and national development stipulated the goals of ECCE as enunciated in the national policy on education are thus;

The operational objectives of pre-primary and primary education as stated in the National Policy of Education (FRN, 2013) include;

1. Effecting a smooth transmission from the home to the school.
2. Preparing the child for the primary level of education.

3. Providing adequate care and supervision for the children while their parents are at work;
4. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature and environment, art, music and playing with toys etc.
5. Develop a sense of co-operation and team spirit;
6. Inculcating social norms; Learn good habits, especially good health habits and;
7. Teaching rudiments of numbers, letters, colours. Shapes, forms etc. through play.

These objectives are expected to prepare the child for future educational endeavours, which, if achieved can help the child grow up to become a contributor to national growth, development and be able to face Global economic challenges.

Pre-Primary Education and Global Economic Competiveness

Improvement in education is strongly connected to the development of the right attitude and skills. There is need to inculcate the right skills into pupils in pre-primary which will aid in the establishment of a long-term global competitive co-existence. Such skills as: social skills, communication skills, entrepreneurial skills, critical thinking skills; engaging them with logical and critical thinking tasks. Recently, there is the need to accommodate diverse individual and social needs in schools; hence diversification in education becomes necessary such that curriculum contents are broadened to cater for the difference in talents, opportunities and future roles (FRN, 2013). According to Weihmeier (2006:310), diversification means "to develop a wide range of products, interests, skills, etcetera, in order to be more successful or reduce risks' to change or to make something change so that there is greater variety to face the global challenges or the world. Innovation in education otherwise known as diversification that leads to enrichment or improvement or liberalization intends to serve the needs of Nigeria society.

Hence, Offorma (2009) saw it as a solution to many economic and social problems facing the school leavers, it therefore, follows that diversification in education is an innovation with the provision to expose and inculcate in the recipients a wider knowledge, interests and skills that will empower them to be successful and consequently, reduce the risks of being idle after school. Innovation in education is a global trend characterized by a shift from the former irrelevant education, which stressed mostly theoretical and vocational-oriented education direction as a result of the global fast pace of science, technology, political and social development and

changes (Nwaka, 2014: 209). It entails quality approach to education both in content and process that the learner learns to know, to be, live together, to do and consequently, becomes happy and functional in the society in the long run. It focuses mainly on active learning, skills-based learning, participatory learning, empowering learning, inclusive learning, and child-centered learning, holistic learning, inter-sectorial learning, and value-based learning.

Pertinently, success of innovation in education can only be assured with effective teachers and teacher development, expanded curriculum content, teaching-learning materials, equipment's and facilities and most importantly a learner-friendly atmosphere in an innovative school environment.

Innovation in Pre-Primary Education

Education is an inevitable tool for sustainable development and a tool for developing necessary human capital for economic growth and development to enable competitiveness. It is in this regard that Nigeria adopts education as an "instrument per excellence for effecting national development". (FGN 2004) thus, the economic, social and political status of Nigeria and indeed the very fabric of Nigerian society depend on education. Education being the bedrock of all developments is simply a problem solver (Ezeaku and Ohamobi, 2015:52).

But unfortunately the problems which education should ordinarily have ripped in the bud are still jeering at us. These problems indeed are too numerous to mention; Negligence on the part of government, dearth of qualified teachers, poor infrastructural facilities, wrong perception of early childhood education, election rigging, intimidation, killings, religious intolerance, bribery and corruption, tribalism, gangsterism, armed robbery, kidnapping, suicide bombing, drug and human trafficking, militancy, etcetera (Aguokogbuo, 2000). In other to deal with the changing times, face competitiveness and adjust to the inevitable frustrations posed by the problems, Nigeria needs a sound, reliable education that needs to start from the formative stage of a child's schooling.

The nagging presence of the above mentioned issues according to Ezeaku *et al.,* may not have received priority attention in all these years. In this connection, Aguokogbuo (2000) maintains that education is a process of acculturation that reflects what goes on in a society. Landing credence to this, Ogba and Igu in Ezeaku and Ohamobi (2012) maintains that it is a vital level of education and hence should be accorded necessary attention to ensure its effective implementation and

management because children who attend early childhood education tend to be more positive and more able to work independently.

To be able to face the challenges of global economic competitiveness; the child should be helped to adjust to and display acceptable social behaviours such as the correct greetings, using appropriate language when speaking to other, showing respect to others, dressing properly and obeying school rules and regulations (Ezeaku and Ohamobi 2015:51).

The need for improving pre-primary education for innovative management to enhance global environment competitiveness cannot be overemphasized particularly at this period when Nations are developing fast. There is need for early childhood education to be properly managed so its citizenry from the very beginning are inculcated with the right types of norms, values, attitudes, and behaviour that will make the educational system functional and enable economic growth and development. All these call for total transformation and good governance in the system, regular touch and reforms on the existing curriculum and the system to meet the taste of the season internationally and globally. A governance of accountability and transparency must exist.

Innovative management in pre-primary schools will enhance subsequent development in the education industry. For the essence of global competitiveness; from Early Childhood Education (ECE), the following steps as stated by Ezeaku and Ohamobi (2015) could be appropriate;

1. A common standard from the document of National Policy on Education should be operated. The curriculum, scheme and method of imparting learning experiences, duration of study, throughout the federation of Nigeria must be the uniform.
2. Only qualified teachers with special training in pre-primary education should be employed to teach the children.
3. A minimum qualification for teachers should be Nigeria certificate in Education (NCE) in early childhood and should be possessed by teachers to teach in the nursery schools/early childhood centres.
4. Teachers of early childhood education must be fully examined and should possess basic skills and pedagogy required to handle these children while in and out of the classroom.
5. There must be good conducive environment that facilitates teaching and learning, adequate instructional materials provided for effective instructions in ECE schools.

6. Government at the federal, states and local levels should be in fore-front to ensure adequate supervision and monitoring of schools.
7. Finance is the livewire of every organization including education.
8. Facilities such as specialized teaching materials, activity play materials, books, desks, tables specially designed for pre-primary children as provided by the United Nation's children's education fund (UNICEF) should go round to all the government schools
9. Control on the establishment and management of pre-primary schools in the country. Registration should only be done to those schools and environments that meet the standard.
10. Nigeria should often lay emphasis on the state of schools internationally and globally.
11. Quality monitoring units should be set up and backed with necessary logistic support.
12. Colleges of Education across the country should be encouraged to put in more educational courses to match schools internationally.

    Helping staff develop, motivated and maintain collaboration, professional school culture, collective responsibility continuous improvement should be encouraged.

Challenges of Global Economy Competition

The result of successful competition in a global market has its benefits, but it's not without challenges: Organizations are seeing that what works domestically doesn't necessarily work internationally. Cultural differences play a large role in the global market, and there are a couple factors that organization must consider when competing globally. The value of time in certain countries example Germany is considered high and is seen as unprofessional if you are late to a scheduled appointment. Meanwhile, in other countries, such as several in South America, the time of appointment is more of a general guideline than a curved-stone absolute.

Global organizations understand the need to adapt to the country that they serve. In some areas of the world, you must adjust the way that you address your foreign colleagues. The use of the last name and recognition of title could be the make break determination of respect. Knowing the do's and don'ts in business is essential to international success. Emerging markets have inflation issues, environmental questions and social problems but overall they have better economic growth. Moreover, Emerging–markets groups are becoming leaders' in key

industries. Two of the top five global wireless technology companies are from China-Huawei and ZTE. Mexico's Cemex is the world's largest building materials supplier, Brazilian – run Anheuser-Buseh. In Bev are the biggest brewer, and three Indian groups- Wipro, Infosys and TCS-together are the top software exporters.

Education Sector and Global Competition

To be globally competitive, we must be globally competent. Educating young people to become global citizens will allow them to learn about the interdependence of the world's systems, believe that solutions to global challenge are attainably feeling morally compelled to comfort global injustices and take responsible action to promote a just, peaceful and sustainable world. While at first glance a focus on global citizenship may seem secondary in a system where basic literacy remains a challenge for many, these skills are vital. If we truly aspire to have a world-class education system in Nigeria, we must engage with the world.

The challenges that face world today-from global poverty and climate change to financial systems and conflict- require globally-minded solutions. Global competency skills are necessary so that young people can invest: a future that appropriately addresses global challenges. In support of global knowledge and skills, the partnership for 21st century skills, an initiative involving the U.S Department of education and various private organizations and foundations, includes global awareness as a major circular theme. The advent of technology and communicate advancements have made global citizenship education a need rather than a luxury-and more feasible than ever before. As Nigerians aim to reinvent our notion of the necessary skills to succeed in the 21st century, which go beyond reading, writing and math to include global citizenship and competency.

Then, Nigerian education will be "world class". The best employers the world over will be looking for the most competent most creative and most innovative individual. Creativity is as important in education as literacy and we should treat it with the same status. Learners globally need 21st century skills that will increase their marketability employability and readiness for citizenship. A number of programmes already addressed the issue of 21st century skills. A United State Advocacy organization formed in 2002 developed a vision of the broader set of skills requires for success in the 21st century. These include core skills covered by the existing curriculum in most countries such as language, mathematics, science and arts combined with 21st century themes such as environmental awareness and the impacts of globalization. These are complemented by learning and innovation skills, information media and technology skills and life and career skills. It is

possible to build on the Partnership for 21st Skills (P21) framework in Nigeria which according to Evans-obinna and Ikpekogu (2016) argued that each student should have the capacity for the following skills:

- Thinking critically and Making Judgment: critical thinking empowers the learner to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful actions.
- Problem solving complex, Multidisciplinary, Open-ended Problem and a lifelong learner who is flexible and able to adopt to change.
- Creativity and Entrepreneurial Thinking: learners can create jobs for themselves and others with entrepreneurial.
- Mindset: the ability to recognize and act on opportunities and the willingness to embrace risk and responsibility.
- Communicating and Collaborating: all learners must be skilled at interacting competently and respectfully with others.

Education for global competitiveness is not an option but a priority. Education is a motor for change (Evans-obinna and Ikpekogu, 2016). Liberal educated students learn how to apply to learning that empowers individual and prepares them to deal with complexity, diversity and change. It is a well-rounded direct program where students are educated in multiple fields of study and not trained in a specific profession according to Association of American Colleges and Universities (AACU, 2007). Nigerian learners today need higher levels of learning and knowledge as well as strong intellectual and practical skills to be able to play in the global competition successfully and responsibly. According to the AAC&U in Evans-obinna et al (2016), Nigerian students can prepare for both responsible citizenship and a global competitiveness by achieving the Essential Learning Outcomes (ELOs) such as:

- ✓ Knowledge of human cultures and the physical and natural world.
- ✓ Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.
- ✓ Intellectual and Practical Skills: inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.
- ✓ Personal and Social Responsibility: civic knowledge and engagement local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning.

- ✓ Integrative and Applied Learning: synthesis and advanced accomplishment across general specialized studies.

As technology continues to advance, people will increasingly to be required to think in creative and divergent ways in order to address new types of problem. In addition, evidence from these studies suggest that learning that occurs during collaboration persists and increases students social competency (e.g. conflict resolution skills and use of helping behaviours) and academic self-concept (Ginsburg-block, Rohrbeck and Fantuzzo, 2006).

Conclusion and Recommendations

The paper established the need to re-visit and improve pre-primary education. It therefore made important contributions on the need for early childhood education in Nigeria to be properly managed so as its citizenry from the very beginning are inculcated with the right types of norms, values, attitudes, skills and behaviour that will make the educational system functional and be globally competitive. It recommended that the government and stakeholders should improve the standard of pre-primary to support global knowledge and core skills covered by the exiting curriculum in most countries, combined with 21st century themes such as environmental awareness and the impacts of globalizations. These are complemented by learning and innovation skills, information media and technology skills and life and career skills. It's supported that Nigerian learners' today need higher levels of learning knowledge as well as strong intellectual and practical skills to be able to play in the global competitions successfully and responsibly. The government should train and employ professionals on how new trends of education to enable the learners get acquainted to them, to face the challenges of global competition. Unprofessional or quacks should not be used in place of professionals to avoid poor and misguided form of education which makes competition difficult and impossible to achieve 'world class standards'.

In essence, this study is carried out with a view to suggest the need to inculcate the high attitude and skills into pupils in pre-primary education which will aid in the establishment of a long-term global competitive coexistence. The paper then recommended among others that the government and school authorities should revisit the existing pre-primary curriculum to reinvent our nation or the necessary skills to succeed in the 21stcentury, which go beyond reading, writing and mathematics to include global citizenship and competency. Then Nigeria pre-primary education will be "World Class".

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INNOVATIVE APPROACHES TO TEACHING AND LEARNING OF CHRISTIAN RELIGIOUS STUDIES IN NIGERIAN TERTIARY INSTITUTIONS: A CASE STUDY OF AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

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Abstract

Teaching and learning are as old as the creation. The way some teachers were taught about fifty years ago is the same way they teach it today. The traditional methods of olden days are still been employed. This paper examined the need for modern teaching and learning methods or approaches to Christian Religious Studies in the Nigerian tertiary institutions. The objective was to determine the responses of undergraduate and postgraduate CRS students to the innovative ways to teach for greater and effective learning in Nigerian institutions. Survey research design was adopted. The instrument used for the collection of data is closed / structured questionnaire vetted by researcher's senior colleagues to ascertain its validity. It was then administered randomly and proportionately since the populations of the admitted students were not equally distributed. The responses of one hundred and thirteen undergraduate and postgraduate CRS students in Ahmadu Bello University, Zaria were analyzed. The result was that only few lecturers use instructional media, the traditional methods are still being used. The paper recommends that teachers should strive for mastery in multimedia technological usage for lesson delivery, the department should acquire instructional facilities such as Bible software and establish digital library on CRS for teachers and students.

Introduction

Teaching and learning are as old as the creation. It has been from the beginning of creation till now. The methods of teaching and learning of Christian Religious Studies (CRS) have not significantly changed over the years. The way some teachers were taught about fifty and more years ago is the same way they teach it today. The traditional methods of olden days are still been employed. Some lecturers have refused to be digitalized in this era. It is expected that with the advancement in science and technology, methods of teaching should reflect that to

make the process more interesting for learners and less stressful for teachers. Some other subjects may have been using innovative methods of teaching which could be by way of several modifications or revolutions over the years. Robinson (2017) notes that the learning revolution is to build resilience, critical thinking, innovation, risk taking, confidence, values, leadership, cooperation and happiness in learners, which should be applied to CRS. For this to happen, it requires educators and parents to look at the current system of education and home parenting practices to find ways to develop new ways of teaching and learning to ensure that the world that is also supported in the home. Why should there be new ways of teaching CRS? This is to ensure a total and not partial development of the learners who would become future teachers.

The focus of learning is the learners while, much is expected from the teacher on how best to teach. Worlpeacefull.com (2017) suggests that a teacher has to be creative. Creativity is utilising the creative part of the brain through valuing the arts in education as a means of learning to see differently and to tap into innate skills. Conformity has been a standard of education and creativity is seen as recreational, yet some of the greatest and most inspiring persons were artists, poets, philosophers, musicians and leaders (Worlpeacefull.com, 2017). Explaining further, it stated that value-based education is learning about self and others and how to interact peacefully. It is the development of deep understanding of values which guide children throughout their lives and provides the foundation for functional societies. Increasingly, much of media programmes are imbued with violence and regarded as entertainment. It has increasingly become acceptable to use violence to reach an end. In addition, the nature of the violence is becoming explicit and young children are less protected from this form of emotional assault. In reality, violence is an outcome of: frustration, suppression, repression, anger and powerlessness. Ultimately, it is a response to either making one do what someone else wants or to punish another for not doing what is wanted. It is not the badge for the bravery, it takes more courage to look at oneself honestly and work through problems then to force or hurt another.

This paper argued for the need to use innovative approaches to teaching and learning of Christian Religious Studies in the Nigerian tertiary institutions. The goal was to find out the responses of undergraduate and postgraduate CRS students on the innovative approaches of how they were being taught. As a staff of the section and department, the researcher observed the dare need for the use of innovative approaches or methods to teach CRS.

Objectives of the study

The objectives of this study were:

1 To investigate the level of multimedia technology usage in the receipt of CRS lessons by the undergraduate and postgraduate students

2 To find out the use of innovative teaching approaches in CRS lesson delivery in undergraduate and postgraduate classes

Questions of the study

The following questions were set to be answered:

1 To what extent do the undergraduate and postgraduate students received CRS lessons through multimedia technology?

2 What innovative teaching approaches do the lecturers use to deliver CRS lessons in undergraduate and postgraduate classes?

Hypotheses of the study

Two null research hypotheses guided the study

HO_1 There is no significant difference in the receipt of CRS lessons through multimedia technology by the undergraduate and postgraduate students

HO_2 There is no significant difference in the use of innovative teaching approaches in the delivery of CRS lessons in undergraduate and postgraduate classes

Innovative Teaching

According to George and George (2013), Italian physician, Maria Montessori pioneered the single most innovative concept in the history of education. Montessori was convinced that education could change the world. People have an unparalleled ability to help guide, inspire and support the aspirations and efforts of others. After all, when people invest in other people, not only are they investing in themselves, they are also investing in humanity. They are working to help make things better for everyone else.

Innovative teaching is a proactive approach to integrate new teaching strategies and methods into a classroom. Roberts (2006) is of the view that creativity involves the use of imagination and intellect to generate ideas, insights and solutions to problems or challenges. Roberts explained further that research on education supports the benefits that certain processes, tools and methods have brought to learning. Innovative teachers implement new methods before they

appeal to mainstream educators. The teacher offers students a conventional lecture or knowledge-building experience out of class, such as a video-taped lecture. Students then, complete activities, case studies and more lab-based projects in the classroom. The teacher serves as a guide or consultant as students participate (Robinson, 2017). A primary motive of innovative teaching is encouraging students to be more engaged in the learning process. When students interact with teachers and peers, they gain more practical experience and retain more information from a class. Technology plays key roles in innovative teaching. Innovative teachers use new technology to enhance or expand upon the students' experience. The transition from traditional blackboard and overhead projector instruction into computer-aided presentations was innovative. As at 2014, innovative teachers incorporate tools like tablet computers and mobile devices to offer students a more interactive experience.

Shelton (2011) postulates that true educational innovation are those products, processes, strategies and approaches that improve significantly upon the *status quo* and reach scale (achieved the objectives of lessons). The essence for on accelerating transformational breakthrough, which requires a different approach of disseminating the lessons effectively technologically called directed development. Directed development processes identify cutting edge research and technology (technology generically, not specifically referring to software or hardware) and use a uniquely focused approach to accelerate the pace at which specific game changing innovations reach learners and teachers.

Innovative teaching methods or approaches

Traditionally, teaching in the classroom was chalk and talk. This was also considered as one way flow or traffic of information. Lecturers do much of the talking while the students are passive recipients and in most cases, their concentration start fading after 20 minutes. Innovative teaching approach or method is student or learner centre which retains interest for at least 2 hours as a result of active participation. For example, multimedia technologies such as audio video tools, tape recorder, simulate classroom environment and the likes. Other approaches include drama or role play, pictures and or *ralia* (real object), brain storming and the rest of them.

For innovative method or approach to be effective, the following factors should be considered:

(a) age of learners
(b) content

(c) objectives of lesson
(d) previous knowledge
(e) time allocated
(f) instructional materials
(g) other resources
(h) culture of the society
(i) competence of teacher

The use of innovative approaches in the delivery of CRS lessons has several advantages over the non-innovative approaches. Some of these advantages include:

(a) they arouse the interest of students
(b) students gain direct learning experience
(c) lecturers' talking is minimized
(d) saves time and prevents monotony
(e) students learn in concrete ways rather than abstract
(f) resource persons or experts in audio-visual are invited

In connection to the above advantages, Armstrong (2016) advances ten most important teaching strategies for innovative teachers. These are: Similarities and difference identification, note taking and summarizing, provision for recognition and effort reinforcement, homework and practice, non-linguistic representation, objective setting and feedback provision, generation and testing of hypotheses, use of cues, organiser and questions, concept attainment process, and mental rehearsal. In the same vein, Schwartz (2013) identified seven essential principles of innovative learning to be the following: l*earners have to be at the center of what happens in the classroom,* l*earning is a social practice and cannot happen alone,* e*motions are an integral part of learning,* l*earners are different,* **students need to be stretched but not too much, a***ssessment should be for learning not of learning,* and l*earning needs to be connected across disciplines.* These are all subject to orientation, good and functional system and conducive environment. In Nigeria, there are challenges to these important indices for effective teaching and learning.

Meanwhile, the individuals responsible for educating young minds at the post-secondary level are rarely provided with formal education on teaching pedagogy and strategies (Hellmann, Paus & Jucks, 2014). As a result, many professors, instructors and teaching assistants revert to educating in the way they were educated, implementing teaching practices that were effective in helping them learn. However, how students learn best changes over time (Zhu, Wang, Cai &

Engles, 2013). It could therefore be assumed that, there is a possibility of a mismatch between the teaching styles of today's teachers, and the learning styles of today's students. In order to bridge this gap, the instructors or lecturers and teaching assistants at the university level need to consider implementing innovative teaching practices.

Innovative teaching has been viewed as a constructivist, social-constructivist, and student-centered process whereby students are active learners in a supportive environment, engaged in authentic and relatable problem-solving activities to stimulate learning (Brandon, 2004). Ferrari, Cachia, and Punie (2009) expanded it further by stating that it involves creative teaching that fosters students' creative potential. This implies that teaching should be different from sermon where the preacher takes the whole time talking. Similarly, lecture method does not allow students to explore their potentials in the classroom. In addition, Zhu et al. (2013) argued that innovative teaching also requires four competencies, namely: learning, social, educational, and technological. These competencies encompass a willingness and readiness to learn, communication with students from different backgrounds, passion and knowledge ability, and use of technology to further students' understanding. Therefore, taken together, one can consider innovative teaching practices as an intentional series of student-focused actions an invested educator can take to stimulate students' ability to meaningfully and creatively engage with the material in order to stimulate interest and advance their knowledge.

Objectives of Christian Religious Studies

Depending on who is asked, so many objectives of CRS can be given beside the generally encapsulated ones in the curriculum. On the academic font, Gotan (2008) posits that the objectives include teaching the bible, morals and catechesis or Christian nature. It means attainment of academic and development of a total man. Njoku (2009) asserts that it is a discipline that is designed to provide the learner with moral and spiritual transformation. The emphasis here is on making eternal life besides academic attainment. Eluu (2011) said it is the education for development of spiritual, moral and mental growth of pupils or students. The position is combination of practical living and eternal bliss at the end.

Pali (2012) is of the view that one of the objectives of CRS is to create reverential or fear of God in the people. This is very important in the face of high level of societal corruption. With the imbued fear of God, there would be sanity in the way public trusted properties and resources are handled. Kumtong (2012)

opines that the aim is to give children the right idea about God by teaching them some lesson from the Holy Scripture, together with some simple doctrine about their faith. Basara (2016) concurs that it is an avenue where children acquire knowledge about God, relates with fellow men and love their neighbours.

Baiyeri (2015:2-3) recalls that the specific objectives of CRS are for students to be able to:

(a) demonstrate professional proficiency for teaching CRS in secondary schools, which also include tertiary institutions
(b) demonstrate sound knowledge and appreciation of the moral values needed to live as a Christian,
(c) explore the place and significance of religion in life and so make a distinctive contribution to one's search for a faith by which to live,
(d) express accurate knowledge of God the Father, Son and Holy Spirit needed to live as a Christian in the community,
(e) radiate attitudes and values which are typical of a mature and responsible member of the Christian community such as love, respect, honesty and service, and
(f) express satisfactory intellectual capacity to benefit from further education in CRS.

How to Innovatively Teach and Learn Christian Religious Studies

Christian Religious Studies refers to the systematic study of Christian faith as contained in the Old Testament and New Testament of the Holy Bible (Baiyeri, 2010). This can be conducted in a formal classroom environment and on the internet. Additional caution should be applied when opting for internet or online delivery. Silver (2013) suggests that online instruction of Christian religious Studies should be a hybrid of synchronous and asynchronous delivery models for optimal learning. For those universities without the resources for synchronous online instruction, there are some free open source alternative programs to assist inspiring instructors. This, at least, allows the interaction between student and teacher to present information in a traditional format of instruction. Instructors can then project their personality into their instruction beyond a textual exchange. Moreover, students can interact in real time learning the social expectations of the instructor. This is important when considering the challenges of teaching a controversial topic such as religion (Carlson & Blumenstyk, 2012).

Another innovative strategy is drama. Gangel (2005) affirms that drama teaches us about life in a way that is clearer and more vivid that we normally live it. It tends to sort out complex problems in human lives not by simplification, but through selection. Drama can make stories and ideas come alive and because of its vital and creative nature, it is often a significant educational technique. Furthermore, drama can be very effective in pinpointing solutions to problems which people face in real life, enhance worship experiences, reveal insights into the character and personality of persons portrayed in the play and aid the church in evangelism. Non-Christian parents who might never come to a regular service of the church might be enthusiastically responsive to an invitation asking them to come and see a play in which one or more of their children are acting.

In addition, Ditto (2009) advocates the use of multimedia technologies which is the presentation of information using the combination of text, sound, pictures, animation, and video that can take varied forms such as games, learning software and reference materials or encyclopedia for teaching and learning purposes. These hyperlinks enable users (teachers and learners) to switch between media elements and topics. Indeed, multiple media technologies are good for proper instruction or lesson delivery. With the items mentioned, students can be asked to tell the story, interpret and even write notes base on what they saw.

The role of information and communication technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in Nigerian universities. Obanya (2009) states that university must strive to meet common 21st century challenges of providing students with education that is viewed by employers as relevant and valuable, and that education must be driven by information and communication technology (ICT). Edozie, Olibie and Agu (2010) explain that ICT empowerment enhances the abilities of people, improve students' life-skills and strengthen their study capabilities. Such empowerment could be facilitated through awareness and motivation ICT. Awareness refers to having knowledge of and understanding the potential opportunities of using any new technology like the internet. Motivation is the desire and interest to use ICT as essential element.

Methodology

In this study, the researcher adopted the survey research design. Information was collected from ninety percent of the total number of CRS students to be representative of the whole population. Survey method is relevant to this work because it gives room for the respondents to indicate their views on the subject matter without fear of being victimized and also allows for fast data collection. The instrument used for the collection of data is closed / structured modified likert type questionnaire of four points rating scale, namely: Strongly Agree (SA) with 4 points, Agree (A) has 3 points Disagree (D) attracts 2 points, and Strongly Disagree (SD) is 1 point. The questionnaire consists of two parts: part one solicits for respondents' level of study while part two contains questions based on the topic of study. The instrument was self-developed but given to researcher's senior colleagues in Christian Religious Studies Section, Department of Arts and Social Science Education for vetting. Thereafter, ninety percent of the population of each level were sampled which were not evenly distributed. This means that random and proportionate sampling technique was used to get the one hundred and thirty undergraduate and postgraduate CRS students in Ahmadu Bello University, Zaria.

The researcher is aware of the three research methods. One is qualitative, two is quantitative that was adopted; and the third is the combination of one and two called triangulation. In respect to choice, data gathered with the questionnaire were presented and interpreted using simple percentages, frequencies, table and mean scores where applicable. Percentages and frequencies were used to determine the degree or level of respondents' agreement or disagreement as the case may be. The columns SA and A are for those who agree while D and SD are for those who disagree with each question item.

Results and Discussions

The researcher administered a total number of 130 questionnaires but was able to retrieve 117 out of which 4 were invalid. Therefore, the researcher used data from 113 copies questionnaires for the study.

Table 1: Levels of the Respondents

S/N	Level	Frequency	Percentage
1	100	8	7.1
2	200	32	28.3
3	300	31	27.4
4	400	29	25.7
5	800	11	8.7
6	900	2	1.8
	Total	**113**	**100%**

The data of table 2 can be grouped into two, namely; Undergraduate, this level ranges from 100 to 400 (meaning it is a four years degree programme); and Postgraduate levels of 800 and 900 (that is, Masters and Doctoral degrees respectively). The Undergraduate students constitutes 88.5% while Postgraduate is 11.5%. This percentage was a true reflection of the population of admitted CRS students. All levels were therefore adequately represented.

Table 2: Respondents' views on multimedia usage in delivering CRS lessons

SN	ITEMS	SA	A	D	SD	$\bar{X}$
1	100 percent of CRS lecturers use various media technologies when delivering their lessons	2	2	46	63	1.5
2	90 percent of CRS lecturers use various media technologies when delivering their lessons	3	4	60	46	1.7
3	80 percent of CRS lecturers use various media technologies when delivering their lessons	3	4	62	44	1.7
4	70 percent of CRS lecturers use various media technologies when delivering their lessons	3	5	48	57	1.6
5	60 percent of CRS lecturers use various media technologies when delivering their lessons	2	4	49	58	1.6
6	50 percent of CRS lecturers use various media technologies when delivering their lessons	1	5	60	47	1.6
7	40 percent of CRS lecturers use various media technologies when delivering their lessons	1	6	61	45	1.7
8	30 percent of CRS lecturers use various media technologies when delivering their lessons	4	4	58	47	1.7
9	20 percent of CRS lecturers use various media technologies when delivering their lessons	16	20	42	35	2.2
10	10 percent of CRS lecturers use various media technologies when delivering their lessons	52	49	11	1	3.3
11	Only 1percent of CRS lecturers use various media technologies when delivering their lessons	2	8	61	42	1.7

Cumulative Mean is 1.4 while positive decision mean is 2.5

Table 2 reveals the percentage of multimedia technology usage by CRS lecturer as at the time of this study. Unfortunately, the Undergraduate and Postgraduate students accepted that only about fifteen to eighteen per cent of the lecturers use this medium in lesson delivery. The cumulative mean score of 1.4 is grossly inadequate. Students were comfortable with ten per cent and casually allow item 9 (2.2%). This implies that the lecturers are more comfortable with the traditional method or ignorant of the relevance of multimedia approach or not technologically proficient.

Table 3: Respondents' views on innovative teaching and learning of CRS

SN	ITEM	SA	A	D	SD	$\bar{X}$
1	Use of synchronous delivery method (internet)	42	38	16	17	2.8
2	Use of asynchronous delivery method (internet)	44	37	18	17	2.9
3	Drama technique	54	42	8	9	3.2
4	Presentation of information using power point text	58	49	4	2	3.4
5	Use of maps and charts	52	34	9	18	3.1
6	Pictures	58	46	6	3	3.4
7	Animation	51	42	12	8	3.2
8	Video	60	48	4	1	3.5
9	Games	49	50	11	3	3.3
10	Flannel graph	49	56	7	1	3.4
11	Tape recorder	53	46	9	5	3.3
12	Learning must be driven by information and communication technology (ICT)	54	44	8	7	3.3
13	ICT to improve students' life-skills and strengthen their study capabilities	62	40	8	3	3.4
14	Radio	50	48	7	8	3.2
15	Television	58	39	12	4	3.3

Cumulative Mean is 3.2 while positive decision mean is 2.5

Table 3 describes the responses of both the Undergraduates and Postgraduates CRS students on how the teachers are to innovatively present their lessons for improved students participatory learning in the classroom. These aids arouse learners' interests; sustain the momentum as they acquire direct experiences. Learning then becomes concrete or real. This can be seen through the mean scores for each item. The highest mean of 3.5 was realized and lowest of 2.8. From these scores, there is no need to analyze each item differently. Moreover, the decision

mean is 2.5 for positive responses, which suggests that all the respondents were in support of the items. None item score was less than decision mean, meaning that, there is perfect agreement with a cumulative mean score of 3.2. Therefore, the reviewed related literature of hybridisation of synchronous and asynchronous delivery of online instruction models received the lowest response (Silver, 2013). This revelation attests to the fact that online instruction is not common in Nigerian universities. However, higher responses were given to Gangel's (2005) drama technique that teaches us about life in a way that is clearer and more vivid; Ditto's (2009) use of multimedia technologies of text, sound, pictures, animation, and video that can take varied forms Also, that of Obanya's (2009) education driven by ICT; and Edozie, Olibie and Agu (2010) improvement of students' life-skills and strengthen their study capabilities were highly appreciated to have aided teaching and learning.

Table 4: Independent t-test statistics on Undergraduate and Postgraduate responses

Variable	N	$\bar{X}$	SD	DF	t-cal	t-cri	p-value	Decision
Undergraduate Students	100	37.1957	5.4594	111	.611	1.96	.542	Retained
Postgraduate Students	13	37.8704	5.5356					

The result of table 4 did not reveal significant difference between the responses of the students. Both Undergraduate and Postgraduate Students affirmed that the teaching and learning of CRS can be innovative in Nigerian tertiary institutions if the aforementioned materials and resources are used. The calculated t-value of .611 obtained in the test is lower than the critical value of 1.96 at the 111 degree of freedom. Also, the observed significant level of .542 for the test is higher than the fixed probability level of significance 0.05 ($P > 0.05$). This means that the null hypothesis is retained.

Conclusion

Teaching and learning are two way traffic which entails good communication between the teacher and the learner. The planning is the sole responsibility of the teacher who has to consider certain factors on how best to teach. The teacher has to also decide in good time the approach in the delivery of lesson in order to achieve the desired objectives. It is argued that the teacher sets the pace in the classroom but allow learners to participate actively. Classroom interaction should be dominated by the students and not the teacher through several approaches like brain storming, role play, group assignment and rest of them for effective learning to take place.

Recommendations

Base on the findings, the paper concludes and recommends that:

1 teachers of CRS in tertiary institutions should strive for mastery in multimedia technological usage of lesson delivery

2 the Department should look inwards or generate fund to acquire instructional facilities such as Bible software and establish digital library in CRS for teachers and students.

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MANAGEMENT OF CAMPUS SUPPORT SERVICES: CHALLENGES AND WAY FORWARD IN THE 21ST CENTURY NIGERIA TERTIARY EDUCATION

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Abstract

The primary purpose of teaching and learning process is to bring about desirable change in the behaviour of the learner and this process does not take place in a vacuum rather in an environment structured to facilitate learning. The paper examined the indirect facilities and services rendered by the Support Services systems in tertiary Institutions as the body of facility management directorate, employed across the higher Institutions to provide essential support services that help maintain a conducive environment for teaching and learning. The different units of the support service systems, its sections, sectors and the different areas of services being rendered were identified. Their relevant roles, achievements, challenges, and suggestions towards the actualization of the objectives of 21st century Nigeria tertiary education system stated. Conclusion was drawn by emphasizing that campus support services is very sensitive and demanding and, that the future of the school is put into consideration at all times. Finally recommendations were made stating that, unit system in the higher institutions should adopt prevention, routine, emergency repairs and predictive maintenance plans to ensure optimal performance of the facilities.

Key Words: Campus Support Services, Management, Tertiary Education, Challenges.

Introduction

The primary purpose of the teaching/learning process is to bring about in the learner a desirable change in the behaviour through critical thinking, learning and services rendered from different sections. This process does not take place in a vacuum, rather in an environment structured to facilitate learning and dissemination of knowledge. Stoner, Freeman and Gilbert (1996) described the environment of an organisation as all elements relevant to its operation which include Direct and Indirect action elements. This study, therefore, discussed the indirect service components which are the campus support facilities/operations that make the school environment conducive for teaching and learning, for the actualization of set out goals and objectives such as offices, cafeterias, acoustics, toilets, laundry, residential halls, common room, cleaning materials, ground etc, that satisfy the staff and students physical and emotional needs. Several studies have shown that a close relationship exists between the physical environment, (support services) and the academic performances of students. Fenker (2004) stated that facility management is a process that ensures that building and other technical systems support the operations of a school organisation for the achievement of set out educational goals.

Campus Support

Campus Support is part of the facilities management directorate, employed across the university to provide essential support services that help maintain a world- class environment for teaching and learning. Okunamiri, Ogbonna and Anukam (2008:404) explained that:

> …the educational system has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricular activities, introduction of ICT and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community to facilitate perfect learning experiences….

The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities to bring about change in the learner. School campus support service according to them, is the management of material resources provided for staff and students to optimize their productivity in the teaching and learning process. Research findings have shown that students learn better when a combination of methods and materials are employed during teaching. Nwangwu (1978) maintained that the quality of education that children receive bears direct relevance to the availability or lack of physical services and overall atmosphere in which learning takes place. Campus support consists of all types of facilities for academic and non-academic activities. Knezevich (1975: 563) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. He further opted that, since teaching and learning does not take place in a vacuum, school facilities give meaning to the planned curricula and ex-curricular activities.

Tertiary Education

Tertiary education, according to the National Policy on Education (FRN, 2013), is the education given after secondary education in universities, colleges of education, Monotechnices including those institutions offering correspondence courses. Nigeria possesses the largest university system in sub-Saharan Africa. There are 128 universities in Nigeria with 40 federal, 39 state, 50 private universities and additional 78 polytechnics, 27Monotechnices and 281 colleges offering various disciplines (Mkpa, 2014).

Goals of the tertiary education (FRN, 2013) are to:

1. Contribution to national development through high level relevant manpower training.
2. Develop and inculcate proper values for the survival of the individual and society
3. Development the intellectual capability of individuals to understand and appreciate their local and external environments.
4. Acquire both physical and intellectual skills which will enable individuals to be self- reliant and useful members of the society
5. Promote and encourage scholarship and community service

6. Forge and cement national unity
7. Promote national and international understanding and interactions.

The goals of university education are very laudable but seem to have been faced with many problems affecting implementation and realization (Omotayo, 2008). The fact also was noted by Nzerem (2000: 13) when he suggested that, "Nigeria is not deficit in elegant philosophy and policy formulation on education, what is needed is a matching zeal and devotion to policy implementation". What we find on ground is contrary to the above objectives. Nevertheless, the question that arises at this point is "To what extent have the authorities of university education in Nigeria acquired both physical and intellectual competences which will enable them to be functional and useful to face the task ahead.

It is against this background that Harbisson (1973:39) noted that:

> Human Resources, not capital, not income or material Resources constitute the ultimate basis for wealth of Nations, that Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploits natural resources, build social, economic and political organization and carry forward The National development…

Management of Support Services

Educational services facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system. The nation's policy on education is government's way of realizing that part of the national goals, the policies can be achieved using education as a tool (Omotayo, 2008). However, Nigeria has recognized that her educational system has deteriorated due to a number of reasons. In order to address this undesirable situation, she has embarked on a reform of the entire educational system in order to provide not only access, but also improve the quality of his facilities and structures for efficiency of education in the country. Thus, the federal government was forced to make curricular changes that would give the changes and innovations through education. For instance, there is the introduction of information and modern facilities in the school system to inculcate advanced knowledge and skills in the modern world (FRN, 2013). It is expected that as the society quickly changes, new skills, methods, and attitudes, facilities and equipment should be provided in the

schools, that is a combination of skills required for managing not only human, financial and material resources, but mostly change and diversifications. The school administrators have the onerous task of leading efficiently and effectively in the development and management of the school facilities. He/she ensures satisfactory standards in the maintenance of the campus environment and is expected to quickly adjust or adapt to the changes and innovations as an attempt to achieve equilibrium and contribute to the development of the learners.

Support Services Units and Sections.

The campus support consists of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths, furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, information and communication Technology (ICT), cleaning materials, food services, special facilities for the physically challenged etc. A direct relationship exists between the quality of school facilities provided and the quality of the products of the school.
Campus Support Services units and sections proposed by National Centre for Educational Statistics (2003) are as follows:

A. Campus Operation Unit

This unit is charged with operating and maintaining campus facilities and grounds. The sub units within campus operations unit include the following;

1. Maintenance service
2. Carpentry service
3. Electrical/Energy center service
4. Landscape service
5. Mechanical service
6. Painting Service
7. Plumbing Service, and
8. Refrigeration Service.

B. Campus planning and construction/Capital project Management

Campus Planning Construction is of two kinds; Current and Special Projects. The capital project management takes charge of expansion, renovations and upgrades on campus. Capital project is always working on adding to and

improving the campus while special project are programs developed to promote sustainable environment and buildings.

They are committed to providing the highest quality projects in the following areas:

- Capital Improvement
- Project Engineering
- University Architect and,
- Capital project management (CPM)

C. Physical Plant Unit

The school plant is seen as "the space interpretation of the school curriculum", as the nature and types of the educational programme will determine the school plant to be provided. Their functions are include, Taking charge of campus buildings, residence halls, houses, academic, athletic, building accommodations, faculty or college blocks, administrative and staff support personnel leased out and support buildings, building space and real estates. Management of these physical plants is by tradition a mixture of welfare, discipline and property.

D. Dinning Service Unit

Dinning and catering services on campus have been established and developed substantially. This change has been, owing to the different style of the student residences constructed in recent years, from traditional halls of residence to self- catering flats. Each location has its own identity with numerous food, platforms and a large variety of items that can be enjoyed by students.

E. Engineering Service

Management Services of the Engineering Service Unit includes;

- Electrical Engineering
- Fire-Alarm Engineering
- Mechanical Engineering and
- Civil Engineering

F. Purchase Utility Service Unit

This unit, records the readings of, building, meters, monitor electric and gas consumption. Also when payments are made, they verify accounting ledgers, and projects future consumptions and cost, while the utility planners provides the required short and long term infrastructure, schedules and fund administrative support.

G. Work Request Unit

All request for work, both bill-able and non-able, are entered to the system as work requests. Once the work request gets approved it becomes a work order. Emergency issues are immediately approved and dispatched for repair. The vast majority of unscheduled/non-billable emergency and work is handled by calling or writing to the facilities operations department directly. The major task of the work request unit is: Work request estimate, training and access and check for proper usage.

H. Work Order System (WOS)

WOS is used to document all work done within the plant and campus operations groups. In addition to providing a detailed history of maintenance for all buildings, rooms, campus vehicles, and machinery on campus the work order system keeps detailed information online and materials needed for all work. It involves the following:

(a). Work Order Procedures (WOP)

If a WOP is a non-emergency, the situation is forwarded to the appropriate administrator for review, verifications and forwarded for approval. Once approved, the work is scheduled and distributed to the appropriate trade foreman for resolution.

(b). Material Safety Datasheet Online (MSDS)

A Material Safety datasheet (MSDS) is the sheets used to record products explaining its usage, expiration dates, trade mark, and caution etc. It is required for product on campus. In addition, the datasheet are constantly being updated with new products and new product formulas.

(c). Information System Maintenance Unit

Vernon (2001) stated that Information and Communication Technology (ICT) is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, processing, transmission and presentation of information. Its main function is to make sure all computer hardware and software is working at an optimal level, and that new technology is continually reviewed.

(d). Environmental Stewardship Centre

This involves taking charge of the cleaners, gardeners, technicians etc. and tutoring students on facility usage. Here, the students are equally engaged, educated, motivated and empowered to conserve resources in their residences.

(e). Procedural Centre

This involves Emergency maintenance, Hazardous material spilled and Weather emergency.

(a). **Emergency maintenance:** is any situation which poses a potential danger, whether immediate or future for example, an exposed active electrical wire is an immediate danger.

(b). **Hazardous Material Spill:** A hazardous material spill is any spill of a hazardous material or a spill of material of unknown origin that cannot be identified as non-hazardous. There are both Oil spill and General spill.

(c). **Weather Emergency:** A weather emergency is any weather event that causes universities to delay or cancel classes or scheduled events.

Counselling and Career Resource Centre

Ekennia (1998) in Okunamiri, Anukam & Ogbonna (2010:352) viewed counseling as a complementary educational service aimed at facilitating instructional programme and the overall development of the individuals. The counseling and career resource Centre help students in the following areas: Consider career opportunities for their future through career services, create a balanced life schedule through time management skills, teach skills to polish their resume, cover letter and interview, clarify challenges that may be affecting student's well-being and learn

way to manage or resolve them in areas such as: Managing stress, depression, anxiety, grief and loss, poor self-esteem relationship problems, career indecisions, academic performance, addiction, mood & mental health, relationship, self-image, sexuality, self-identity, Health, Safety and Wellness.

Security on Campus

Security services on campus provide a safe environment for all the students and staff, they are usually addressed as; Campus Security operation team, which core duties involves: First aid assistance, creation of security awareness programs, conflicts resolutions, Patrols services, security orientation and general guide services.

Printing

Higher Institutions now create printing press of their own, for the purpose of revenue making and up-keeps such as; printing examination papers, school brochure, matriculation brochures, convocation speeches brochure etc.

Campus Support Service in Nigeria Tertiary Institutions

Campus well-being is committed to providing all of these high range support and assistance for both the students and staff through its delivery of services. Knezevich (1975) emphasized that physical needs are met through provision of adequate safe structure, adequate sanitary facilities, a balanced visual and thermal environment, appropriate thermal environment and sufficient shelter and space for his work and play. Fenker (2004) highlighted the major roles of the directorates as follows:

1. Dedicated to supporting the institutions core mission of education and enlightenment by ensuring that all events on campus occur as expected by our students, faculty, colleges and visitors.
2. Ensuring that buildings and other technical systems support the operations of an organisation, whether it is a student organisation meeting in the student centre, an event by an outside organisation, or commencement of new programs.
3. Makes sure events are handled in a professional manner.
4. They integrate the principles of business administration, architecture, behavioural and engineering sciences.

5. They provide leadership and oversight to the bookstore, child development Centre, conference services, dinning services, parking services, recreation Centre, residence life etc.
6. Campus support services and its departments create an array of core services, amenities and support for campus life.

Relevant of Campus Support Services to Higher Institutions

Campus well-being is committed to providing all of these high range support and assistance for both the students and staff through it's the delivery of services. Campus support services satisfy the student staff physical and emotional needs. According to National Centre for Education Statistics,

(2003), effective campus service system can:

1. Increase in structural effectiveness and financial well-being of the campus.
2. Improve the cleanness, orderliness and safety of facilities on campus.
3. Reduce efficiency and effectiveness of the staff and student
4. Improve building appearance and extends its useful life.
5. Use data collection and analyses for decision making
6. Increase energy efficiency and help the environment
7. Help staff and student deal with limited resources by identifying facilities priorities proactively rather than reactively.

Challenges of Support Service Systems in Tertiary Institutions

In this new millennium, there are serious challenges to the prevention and maintenance of facilities in our campuses. Among these challenges according to Offorma (2010), are as follows:

1. Rapid globalization
2. Tremendous impact of information technology
3. Huge transformation towards a knowledge- driven economy
4. Confused, fragmented and discontentment of the students and staff for the rapid pace of change (Grimmett and Echols, 2002).
5. The students and teacher's culture has changed dramatically thus, influencing their attitudes towards maintenance.
6. The old learning, skill, attitude, instructional materials, equipment and methods are quickly getting obsolete, irrelevant or inadequate.

7. Speculations are wide spread that school authorities are not professionally committed to their duties, with the changing world and findings of new information, knowledge, approaches and resources facilities.
8. Unethical behaviours of school authorities; engaging in exploitation, corruption, truancy and ineffectiveness, poor knowledge of public accountability, interpersonal relationship etc.
9. Nwaka (2010) noted that embezzlement of funds do affect the administrators and heads to the extent that they are demoted.
10. Nwaka,(2009) complained that in this age of advanced knowledge and technology, government is yet to give its educational authorities orientation and seminar on how to handle and maintain the provided school facilities.
11. Educational personnel do not make serious effort to mobilize the community to participate actively in their campuses, there by suffering the school from poor provision of the necessary school facilities, equipment for proper administration and maintenance.

Way forward: Optimum Services Delivery (OSD)

An aspect of school management that is generally over looked in Nigeria education system is Facility preventive maintenance. The National Policy On Education (FRN, 2004), reiterated that tertiary institutions should ensure quality control of the learning environment through regular and continuous supervision and prevention maintenance, as the ounce of prevention is worth a million of cure. The knowledge of optimum service delivery (OSD) will act as a motivating force towards staff commitment and students' awareness of what is expected of them for positive result.

To ensure OSD the following suggestions was made by the National Centre for Education Statistics (2003:13):

1. Provision of policies/procedural manuals to govern the day to day operations
2. Provision of good maintenance plan is preventive and helps to schedule the work easily.
3. Record keeping is important as it justifies cost associated with any request.
4. The cost of energy is a major item in any school budget; thus planners should embrace ideas that can lead to reduced energy costs.
5. Selecting appropriate floor covering for a school is an important issue that must be addressed during innovations and new construction.

6. Establishment of expectations for custodial efforts towards cleanliness, light maintenance etc.
7. Properly maintained athletic turf, physical education fields and play ground.
8. The facility managers should be one of the team leaders in any renovation or construction projects with an open mind to the needs of all stakeholders throughout the process.
9. A good job description accurately identifies the knowledge, skills and ability needed by an individual to meet the expectations of the job
10. Nwaka (2010), noted that data and statistical analysis of the past performance should be readily available for easy assessment of facilities at all time and stage.
11. The National Centre for Education Statistics (2003), suggested that service units should adopt the maintenance spectrum below to avoid frequent breakdowns, ensure optimal performance of the facilities and maintain periodic, monthly or quarterly checks on the facilities to guide the services being rendered.

The maintenance spectrum

No Maintenance	Emergency maintenance	Routine Maintenance	Preventive maintenance	Predictive maintenance

Low ⟶ Overall efficiency ⟶ High

Source: Planning guide for maintaining school facilities, US Department of Education, (NCES.2003-347)

Conclusion

Campus support service unit is very sensitive and demanding, as the placements of the physical facilities play a pivotal role in the attainment of the goals and objectives of the Nigeria tertiary education System. With the existing quantum leap in school enrolment, increasing numbers of academic programmes, limited resources and the optimum service delivery of the facility management units, whose duty provides, correct maintenance and cleaning services for university building and grounds will make the campus beautiful, safe and sustainable for effective teaching and learning conditions.

Recommendations

The following recommendations are made:

1. Adoption of predictive maintenance plan culture by the Nigerian government to keep the life span of the facilities existing in our campuses.

2. Adequate emergency and routine checks on facilities.

3. Ensure optimal performance of the entire facilities at all times.

4. For an ideal organizational maintenance and effective operation, the size of the school departments, units and sectors must be considered.

5. The government (federal and state) and proprietors of private universities should embark on massive repairs of their dilapidated buildings, broken and damaged furniture to ease the accommodation and furniture problems in our institutions.

6. The increase in the number of universities should be accompanied with increase in funding so that facilities could be provided and maintained for sound university educate in the 21st century.

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PARENTS' EDUCATIONAL AND OCCUPATIONAL BACKGROUND AS CORRELATES OF EDUCATIONAL SUPPORT OF IN-SCHOOL ADOLESCENTS IN SOUTH EAST NIGERIA

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Abstract

This study focused on parents' educational and occupational background and their relationship with in-school adolescents educational support in South East Nigeria. Four research questions and four null hypothesis guided the study. The design adopted was a correlational survey design. 1560 SS11 students were drawn using multi stage sampling procedure. The test instrument was administered to the students and their response cumulated. The research questions were answered using correlation coefficient and coefficient of determination while hypotheses were answered using analysis of variance (ANOVA). Result reveals that there exists a positive relationship between Parents educational background and the educational support given to the adolescents. Parent's Occupational background significantly predicts or relates with the educational support given to the adolescents. Conclusion and recommendations were made based on the findings.

Key words: Parents, Education, Occupation: Educational support.

Introduction

Background to the study:

It is widely recognized that if adolescents are to maximize their potentials from schooling, they will need the full support of their parents. This is because the parents have great impact on the sociological, educational, psychological, emotional and political development of the individual. Supporting the assertion, Eke (1999) observed that most of what happened to adolescents at school and the extent to which the individual can be considered educated, qualified to live intelligently or otherwise in today's world lies on the level of parental support. Parental educational support is the help given to the adolescent to succeed in his or her educational pursuit. Hill and Taylor (2004) defined parents' educational support as parent's work with schools and with their children to benefit their children's educational outcomes and future success. Parents Educational support according to Ezenibe (2016) means the encouragement given to the adolescent by their parents towards education such as paying school fees on time, provision of a secured and stable environment at home, provision of materials needed for class activity and enough food. In line with the above mentioned parents educational support, experience has shown that a hungry child can hardly concentrate in the class and lack of concentration is first step towards academic failure. Moreover, the common practice in the school, is the sending home of school children without the basic requirements such as school fees, and writing materials among others, such children, generally lose track of the academic pursuit due to negative attitude of their parents in supporting them educationally, as time and opportunity lost are hardly regained.

Parents educational and occupational background are some of the dominant factors responsible for the level of educational support given to the adolescents. Education is the process through which a person is taught better ways of doing something or better way of living. Education according to Cherry (2017) is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement and preparing oneself or others intellectually for mature life. The level of education attained by the parents and what they do for their living influence the level of educational support they give to the adolescent. Sharp (2006) observed that learned parents are able to give their children not just intellectual learning, but worthy understanding which is good constructive attitude to life. In the opinion of Yee and Eccies in Akinsanya, Ajayi and Salami (2011) different disciplines engaged in by parents through their various education have different

emphasis on the education of their children. For example, Mothers who engage in menial jobs like hair dressing, sewing, petty trading, farming, and catering among others, are more likely to have less contact hours with their children, these mothers will mostly want their children to toe the line of their trade as a result may not bother to lay more emphasis on the early intellectual development of their children.

Occupation is one's usual or principal work or business especially as a means of earning a living. Occupation is any activity in which one is engaged or a group of tasks which an individual performs or does to earn a living (Omege2007). Occupational attainment levels of the parents have important influence on adolescent's educational support. In a study, Dahread of (1999) found that people who have better occupation, seem to give the impression of having adequate grasp of the country's educational system. Uche (2005) observed that the parent's income, occupation and status permits parents to assume their children schooling: provide them with adequate uniform, books, and other facilitate their education. The ability of the parents to provide for needs of their children at school is the instrument to how well such children will perform in the school work or educational pursuance.

Statement of the problem:

In South Eastern states, parents sometimes neglect the roles they owe their children in a bid to make ends meet. Most at times these parents do not respond to newsletters, calls and other communiques from the school representatives, they give one reason or the other when their wards have academic problems. This may be attributed to the level of education attained and the type of occupation they do. Against this backdrop, the problem of this study is to determine the relationship between parents' educational and occupational background and in-school adolescents' educational support.

Purpose of the study:

The main purpose of the study, is to determine the relationship between parents educational and occupational background and in -school adolescent's educational support. Specifically, the study sought out to:

1. Find the extent of relationship between educational background of fathers and educational support given to the adolescent.
2. Find the extent of relationship between educational background of mothers and educational support given to the adolescent

3. Find the extent of relationship between the occupational background of the fathers and educational support given to adolescents.
4. Find the extent of relationship between the occupational background of the mothers and educational support given to the adolescents.

Research question:

The study sought answers to the following Research questions:

1. To what extent does the father's educational background relates with the educational Support given to the adolescents?
2. To what extent does the mother's educational background relates with the educational support given to the adolescents?
3. To what extent does the father's Occupational background relates with the educational support given to the adolescent?
4. To what extent does the mother's occupational background relates with the educational support given to the adolescents?

Hypotheses:

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between father's educational background and level of educational support given to the adolescents.

H02: There is no significant relationship between mother's educational background and Level of educational support given to the adolescents.

Ho3: There is no significant relationship between father's occupational background and level of Educational support given to the adolescents.

Ho4: There is no significant relationship between mother's occupation and level of educational support given to the adolescents.

Methodology:

Design:

A correlational survey design was used and the area of study was South –Eastern States of Nigeria.

Population:

The population of the study consisted of all the senior secondary two, students (SS11}, in public secondary schools of South Eastern states of Nigeria. The sample consisted of 1560 students. The sample was drawn from using multistage sampling procedure.

Instrument for data collection:

Data for the study was collected using an instrument named Parents educational and adolescent educational support questionnaire. (PEOBAESQ). It was developed by the researchers, the instrument has section A and B. Section A, sought demographic information from respondents while section B, was divided in to three clusters. Cluster A, elicits parent's occupational background, cluster B, elicits parent's educational background and cluster C, elicits educational support given to the adolescents.

Validity and Reliability of the instrument:

The instrument was validated by three experts, two from the field of Guidance and counselling and one in measurement and evaluation, all from the faculty of education, university of Nigeria, Nsukka. The Instrument was tested for reliability using Cronbach alpha method which yielded a reliability coefficient of 0.70. Cronbach Alpha method was considered necessary since the items were scored as either right or wrong.

Data collection and analysis technique:

The researchers with the help of six research assistants administered the questionnaires to the respondents. Pearson product moment correlation coefficient and coefficient of determination were used in answering research questions while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance.

Results:

Research Question one

What is the relationship between fathers' educational background and educational support given to the adolescents?

Data answering this research question are contained in table 1.

Table 1: Pearson's Product Moment Correlation Analysis of Fathers' Educational Background and Educational Support Given to Adolescents

Variable	$\bar{X}$	SD	N	r	r^2
Father's Education	48.65	2.64	1503	0.56	0.32
Educational Support	57.06	2.64			

r^2 = coefficient of determination

Key: Value of r=.01-.019 very low, .20- .39 low, 40-.69 moderate, .70-.89 high,. 90- .99 very high and 1.0 perfect relationship.

The result in Table 1 shows that the correlation coefficient obtained was 0.56 indicating moderate relationship. This means that, there exist a direct positive relationship between fathers' educational background and educational support given to the adolescents. Table 1 also shows that, the coefficient of determination (r^2) associated with the correlation coefficient of 0.56 was 0.32. This coefficient of determination (r^2) indicates that, 32% of educational support given to adolescents is predicted by fathers' educational background. This is an indication that 68% of the educational support given to adolescents is attributed to other variables other than fathers' educational background.

Research Question two

What is the relationship between mothers' educational background and educational support given to the adolescents?

Data answering this research question are contained in table 2.

Table 2: Pearson's Product Moment Correlation Analysis of Mothers' Educational Background and Educational Support Given to Adolescents

Variable	$\bar{X}$	SD	N	r	r^2
Mother's Education	47.78	3.79	1503	0.60	0.36
Educational Support	57.06	2.64			

The result in Table 2 shows that the correlation coefficient obtained was 0.60 indicating moderate relationship. This means that, there exist a direct positive relationship between mothers' educational background and educational support given to adolescents. Table 2 also shows that, the coefficient of determination (r^2) associated with the correlation coefficient of 0.60 was 0.36. This coefficient of determination (r^2) indicates that, 36% of educational support given to adolescents is attributed to or predicted by mothers' educational background. This is an indication that 64% of the educational support given to adolescents is attributed to other variables other than mothers' educational background.

Research Question three

What is the relationship between fathers' occupational background and educational support given to the adolescents?

Data answering this research question are contained in table 3.

Table 3: Pearson's Product Moment Correlation Analysis of Fathers' Occupational Background and Educational Support Given to Adolescents

Variable	$\bar{X}$	SD	N	r	r^2
Father's Occupation	53.78	3.79	1503	0.60	0.36
Educational Support	57.06	2.64			

The result in Table 3 shows that the correlation coefficient obtained was 0.60 indicating moderate relationship. This means that, there exist a positive relationship

between fathers' occupational background and educational support given to adolescents. Table 3 also shows that, the coefficient of determination (r^2) associated with the correlation coefficient of 0.60 was 0.36. This coefficient of determination (r^2) indicates that, 36% of educational support given to adolescents is attributed to or predicted by fathers' occupational background. This is an indication that 64% of the educational support given to adolescents is attributed to other variables not studied.

Research Question four

What is the relationship between mothers' occupational background and educational support given to the adolescents?

Data answering this research question are contained in table 4.

Table 4: **Pearson's Product Moment Correlation Analysis of Mothers' Occupational Background and Educational Support Given to Adolescents**

Variable	$\bar{X}$	SD	N	r	r^2
Mother's Occupation	50.78	4.12	1503	0.58	0.33
Educational Support	57.06	2.64			

The result in Table 4 shows that the correlation coefficient obtained was 0.58 indicating moderate relationship. This means that, there exist a positive relationship between mothers' occupational background and educational support given to adolescents. Table 4 also shows that, the coefficient of determination (r^2) associated with the correlation coefficient of 0.58 was 0.33. This coefficient of determination (r^2) indicates that, 33% of educational support given to adolescents is attributed to or predicted by mothers' occupational background. This is an indication that 67% of the educational support given to adolescents is attributed to other variables other than mothers' occupational background.

Hypothesis One:

There is no significant relationship between fathers' educational background and the level of educational support given to the adolescents.

Data testing this hypothesis are contained in table 5.

Table 5: Linear Regression Analysis of Fathers' Educational background and the level of educational support given to the adolescents.

Model	Sum of Squares	Df	Mean Square	F	R	Sig.
Regression	3378.317	1	3378.317	713.950	0.57	0.00
Residual	7102.530	1501	4.732			
Total	10480.848	1502				

The result in Table 5 shows that an F-ratio of 713.95 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; there is no significant relationship between fathers' educational background and the level of educational support given to the adolescents is not accepted. Inference drawn is that, fathers' educational background significantly predicts or relate with the educational support given to adolescents.

Hypothesis Two:

There is no significant relationship between mothers' educational background and the level of educational support given to the adolescents.

Data testing this hypothesis are contained in table 6.

Table 6: Linear Regression Analysis of Mothers' Educational Background and the level of Educational Support given to the Adolescents

Model	Sum of Squares	Df	Mean Square	F	R	Sig.
Regression	3813.760	1	3813.760	858.614	0.60	0.00
Residual	6667.087	1501	4.442			
Total	10480.848	1502				

The result in Table 6 shows that an F-ratio of 858.61 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; there is no significant relationship between mothers' educational background and the level of educational support given to the adolescents is not accepted. Inference drawn is that, mothers' educational background significantly related with the educational support given to adolescents.

Hypothesis Three:

There is no significant relationship between fathers' occupational background and the level of educational support given to the adolescents.

Data testing this hypothesis are contained in table 7.

Table 7: Linear Regression Analysis of Fathers' Occupational Background and the level of Educational Support given to the Adolescents

Model	Sum of Squares	Df	Mean Square	F	R	Sig.
Regression	3813.760	1	3813.760	858.614	0.60	0.00
Residual	6667.087	1501	4.442			
Total	10480.848	1502				

The result in Table 7 shows that an F-ratio of 858.61 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; there is no significant relationship between fathers' occupational background and the level of educational support given to the adolescents is therefore not accepted. Inference drawn is that, fathers' occupational background significantly predicts or relate with the educational support given to adolescents.

Hypothesis Four:

There is no significant relationship between mothers' occupational background and the level of educational support given to the adolescents.

Data testing this hypothesis are contained in table 8.

Table 8: Linear Regression Analysis of Mothers' Occupational Background and the level of Educational Support given to the Adolescents

Model	Sum of Squares	Df	Mean Square	F	R	Sig.
Regression	3547.068	1	3547.068	767.857	0.58	0.00
Residual	6933.780	1501	4.619			
Total	10480.848	1502				

The result in Table 8 shows that an F-ratio of 767.86 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; there is no significant relationship between mothers' occupational background and the level of educational support given to the adolescents is therefore not accepted. Inference drawn is that, mothers' occupational background significantly predicts or relates with the educational support given to adolescents.

Discussion:

The finding of the study reveals that there exists a moderate positive relationship between parent's educational background and educational support given to adolescents. This agrees with the assertion made by Muola (2010) that there was a significant positive relationship between parents' occupation, education, parent's education, family size and learning facilities at home and academic achievement motivation. The finding equally is in agreement with Akinsanya, Ajayi and Salami (2011) that parents' education has the highest significance influence on the academic achievements of students in Mathematics.

The finding of the study also reveals that there exists a significant positive relationship between parents' occupational background and educational support given to the adolescents. The finding of this study is consistent with the assertion

of Chikwelu (2005) that parents irrespective of their occupational background give affordable support to their adolescent wards in school and guide them towards attaining higher educational standards which they see as a sure means of improving the socio-economic status of the family. Olusala (2009) also affirms that parental occupation and level of income has significant effect on children's academic pursuit. Parents' educational and occupational background therefore can be seen as a predictor of educational support given to adolescents.

Conclusion:

Parents' educational background predicts educational support given to in-school adolescents. In the same vein, parents' occupational background predicts educational support given in- school adolescents.

Recommendations:

Based on the findings of the study the following recommendations were made.

(1) Precaution should be taken by the parents when it comes to parent's encouragement or support since unreasonably high demand and too much pressure for good performance made by some parents on their children may cause anxiety and fear of failure which may affect the child's educational aspiration.

(2) Government through the relevant agencies should ensure that parenting education such as family centered curriculum and instruction are enshrined in the school programme. This will bring up future parents that will provide for their children and teach them at home.

(3) Many parents may not be aware of the influence of their educational and occupational background on the level of support given to the adolescents. It is recommended that teachers and guidance counsellor should try and create awareness in parents on the importance of home environment such as parents' educational and occupational background which can improve the adolescent educational aspiration.

(4) Schools should organize an annual workshop on parent's role in educational support of their in-school adolescents.

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PEDAGOGICAL INNOVATION IN OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION

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Abstract

Styles and manners adopted in today's office administration has brought a lot of challenges in the profession of office technology and management. Office technology and management education is a programme designed to equip students with skills and competencies required for efficient and effective office administration. This paper focuses on pedagogical innovations that could be incorporated into the teaching and learning process of office technology and management education in the tertiary institutions in Nigeria. It discusses the concept of Office Technology and Management (OTM), the innovative methods applicable to the teaching and learning OTM. The methods include Multimedia, Blogging, Podcast in classroom, use of social media, blended learning, Evernote, teaching with sense

of humour etc. Based on the discussion of these innovative methods, it was recommended that government should encourage and motivate OTM lecturers by making provision for training and retraining on the use of modern tools of teaching. This will go a long way in boosting their innovative potentials of teachers and prepare them for challenges brought by changes in technology.

Keywords: Office Technology and Management (OTM), Pedagogy, Innovation and Methodology

Introduction

Office Technology and Management is a specialized phase of vocational education that prepares students to enter teaching and office occupations as capable and intelligent members of the labour force (Wikipedia, 2012). It is also viewed as a concept that is associated with office automation, electronic technology and office globalization. According to Okoro and Amagoh (2008) Office Technology and Management (OTM) is an efficient, effective, productive and functional education, which leads to self-employment, self-reliance, paid employment and consequently self-actualization. The need to prepare and make students of secretarial studies competent, skilful and employable in the world of work which is being driven by technological content in the curriculum of erstwhile secretarial studies programme in the nation's tertiary institutions gave birth to office technology and management (Olawole & Abuya, 2011).

Before now, the old secretarial studies curriculum was entirely dominated by typewriting, shorthand and management subjects. A situation, Ovbiagele and Amaiya (2008) described as not good and healthy for the growth and development of the OTM graduates. However, as part of its revision, review and adjustment of the old secretarial studies curriculum, National Board for Technical Education (NBTE) came up with a new name called OTM curriculum to reflect what is obtainable in the developed countries of the world. Under the new OTM curriculum, less emphasis was given to typewriting and shorthand subjects while more emphasis was laid on ICT subjects in line with the country's policy of achieving millennium development goals.

The OTM program incorporates the following six components in its design; office application, office technology, business and administrative management, numeric component, general studies and Student Industrial Work Experience (SIWES). The objectives, theoretical and practical contents of the new curriculum are geared towards integrating graduates of OTM department into the evolution of

technology. However, pedagogical innovation in OTM programme is essential because no matter how good contents are, the most significant is the channel (method) through which such message is being conveyed. Pedagogy is the art and science of teaching. Lovat, (2003) defined pedagogy as a highly complex blend of theoretical and practical skill. It is divided into three basic components: the curriculum (the content of what is being taught) the methodology (the way in which teaching is done) and techniques. For the purpose of this paper, methodology is given more emphasis.

Methodology, according Vin-Mbah (2012) is a science of teaching strategies. The person studying them, usually the teacher endeavours to understand some of the various methods employed in teaching different set of students and age grades. Vin-Mbah further expressed that the success or failure of any educational endeavour depend ultimately on the method adopted by the teacher. However, different researches and theories may underpin different models of pedagogy. But it is the contention of Free boy and Luke in Mathamit (2013) that within a certain range of procedures, differing teaching approaches work differently with different communities of students, and effective teachers know that.

Effective teachers have a rich understanding of the subjects they teach and appreciate how knowledge in their subject is created, organized and linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students (MathAmit, 2013). In other words, good pedagogy requires a broad repertoire of strategies and sustained attention to what produces students learning in a specific context domain, with a given group of students and a particular teacher. Teachers need to rely on quality educational research for different pedagogical models and strategies and at the same time they have to practice the art and science of teaching themselves, refining it as they go according to their own needs and resources and particularly those of their students. Current debates in educational policy at national and international levels, often seek innovations that may help educational systems adapt in a changing world, responding to growing demands from the labour market to new social, ecological and economic challenges and to evolving norms and practices in the life of students. This also pertains to teacher's methodology and overall professional practices.

Concept of Pedagogical Innovations

Innovations can be defined as a new idea or a further development of an existing product, process or method that is applied in a specific context with the intention to create a value added (Kirkland & Sutch, 2009). Innovations sometimes involve radical changes, but often they result only in incremental adaptations of well-known practices. Pedagogical practice always needs to be innovative because adapting to the characteristics of students and responding to their development is an inherent aspect of pedagogy. Pedagogical innovation can also be called scholastic innovation in education. Harvey and Green in Henard and Leprince-Ringet (2008) expressed that education is not a service for a customer but an on-going process of transformation of the participant, be it students or researcher. These adaptations can be considered innovations if they are based on a new idea and when they have potential to improve student learning or when they are linked with other outcomes such as improving the job satisfaction and well-being of teachers. According to Ochonogor in Ogheneov and Otaigbo (2015) the primary function of the teacher is to facilitate learning by various means.

In recent years, several studies have been devoted to re-thinking the content and the methods of instruction in office technology and management (OTM). The most recent work belongs to Ogheneovo and Otaigbo (2015) in their submission; they discussed various methods and strategies that could be used by OTM lecturers in driving home their points for better understanding of the students. Among the discussed methods are: demonstration method, field trip method, discovery method, group discussion method, Dalton and Socratic instructional methods of teaching OTM. However, as good as these methods are, with recent technological changes in office environment due to the innovations occasioned by the computer especially internet. It is imperative for the OTM lecturers to innovate and change their methodology in line with the technological innovations that have considerably influenced the nature, content and office environment in which the OTM graduates are expected to work.

Innovative Methods of Teaching Office Technology and Management

There are many methods and techniques for effective teaching and learning. Today pockets of innovation are sprouting up across the educational landscape, and the influence of these innovations is related to the achievement of the educational objectives in this modern day. This means that attainment of educational objectives could be determined by how skilful and competent a teacher is in determining the

form of method to be adopted to teach a particular subject or subjects within a particular period of time. OTM programme by its nature and contents is a technological based programme as it reflects what actually is obtainable in today's office environment. There are numbers of tested and effective pedagogical innovation which could be used by OTM lecturers in teaching their students. Such innovative methods include:

Multimedia

Multimedia is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience (Damodharan & Rengarajan, 2012). Due to changes in classroom experience as a result of technological changes, teachers nowadays use multimedia to modify the contents of the material. It also helps the students to learn better since they use multiple-sensory modalities which would make them more motivated to pay more attention to the information presented and retain the information. Multimedia is appropriate and considered as innovative methods of teaching in OTM since multimedia can be used to explain some essential concepts in OTM program through the use digital, text most especially while teaching office practice subjects. It can be used to display the real picture of office environment and this could help in enhancing students understanding.

Social Media in Education

Social media can be defined as the social interaction among people in which they create, share or exchange information and ideas in virtual communities and networks. Kaplain and Haeilen (2010) described social media as a group of internet-based application that is built on the ideological and technological foundations of Web 2.0 and that allows the creation and exchange of user-generated content. For several years, electronic social media had facilitated teaching and learning and increased the level of lecturers' and students' enthusiasm in learning activities. The goal of OTM programme is primarily to produce competent, skillful and dynamic office administrators that will effectively compete in the world of work and make use of services of business through electronic means. Nowadays, students use their handset and laptops to access the internet uncontrollably, which has affected the students' academic performance. Social media sites allow teachers adequate time to learn about and share knowledge on effective practices. It also allows teachers

to connect with their peers operating all around the globe in order to share plans and approaches and for support and motivation. Social media helps teachers connect with their students about assignments, upcoming events, useful links, and samples of work outside the classroom. Students can also use it to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group project (Chukwudi & Constance, 2015).This shows that incorporation of social media in the OTM classroom instruction will go a long way in helping students academically.

Blogging

Blogging is a public post that gives the bloggers the opportunity of reaching hundreds or thousands of people each and every day. For studying purposes, blogging is essential means of communication and OTM lecturers can use blogging to have access to a large number of students at a point in time. Khairar (2015) indicated that blogging helps teachers to think naturally back on what happened in their classroom and often wonder what they could have done better and on the other hand, it help students to post case studies in a class blog. The utilization of blogging in OTM class will help students to draft and re-draft their thoughts, save and retrieve and restructure as their idea became clearer.

Blended and Online Learning

Blended learning often involves the use of technology. It is a hybrid of online learning and traditional face-to-face learning. It seems that blended learning is highly effective and affordable learning tool that can facilitate learning across any curriculum area. In a blended course, instruction may occur in the classroom, online, or in both settings. Blended or online learning does not prescribe a particular pedagogical approach but has the potential to support student-centered approaches to learning. Blended learning approach frees both the teachers and the students of OTM from face-to-face meeting requirements. However, it requires considerable learning design and facilitation skills to be effective. The benefits of using blended learning as stated by Giarla, (2016) include:

i. offers flexibility in terms of availability: anytime, anywhere. In other words, eLearning enables the student to access the materials from anywhere at any time.
ii. permits flexibility of access to learning materials, activities and assessments.
iii. supports the fusion of different times and places for learning.

iv. helps students develop independent learning skill i.e it helps student to develop self-actualization.
v. offers opportunities for systematic courses evaluation.
vi. offers the efficiencies and conveniences of fully online courses along with all the advantages of face-to-face contact.
vii. access to global resources and materials that meet the students' level of knowledge and interest.

Podcast in Classroom

A podcast is an audio story created to share ideas, presentations, or music. It is an amalgamate of ipod and broadcasting. It has been defined by wikipedia (2012) as a type of digital media consisting of an episodic series of audio, video, PDF subscribe to or downloaded through web syndication or streamed online to a computer or mobile device. Podcast can be used in OTM class most especially at the revision session. Khairar (2015) indicated that the advantage of podcast is its flexibility, reusability of lecture. According to Professional Learning Board (2017) podcasting offers the following benefits:

i. Ease of Accessibility: Podcasting enable students to access the information any time they want. Students can download the information to the device of their choice and listen or watch whenever they are free.
ii. Archive of Lessons: The teachers can record their classes and upload it online, creating an archive of lessons. This allows students to access previous or formal lectures for reference purposes and clarifications on a subject or to stimulate learning. If a teacher misses a class, he can post the lesson online and make it available to the students and it will also be of benefits to the students who have lost their notes or missed the class.
iii. Creative Learning: Unlike the traditional pedagogical strategies, podcasting gives way to new strategies like guest lecturers, interviews, video demonstration, etc. It encourages students to develop their own podcast, improves their listening skills and enhances learning by targeting each student's interest.

Evernote

Evernote is an effective tool for teachers and students to organize all of their own content. It can be useful for OTM teachers to download and save their handouts and notes in an Evernote books. According to Anderberg (2014) evernote helps the teacher to keep their notes and save it from being lost. It is also easily shareable with fellow classmates if they missed a class. In addition, to systematizing notes for class, it is a great tool to use for research activities; students can store images, PDF, and even handwritten notes.

Classroom Response Systems (Clickers)

Technology provides numerous tools that teachers can use in and out of the classroom to enhance student learning. A classroom response system is one of the numerous online resources about using technology to enhance teaching and learning. Center for Teaching Excellence (2012) expressed that one way to encourage student engagement is by using electronic devices that allow students to record their answers to multiple choice questions and allow you to instantly display the results. The anonymity encourages participation and their answers help the teacher knows when further discussion is needed. Using this method in teaching OTM, much learning will be achieved on the part of the students since that students learn more in anything that motivate them.

Teaching with Sense of Humour

One of the qualities that makes teacher is teaching with sense of humour. Teacher humour is important when being with the students. Damoharan and Rengarajan (2012) concluded that by experience and research using humour in teaching is a very effective tool for both the teacher and student. However, developing a good sense of humour by OTM lecturers with the students, there is every hope that students will develop more interest in the subjects being taught by the teacher. It is easy to create a humour in the classroom by reading books of jokes and to listen to professional comics or giving an instance of life experience that are not actually related to the subject but relevant and important to the students' life career.

Encouraging Employers' Participation in Career Guidance Programme for OTM Students still in School: One of the simplest and most direct way to enhance students interest and performace in OTM programme is to encourage employer's participation in the school program in order to increase students exposure to the world of work. Without waiting for the implementation of more ambitious curriculum reform agenda, employers can use their influence for school to adopt courses that could help Office Technology and Management (OTM) students negotiate the job-search process and build key soft skills relevant to the work-place (Jeffrey, 2011).

Conclusion

In a very practical sense, teaching is diagnosing and prescribing. Teacher diagnoses what the specific learning needs or deficiencies are, and then prescribe the particular methods and activities to meet them. OTM is a programme that is associated with office automation, electronic technology and office globalization as a result of its new curriculum that emphasize more on the use and learning of technology. Therefore, for the goal of the OTM programme to be achieved, there is need for the lecturers in the Office Technology and Management Education to develop more methodology innovations that will bridge the gap between what are expected of OTM graduates and work place requirements.

Recommendations

Based on the conclusion, the following recommendations were made:

1. Government should encourage and motivate OTM lecturers by making provision for training and retraining of teachers on the use of modern tools of teaching as this will go a long way in boosting their innovative potentials.
2. The school management needs to provide necessary and required environment that will boost OTM lecturer's preparedness for the new technological changes that characterized the teaching and learning of OTM.
3. Innovation should be teachers' watchword most especially in this modern world. OTM lecturers should endeavour to seek for various methods of teaching that will help students understanding and also keep them abreast of the new technological development in their area of study.

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EDUCATIONAL ADMINISTRATORS AS A VERITABLE INSTRUMENT FOR ACHIEVING ENTREPRENEURIAL AND DIVERSITIED ECONOMY

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Abstract

The study was carried out to investigate educational administrators as a veritable instrument for achieving entrepreneurial and diversified economy. The study was carried out in Abia State. Three research questions and three null hypotheses were formulated. The study adopted the descriptive survey design. The population of the study was 639 educational administrators from three tertiary institutions. The sample of the study was 400 respondents. The instrument for data collection was a questionnaire titled "educational administrators as a veritable instrument for achieving entrepreneurial and diversified economy (EAVIAEDE)".The research questions were answered using mean, while the null hypothesis were tested using the t-test statistics. 0.83 reliability coefficient was established. The findings of the study revealed that tertiary institutions do not produce capable educational administrators for sustainable Entrepreneurial education. The problem confronting the educational administrators towards sustaining Entrepreneurial Education is lack of funds and incentives for students. The study therefore recommends that the government should produce high quality Educational administrators and funds/ incentives for students in Entrepreneurial education towards diversification of the Nigeria economy.

Keywords: *Educational Administrators, Veritable Instrument, Entrepreneurial and Diversified Economy*

Introduction

Nigerian economy has been characterized by high rate of unemployment and monolithic economy. The economy is one that is so dependent on the revenue that accrues from the sale of crude oil. The dependence of Nigeria on crude oil as its only source of revenue makes the country very volatile as the economy will be subjected to decline once there is dwindling prices of oil. The above situation may likely result to economic somersault and high rate of unemployment and therefore call for diversified economy and entrepreneurial economy that will be based on a functional & productive education system.

Suberu, Ajala, Akande & Oheire (2015) posits that for more than a decade now, Nigeria has been enjoying high level of economic growth, human development and relative political stability which has also led to increase in employment rate. These could be attributed to the fact that there was stability in the price of crude oil around the world as investors see Nigeria as new heaven for investment opportunities thereby generating employment. It is a different issue today since the country's economy is in recession which was caused by drastic fall in the price of crude oil in the world. This fall in price of crude oil has led to economic recession and high rate of unemployment. This situation has necessitated the country to hurriedly begin to diversify the non-oil sector and entrepreneurial skills for the survival of her citizens.

According to Suberu *et al* (2015), diversification present the most competitive and strategic option for Nigeria in the light of developmental challenges and her background towards achieving a diversified economy. Diversification and entrepreneurial economy can be achieved through functional and productive education system. This functional and productive education system will serve as the key to ensuring less dependence on oil and therefore train her youths towards becoming entrepreneurs to make the non-oil sectors very productive and youths who will not only be self-reliant but employers of labour as well.

The educational quality of any nation is the pride of that nation, this quality is manifested in a very functional and productive educational system that will lead to diversified economy and engagement of the youths through sustainable entrepreneurial programme. A functional and productive educational system will to lead to entrepreneurial and diversified economy. It was on this basis that "Amaele (2005) declared that "*Acquisition of desirable skills and abilities among others is a major criterion for education. After all education aims at helping an*

individual to develop all his in born or in built potentials. Any education that does not sincerely address the comprehensive tendencies of the individual members of the society is not worth the name"

It is on this premise that Nigeria educational system should be functional and productive to make her graduates entrepreneurs and employers of labour. A productive and functional educational system will depend on the human resources available at their disposal. One of the cardinal human resources includes the educational administrators available to manage the schools for functionality and productivity.

The educational administrators according to Ogunu (2000) are personnel who provide direction and day to day management of schools, colleges and universities. They also oversee the educational programs and other institutions such as museums, businesses and job training organizations. Thus, the educational administrators are personnel who ensure that the institutions are meeting up with their responsibilities of providing functional and productive education for entrepreneur and diversified economy.

There is then the need for the present study to holistically access the other human resource provided by the educational administrators for the entrepreneurial education; the extent to which administrators realize the objectives and problems confronting the educational administrators towards achieving entrepreneurial skills. To this, Osuala (2010) asserts that educational managers should provide their graduates with enough training and employable skills. Also the problems that confront the educational administrators towards achieving their targeted objectives are lack of fund and not properly motivated.

The educational administrators are saddled with the responsibilities of providing functional and productive education which seeks to provide entrepreneurship and diversified economy. This will help the Nation to reduce youth unemployment and rapid socio-economic development of the Nation. Nigeria economy is in recession and as such the rate of youth unemployment is on the increase, this could be attributed to non-functional and productive education system that could have been triggered by the educational administrators. It is on this background that the present study seeks to investigate the role educational administrators as a veritable instrument for achieving entrepreneurial and diversified economy.

Purpose of the Study

The purpose of the study was to investigate the role of educational administrators as a veritable instrument for achieving entrepreneurial and diversified economy. Specifically, the study sought to:

i) Find out the extent the male and female educational administrators provide adequate resources for achieving entrepreneurial and diversified economy.

ii) Find out the extent the educational administrators initiate and sustain entrepreneurial and diversified economy.

iii) Ascertain the problems that confront the educational administrators towards achieving entrepreneurial and diversified economy.

Research Questions

i) To what extent does educational administrators provide adequate resources for achieving Entrepreneurial and diversified economy?

ii) To what extent does the educational administrators initiate and sustain entrepreneurship and diversified economy?

iii) What are the problems that confront educational administrators towards achieving entrepreneurial and diversified Economy?

Hypotheses

Three null hypotheses were tested at 0.05 level of significance.

H_{o1}: There is no significant difference between the mean score responses of male and female Educational Administrators on the extent Educational Administrators provide adequate resources for achieving Entrepreneurial and diversified economy.

H_{o2}: There is no significant difference between the mean score responses of male and female Educational Administrators on the extent the educational Administrators initiate and sustain entrepreneurship and diversified economy.

H_{o3}: There is no significant difference between the mean score responses of male and female Educational Administrators on the problems that confronts the educational administrators towards achieving entrepreneurial and diversified Economy.

Methodology

Descriptive survey design was employed for the study. The study was carried out in Abia State of Nigeria with concentration in the three tertiary institutions namely; Michael Okpara University of Agriculture, Umudike (MOUAU), Abia State University Uturu (ABSU) and Abia state College of Education Technical Arochukwu (ASETA). The population of the study was 639 which comprised 261 Male Educational administrators and 378 Female Educational Administrators from three tertiary Institutions which includes; MOUAU, ABSU and ASETA. The sample size for the study was 400 which comprised 189 Male Educational Administrators and 211 Female Educational Administrators from the three institutions that make up the study. The sample size was derived using the Taro Yamane formular of N/N +1(e) where N=Population and E= error term which is 0.05. The multi-stage sampling technique was adopted in the selection of the sample size. The first stage involves the selection of the 189 Male Educational administrators and 211 Female Educational Administrators from the three tertiary institutions using the Proportionate Stratified Sampling technique. The second stage involves the selection of the male and female Educational Administrators from each of the tertiary institutions using the simple random sampling technique. The instrument for data collection was researcher's designed questionnaire titled "Educational Administrators as a Veritable Instrument for Achieving Entrepreneurial and Diversified Economy" (EAVIAEDE). The instrument was face validated by three experts with one from the department of Educational measurement and two from department of Educational Management. The reliability of the instrument was 0.83 which was derived using the Pearson's Product Moment Correlation Coefficient Statistic after the instruments has been subjected to test retest. The second test was administered two weeks from the first administration. The data was collected through the distribution of 400 copies of the research instrument to 400 respondents which were retrieved on the spot after the respondents completed the instrument. A total of 400copies of the filled instruments were retrieved. The research questions were answered using the mean and standard deviations. The mean cutoff of 2.50 was used for decision where item mean below was regarded as rejected while above 2.50 was regarded as accepted. While the null hypotheses were tested using the independent sample t-test at 0.05 level of significance.

Results and Discussions

Research Question 1. To what extent do male and female Educational Administrators provide adequate resources for achieving Entrepreneurial and diversified Economy?

Table 1: The mean and standard deviation rating of male and female educational administrators on the extent the Educational Administrators provide adequate resources for achieving Entrepreneurial and diversified Economy

S/NO	ITEMS	Male			Female		
		$\bar{X}$	S.D	Remarks	$\bar{X}$	S.D	Remarks
1.	There are adequate human resources to train the educational administrators on skills for sustaining entrepreneurial education and diversified economy	2.54	0.78	Accepted	2.67	0.80	Accepted
2.	The educational administrators are provided with both human and material resources on entrepreneurial education	2.71	0.83	Accepted	2.58	0.61	Accepted
3.	The Educational Administrators for achieving entrepreneurial and diversified economy are sufficient	2.62	0.84	Accepted	2.36	0.58	Rejected
4.	The educational Administrators are exposed to different capacity training on human resources development for sustaining the entrepreneurial programme	2.73	0.86	Accepted	2.68	0.73	Accepted
5.	The educational Administrators are well equipped with the skills for effective development of entrepreneurial and diversified economy	2.76	0.69	Accepted	2.85	0.64	Accepted
	GRAND MEAN	**2.67**			**2.63**		

From table 1 above, items 1, 2, 3, 4 and 5 respectively scored above the weighted mean of 2.50 indicating that male and female educational administrators generally

accepted that Educational Administrators to a high extent provide adequate resources for achieving entrepreneurial and diversified economy.

Research question 2

To what extent do the male and female educational Administrators initiate and sustain entrepreneurship and diversified economy?

Table 2: The mean and standard deviation rating of male and female Educational Administrators on the extent they initiate and sustain entrepreneurship and diversified economy

S/NO	ITEMS	Male			Female		
		$\overline{X}$	S.D	Remarks	$\overline{X}$	S. D	Remarks
6.	The Educational Administrators adequately plan resources for the establishment and sustenance of entrepreneurial education for diversified economy	2.33	0.48	Rejected	2.18	0.39	Rejected
7.	The Educational Administrators adequately help to source for fund for the sustainability of entrepreneurial education	2.15	0.63	Rejected	2.39	0.54	Rejected
8.	The Educational Administrators carry out quality inspection of the entrepreneurial education	2.73	0.54	Accepted	2.83	0.89	Accepted
9.	The Educational Administrators ensure that the quality of staff recruited helps to achieve the goals of entrepreneurial education	2.09	0.66	Rejected	2.11	0.66	Rejected
10.	The educational Administrators formulate realistic achievable objectives of the entrepreneurial education to ensure diversified economy	2.26	0.71	Rejected	2.44	0.53	Rejected
	Grand Mean	**2.31**			**2.39**		

From the results in table 2 above, out of the five items which were answers to the research questions, only one item (8) scored above 2.50 weighted mean indicating that both respondents agreed that Educational Administrators carry out quality inspection of the entrepreneurial education to a high extent. The remaining four items 6, 7, 9 and 10 respectively scored below the weighted mean of 2.50 indicating that male and female educational administrators generally accepted that

Educational Administrators to a low extent initiate and sustain entrepreneurship and diversified economy. The pooled means of the five items which is 2.31 and 2.39 are below the cut-off point. Implying that Educational Administrators to a low extent initiate and sustain entrepreneurship and diversified economy

Research Question 3.

What are the problems that confront educational administrators towards achieving entrepreneurial and diversified Economy?

Table 3: The mean and standard deviation rating of the responses of male and female educational administrators on the problems that confronts the educational administrators towards achieving entrepreneurial and diversified Economy

S/NO	ITEMS	Male			Female		
		$\bar{X}$	S.D	Remarks	$\bar{X}$	S. D	Remarks
11.	The Educational Administrators are not well trained on entrepreneurial education for diversified economy.	2.24	0.68	Rejected	2.32	0.56	Rejected
12.	The Educational Administrators are not provided with both human and material on entrepreneurial education for diversified economy	2.74	0.53	Accepted	2.87	0.64	Accepted
13.	The Educational administrators are not provided with the basic incentive for sustaining entrepreneurial education	2.42	0.61	Rejected	2.16	0.39	Rejected
14.	The Educational Administrators do not receive adequate funding for entrepreneurial education	2.73	0.74	Accepted	2.84	0.56	Accepted
15.	The Educational Administrators are not properly motivated to achieve entrepreneurial and diversified economy	2.64	0.77	Accepted	2.77	0.75	Accepted
	Grand Mean	**2.55**			**2.59**		

From the results in table 3 above, out of the five items which were answers to the research questions, only two items (11 and 13) scored below 2.50 weighted mean indicating that both respondents rejected that the following items are not problems that confront educational administrators towards achieving entrepreneurial and

diversified Economy. The remaining three items 12, 14 and 15 respectively scored above the weighted mean of 2.50 indicating that male and female educational administrators generally accepted that the following items are problems that confront educational administrators towards achieving entrepreneurial and diversified Economy. The pooled means of the five items which is 2.55 and 2.59 are above the cut-off point. Implying that the items above are problems that confront educational administrators towards achieving entrepreneurial and diversified.

Hypothesis 1:

There is no significant difference in the mean response between the male and female Educational Administrators on the extent Educational Administration provide adequate resources for achieving Entrepreneurial and diversified Economy.

Table 4: The t-test analysis of the difference in the mean response between the male and female Educational Administrators on the extent Educational Administrators provide adequate resources for achieving Entrepreneurial and diversified Economy.

Gender	N	X	S.D	D.F	T.Cal	P.value	Decision
Male	189	3.61	0.81	398	-0.73	0.81	Not significant
Female	211	2.87	0.69				

The data on table 4 showed a t-calculated value of -0.73 with a P. value of 0.81 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis which states that there is no significant difference in the mean response between the male and female Educational Administrators on the extent the Educational Administrators provide adequate resources for achieving Entrepreneurial and diversified Economy was retained

Hypothesis 2:

There is no significant difference in the mean response between the male and female Educational Administrators on the extent the educational Administrators initiate and sustain entrepreneurship and diversified economy.

Table 5: The t-test analysis of the difference in the mean response between the male and female Educational Administrators on the extent the educational Administrators initiate and sustain entrepreneurship and diversified economy.

Gender	N	X	S.D	D.F	T.Cal	P.value	Decision
Male	189	4.08	1.06	398	-3.09	0.03	Significant
Female	211	2.98	0.83				

The data on table 5 showed a t-calculated value of -3.09 with a P. value of 0.03which is less than 0.05 at 0.05level of significance. This implies that the null hypothesis, which states that there is no significant difference in the mean response between male and female Educational Administrators on the extent the educational Administrators initiate and sustain entrepreneurship and diversified economy, was rejected.

Hypothesis 3:

There is no significant difference in the mean response between the male and female Educational Administrators on the problems that confronts the educational administrators towards achieving entrepreneurial and diversified Economy.

Table 6:The t-test analysis of the difference in the mean response between the male and female Educational Administrators on the problems that confronts the educational administrators towards achieving entrepreneurial and diversified Economy.

Gender	N	X	S.D	D.F	T.Cal	P.value	Decision
Male	189	3.31	0.93	398	-1.33	0.38	Not significance
Female	211	3.42	0.94				

The data on table 6 showed a t-calculated value of -1.33 with a P. value of 0.38 which is greater than 0.05 at 0.05level of significance. This implies that the null hypothesis, which states that there is no significant difference in the mean response between Educational Administrators and Students on the problems that confronts the educational administrators towards achieving entrepreneurial and diversified economy, was retained.

Discussions of findings

To what extent does the Educational Administrators provide adequate resources for achieving Entrepreneurial and diversified Economy

The result on table 1 revealed that there are adequate human resources to train the educational administrators on skills for sustaining entrepreneurial education and diversified economy, as the educational administrators are provided with both human and material resources for achieving entrepreneurial and diversified economy. This finding agrees with Efanga and Oleforo (2014) for successful and sustainable entrepreneurship programme, there must be adequate human resources personnel that must be recruited to help develop and sustain the programme. The result also revealed that educational Administrators are exposed to different capacity training on human resources development for sustaining entrepreneurial programme and that educational Administrators are well equipped with the skills for effective development of entrepreneurial and diversified economy. This finding disagrees with the findings of Efanga and Oleforo (2014) whose study reveals that for the entrepreneurship education to develop functional useful capacity, it must be of good quality. Hence the Educational administrators must constantly be involved incapacity building to avoid imparting obsolete information to the students

To what extent do the educational Administrators initiate and sustain entrepreneurship and diversified economy

The result on table 2 revealed that the Educational Administrators do not adequately plan for resources for the establishment and sustenance of entrepreneurial education for diversified economy, the Educational Administrators do not adequately help to source for fund for the sustainability of entrepreneurial education. This findings is in disagreement with Afolabi and Alao (2014) whose assertion show that the role of educational administrators in initiating and sustaining entrepreneurial education are to adequately plan and help to source funds for the programme. The result also revealed that the Educational Administrators carry out quality inspection of the entrepreneurial education. this findings also corroborates the position of Afolabi and Alao (2014) whose finding show that the role of educational administrators are to inspect the entrepreneurship programme to ensure its sustainability. Finally the results also show that the Educational Administrators do not ensure that the quality of staff recruited help to achieve the goals of entrepreneurial education and that educational Administrators do not formulate realistic achievable objectives of

the entrepreneurial education to ensure diversified economy. These findings are in agreement to the findings of Ajayi and Afolabi 2009) whose findings revealed that the role of educational administrators in sustaining entrepreneurial education should aim at achieving realistic objectives and ensuring it quality through effective management of entrepreneurial education.

What are the problems that confront educational administrators towards achieving entrepreneurial and diversified Economy?

The result on table 3 reveal that The Educational Administrators are not well trained on entrepreneurial education for diversified economy, the Educational Administrators are not provided with both human and material on entrepreneurial education for diversified economy, the Educational Administrators ensure that the quality of staff recruited help to achieve the goals of entrepreneurial education and finally the Educational Administrators are not properly motivated to achieve entrepreneurial and diversified economy. These findings agrees with Ogunu (2000) and Ajayi and Afolabi (2014) whose assertions revealed that that the major problem the educational administrators encounter towards achieving and sustaining entrepreneurial education and diversified economy are lack of adequate and qualified human resources been employed by the educational administrators including lack of motivation . Thus, this has led to non-functionality of the entrepreneurship education programme and non-diversification of Nigeria's monolithic economy

Conclusion

Educational administrators remain veritable tools for achieving entrepreneurial and diversified economy to determine the sustainability of the entrepreneurial and diversified economy. Observation shows that the educational administrators are not properly trained, motivated and not provided with adequate human resources for the achieving entrepreneurial and diversified economy. These of course are the some of the reasons why the country is still battling with high rate of unemployment and still practicing a monolithic economy.

Recommendations

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

1. The educational administrators should ensure that adequate and qualified human resources are recruited for ensuring effective entrepreneurial and diversified economy.
2. The educational administrators should be constantly trained on human capacity development for effective entrepreneurial and diversified economy.
3. The school management should ensure that adequate funds and motivation are provided for the educational administrators to ensure entrepreneurial and diversified economy.

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INFLUENCE OF PARENT-CHILD COMMUNICATION ON STUDENTS SELF ESTEEM AND INTEREST IN SCHOOL LEARNING

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Abstract

This study was carried out to ascertain the influence of parent-child communication on Student's self-esteem and interest in school learning. Three research questions and two null hypotheses guided this study. The design of the study is ex-post-facto. The population of this study consists of all the 3819 JSS II Students from Enugu North and South LGAs of Enugu State. The sample of the study comprises four hundred (400) JSS II Students drawn from the population of the study using purposive and simple random sampling techniques. The instruments for data collection are Parent-Child Communication Identification Questionnaire for Warmth and Hostile Parents (PCCQWHP); Self-esteem Questionnaire (SQ) and Interest in Learning Questionnaire (ILQ). Mean and standard deviation were used to answer the research questions while t test was used to test the hypotheses at 0.05 level of significance. The result obtained from the study showed that: There exist two types of parent-child communication namely; Warmth and Hostile in Enugu North and South LGAs of Enugu State; Students from warmth parent-child communication had higher interest in school learning than their counterparts from hostile parent-child communication environment; In line with the findings of the study, the educational implications of the findings were highlighted and the recommendations were proffered. Among others, that advocacy visits should be made by teachers to parents to inform them on the needs to initiate warmth communication with their children and should improve on the structure to enhance student's interest in learning.

Keywords: Parent-Child, Communication, Student, Learning

Introduction

The position of a parent is one great responsibility. This is because it involves the process of nurturing, promoting and supporting the physical, emotional, social and intellectual development of the child. Section 576 of the 1996 Education Act defines a parent as all biological parents, whether married or not, any person who has parental responsibility for a child or any person who has care of a child or young person. According to the Act, having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent has over a child by law. The term parent, according to the World Health Organization (WHO, 2004) denotes a long time family care, which embodies past and present perspectives and deep emotional involvement in the rearing and socialization of a child. Parents are the facilitators of a child's self-concept, interpersonal skills, achievement and sex role behaviour. Parents therefore, are those adults who are having significant input to a child's life.

Legally defined, a child is somebody who is yet to become an adult. The Convention on the Rights of the Child (CRC, 1989) defines a child as a human being less than eighteen years of age unless the law of his or her country deems him or her to be an adult at an earlier age, which is rare. The Child Rights Act (2003) also defines a child as a person who has not attained the age of eighteen years.

In child upbringing, the role of parent-child communication cannot be overlooked. A child is made wholesome or not depending on the influence of the parents' communication with the child. This is because young children learn mainly from their communication with parents, caregivers, guardians and other environmental influences such as church, playground and schools. Parents, in most cases lay down certain specific attainment standards for their children especially in the educational field through communication on which the laid down vital issues needed for proper development of the child's ability to experience and to control his/her own behaviour. (Barnard and Kelly, cited in Ejide, 2002).

Childhood is the age span ranging from birth to adolescence. Children depend on their parents for the provision of their daily needs such as shelter, food, clothes, education and safety. Researchers in Developmental Psychology and Early childhood education categorize childhood into four stages which are infancy and toddlerhood (0-3yrears); early childhood (3-6years); middle childhood (6-11years) and adolescence (11-18years), (World Health Organization WHO, 2004; Laura 2004; Ngwoke and Eze 2004). But this study will concentrate on the middle childhood stage. Middle childhood begins around age 6 or 7, approximating

primary school age. It ends around puberty, which typically marks the beginning of adolescence. In this period, children are attending school, thus developing socially and mentally. This is the phase in life cycle when parent-provided experiences are believed to exert their most significant and salient influences on the growing being (Umeano, 2012). Also, at this stage of development, children depend on others, especially parents for their necessities and socialization. It is in view of this that Bandura (1997) points out that parental influence can affect a child's behaviour and sense of motivation through vicarious learning experiences and supportive communication. This is because children exist within social systems and are continuously interacting with their parents. As a result, the communication does not only influence children's socialization but development of basic traits and also provide observational models that will guide children's self-esteem and interest in whatever they are doing especially learning in school.

Parent-child communication is a form of communication between a parent and a child. It is a combined reciprocal action of a parent and a child that has an effect on each other (Elias, 2006). Parents communicate with their children in various ways depending on the intention of the parents at any point in time. However, parent-child communication in the context of this study will focus on the child's learning in school. Parent-child communication in terms of school learning can be described as the degree to which a parent interacts with children by prompting motivation for learning, helping with cognitive tasks and guiding in school behaviour (Seginer, 2006). Research shows that parent-child communication positively affects the child's performance at school in both primary and secondary schools leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems (Fan and Chen, 2001).

Parent-child communication can be positive or negative and effective or ineffective. Positive and effective parent-child communication entails parents who provide their children with lots of love, understanding and acceptance while they communicate with the children (Bong, 2008). Parents can do this by making themselves available to their children when they have questions or just want to talk, giving warm responses and ready to interact with the children. Positive and effective communication benefits not only the children, but also every member of the family. This is because parental affection and control styles are particularly strong predictors of child behavioural outcome both at home, school and in the wider society.

More specifically, research from the field of attachment has demonstrated that positive parent-child communication characterized by parental sensitivity, responsiveness, emotional warmth and appropriate limit setting predicts a child's academic and cognitive performance, emotional self-regulation and motivational autonomy (Neitzel and Stright, 2003). In general, if communication between parents and their children is good, then their relationships are good as well. This is because children who feel loved and accepted by their parents are more likely to open up and share their thoughts, feelings, and concerns with their parents at home and with teachers in the school.

Conversely, negative and ineffective parent-child communication is when parents exhibit or employ misplaced (i.e. redirecting a child's actions without cause, interrupting a child's actions) or controlling behaviour (making choices for the child and directing his/her play), not designed to withdraw control when the child becomes increasingly independent (Neitzel and Stright, 2003). The parent now, may also be under-directive and provide instructions that are too vague. These parents tend to be intrusive (disrupting a child's activity leading to inhibition or disorganization of the child's behaviour), ineffective communicators and use negative control strategies on their children (Pomerantz and Eaton, 2001). This parental attitude is obvious in the findings of Onyewadume (2004) and Otuadah (2006) who observed that most parents spend little or no time at home to assist in the upbringing of the children thereby having little or no communication with their children. The children in this case, may invariably fall into any association that offers them many opportunities for communication. This could lead the children to get involved in disruptive communication, which will later lead them to deviant behaviours in school and in the society.

Ineffective parental communication, characterized by parental unresponsiveness, insensitivity, over-defectiveness, intrusiveness and harshness, tends to have a negative impact on cognitive and emotional self-regulation as well as academic outcomes (Neitzel and Stright, 2003). It can lead children to believe that they are unimportant, unheard or misunderstood. Such children may also come to see their parents as unhelpful and untrustworthy. When this happens, children seem to be psychologically imbalanced and cannot concentrate in school during lessons even when they are forced to pay attention by their teachers. This situation could also affect the children's development of self-esteem and interest in school learning.

Developing children's self-esteem begins with the life of the parents. Self-esteem is the ability to be assured of one's own abilities, talents, worth, value, as well as, having personal acceptance, approval and respect for oneself. Self-esteem according to McKay and Fanning (2000) is a consequence of the self's capacity for reflexivity, that is, the ability to look at oneself and to evaluate what one sees. Self-evaluations typically give rise to positive or negative self-feelings, such as pride or shame. These self-feelings make self-esteem important both experientially (i.e., they constitute some of our strongest emotions) and motivationally (i.e., people are motivated to seek positive self-feelings and to avoid negative self-feelings). Self-esteem can change over time, but individuals tend to maintain a consistent view of their self-worth due to the need for psychological consistency and the need to resolve cognitive dissonance. The nature of parent child communication that exists in the family could influence children's self-esteem. According to McKay and Fanning (2000), parents' vulnerabilities commonly become those of their children. Parents' strengths and optimism can be an asset for their children. Ultimately, children are a mirrored reflection of the life lived by their parents. If parents' have a particular set of perceived vulnerabilities, limitations, negative self-talk, weaknesses, or negative habitual acts, then the propensity that their children will develop such negative behaviours are increased. Likewise, if parents have developed positive habits, self-talk, and perceivable strengths; their children are placed in an advantageous position to develop a positive self-esteem. It begins with the parents, and those who are in direct daily contact with the children (i.e. teachers, coaches). If parents declare their love for their children, but look at themselves with disdain, then the children will eventually begin to adapt the negative self-talk of the parents. Parents are the gatekeepers of the negative and positive self-talk of their children. After all, children are not born with negative or positive self-talk; it is formed through their primitive developmental years and is commonly a reflection of their interaction with their parents (Canadian Mental Health Association, 2011). The nature of communication between parents and their children could also influence the interest of their children in school learning.

Interest is an important motivator for a child's learning. Personality characteristics like interest also could be influenced by the nature of communication between parents and their wards. Interest, as defined by Philip (2011) is a feeling or emotion that causes attention to focus on an object or a process. Interest emerges as a result of an individual-environment interaction and has been conceptualized as individual interest and situational interest (Mitchell, 1993). Interest is defined by

Obodo (2002), as the attraction, which forces or compels a child to respond to a particular stimulus. This shows that a child develops interest if a particular stimulus is active and arousing or stimulating. This is to say that a child is bound to develop high interest in school learning when there exist positive interaction between the child and his parents.

School learning is the measurable and relatively permanent change in behaviour through experience, instruction or study. According to Ngwoke (2004), school learning is the acquisition of knowledge or skills through study, experience or being taught. It is the act of acquiring new, or modifying existing knowledge, behaviour, skills, values, or preferences and may involve synthesizing different types of information. It is also a type of information that occurs through education or schooling and may be aided by motivation to learn. Children at the early developmental stages need to be exposed to the various experiences that will enhance their interest and motivation in learning, as any impediment will hamper their future learning capacity. Experience is an important feature in learning. Children learn through modelling and experience they have with people, objects and events around them, especially their parents and siblings. It is against this background that the researcher seeks to find out the influence of parent-child communication on students' self-esteem and interest in learning.

Scope of the study

The study was carried out in Enugu North and Enugu East Local Government Areas of Enugu State. The study is delimited to investigating the influence of parent-child communication on students' self-esteem and interest in school learning. The parent-child communication is categorized into warmth and hostile parent child communication. Junior Secondary School Two Students (JSSII) were used for this study.

Research Questions

1. What is the nature of parent-child communication that exists among junior secondary school students in Enugu State?
2. What is the influence of parent-child communication on junior secondary school students self-esteem in school in Enugu State?
3. What is the influence of parent-child communication on Student's interest in school learning?

Hypotheses

HO_1: There is no significant influence of parent child communication on Student's self-esteem in school learning?

HO_2: There is no significant influence of parent child communication on Student's interest in school learning?

Methodology

Design of the Study

The design of the study is ex-post-facto design.

Area of the Study

This study was carried out in Enugu North and South Local government area of Enugu State.

Population of the Study

The population of the study comprises all the JSS II Students in Enugu North and South local government area, with a total number of 13819 JSS II Students (**Source:** Research and Statistics Unit, Post Primary School Management Board, 2017).

Sample and Sampling Technique

The sample for this study comprises 400 JSS II Students, drawn from the population of the study using simple random sampling techniques. 200 students were selected from the two Local Government Areas each.

Instrument for Data Collection

Three instruments were used for data collection in this study namely: Parent-child Communication for School Learning Questionnaire (PCCSLQ), Child self-esteem questionnaire (CSEQ) and Child Interest in School Learning Questionnaire (CISLQ). The instruments were developed by the researcher and validated by three experts from the Faculty of Education, University of Nigeria Nsukka. The reliability of instruments were determined by trial testing the instruments using twenty JSS II students from Nsukka LGA of Enugu State and the information obtained were used to compute the reliability of the instrument using Cronbach Alpha Formula and they yielded the following reliability index; Parent-child communication for School Learning Questionnaire = 0.82; Self-esteem

questionnaire (SQ) = 0.70 and; Interest in Learning Questionnaire = 0.80 these are high enough for the instruments to be considered reliable.

Method of Data Analysis

The data collected were analyzed using descriptive and t-test statistics.

RESULTS

Research Question 1

What is the nature of parent-child communication that exists in school learning?

Table 1: Mean (·) and standard deviation on the nature of parent-child communication that exist in school learning

PARENT-CHILD COMMUNICATION	N	·	SD
WARMTH	182	2.73	0.34
HOSTILE	218	1.74	0.39

Data on table 1 showed that students with mean rating of 2.73 and standard deviation of 0.34 are from Warmth Parent Child Communication background while Students with mean rating of 1.74 and standard deviation of 0.39 are from Hostile Parent Child Communication background. This decision is based on the mean cut-off point of 2.5 as decision rule in this study.

Research Question 2: What is the influence of parent-child communication on Students' interest in school learning?

Table 2: Mean (·) and standard deviation (SD) on influence of parent child communication on Student's interest in school learning

PARENT-CHILD COMMUNICATION	N	·	SD
WARMTH	182	2.69	0.77
HOSTILE	218	1.72	0.03

Data in the table 2 showed that students from warmth parent child communication environment had mean rating of 2.69 with standard deviation of 0.77 on interest in

school learning while Students from hostile parent child communication environment had mean rating of 1.72 with standard deviation of 0.03 in school learning. Based on the mean cut-off point of 2.05, students from warmth parent-child communication had higher interest in school learning than their counterparts from hostile parent-child communication environment. Therefore, Parent Child Communication influences school learning.

Research Question 3:
What is the influence of parent child communication on Student's self-esteem in school learning?

Table 3: Mean (·) and standard deviation (SD) on influence of parent child communication on student's self-esteem in school learning

PARENT-CHILD COMMUNICATION	N	·	SD
WARMTH	182	3.14	0.05
HOSTILE	218	1.72	0.06

Data in table 3 showed that students from warmth parent child communication environment had mean rating of 3.14 with standard deviation of 0.05 while Students from hostile parent child communication environment had mean rating of 1.72 with standard deviation of 0.06 in self-esteem. Based on the mean cut-off point of 2.05, students from warmth parent-child communication had higher self-esteem to school learning than their counterparts from hostile parent-child communication environment. Therefore, Parent Child Communication influences students' self-esteem to school learning.

Hypotheses
The two hypotheses were tested using t-test. Summary of the analysis for the two null hypotheses are shown individually in table 4 and 5

***H_{o1}*:** there is no significant influence of parent-child communication students' interest in school learning

Table 4: t-test on the influence of parent-child communication students' interest in school learning

Parent-Child Communication	N	▪	SD	T	Df	Sig.	Decision
Warmth	182	2.29	0.77	15.240	266.125	.000	Significant
Hostile	218	1.72	0.39				

An independent sample t-test was conducted to compare scores for self-esteem of students from warmth and hostile parent-communication.

There was significant difference in scores for pupil from warmth parent child communication environment (M=2.29, SD = 0.77) and students from hostile parent-child communication (M = 1.72, SD = 0.039; t (266.125) = 15.240, p = .000 two-tailed). The null hypothesis was therefore, rejected at 0.05 level of significance, which means that there was significant influence of parent child communication on students' interest in school leaning.

***H_{o2}*:** there is no significant influence of parent-child communication on students' self-esteem to school learning

Table 5: t-test on the influence of parent-child communication on students' self-esteem in school learning

Parent-Child Communication	N	▪	SD	T	Df	Sig.	Decision
Warmth	182	3.14	0.05	15.437	257.611	.000	Significant
Hostile	218	1.72					

An independent sample t-test was conducted to compare scores for self-esteem of pupil from warmth and hostile parent-communication.

There was significant difference in scores for students from warmth parent child communication environment (M=3.14, SD = 0.05) and students from hostile parent-child communication (M = 1.72, SD = 0.039; t (257.611) = 15.622, p = .000 two-tailed). The null hypothesis was therefore, rejected at 0.05 level of significance, meaning that there was significant influence of parent child communication on students self-esteem in school learning.

The findings of this study revealed that there exists two types of parent child communications in Enugu North and South Local Government Area of Enugu State. Parent-child communication is one of the most important aspects of parenting which requires growing attention and time though not an easy one for both parents. The finding of this study are in line with the findings of Ntazi (2009) who investigated the influence of parent child communication on children's self-esteem and ego-identity and found out that there exist two forms of parent child communication in Abuja municipal which are friendly and harsh parents. The findings of this study are also in agreement with the finding of Huston (2001) who studied the forms of parent child interaction in relation to achievement and interest in school.

The finding of the study also revealed that students from warmth parent-child communication environment have higher self-esteem in school learning. This could be as a result of the nature of care and support they get from their parents. It could also be as a result of the comfort and security they get from their parents which made them to relate it to their interest in school learning. Because Self-esteem is a disposition that a people have which represents their judgments of their own worthiness, children from warmth parent-child communication environment have greater opportunity to develop high self-esteem in schooling because of the encouragement they enjoy from their parents. The findings of this study is in line with the finding of Huston (2001) who studied the forms of parent child interaction in relation to achievement and self-esteem in school and found out that students from positive parent-child communication environment have high achievement and self-esteem in schooling.

Educational Implications of the Findings and Recommendation

This study has implications for parents and teachers. From the findings, it can be deduced that parent-child communication influences interest and self-esteem of students in school learning. This implies that parents should make efforts especially at initiating good parent-child communication so that they will interact with their children more, thereby finding out their major problems especially with regards to school learning. On the part of the teachers, they should periodically go for advocacy visits to parents of their students to determine some of the problems that lead to low interest in and self-esteem of the students to school learning and proffer solutions where necessary to parents on some of the strategies they should initiate to create warmth parent-child communication.

Based on the findings of this study, it is recommendations that provisions should be made to facilitate active participation of parents in school activities so that they can learn how to enhance their children's interest and self-esteem to school learning

1. Advocacy visits should be made by teachers to parents to inform them on the needs to initiate warmth communication with their children
2. Curriculum planners should structure the school curriculum to ensure that the learners' interest are take into cognisance
3. There should be adequate provision of necessary facilities by the school administrator to enhance students interest and self-esteem to school learning

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LEVEL OF UTILIZATION OF E-LEARNING IN TEACHING AND LEARNING OF SELECTED PROGRAMMES IN UNIVERSITIES IN ENUGU STATE, NIGERIA

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Abstract

*Level of utilization of e-learning in teaching and learning of selected programmes in universities by **C**omputer **E**ducators(CE) and **M**athematics **E**ducators(ME) have been examined .This study is made up of 46 Computer and Mathematics Educators (24 CE and 22 ME) from two universities purposely selected from Enugu State, Nigeria. The entire population was used due to manageable size. Three research questions and three null hypotheses guided the study. A structured questionnaire made up of 20items was used to collect data on the level of utilization of e-learning by the university educators in teaching and learning. The 20-item instrument Computer/Mathematics E-learning activities (COMATEL) with internal consistency of 0.79 was obtained using cronbach alpha. The research questions were answered using means and standard deviations while t-test for independent variables was used for the formulated null hypotheses at 0.05 level of significance. The result revealed among others that Computer Educators utilized online/offline e-learning activities in teaching and learning more than Mathematics Educators. However, significant difference existed in only one item. It was also revealed that there is need for improvement on the level of utilization of e-learning items as seen in the result by both groups of lecturers. It was recommended based on the result that more*

trainings on online/offline e-learning be organized for all university Educators especially *Mathematics Educators and Computer Educators that train both other educators and future teachers in computer usage for basic- scientific and technological development.*

Keywords: E-learning in education, teaching, learning, utilization, Computer and Mathematics Education.

Introduction

Background of the Study

Electronic Learning alias e-Learning play a vital role in scientific and technological development everywhere in this technological era. E-Learning makes use of offline/online computer and mobile technologies in teaching and learning. Online e-learning makes use of Internet while offline e-learning makes use of already downloaded materials. In line with this, Ally and Tsinakos (2014) indicated that through e-learning, students are given ability to learn in both offline and online. This implies that e-learning can take place with or without the Internet provided computer or other related devices are used. The development in technology has made it imperative for educational organizations and the industries to constantly upgrade their strategies and policies in teaching and learning as a way to remain effective. Technology develops the human capacity which is the key for sustainable economy. The study of the skills and their application is therefore necessary in e-learning since it is a self-study learning method. The skills are found in activities carried out online, offline or both. Online learning exists when internet is used while offline learning exists when one's computer is not connected to the internet. Technical education encompasses e-learning which helps people learn in ways that are easier and faster. The e-learning tools like hardware and software or the online services enable users to create course, stimulate or do other jobs. These tools need to be used well or operated with care in order to get a task done. Acquiring these skills is the aim of Technical Education. This makes e-learning and technical education to go hand in hand to get a job done by teachers in both online and offline. Teachers' job using e-learning therefore can be online, offline or both.

Teachers and students play vital role in education and education is a process of imparting knowledge to students by teachers. Teaching and learning processes can take place inside and outside a classroom using smart phone or computer system. According to Anumudu (2010), success in education needs good teaching

method which comprises the principles and methods used for instruction. The methods are implemented by teachers to achieve the desired learning by students (Ngwu, 2007). It is generally stated that no education system can rise above the quality of its teachers as the standard of teachers invariably affects the performance of the pupils and students (FME, 2009). This implies that a well-informed teacher informs the students and learning takes place when students, who are learners, change in desired direction.

Efforts are constantly being made by educators in the field to improve the quality of teachers//lecturers through training, re-training, workshops and conferences. Despite the efforts being made, mass failures still exist in key subjects such as English, Mathematics, biology & Computer Studies in external examinations year after year (Azuka,2013; WAEC,2015).There is need to proffer solution. Many programmes are carried out in universities but the researchers selected Computer and Mathematics Education programmes, which involve practical teaching. Lecturers of these programmes carry out data analyses/interpretation of results after research for both themselves and for other lecturers. Charles Babbage, the father of Computer, was a Mathematician (Adebiyi, 2010). Adebiyi brought the two subjects – Computer and Mathematics Education together by indicating that Charles Babbage, otherwise called father of Computer, was a British Mathematician and inventor, who designed and built mechanical computing machine on principles that predicted the modern electronic Computer. In the 1820s, Babbage began developing Difference Engine, a mechanical device that can perform simple mathematical calculations, but was unable to complete it due to lack of funding. The work was however completed in 1991 by another Mathematical Scientist from Britain and the machine worked perfectly well, thereby proving that Babbage's design was a perfect one. This implies that Computer Education is a brain child of Mathematics Education. One can learn from the other and the two can work as a team to move Computer learning activities forward. It, therefore, becomes necessary to explore level of utilization of different activities in online/offline e-Learning in teaching and learning by Computer Education (CE) and Mathematics Education (ME) lecturers. Teachers in these areas ought to teach others how to teach using computer as a medium of instruction.

This study will be beneficial to all educators in the field, especially Computer and Mathematics Educators, as some e-learning activities: online, offline

& online/offline will be seen. It is very apt at a time like this, when students at all levels are seen with mobile phones, laptops and other electronic gadgets, clicking the key board and viewing one form of application and the other. Unfortunately, these gadgets are not often used for learning purposes. One wonders when these students read to enable good grades. It is, therefore, the duty of teachers, as curriculum implementers, to redirect students aright on the correct use of these gadgets in learning processes, where online and/or offline e-learning can be utilized.

Information technologies that promote understanding by students are needed to solve the problem of year by year poor performance by students in science and technological subjects which has Mathematics and Computer Studies as the basics, driving other subjects such as Biology and Technical Education (directly or indirectly).Biology involves life, while Technology involves the acquisition of practical skills used in Computer and Mathematics Education. Everyone, therefore, utilizes Mathematics and Computer Education concepts in teaching and learning. Manipulation of data such as numeric data is a common feature in the two. Also, the two programmes base their measurements in the four scales of measurements namely nominal, ordinal, interval and ratio scales. No wonder some universities have the two subjects in one Department.

Computer and Mathematics Educators ought to utilize online/ offline e-learning activities in teaching and learning to improve students' performance in all subjects including Biology. According to Ude (2011), the knowledge of Biology as a subject by secondary school students makes the students well informed and motivated to assume roles in which the practical and theoretical aspects are used in unravelling some basic problems of life like sickle cell anaemia and albinism. It has also been established that population ecology which is a branch of biology needs the knowledge of mathematics by both the teacher and the students for effective teaching and learning. This can be seen in the determination of population density where the necessity of mathematics is glaring as well as in the development of a simplified framework for studying nature's complex ecological systems. Ecologists are often interested in how populations, communities and ecosystem change in space and time; and dynamical systems theory is a branch of mathematics that deals with dynamics. No wonder Onah (2015) joined other Educators in the field in calling Mathematics queen of all science subjects and king of all Arts subjects.

Utilization and use can be interchangeable in teaching and learning, which means that there are other materials in teaching and learning in addition to the ones being discussed for effective teaching by a teacher. According to Daintith (2004), mobile learning or m-learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT) to enable learning anytime and anywhere, online and or offline. Daintith indicated that the following activities are seen in mobile learning: using mobile learning to access educational resources; connect with others; create content both inside and outside classroom; make efforts to support broad educational goals such as effective administration of the school system; and improved communication between schools and families. One can, therefore, view mobile learning as learning across multiple contexts, through social and content interactions, using personal electronic devices. This is why "Bring Your Own Device" (BYOD) is emphasized in teaching computer concepts offline, online or both.

Some authors view mobile learning as a form of distance education; that m-learners use mobile device educational technology at their convenient time, in both offline and online modes .Distance learning, according to NTI (2015), is the use of offline and online facilities in learning from a distance. Distance learning is also the use of communication facilities in form of interactive websites, e-mailing, audio/video-teleconferencing in e-classroom, audacity software in PowerPoint Presentation in support of teaching and learning. In line with this, Midgley (2016) in answering the question 'what is offline learning?' stated that offline learning is a way of learning remotely without being in regular face-to-face contact with a teacher in a classroom. Using a practical example, Midgley indicated that the advent of internet and wide spread of the use of computer has made it possible for huge growth in distantly delivered tuition and study. Midgley also stated that in the US, more than 270,000 undergraduates were, at that time, taking their first degrees via offline learning, together with some 108,000 postgraduate students.

Mobile learning and distance learning are also seen in online. Offline e-learning. Rosenberg in Onah (2015) viewed e-learning as the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. This means that Internet facilities must be present before e-learning can take place thereby suggesting online learning. However, e-learning has many definitions. Some educators view the concept as learning with computer in an

online environment while others define it to be learning in an offline environment with computer as the medium for downloading materials from the Internet. In this research, learning outcome from online, offline and online/offline activities are part of e -learning since computer is used as a medium of instruction in each case. The only difference is on the type of environment: offline or online environment. Any lecturer can use one's smart phone or laptop with Modern for online teaching and learning or to download materials for online instructions. One can also use already downloaded materials for offline learning.

In this research, learning using e-learning activities can be offline or online. Also, mobile device can be used. Citing an example for instance, there is a centre for distance e-learning (CDel) in University of Nigeria Nsukka. Here, a facilitator can employ mobile smart phone in teaching. Hence, learners can follow suit. In this context as earlier stated, the only difference between online, offline, online/offline e-learning activities in the provision of Internet facilities for teaching and learning materials when learning is taking place by the students. Activity mainly involved in online, offline, online/offline e-learning can be used as a focus in each case. Some of the activities are, however, interwoven especially in online/offline e-learning activities. Learning is a dynamic process because one continues to learn until death.

Since Computer and Mathematics Education lecturers can facilitate learning processes using computer as a medium of instruction, carryout data analyses/interpretation of results after research for both themselves and other lecturers more often than others, it becomes necessary to explore levels of utilization of different activities online/offline online, offline and online/offline e-learning in teaching and learning of selected programmes in Universities in Enugu State. This has necessitated for this research work to examine and proffer solution.

Statement of the Problem

Mass failures of students have been recorded, especially in the Science and Technological subjects including Computer studies and Mathematics. This constitutes worries to Educators in the field. Most students are also found to be using mobile phones and laptops. However, students use these gadgets mainly for social activities. If teachers, especially Computer and Mathematics Educators, utilize online/offline e-learning activities in teaching and learning, students may be

redirected to the right use of their electronic gadgets, as it concerns learning. Things may change in the Education industry in the positive direction. The question now is: Will the use of Computer and Mathematics E-learning (COMATEL) make any impart?

Purpose of the Study

The main purpose of this study is to find out the level of utilization of e-learning in teaching and learning of selected programmes in universities. Specifically, this study sought to determine: the level in which Computer Educators and Mathematics Educators' University lecturers utilize:

1. Online e-learning activities in teaching and learning.
2. Offline e-learning activities in teaching and learning.
3. Online/offline .e-learning activities in teaching and learning.

Research Questions

1. What is the level of utilization of online e-learning activities in teaching and learning by Computer and Mathematics Education lecturers?
2. What is the level of utilization of offline e-learning activities in teaching and learning by Computer and Mathematics Education lecturers?
3. What is the level of utilization of online/offline e-learning activities in teaching and learning by Computer and Mathematics Education lecturers?

Hypotheses

The following null Hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean response of Computer Educators and Mathematics Educators on the use of online e-learning activities in teaching and learning.
2. There is no significant difference in the mean responses of Computer Educators and Mathematics Educators on the use of offline e-learning activities in teaching and learning.
3. There is no significant difference in the mean responses of Computer Educators and Mathematics Educators on the use of online/offline e- learning activities in teaching and learning.

Methodology

A descriptive survey design was adopted in this study to determine the level of utilization of online, offline, online/offline e-learning activities in teaching and learning by Computer Education and Mathematics Education University lecturers in Enugu state. Purposive random sampling was employed in selecting two Universities in Enugu state that have Computer and Mathematics Education in the same Department, called Science Education Department. The Universities are Enugu State University of Science& Technology (ESUT) and National Open University (NAOU), Enugu State branch. The population comprised of 46 (24CE, 22ME) Educators, 27 CE & ME from ESUT, and 19 CE &ME lecturers from NAOU. The entire population of 46 Educators was used due to manageable size. The Mathematics, Computer E-learning (COMATEL) instrument used was adapted in a four point likert scale. The response categories are as follows: Very Great Use (VGU), Great Use (GU), Low Use (LU) and Very Low Use (VLU), with weightings: 4points, 3points, 2points and 1point respectively. The instrument COMATEL was face validated by 5 experts in the field (3CE and 2ME experts) from the University of Nigeria Nsukka. COMATEL was trial tested in a similar department from Ebonyi State University and the reliability coefficient was found to be 0.79 using cronbach alpha.

The copies of COMATEL were distributed to respondents by the researchers with the help of two research assistants from each of the two universities studied, and retrieved on the spot. Data collected was analysed using mean for research questions, and t-test statistics was used for testing the null hypotheses at 0.05 level of significance.Mean≥2.50 implies Great Use (GU), while Mean ≤2.49 signifies Low Use(LU).Critical t-test from table = 2.02 at 44 degrees of freedom(i.e. 24+22 -2= 44). The null hypotheses were upheld when t-calculated was less than critical t-value of 2.02 (i.e. t-cal. =2.02) but rejected when the t-calculated was greater than critical t-value of 2.02 for 44 degrees of freedom.

Result

Research Question 1: What is the level of utilization of online e-learning activities in teaching and learning by Computer and Mathematics Education lecturers?

Table1:
Mean, standard deviation and t-test results of Lecturers on the level of utilization of online e-learning activity in support of teaching and learning.
Use of e- learning involving online to:

Computer **E**ducators (**CE**) **M**athematics **E**ducators(**ME**)

t-crit=2.02

S/N	ITEMS	Mean (M1)	SD1	RMK (RQs)	Mean (M2)	SD2	RMK (RQs)	t-cal.	RMK (HO1)
1.	Access educational resources Online.	3.12	0.64	GU	2.95	0.99	GU	0.06	NS
2.	Connect with others through e-mails.	2.83	1.72	GU	2.78	1.09	GU	0.18	NS
3.	Download different online strategies for teaching.	3.17	0.75	GU	3.00	0.97	GU	0.07	NS
4.	Develop students' capacities through Internet.	3.00	1.10	GU	2.97	1.05	GU	0.12	NS
5.	Supervise students' projects online.	2.97	1.17	GU	1.95	1.15	GU	0.14	NS
6.	Access students' assignment online.	3.37	1.51	GU	3.20	0.96	GU	0.09	NS

Key to tables 1, 2& 3:

Degrees of freedom =n1+n2-2= 22+24-2 = 44 for this research, giving a **t-critical** value of 2.02 at 0.05 level of significance for two tailed test from critical t-value(i.e **t-crit=**2.02).

M1, SD1 & n1 imply Mean, Standard deviation & number for Computer Educators (CE).

M2, SD2 & n2 imply Mean, Standard deviation &number for Mathematics Educators (ME)

Result in Table 1 indicated that in all the six items, both groups of lecturers utilized online activities in teaching and learning. The mean for each group in each item is above 2.50 which is the criterion mean in a 4point scale, showing high level of use [i.e. great use (GU)].T-test calculated values in each activity is less than the table value of t (ie t-critical) in each activity, signifying that there is no significant difference on their mean responses.

Research Question2: What is the level of utilization of offline e-learning activity in teaching and learning by Computer and Mathematics Education Lecturers?

Table2:

Mean, standard deviation and t-test results of Lecturers on the level of utilization of offline e-learning activity in teaching and learning.

Use of offline e-learning to:

Computer Educators (CE) **Mathematics** Educators (ME)
t-crit=2.02

S/N	ITEMS	Mean (M1)	SD1	RMK (RQs)	Mean (M2)	SD2	RMK (RQs)	t-cal.	RMK (HO2)
7.	Study downloaded materials without Internet.	3.34	0.52	GU	3.33	0.92	GU	0.01	NS
8.	Practice downloaded MS Excel concepts.	2.77	1.17	GU	2.69	1.12	GU	0.19	NS
9.	Receive help from offline mails.	3.05	1.05	GU	3.02	0.95	GU	0.06	NS
10.	Teach students construction of SMS offline.	3.20	0.95	GU	3.20	0.91	GU	0.01	NS
11.	Interact with students in table creation.	2.71	1.13	GU	2.69	1.12	GU	0.08	NS
12.	Connect with students by teaching genotype.	2.70	1.16	GU	2.67	1.09	GU	0.13	NS

Result in Table 2 indicated that in all the six items, both groups of lecturers utilized offline e-learning activities in teaching and learning. The mean for each group in each item is above 2.50 which is the criterion mean in a 4point scale, showing high level of use [great use (GU)]; and t-calculated value in each activity is less than the table value of t (t-crit=2.02) in each activity, signifying that there is no significant difference in the mean achievement scores of both lecturers – Computer Educators and Mathematics Educators – in online/offline e-learning activities.

Research Question 3: What is the level of utilization of online/offline e-learning activity in teaching and learning by Computer and Mathematics Education Lecturers?

Table3: Mean, standard deviation and t-test results of Lecturers on the level of utilization of online/offline e- learning activity in teaching and learning.

Use of online/offline e-learning activities in:

ComputerEducators(CE) MathematicsEducation(ME)

t-crit=2.02

S/N	ITEMS	Mean (M1)	SD1	RMK (RQs)	Mean (M2)	SD2	RMK (RQs)	t-cal.	RMK (HO3)
13.	Asking students what their goals are using information from the Net.	3.30	0.97	GU	3.29	0.87	GU	0.05	NS
14.	Triggering prior knowledge in an online environment using CAI package.	2.70	0.92	GU	2.69	0.90	GU	0.01	NS
15.	Using real life scenarios from online/ offline materials in PowerPoint slides.	3.31	0.89	GU	3.30	0.95	GU	0.02	NS
16.	Retrieving downloaded materials in CD/Flash.	2.71	1.14	GU	2.69	1.17	GU	0.01	NS
17.	Finding out what students are and stimulating them to desire more through audacity usage and web uploading.	2.90	0.82	GU	2.89	0.88	GU	0.09	NS
18.	Showing students how to learn in both offline/online environments.	2.85	0.99	GU	2.84	1.00	GU	0.01	NS
19.	Connecting/interacting with the students practically.	3.97	1.10	GU	2.45	1.32	LU	4.07	S
20.	Asking students to share their challenges with the class using phones or laptops.	2.60	1.21	GU	2.58	1.25	GU	0.09	NS

Table 3 result indicated that for all the 8 items for online/offline e-learning, both groups of lecturers utilized e- learning activities in teaching and learning in 7items.For item 19, Computer Educators also registered Great Use (GU) but Mathematics Educators registered Low Use (LU). The mean for each group in each of the 7 items is above 2.50 while item 19 had a mean value of 2.45 which is below 2.50. Also, hypothesis in each case showed no significant difference since calculated t value presented in the table is less than t-critical value of 2.02 in each of the 7items.Item 19 needs to be addressed especially on the part of Mathematics Education lecturers that registered Low use(LU). There was also a significant difference in the mean responses of Computer Educators and Mathematics Educators on e-learning activity involving connecting and interacting with the students practically, as seen in item 19. This is because t-calculated value of 4.07 is greater than critical t value of 2.02, for only item 19.

Discussion of Results

The result in Table 1 shows that online e-learning activities were utilized by both Computer and Mathematics Education lecturers in teaching and learning. There was no significant difference in the mean responses of two groups of lecturers in the level of the use of online e-learning while teaching. Similarly, result in Table 2 shows that offline e-learning activities were utilized by the two groups of lecturers, and there was no significant difference in the mean responses of the two groups of lecturers in the level of use of distance learning while teaching. Result in Table 3, however, shows that the two groups of lecturers utilized online/offline e-learning activities while teaching the students in some items, but there was a significant difference in the mean response of Computer and Mathematics Education lecturers in e-learning activities involving connecting and interacting with the students while teaching. The significant difference was observed in favour of Computer Education lecturers who utilized the item more than the Mathematics Education lecturers. Although both groups of lecturers recorded great use in many items, Mathematics Educators had lower mean in many items, but there was no significant difference in the mean response of the two groups except in item 19.

Generally, the finding in each case is in agreement with Adebiyi (2010) who opined that Charles Babbage, alias the father of Computer, was a British Mathematician who designed and built mechanical computing machine on the principles that predicted the modern electronic Computer. The two groups can, therefore, work harmoniously to move basic computer concepts to higher level. In line with this, Olaitan and Ekong (2015) stated that there is need for expert functionality for facilitated problem-solving. The authors are of the view that Mathematicians can formulate mathematically related problems; that effective solution of the problems justifies the need for integration of experts into a team called interdisciplinary team. This team would be in a position to design different strategies for solving the problems depending on which of the specialized area the problem emanated from. Similarly, interdisciplinary subject are to be encouraged by many educators in the field.

In the words of Obe (2014), the interdisciplinary nature of any text or journal singles it as a unique write up which is full of advantages. According to Onah&Onah (2016), advantages of Computer Aided Learning (CAL) and Computer Aided Instruction (CAI) demand the need to create computer awareness

everywhere by all and sundry.Also, Onah&Obi (2016) developed ELEPAN package in Computer Networking and found the package to be very effective in teaching students basic concepts in Computer Networking. It was found to expose students more to mobile, distance and e-learning activities needed for scientific and technological development. Cook &Smith (2009) also opined that mobile learning can be used in many ways.

At this juncture, one can state that interdisciplinary approach of problem-solving makes for effectiveness and every lecturer needs to utilize mobile, distance and e-learning in support of teaching and learning, especially Computer Education and Mathematics Education lecturers that teach other basic computer concepts. The findings were also in line with Brindly, Walti & Blaschke (2009) who listed some tips to improve online learners. The researchers are of the view that computer usage ought to teach both lecturers and students current e-learning activities involved in teaching and learning. Teachers can introduce practically how to include audacity in PowerPoint presentation to enrich each slide with audio presentation while teaching is going on. This is apt since the result revealed lower level of utilization by Mathematics educators in e-learning activity involving practical.

More practical work are needed by all teachers especially Mathematics Educators that teach computer concepts to others along with Computer Educators. When this is done, Scientific and technological development is expected since Computer and Mathematics Educators will expose students to needed online and/or offline e-learning activities for scientific and technological development. Biology and Vocational Technical Educators can follow suit.

Conclusion

Based on the findings of the study, there is great need to devise means of utilizing online, offline and online/offline e-learning activities in teaching and learning at all education level. Students will be redirected in the use of their gadgets – laptops and smart phones – positively, to enhance learning. Computer and Mathematics Educators can work hand in hand in teaching online, offline and online/offline e-learning activities practically. Utilization of online, offline and online/offline e-learning in teaching and learning has positive effects generally and ought to be encouraged by all and sundry for scientific and technological development in Enugu state particularly and Nigeria at large.

Recommendations

1. Computer and Mathematics Educators should incorporate and encourage activities that promote the utilization of online e-learning, via teaching their students in this line, using the devices available to the students. (i.e. mobile phones and laptops.)
2. Computer and Mathematics Educators, in collaboration with the government, also need to train and retrain teachers at all levels of education through organized conferences and workshops where awareness on the benefits of offline e-learning would be created. Dissemination of information can be done on how to utilize offline e-learning for national development both scientifically and technologically.
3. Interdisciplinary research should be encouraged by researchers for information sharing and production of quality research work on online/offline e-learning activities. Computer and Mathematics educators should teach students practically. Other science/vocational teachers and student-teachers in the field of study can equally be taught so as to teach online/offline e-learning to all and sundry.

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PRIVATE-PUBLIC PARTNERSHIP (PPP): A MISSING LINK IN EFFECTIVE DELIVERY OF INNOVATIVE EDUCATION FOR COMPETITIVENESS IN A GLOBAL ECONOMY

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Abstract

It is a clear fact that Nigeria is struggling with many socio-economic problems such as social inequality, socio-economic problem and unemployment among the youth. Every nation is expected to have good, skilled and competent workforce. Innovative Education is designed to train skilled personnel which will help to reduce the menace of poverty and unemployment. Unfortunately, Innovative Education in Nigeria is neglected. It is believed that corroboration of Private and Public Partnership (PPP) strategy can go a long way in correcting the issue of these socioeconomic problems, social inequality and youth unemployment. Therefore, the aim of this paper is to enlighten the public on how the strategy of Private and Public Partnership (PPP) can be used to solve the existing problem. Secondly, was to highlight the urgent need of Innovative Education in Nigerian schools. In so doing, the concept of Innovative Education and its objective was discussed. The role of Innovative Education in National development was also highlighted. Some major hindrances obstructing the effective delivery of Innovative Education were enumerated which involves: lack of finance, good teaching equipments and lack of well-planned curriculum. The paper came to conclusion with the fact that Private and Public Partnership (PPP) should work together to provide Innovative Education that can solve the existing problems. Suggestion on ways these problems could be solved include that hands from both Private and Public Partnership (PPP) should be put on deck in providing infrastructural facilities for Innovative Education. It is also expected that all facets of technology should see it as something good and worth doing in providing these amenities.

Keywords*:* Private-Public Partnership (PPP); Government; Innovational Education, Good Delivery.

Introduction

Nigeria has been among the poor countries that encounter series of socio-economic challenges like social in-equality, youth unemployment, lack of skilled work force, poor industrialization and slow economic development. These problems lead our youth to all kind of troubles like arm-robbery and all sorts of illegal act. Nwachukwu, (2014) commented that despite the abundance of natural resources, Nigerian youths are still faced with poverty and unemployment which leads them to all kinds of illegal activities and violent crimes. To arrest this ugly behaviour industrialization is very necessary because it can accommodate the unemployed youth. Skills and competences of work force is at paramount demand for any nation to build its economy. In the same vein, Mustapha and Greenan (2002) stated that the economic competitiveness of a country depends on the skills and competencies of the workforce which in turn depends on the quality of country's education and training system. Skilled workers are highly needed for any country to survive. In line with this (Okoye & Okwelle, 2013) commented that the economy of any nation does not depend solely on the educated population but partly on a large pool of skilled workers that can handle the rapidly changing demands of the labour market. He still maintained that no nation can adequately develop if it neglects the development of its skilled workforce. Any nation without good skilled personnel always produces poor workforce, it also create high level of unemployment. The social and economic well-being of a nation is a function of the quality of its workforce (Agbobu & Oladokun, 2004 cited by Collins, 2012).

Caleb, Nsini & Hart, (2012) confirm this as they commented, that the poor workforce situation in Nigeria due to poor skills and obsolete technologies have led to the high level of unemployment, increased inequality and exclusion. This problem of unskilled personnel calls for the urgent need of Innovative Education which can help immensely to correct this cancer- worm of socio-economic problem, inequality, unemployment and all crimes it has brought to the nation, Nigeria, hence, the urgent need for Innovative Education.

The term Innovation can be described as a process, which involves the transformation of innovative and creative ideas into profitable activities especially outside an existing organization. Kirkland & Sutch, (2009) added that, innovation can be defined as a new idea or a further development of an existing product, process or method that is applied in a specific context with the intention to create a

new value. Nwachukwu, (2014) also confirmed, that it is a form of education which purpose is to prepare person(s) for employment in an occupation or group of occupations. In addition Innovative Education answers question like how can one make ideas real, relevant, interesting and affordable for public use. It also calls to use technology and empower every sector of learning which promote change. Akudolu (2010), affirmed that the goal of Innovative Education is for learners to acquire entrepreneurial capacities and skill that will make them to be self-reliant and self-employed. Entrepreneurial capacities include: ability to take risks, create opportunities and resources. Usoro & Udoudo, (2012) agreed that Innovative Education is the key and the bedrock upon which every nation hang their socio-economic development. Innovative Education plays critical role in national development which accounts for the various programmes and interventions being undertaken by many national governments and international agencies in recent years aimed at revitalizing in Innovative Education, many countries across the globe. Certainly this Innovative Education will provide skills and competences needed, though it encounters some hindrances as enumerated below:

Lack of Finance: Innovative Education need finance with which to purchase the equipment and infrastructure for the training of personnel, good road for easy transportation of the goods and equipment, electricity and good source of water supply for the smooth running of the training for students.

Good teaching equipment: This is highly needed to make the parting of the knowledge to be easier.

Lack of well-planned curriculum: Curriculum which includes Innovative Education is lacking in some our school both secondary and tertiary institutions. Such curriculum is urgently needed if skills and competences can be achieved.

Considering the poor level of our economic growth in providing this Innovative Education, it is good to call on both Government and Public Private Partnership (PPP) to join hands together in solving the problem of this lack of competent personnel which can be achieve through creating programmes for Innovative Education in Nigeria**.**

Public-Private Partnership in Corroboration with Government.

For Innovative Education to hold effectively in Nigeria with poor economic growth, it is necessary that Public Private Partnership should join hands in hands with the Government in order to provide all that is needed for such education.

Innovative Education in Nigeria is in crisis occasioned by the declining resource inputs, particularly, from the Government and it is in immediate need of intervention. This has necessitated the search for a better measure to solve the problem - which is traced to a Private-Public Partnership strategy. This will help the Government to improve on her services by offering educational programmes - such as vocational training, career education, and workplace training/education. (Okoye & Okwelle, 2013) commented that Public Private Partnership is of great importance to economic growth of any nation. It has important implication for the role of the state vis-a-vis the private sector as a provider of public services, including education systems. While doing this partnership it is good to inform Educational Planners to involve the need of the Innovative Education in their curriculum. It is good to remind them that what is done in industries is expected to be taught in school. In the same vein, Uneke (2017) observed that there is need of qualified Mathematics teacher and Mathematics laboratory to be provided to enable students to concretize, internalize and retain knowledge, with which they can create ideas, develop existing product which Innovative Education calls for. Egboh and Chukwuemeka (2012) regretted that less than 1% of secondary education in Nigeria is oriented towards technical and vocational skills. It was also noticed that some tertiary institutions record dumps of outdated and obsolete machines, equipment and tools instead of working instruments. In addition most teachers lack the knowledge and perform little in imparting the technical knowledge to students.

Conclusion

Educational system in Nigeria is expected to provide relevant skills and competences, like Innovative Education for the youth so that they can be able to face the challenges of workforce which every nation must hold to survive**.** These skills and competences depend more on technical training. Innovative Education requires well trained personnel for effective delivery. It also demands finance that can purchase the equipment and trained personnel. In order to fulfill this demand

Government may find it difficult to make it alone owing to poor economy. Therefore, a helping hand is needed from Public and Private Partnership.

Recommendations towards Enhancing Proper Delivery of Innovative Education via Private-Public Partnership and Government.

1. Since Education is the key instrument which enables man to learn about his life and environment, it is necessary that Government should join hands with Private/Public Partnership to provide infrastructure that will help in teaching of ICT which gives more light to Innovative Education.
2. To ensure that Innovative Education prepares students for workforce after studies, Government together with Public-Private Partnership should involve industries and good educational planners who can design the curriculum in favour of Innovative Education which can provide skills and competences.
3. There is need for Government to create forum for regulations which can enable people to join private sector in order to provide such service needed for Public/Private Partnership.
4. Hands need to be put on deck in providing infrastructural facilities for Innovative Education. It is expected that states, communities, industries and all facets of technology should see it as something good and worth doing in providing these amenities and all should contribute to do something to solve the problem.
5. For the misconceptions of the general public, local communities should be involved in making better curriculum in order to ensure that the type and quality of Innovative Education offered to the youth is good one and to their expectation.
6. It is good if Nigerian Government and Private/Public Partnership could join together and provide skills and set up successful businesses.

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BUSINESS EDUCATION AS A VERITABLE TOOL FOR REDUCING UNEMPLOYMENT

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Abstract

Business education is a program of study and an aspect of vocational education program offered in both secondary and tertiary institutions of learning in Nigeria. This program is designed to equip the recipients with both academic and vocational skills needed for both salaried and self-employment as entrepreneurs. Unfortunately and ignorantly too, this course is being looked down on by students, parents and society in general, just like every other vocational education program. Students neglect Business education programme and are disenchanted about opting for it, especially at the tertiary institution level. Equally, parents believe that Business education is a course for dullards or for someone else's child. They seldom encourage their children or wards to study it. The main aim of this piece of work is to highlight the meaning and objectives of Business education program and its importance to its recipients. It also X-rays how Business education equips students for employment. It recommends among other things for a change of the general public's attitude towards the course since it has capacity to reverse the unemployment challenge of Nigeria. It was concluded that parents should encourage their children and wards to study Business education if they are interested in it, because it will enable them to be job creators rather than job seekers.

Key words: Business education and unemployment.

Introduction

Business education is important for everybody. The present economic condition coupled with the high rate of unemployment in the country has greatly justified the existence of Business education in the curriculum of secondary and tertiary institutions in Nigeria. Before now, there has been increasing emphasis on discipline areas like Mathematics, English, and Science as the only important subjects in the curriculum, while there was corresponding de-emphasis on subjects like Business education and other vocational courses which were thought to be 'frills' Robert (1983) in Odike,(2015).

The attitude of society and parents towards Business education discourages students who would like to study the course in higher institutions from doing so (Ayub 2016). He noted that most parents still choose the academic stream rather than technical and vocational training. Parents see Business education as a course for someone else's child while they nudge their own children towards other supposedly lucrative areas such as Medicine, Engineering, Nursing, law and so on. Okocha (2010) in his own study discovered that in spite of the fact that parents recognize the employment value inherent in vocational education (which Business education is an aspect of) they still prepared to accept the superiority of socially prestigious and white colour professionals over technical related occupations.

Okoye (2005) in his own study also found out that **s**ome parents do not desire their children and wards to study Business education because they believe that it is meant for drop-outs or dullards. They rather prefer their children studying such courses like medicine, Law, Engineering, and so on. Most parents therefore employ all manner of inducements to motivate their children to study sciences, which will qualify them to read the prestige courses in the university, without considering the children's interest and abilities. It is only the students who cannot excel in these courses that grudgingly turn to any other course, including Business education. Government also discourages the students from being interested in any other subjects other than Sciences, English and Mathematics. Emphasis has always been on science and technology. For instance, during the employment of teachers in 1999/2000, in Enugu State only teachers that read science subjects, including English and Mathematics were recruited. The graduates in other disciplines including Business education were rejected. This societal attitude towards Business education discourages most students from studying Business education and this

leads to paucity of professional Business education teachers in the schools. As a result of this, many unqualified teachers are employed to teach business subjects such as Commerce, Office practice, Shorthand and typing (word processing) in the secondary schools. Off course, such teachers will only teach the aspect of business study they can teach leaving of the practical aspect of business study such as shorthand and typing (word processing). Ndinechi, Obayi and Igboke (2009) in Odike (2015) noted that in many instances untrained teachers are employed to teach business studies in the secondary schools, such teachers do not possess N.C.E. or first degree in Business education. They might have studied business courses in the higher institutions but lack pedagogy of teaching.

Ironically, most of the students who studied those preferred courses end up engaging in business enterprises after graduating from school or university, unprepared and ill-equipped. It is against this background that this paper is written to highlight the importance of Business education programme in equipping the recipients with both academic and technical skill needed for both salaried and self-employment.

Objective of the study

The main aim of this piece of work is to highlight the meaning, objectives and importance of Business education program and the extent it can equip its recipients for employment.

Conceptual Framework of the Study

Several definitions of Business education have been given, some of which focus on the content of the programme, or on the level at which it's delivered, or both. Business education according to Abdullahi (2002) in Suleman and Akaeze (2014) Business education is an aspect of total educational programme which provides the recipients with knowledge, skills, understanding and attitudes needed to perform well in business world as a producer, entrepreneur or consumer of goods and services. Business education according to Obi (2005) is that type of education which helps the students to achieve all the aims of education at any level of learning but has as its primary aim, the preparation of students for a business career and enables those in that career to become more efficient and to advance to higher business positions.

The American Vocational Association (AVA) by Osuala (2004) described Business education as a programme of instruction which consists of two parts which include Office education, which is described as a vocational education program for office careers, through initial and upgrading education leading to employability and advancement in office occupation and General Business education, which is described as programme that provides students with information and competences needed for managing personal business) affairs.

At the tertiary level, the term Business education is sometimes used as synonymous with education in the broad area of business administration in which the objective is primarily preparation for the professional careers in the management and administration of business and economics for both secondary and higher education. At the senior secondary school level, Business education is referred to as business studies which comprise all the business subjects taught in secondary school (National policy on education 2013). These business subjects are aimed at preparing students for initial employment in the general administrative sections of business enterprises and government. They prepare students for further studies in the area of business in tertiary institutions. It also fosters the acquisition of technical knowledge and vocational skills, could lead to agricultural, commercial and economic development (Osuala, 2004).

Precisely, Business education can be seen as a program of study concerned with the teaching and learning of various types of business skills as well as how to practically and successfully engage in them for the purpose of earning a living and the pedagogical training for transmitting such knowledge to others. Hence Udo and Bako (2014) stated that, Business education comprises accounting education, marketing education, office technology education, entrepreneurship education and teaching methodology.

Goals and objectives of Business education according to various authors are state bellow.The policy commission (1977) in Osuala (2005) stated the objectives of Business education as follows:

- To educate people for and about business;
- To provide students with a learning experience that can equip them to do the following:
  - produce and distribute goods and services as workers;
  - use the result of production as consumers, and

- make judicious socio-economic decisions as citizens.

- To provide students with career information that will help them to relate their interests, needs and abilities to occupational opportunities in business;
- To provide students preparing for careers in other fields that is not business, with educational opportunities that will equip then with business knowledge and skills that are needed to function effectively in those careers. Osuala (2005) enumerated the objectives of Business education as follows: (1) to afford all students important information that will enable them to search (or explore) and learn about the world of work. Such information will also make them develop interest and relevant skills in the career areas of their choice; (2) to teach students how to become intelligent consumers of goods and services; (3) to provide the students with necessary occupational information to enable them to understand the various occupations found in the world of work; (4) to supply training that will result in developing individuals capable of coping with the world in which they live and also to provide the understanding and appreciation of the actual functioning of the system; (5) to enable students prepare for, choose, enter into and progress in occupations of their choice (6) to enable students to acquire saleable skills in the field of their choice of occupation; (7) to train students for various business activities common to many professional, industrial, agricultural, distributive and home management occupations; 8) to enable secondary school students realize the advantages of business courses within their university preparatory programme.

  Unemployment or joblessness, according to Kimberly (2017) is defined by the Burear of Labour Statistics as people who do not have job, have actively looked for work in the past four weeks, and are currently available for work. Also people who are temporarily laid off and were waiting to be called back to that job are included in the unemployment statistics. The consequences of unemployment are numerous. To the individual, unemployment is both financially and emotionally destructive and can lead to many vices such as stealing, armed robbery, kidnapping, prostitution just to mention but a few. There are many causes of unemployment of youths in Nigeria. Nigerian Finder (2017) noted that one of the causes of unemployment of Nigerian graduates among other things include, lack of skills. It stated that , for many

years running, most Nigerian youths have disdained acquisition of skills and opted for the so called" clean-shirt"-and easy ways of making money. With such mentality, these youths grow into adulthood without any skill to fall back to thus becoming liabilities to themselves and others. This explains why Business education and other vocational causes that equip the students with both employable and technical skills for both salaried and self-employment should be opted for by students. This will make them not only to be employable but to be employers of labour and self-reliant. Instead of looking for job after graduation they will establish their own businesses as entrepreneurs and create jobs for others.

Business education (Business Studies) Offering for Secondary Schools

To achieve the above mentioned objectives of Business education various business courses were incorporated in the curriculum of Business education at some levels of education, starting from secondary to university level. According to the National Policy Education (2004), Education at the secondary school level is expected to include both academic and prevocational subjects at the Junior Secondary School (JSS), and academic and vocational subjects at the Senior Secondary School level (SSS). Hence, prevocational business studies are among the pre-vocational subjects introduced in junior secondary school in 1981. In the junior secondary school, Business studies comprise the following subjects - Office practice, Commerce, Bookkeeping, Typewriting (now computer studies/word processing) and Shorthand.

The objective of pre-vocational Business studies as stated in the National Education Policy (2004) is to equip the students with basic business skills. It also aims at preparing them for further studies in Business courses at the senior secondary school level and into tertiary institution. For the purpose of continuing Business education to senior secondary level, separate and more comprehensive courses have been developed for each of these various components at the SSS level. The Business studies subjects at the 555 level are Commerce, Book-keeping and Accounting, Typewriting (Word processing), Shorthand and Economics.

The main aims of these courses as stated by Nigeria Educational Research and

Development Council (NERDC) are highlighted bellow:
Economics: The curriculum content of Economics was designed to inculcate in the students the knowledge and skill that will help them to appreciate the economics problems in any society including our country Nigeria. It will enable students to acquire knowledge that will make them to take wise decisions about their economic problems.

Commerce: This course is designed to expose the students to the world of business and commercial occupation and to prepare their minds for possibility of self-employment after graduation (as entrepreneurs). Book-keeping and Accounting: Book-keeping and accounting prepares students for further studies in the area of accounting in the higher institutions. It aims at equipping students with the knowledge that will enable them to work in the offices as account clerks. Those that will engage in business will be able to keep accurate records of their business transaction

Typewriting/Word Processing: Typewriting is designed to equip the students with skills that will enable them to be proficient in typewriting or word processing. It prepares them for office work and also for self-employment.

Shorthand: It is designed to equip students with the skills to be proficient in shorthand writing as well as appropriate phrasing and to also train them to transcribe shorthand written word into long hand with the use of typewriter or computer. More importantly, knowledge of shortly-and facilitates students' learning of grammar, correct spelling and phonetics (correct pronunciation of English words) and improves students' writing and reading skills. It equally prepares students for note taking and minutes writing during meetings as secretary.

Office practice: It equips the students with office management and procedural skills that will enable them to carry out clerical functions as are performed in an office as clerks, receptionists account clerks or bookkeepers. If the business studies curriculum is properly implemented at the secondary school level, students that studied business courses will be able to engage in their private business enterprises or work in offices as account clerks or stenographers.

Business education offerings in the Tertiary Institutions

The objectives of Business education programme at the tertiary level are to train teachers who can occupy teaching and leadership positions in the secondary schools, technical college of education, universities and training programme (UNN students handbook 2014). The program equally aims at producing entrepreneurs in the area of business trades. Osuala (2004) noted that there are four general types of courses offered in the field of Business education at the tertiary level which may be classified as follows: (1), Courses that develop vocational skills such as typewriting, shorthand, Bookkeeping, Business Mathematics and English studies. (2). Courses that contribute to the vocational understanding and efficiency such as bookkeeping, general business, office practice and business law. These are the courses that develop general knowledge, procedures and understanding. (3). Courses that have personal values by themselves and in addition have vocational skills. These courses include typing, (word processing) personal record keeping and general business, Commerce, economics, consumer education and business law. (4). Courses that have social values and not only a part of the general education for business but are also a contribution to the fields of general education. These courses include such subjects as general business, basic business, consumer education, entrepreneurship studies, principles of marketing, principles of management and business Law. Some of these courses perform more than one function. The very nature of some courses makes them have more than one value.

Importance of Business Education:

Any educational programme is effective and functional to the extent that it is able to meet the needs of it recipients as well as the needs of society in general. According to the Nigerian national policy on education (2013) the federal government of Nigeria has adopted education as an instrument par excellence for effecting national development. Any educational programme that is not relevant to the needs of the individuals and that of society is not functional and therefore ought not to be included in the curriculum of education.

The above enumerated objectives of Business education have buttressed its importance both to individuals and society in general. Business education therefore plays dual roles. It develops students academically and at the same time equips

them with work skills and competencies that will enable them to seek obtain and retain their jobs.

Kadiri (2010) noted that Business education prepares individuals for gainful employment through acquisition of skills and knowledge that are relevant for the business world. Emendu (2014) in his findings reported that entrepreneurship education which is an aspect of Business education helps in the realization of the goals of education. According to him Business education contributes to poverty alleviation and economic growth.

Interestingly, the present unemployment problem of graduates in the country has made everyone including the educational planners to recognize the importance of entrepreneurship studies which is an aspect of Business education programme. This explains why entrepreneurship study is now being introduced in the university curriculum by the National University Commission (NUC), as one of the General studies courses. The aim is to equip all the students, irrespective of their disciplines, with the necessary business knowledge and skills that will enable them to start and manage their own businesses if need be. Hence today Entrepreneurship study is likened to the biblical stone that was rejected by the builders but which has become the cornerstone. Entrepreneurship studies has been in the school curriculum, but was treated with contempt and neglect, because it is part of Business education programme. Most of the business courses taught in Business education programme equip students with entrepreneurial skills. Business education prepares students for entrepreneurship, office occupation and for the teaching of business by equipping the recipients with the equip the appropriate skills. According to Udo and Bako (2014) Business education programme is designed to inculcate following skills in its recipients:

Accounting Education Skills.

Accounting is one of the major occupational areas of vocational Business education (VBE) that can prepare the Nigerian workers and students for a job or employment within a wide range of business career such as pay-roll clerks, purchasing clerks, audit clerks, book-keepers, cashiers and business teachers who undertake the teaching of accounting to other learners

Economics Education Skills

This component provides VBE students with the skills and competencies which they are able to use to enhance sustainable development in the country. In brief, the Economics curriculum objectives emphasize economic literacy, prudent management of resources, respect for the dignity of labour and acquisition of economic knowledge for solving the economic problems of the society.

Distributive Education Skills

Udo (2012) noted that distributive education is a programme of vocational instruction in marketing, merchandising and related management, which is designed to meet the needs of persons who have entered or a preparing to enter a distributive occupation. According to Osuala (2004), the general objective of distributive education is to prepare students for gainful employment in distribution and marketing.

Office Technology and Management (OTME) Education Skills

The general objective of office technology education is to prepare students for work as secretaries in the offices. According to Udo and Bako, (2012), it was formerly known as secretarial education. The present day secretaries are exposed to the use of information and communication technology (ICT) in their day-to-day training and working lives. Students are equipped with the ICT skills to enable them know how to successfully operate (ICT) facilities.

Entrepreneurship Education Skills Component: the general objective of entrepreneurship education is to prepare students for gainful self-employment and employer of labour. With entrepreneurial skill the students can establish small or medium scale businesses. These skills of entrepreneur are inculcated in Business education students through the various course offered in the Business education programme of schools, colleges and the universities.

Teaching skills: The objectives of vocational Business education programme at the tertiary level are to train teachers who can occupy teaching and leadership positions in the secondary schools, technical colleges of education, universities and training programme. The Business education students also acquire skills in

pedagogy of teaching that will enable them effectively impart the knowledge they acquired in their students as teachers.

Job Opportunities for Business Graduates

If Business education programme is well implemented at the various levels of education, it will help in ameliorating the present unemployment problems of graduates in the country. Business education university graduates can conveniently take up employment with any ministry, industry or other business enterprises as marketers, accountants, secretaries and managers. More importantly, they can engage in their own businesses as entrepreneurs, and manage them effectively and grow to become employers of labour. They can equally engage in teaching business courses both at the secondary and tertiary levels of education. NCE graduates of Business education can also be employed or be self-employed. They can engage in office occupation as cashiers, secretaries, marketers. They can also teach business studies in junior secondary school and also can start and manage their own small businesses as entrepreneurs.

Business courses taught in secondary school equip the students with the technical knowledge needed to work in an office as clerical officers, typists, confidential secretaries IV, account clerks, salesmen, store keepers, cashiers and receptionists. Business knowledge acquired in secondary school equally enables the recipient to start his own small business and manage it effectively. Ahukannah, Ndinaechi and Arukwe (1997) in Mohammed (2008) noted that senior secondary school commerce provides the students with commercial skills necessary for entry into the world of work. They explained that on leaving school, some students may decide to set up their own business and make a living as sole proprietors or as partners in a partnership or private company. Other students may prefer to seek paid employment either in public or civil service, or in the firms and companies in the private sector.

However, Nwaekete (2013) holds a contrary view; he opined that Business education students are not being trained to exploit business opportunities, because Business education programmes do not reflect elements of critical success factors in starting small business. The statement is out of place because the curriculum content of Business education programmes includes all that is necessary to

inculcate in its recipients the skills and knowledge to successfully start any small and medium business.

All the business courses in the curriculum, if adequately taught to students using the same facilities as are obtainable in the real work environment, are enough to enable any student that is not risk averse to successfully start off a business and manage it effectively. Therefore, the inability of any Business education graduate to engage in entrepreneurship should be blamed on the poor implementation of the programme or on the student's unwillingness to take risks associated with every business venture, and not on the Business education programme itself.

Conclusion

In view of the above stated objectives of Business education and its importance, it is obvious that Business education is a laudable programme in the Nigeria educational programme.. It contributes immensely in equipping its recipients with the necessary skills, knowledge and attitudes that will enable them to function effectively in the business world as employees and as entrepreneurs (employers of labour) and as intelligent consumers too. Business education is very important to everybody, especially in this period of high rate of unemployment in society.

Nigeria today is facing economic problems, which have culminated in high rate of unemployment, poverty and hunger. This situation calls for entrepreneurship education that will equip the citizens with employable skills needed for self-reliance (Ukannaya, 2012). Therefore, considering the objectives, importance and course contents of Business education in Nigerian society, one could conclude that it will go a long way in solving the unemployment problem of the Nigerian youths and also provide the manpower needed in the country. The Business education graduates should be able to teach business subjects in the junior and senior secondary schools and at the colleges of education. They can also take up administrative jobs in the private and public organizations and more importantly establish their own business and create job opportunities for others. Many graduates, irrespective of their disciplines, and without preparation resort to engaging in business activities for lack of employment opportunities.

Recommendations

Based on the above, the following recommendations were made

1. Parents should encourage their wards that have interest in Business education to study it and be better equipped to engage in their own businesses if they desire to.
2. Parents should not force their children to read a course because it has prestige. The students' ability and interest should be taken into consideration when advising them on the course to study in the tertiary institution; or on the trade to learn to avoid their being frustrated due to lack of job satisfaction.
3. The government should encourage students to enrol in Business education programme by highlighting the importance in preparing individuals for self-employment.
4. The government should also encourage effective implementation of Business education programme by creating an enabling environment for teaching and learning business courses both in the secondary schools and the tertiary institutions.
5. Students should be mandated to study business courses at the secondary school level to enable them to acquire saleable skills in the field of business even if they cannot further their education after graduating from the secondary school.

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EXTENT OF HIGHER INSTITUTION ADMINISTRATORS, ROLE ON ENTREPRENEURSHIP EDUCATION AS A MAJOR INNOVATION IN ENUGU STATE OWNED TERTIARY INSTITUTIONS

By

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Abstract

The purpose of this study is to examine the extent of innovation applied by the school administrators in improving entrepreneurship education in Enugu state owned tertiary institutions. Two research question and two hypotheses were used. Descriptive survey design was employed in the study. Sample size was 170 respondents. The qualitative date were collected through a 24-item question titled Extent of higher Institution Administrators Role in Entrepreneurship Education (EHIAREE). The instrument was validated by three experts from the faculty of education ESUT. Crombach Alpha was used to determine the internal consistency of the items. An overall reliability index of the 0.76 was obtained. All the 170 copies of the questionnaire which was distributed to the respondents made up of tertiary institution Principal Officers, Directors, Deans and H.O.D.S were returned giving 100% return rate. The data were analyzed using mean with standard deviation, for answering the research questions and t-test for testing the two hypotheses. Finding of the study revealed among others that almost all the administrators in Enugu state tertiary institutions are making efforts to improve on the implementation of the curriculum of entrepreneurship education in their institution. That extra programmes and courses on entrepreneurship education were mounted for students to study. Also enough equipment and facilities for the teaching of entrepreneurship education were procured. Separate building for their directors and hall for both teaching and practicals were set aside. Based on the above some recommend actions were made. Such as …. The management should ensure that materials and experts are made available for teaching of Entrepreneurship Education.

Keywords: Innovation Administrator Improving Entrepreneurship Education.

Introduction

A lots of innovations has made on education in order to make it survive. Fasenmi in Kpangban, Eya and Igbojinwaekwu (2013) stated that "an innovation is an adoption of old ideas or materials for new uses". This is according to them practices of new ideas that lead to positive changes such as in teaching and learning process, administrative procedure and instructional materials etc. Rogers in Kpangban et al (2013) defined innovation as an idea, practices or subject that is perceived as new by an individual unit of adoption. Summarily, educational innovation is changes in ideas and practices initiated into a school. Example of such innovation is the introduction of entrepreneurship education.

Entrepreneurship is a multidimensional concept. It is the act of being an entrepreneur or one who undertakes innovations finance or business acumen in an effort to transform innovations into economic goods. Ojiefo (2012) define an entrepreneur as the owner or the manager of business enterprise who through risks and initiative, attempts to make a profit. The term was originally a loan word from French, and was the first defined by the Irish-French economist Centillion (1725).

Entrepreneurship education, therefore could be conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will enhance self-employment and job creation (Ibe, 2008). Entrepreneurship education inculcate in the individual entrepreneurship skills that enable them confront situations in creative and innovation ways (Chiaha and Agu 2013).

Entrepreneurship is a key driver of Nigerian economy especially in this period of recession. Wealth and high majority of jobs are created by small businesses which started by entrepreneurial minded individuals many of whom go on to create big businesses (Akpomi, 2008). People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedom, higher self-esteem and an overall greater sense of control over their own lives. As a result, many experienced business individuals; political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economics and social success on local, national and global scale (Akpomi, 2008). It is good to note that the twenty-first century has been tagged the "entrepreneurial age". Entrepreneurial education programmes and

course were introduced into the undergraduate curriculum of University Students in Nigeria in 2006.

Uchakiri (2017) stated that the importance of entrepreneurship to any economy is like that of entrepreneurship in any community: entrepreneurship activity and the resulted financial gain are always of benefit to a country. If you have entrepreneurial skills then you will recognize a genuine opportunity when you come across one. He further declared that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. These behaviours can be practiced, developed and learnt hence it is important to expose all student especially to those in tertiary institutions.

Entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its focus on realization of opportunity. Entrepreneurship education seeks to provide students with the awareness, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives.

- To offer functional education for the youth that will enable them to be self-employed and self-reliant;
- Provide the graduates with adequate training that will enable them to be creative in identifying novel business opportunities;
- To serve as a catalyst for economic growth and development;
- Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible,
- To reduce high rate of poverty.

Entrepreneurship education enlightens the prospective entrepreneur on the challenges of obtaining capital for business start-ups. Hence, students of tertiary institutions and potential entrepreneur are helped capital options for small/medium scale business start-up (Brown, 2012). Entrepreneurship education is aimed at producing graduate from tertiary institutions with thinking and entrepreneurial attributes; increasing the number of entrepreneurs among graduate involves in business as a catalyst for the achievement of economics transformation of the country from a middle to a high income economy and at the same time produce academics with values, skills, thoughts and entrepreneurship attributes (Brown,

2012). Entrepreneurship education is unique in the sense, that unlike many other courses, it seeks to change people's attitudes and beliefs and to equip them with the skills necessary to plan, launch and successfully manage their own business enterprise and that of others as well. Entrepreneurship education therefore, could be conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will enhance self-employment and job creation ((Ibe, 2008).

Furthermore, it has to be noted that entrepreneurship education has its own issues but it helps to inculcate and exposé students and potential entrepreneurs to entrepreneurial values and skills, which include aspects of leadership, innovation, creativity, resilience, competitiveness independence, calculated risk and the ability to identify and create opportunities (Akpomi, 2008).

21st century has been tagged the "entrepreneurial age" entrepreneurial education programmes and courses were introduced into the undergraduate curriculum of tertiary institution in Nigeria in 2006. The focus was to equip graduates with requisite skills for entrepreneurial success after school. The main objective of the programmer was to reduce youth unemployment especially among school leavers in Nigeria Adiele (2010). The reason why this programme was into the school curriculum is that it was noted from the Nigerian records, that the early graduate in the country enjoyed privileged wellbeing during and after graduation from tertiary institutions, they continued to face challenges of the present knowledge based economy and globalization, it ought to increase its efforts, for its citizens to acquire good entrepreneurship skills and attitude that would boast economic development of a nation. As a result of the benefits, the government apart from introducing entrepreneurship education, and interpreting the studies in university curriculum, made it a compulsory course for students irrespective of area of specialization (Okojie, 2009). Effectively, the implementation started in the 2007/2008 academics session. In pursuance of the full implementation of entrepreneurial education most of the universities have established coordinating centre for entrepreneurship education to support student's training. Equally the Nigerian University Commission (NUC) was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing entrepreneurial education in Nigerian tertiary institutions (OKojie, 2009).

Globally entrepreneurial education has become such important component of formal education that in 1998, United Nations Education, Scientific Cultural Organization's World Conference recognized its value and advocated cultivating entrepreneurship and skills in tertiary institutions as a development strategy for many emergency economics (UNECO, 2008). For this report entrepreneurial education is a global issue and has gone beyond the classroom teaching to make the students have the ability to articulate societal changes as regards to laving business mind.

Tertiary institution or rather called higher institution is any education given after secondary education ranging from university, college of education, polytechnics, monotechnics, including those institutions offering correspondence courses. It is the responsibility of the tertiary institution to impact on the recipients, the intellectual prowess needed for self and societal development. It makes the students to know how to make sense of which will affect their real life positively. Their task is to provide needed high level manpower required to gear a nation's development drive. To this regard, Obanya (2004) opined that the nation's ability to prosper and to thrive in an increasingly knowledge based global society and economy depends on our having a progressively well-educated population.

Education, particularly, tertiary education has been accorded high priority during the last decades in the developing nations as the main prerequisite for economic progress.

The focus was to equip graduates with requisite skills for entrepreneurial success after school. The main objective of the program was to reduce youths unemployment especially among school leavers in Nigeria (Adiele, 2010). Over the years, while graduates unemployment has not abated, there is a growing national discontentment on the socio-economic relevance of the course in Nigeria education. This is because nations are being shaped by entrepreneur men and women who have taken their destinies in their own hands over the world by risking their resources (time, money and energy) in establishing and running their own businesses.

In view of the fast development of vocational and technological education around the globe, there was an urgent need for all tertiary institutions to introduce entrepreneurship education into their curriculum and make it a compulsory course. This has become necessary because, entrepreneurship education promotes and improves innovative activities, capabilities, empowers beneficiaries to become self-

reliant, gainfully employed and create wealth in the economic sector thereby advancing the course of national development in all ramifications. With the introduction of entrepreneurship education in the curriculum of Nigerian Universities by the National Universities Commission, it comes obvious that entrepreneurship education is considered an effective way of equipping graduates with the desired employability skills.

The FRN (2013) highlighted some of the goals of tertiary institutions in Nigeria. One of them is emphasis on entrepreneurship education which will help to address the problem of unemployment. Often times the knowledge our graduates have are not appropriate for gaining employment. The knowledge and skill of the students are upgraded to suit the labour market in as tertiary institutions are as much centre of learning. Course needed to be structured by the administrators in the tertiary institution so that our graduates will be gainfully employed in the labour market or be self-employed. Provision of courses that are technologically oriented and even providing technological facilities, so that entrepreneurial education will be achieved. At the same time, will be of high quality.

Akpomi (2008) opined that entrepreneurship education is a key tool that enhances Nigeria Economy especially in this period of recession.

He further stated that many experienced business individuals, political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on local, national and global scale.

Tertiary institution administrators are those at the helm of affairs on the tertiary institution. Those who manage all the resources namely; human, material, financial resources in the school. They ought to play a significant role to improve all the programmes in the school like entrepreneurship education especially as regards to the effective implementation of entrepreneurship educational curriculum, providing the infrastructure and other materials for the programme. Making sure that special centre for the entrepreneurship studies are established in the institution. Extra lecture periods are given for the study of entrepreneurship education. Providing a well-equipped lecture hall, laboratories, enough seats and tables for teaching and learning of entrepreneurship education. Administrator should employ highly skilled workforce on entrepreneurship education.

Professional that will deliver special curriculum instructions on entrepreneurship and other related subjects on venture creation enterprise development and capacity building. To this regards, they should sought help from TEDFUND, International and National Organizations, Friends of the Institutions, Parent Teachers Association, Alumini. As indicated by the European Commission that tertiary institution administrators should have a strategic action plan for teaching and research on entrepreneurship education.

It is against this background that the researcher has joined hand with UNESCO (2008) to ask the extent to which the tertiary institution administrators play effective role on entrepreneurship education which is a major innovation in tertiary institution.

Problem of the Study

The researcher and all other stake holders in education is worried on the extent of role played by tertiary institution administrators on entrepreneurship education which was introduced into the educational system especially at the tertiary level. This is because this entrepreneurship education is a bail to our economic problems. There are a lots of benefits associated with entrepreneurship education like development of skill, ability and ideas, self-reliant, and gainfully employed, or becoming employers at the end of graduation so that they will contribute to national growth and development. For this reason the school administrators should be gingered to play a significant role to make it a realizable venture.

Purpose of the Study

The main purpose of the study is to determine the extent tertiary institutions administrators play roles on entrepreneurship education in Enugu State owned tertiary institutions specifically, the study will seek to:

1. Ascertain the extent tertiary institution administrators play roles on the implementation of entrepreneurship education curriculum and instructional development.
2. Examine the extent tertiary institution administrators play roles on entrepreneurship education as regards to with putting facilities in place.

The following research questions will guide the study:

1. To what extent has tertiary institution administrators play roles on the implementation of entrepreneurship education curriculum and instructional development?
2. To what extent has tertiary institution administrators play roles on entrepreneurial education towards facilities development.

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

H_{01}: There is no significant difference between the mean rating of principal Officers/Directors and H.O.Ds on role on entrepreneurship education in line with implementation of entrepreneurship education curriculum and instructional development.

H_{02}: There is no significant difference between the mean rating of principal Officers/Directors and H.O.Ds on the extent to which administrators play role on improvement on facilities for entrepreneurial education in Enugu State owned tertiary institutions.

Method

Descriptive survey research design was employed for the study; this is because opinions of the respondents were sought. The study was carried out in the state owned tertiary institutions in Enugu State. The population for the study comprises all the principal Officers/Directors and Dean/Head of Department in Enugu State University of Science and Technology, Institute of Management and Technology, Enugu State College of Education Technical and Enugu State College of Agriculture Iwollo totaling 21 principal Officers, 21 Directors, 25 Deans and 103 Head of Depart = 170. The whole population was carried because 170 population is manageable so no sample was drawn.

The instrument for data collection was 24 item researcher structured questionnaire on extents of administrators role played on entrepreneurship education in Enugu State owned Tertiary Institution (EAIIEE). The instrument is of modified 4 point rating scale with the following response mode, Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE)

weighted 4, 3, 2, 1 respectively for the two research questions. Validation of the instrument was done by three experts in Faculty of Education (ESUT) corrections made were reflected in the finally copy of the instrument. Crombach Alpha was used to determine the internal consistency of the items. This involved the conduct of a plot study with a sample of 20 respondents randomly selected from 3 tertiary institutions, namely Ebonyi State University, college of Education and College of Agriculture Ikwo all in Ebonyi State. An Alpha of reliability index of 0.76 cluster A and 0.77 for cluster B. The overall reliability index of 76 obtained, which was considered high enough for the study. All the 170 copies of questionnaire distributed were successfully returned giving a 100% return rate.

The two research questions were analyzed using mean with standard deviation. A criteria mean of 2.50 was the bench mark, while t-test statistics was used for null Hypotheses one and two both at 0.05 level of significance. The decision rule is to accept the null hypothesis if the calculated t-test value is less than the critical value otherwise it will be rejected.

Results

Research Question 1: What are the extent of roles played by tertiary institution management to entrepreneurship education regarding the implementation of entrepreneurship curriculum and instruction?

Cluster 1:

S/N	ITEMS	PRINCIPAL OFFICERS/DIRECTORS 42			HOD 128		
	Extent role played by administrator role on entrepreneurship education curriculum and instruction	$\bar{X}$	SD	D	$\bar{X}$	SD	D
1	Providing a director to man the entrepreneurship studies.	2.88	0.82	Great Extent	3.05	0.94	Great Extent
2	Mounting the programme as a university wide course and department courses.	3.05	0.95	Great Extent	2.72	1.06	Great Extent
3	Ensuring that students register for entrepreneurship education in their courses.	2.69	1.18	Great Extent	2.62	1.05	Great Extent
4	Students do entrepreneurship education both practical and theoretical	2.67	1.02	Great Extent	2.71	1.13	Great Extent
5	Ensuring that most lecturers possess the requisite knowledge to impart entrepreneurial skills.	2.29	1.18	Low Extent	2.60	1.22	Great Extent
6	Ensuring that professionally trained instructors teach the course	2.55	1.14	Great Extent	2.21	1.41	Low Extent
7	Making internal decision on the skills in the curriculum exposed to students	2.79	1.06	Great Extent	2.32	1.02	Low Extent
8	Planning within the institution on the various entrepreneur skill.	2.83	1.07	Great Extent	3.02	0.87	Great Extent
9	Organizing within the institution the creative skills to teach the student	2.62	1.00	Great Extent	2.51	1.25	Great Extent
10	Implementing the entrepreneurship education as stipulated in the curriculum for benefit of the learners.	2.60	1.25	Great Extent	2.16	1.02	Low Extent
11	Supervising the courses they teach will be the one that will make graduates to have the proper skill for self-employment	3.00	1.07	Great Extent	2.78	0.97	High Extent
12	Provision of courses that is technologically based	2.61	0.96	Great Extent	2.61		Great Extent
	Grand Mean	2.72	1.06	Great Extent	2.65	1.04	Great Extent

Source: *Raw scores analyzed by the researcher to get the mean and standard deviation.*

Summary of findings on table 1 shows grand mean of 2.72 for principal officers and 2.65 for academic heads, the two grand means were above the 2.50 benchmark. Although few item from the two subjects disagreed with means below the 2.50 benchmark. Judging with the grand means of 2.65 tertiary institutions in

Enugu State are making effort to agreed extent to improve the material facilities for teaching entrepreneurship education.

Researcher Question 2: Extent of administrators role played on entrepreneurship education towards facilities.

Cluster 2:

S/N	ITEMS	PRINCIPAL OFFICERS 42			HOD 128		
	Extent of administrators role played on entrepreneurship education towards facilities	$\bar{X}$	SD	D	$\bar{X}$	SD	D
13	Working with TEDFUND that provides materials resources like desk, whiteboards and office furniture in the various classes.	3.17	0.72	Great Extent	2.69	1.14	Great Extent
14	Providing lecture blocks for teaching entrepreneurship courses.	3.26	0.82	Great Extent	2.55	1.00	Great Extent
15	Providing infrastructures like electrical fitting, fans, AC, over-head projector, head electrical, conductor line generators.	2.69	0.96	Great Extent	2.69	0.86	Great Extent
16	Providing adequate entrepreneurial laboratories.	2.17	1.21	Great Extent	2.89	0.94	Great Extent
17	Procuring adequate equipment.	2.76	1.00	Great Extent	2.95	0.83	Great Extent
18	Adequate entrepreneurship textbooks.	3.00	0.72	Great Extent	2.59	1.00	Great Extent
19	Providing field work materials	2.12	1.05	Great Extent	2.73	0.63	Great Extent
20	ICT materials and services be provided to be used at the centre.	2.64	1.09	Great Extent	3.46	0.65	Great Extent
21	Ensuring that fuel or other energy is available during the students practices.	2.74	1.25	Great Extent	2.60	1.17	Great Extent
22	Making available raw materials which the students will use to practice during the entrepreneurship.	2.60	1.24	Great Extent	2.77	1.11	Great Extent
23	Procuring ICT materials maintenance in offices for entrepreneurial education.	2,57	1.22	Low Extent	2.15	1.08	Low Extent
24	Providing conducive environment for learning entrepreneurial education.	2.10	1.23	Great Extent	2.65	1.31	Great Extent
	Grand mean	2.65	1.04	Great Extent	2.73	1.01	Great Extent

Source: *Raw scores analyzed by the researcher to get the mean and standard deviation.*

Summary of findings on table 2 shows grand mean of 2.65 for Principal Officers and 2.73 for Academics Heads, the two grand means were above the 2.50 benchmark. Although few items from the two subjects disagreed with means below the 2.50 benchmark. Judging with the grand means of 2.65 and 2.73; the findings is the administrators of state owned tertiary institutions in Enugu State played roles to a great extent on entrepreneurship education regarding towards procurement and maintenance material facilities for teaching entrepreneurship education.

3.3 Hypotheses Testing

H_{01}: There is no significant difference in the mean rating of the respondents on the extent of role on the implementation of entrepreneurship education curriculum.

VARIABLE	TOTAL	X	STD	DF	T-TAB	T-CAL	DECISION
Principal Officer	42	2.72	1.06	168	±1.96	0.37	Uphold HO_1
HOD	128	2.65	1.04				

PC 0.05 NS not significant P value level of significant.

Table 3 above revealed that calculated t-test value is 0.37 which is less than the critical t-value of ±1.96 at 0.05 confidence level and 168 degree of freedom. Thus, the null hypothesis is not rejected. This shows that there is no significant difference in the mean scores of principal officers and academic heads on the extent of roles made by administrators on the implementation of entrepreneurship curriculum.

Table 3.4: T-test statistical analysis of the response of principal officers and head of academics on the extent administrators role on the material facilities for teaching of entrepreneurship education.

VARIABLE	TOTAL	X	STD	DF	T-TAB	T-CAL	DECISION
Principal Officer	42	2.65	1.04	168	±1.96	0.37	Uphold HO_2
HOD	128	2.73	1.01				

PC 0.05 NS not significant P value level of significant.

The table above revealed that the calculated t-test score of -0.37 is less than the critical t-value of ±1.96 at 0.05 confidence level, and 168 degree of freedom. Thus the null hypothesis is not rejected. He two respondents agreed at almost the same level on the extent administrators playing their roles on the material facilities for the teaching of entrepreneurship education.

Discussion of Findings

The result in table 1 revealed that administrators of tertiary institutions role to improve entrepreneurship educations regarding to implementation of the curriculum to a great extent. For example courses on entrepreneurship education are mounted as university wide courses faculty and department courses. This is in line with the UNESCO (2008) recognition of the value of entrepreneurship education advocated for the cultivation of the skills in tertiary institutions, in order to enhance many emerging economics problems. In view of the above also, Okojie (2009) stated that the Nigerian University Commission (NUC) was given presidential directions by the Ministry of Education to supervise and coordinate programmes of entrepreneurship education in Nigeria tertiary institutions.

It was also found that tertiary institution administrators are making effort to improve on materials that are used in teaching entrepreneurship education such as getting/attracting capacity building from TETFUND and friends of the school taking gowns to town. This finding is much against the speculations that nothing is done in the school by administrators to improve entrepreneurship education.

Conclusion and Recommendations

Entrepreneurship education is very important, especially in the tertiary institutions. It is a major innovation in education especially in tertiary institutions. This is because it will solve the problem of graduate unemployment. Also the skill acquired through entrepreneurship education will make them to be self-reliant and at the same time, promote the nations economy. In view of the above, entrepreneurship education is not only good enough to introduce it in the educational system but for the administrators to implement and use both the human and material resources to ensure that its objective is achieved.

Recommendations

1. The management should ensure that courses on entrepreneurship education should be taught and by experts in the field.
2. Enough preparations should be done for the students to learn the skills.
3. The curriculum for entrepreneurship education should be interpreted vividly to ensure that nothing is left out of the contents.
4. The management should ensure that the materials for teaching different types of entrepreneurship education are available and functional.
5. Management should supervise the teaching and learning of entrepreneurship education.
6. Students should be enlightened on how to use the raw material to avoid hurting them.
7. Halls, laboratories and classroom blocks should be made for the teaching.

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INNOVATING BASIC AND SECONDARY EDUCATION IN NIGERIA – THE WAY FORWARD

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Abstract

Education in Nigeria is an instrument "par excellence" for effective National development. It is an instrument of change for the nation and the individual. From the time the government took interest in education, there have been so many changes. Those changes were effected in order to correct the flaws discovered in the previous systems. Unfortunately, the desired functional education system has remained elusive despite myriads of changes and policies made in that regard. This paper seeks to put up innovation in education that will make it more child or student-centred, more practical oriented. The innovation is as follows: - For Primaries 1-6, classroom activities should focus on Activity-Based Learning (ABL). The main thrust of ABL is learning through carrying on some activities or experiments. For JSS classes; learning should be focused on Project-Based Learning (PBL). The core-curriculum subjects will be handled by their specialized teachers while experts recruited will handle the pre-vocational courses. Senior secondary education involves CPBL. For this group, there is an integration of knowing and doing where they design and execute projects. Both ABL, PBL and CPBL have a lot of benefits including acquiring more lasting knowledge almost through personal efforts, use of critical thinking and insightful learning. Systematic planning has to be genuinely made especially in the area of funding, infrastructure and international aids.

Introduction

Formal education made its incursion into Nigeria precisely Badagry in September, 1842 when the first English-speaking Christians particularly the Wesley missionary ministers arrived in Nigeria with the sole aim of evangelization. (Fafunwa, 2004). But there were many challenges facing the missionaries, the most serious one being that of language with which to communicate with the native Yorubas, the missionaries explored some options and the most appropriate one was the establishment of the catechetical schools helped to pave the way towards government-owned educational institutions in Nigeria. Catechetical primary schools that taught only the Rs – Reading, Writing and Arithmetic. The first candidates were the adults who were to become catechists and who accompanied the missionaries as interpreters in their pastoral work. Eventually, other people (adults and young children) were enrolled into their schools. The establishment of the catechetical primary school helped pave the way towards government owned primary educational institutions in Nigeria.

When government became interested in primary education, it began to restructure, reorganize and fund education. Primary education at that early stage was structured into an eight-year educational programme – 2-year pre-primary (1-2), 3-year junior primary (standards 1 – 3) and another 3-year senior primary (standards 3 – 6). As time went on, primary education began to make some impact in the country and the school population began to increase with the attendant result of its expansion especially in the Southern part of Nigeria.

Another challenge came up when the products of primary education began to emerge from the programme. Would that become a "blind alley" to them? Otherwise, what arrangement would be made for them in terms of another level of education? In the face of this obvious challenge, government, parents and the Christian missionaries began to think about and actually prepared to establish the second tier of Nigeria educational system – the secondary education. Secondary education it was envisaged would inherit the products of primary education.

In Nigeria, secondary education serves as a mid-course between primary education and university education. From its earliest time, secondary education has been taken seriously not only as an acceptable qualification for good jobs but also as the gateway to a sound higher education both academic and professional (Segun & Segun, 1984).

In view of widening the scope of education in Nigeria, the Church Missionary Society (CMS) established the first secondary school in 1859. After forty years, government work up from its academic "slumber" to establish its first government-owned secondary school, King's College Lagos in 1899 and this was followed by Queen's School. By early nineteenth century, both government, missionaries and a few individuals had established and multiplied additional secondary education institutions in the country. In 1959, secondary education 'celebrated' it's one hundred years (a century) of its existence in Nigeria. Currently, secondary education is one hundred and fifty years old.

Primary education has not undergone many changes since its beginning in Nigeria. Since the catechetical primary schools became full-fledged eight-year programme, the only changes were the change in which the learner had to start school at the age of six (6). Formally, an individual must be eight years or even above to start primary education. Next emerged in 1976, the Universal Primary Education (UPE) but it was still an eight-year programme. Then the whole education system was overhauled into 6-3-3-4 programme, 6 years of primary education, 3 years of junior secondary, 3 years of senior secondary and a minimum of 4 years of higher or tertiary education. The education policy from what is written above has made primary education a 6 year programme instead of 8. Currently, it is part of junior secondary school programme in the Universal Basic Education (UBE) which President Olusegun Obasanjo flagged off on 30th September, 1999 in Sokoto and passed into Law on May 26, 2004 by the National Assembly. The structure is a 9-year basic education (6-year primary and 3-year basic junior secondary which focuses mostly on vocational courses that would help those who might not continue with senior secondary education to be self-employed. (Tahir, 2011)

In case of secondary education, many changes have been woven around it. When it was thought that one system has failed its objectives, a new one would be introduced in order to correct the former and move the system forward. But each new change crashed like the former one. There were 'grammar' and 'non-grammar secondary schools. Later, modern schools, technical secondary schools and comprehensive higher schools were introduced to accommodate various levels of intellectual abilities. Formally, secondary education was a 5-year programme for West African School Certificate Examination and 2-year higher school level.

Eventually, higher school was scrapped off, leaving the 5-year secondary education. As if this was not paying off, the Federal Government in September, 1982 came up with a 6-year secondary education, now split into two; 3-year junior secondary and 3-year senior secondary (Segun & Segun, 1984). JSS programme has been merged now with primary school programme as part of UBE.

The changes that were made in the education sector were envisaged to make it functional and meaningful so that the recipient would be self-reliant, self-supporting and proud of himself and the education system that would help them contribute responsibly to the advancement and development of Nigeria. But none of these changes have led to the achievement of their desired objectives. What is wrong? Where lie the challenges? What should be done and how? The writers are of the opinion that new and vibrant and viable kinds of policy should be introduced to make the education system more innovative, functional and worthwhile.

Concept of Education

What then is education and what is education innovation? A few definitions of education out of many will suffice for this paper. It is somewhat difficult to define the concept of education because education is intimately bound to the culture of the community itself and because there are as many definitions of education as there are educationists defining it. (Kobiowu, 2012). There are however certain components of education which are common to all societies and these are 'teaching, learning, matter/method and the learners'. So, no matter how education is handled, these components must be present. (Kobiowu, 2012). Whitehead (1932) defines education as the "acquisition of the art of utilization of knowledge". For Fafunwa (2004), "education is a process of transmitting culture in terms of continuity and growth and for disseminating knowledge whether to ensure social control or to guarantee direction of the society, or both. Menkiti (2012) sees education as a process by which an individual is helped to grow into a well-rounded person and to be developed socially, physically, emotionally, intellectually, spiritually and morally so that he will be useful to himself, to his family and to the society.

Concept of Innovation

To innovate is to introduce or make new changes or new things everywhere one finds oneself and in all fields of life. It involves critical thinking, creative acumen

and full use of one's potentials. Innovative education is a form of education that combines creativity with existing knowledge and experience. Its target is to effect change within the society. It is a kind of education that pursues holistic development of the learner and in relation to the learner and in relation to the modern dynamic developments and moral behavior.

The three definitions of education fit into what innovative education is all about. According to Whitehead, education is all about acquiring the art of utilization of knowledge, information, and data research. The word art in this definition is showing that we can utilize that art (skill) to create or express a new education system that will use innovative method to help learners to acquire information or knowledge in the class. Fafunwa and Menkiti used the word process in looking at education. Innovative education (learning) is also a process-going on imperceptibility – without stopping, it must continue. Educationists must always find new ways of innovating education for better teaching and learning and better human development. This art as found in Whitehead's definition can be immensely useful in sourcing or accessing information or probing into deep knowledge not fully understood. Innovative education is so much needed in Nigeria. This is because all the changes made previously in relation to education have not yielded the desired effects. So, a new and innovative education should be searched for, studied and well-planned to be put in place and systematically executed.

The thrust of this paper is basic and senior secondary, and how its innovation can be put in place. This innovation will focus on basic and secondary education. So, some kind of 'retouching' has to go into primary education so that its products will be 'fit' to move into secondary education. Primary education should be based on and adapted from Activity-Based Learning of (Horsburgh, 2015). This centers on hands-on activities/experiments for the learner while the teacher facilitates the theory aspect of each topic.

Characteristics of ABL Method

Activity-Based Learning (ABL) describes a range of pedagogical approaches to teaching. Its core premises include the requirements that learning should be based on hands-on experiments and activities (Nehru, 2015). Normally, children learn more by doing, experimenting, manipulating tools, toys and other manipulatable objects found in the school or at home rather than being passive recipients of

information offered by the teacher. For ABL to be possible, the school should afford the learners the opportunity to explore on their own and also be provided an optimum and effective learning environment. Once children become part of what goes on in the class, learning becomes joyful, long-lasting and motivational.

1. Provision and use of child-friendly educational tools/aids (according to age and class) to foster self-learning that allows learners to go according to their own pace, skills and intellectual level.
2. Under this system, the curriculum (all that the learner should experience in a given period of time) is broken up into small units. Each unit contains a group of self-learning materials (SLMs) to be studied. These SLMs which comprise beautifully and attractively prepared and arranged flash or study cards, flips or objects are meant to induce self-learning.
3. Each child is expected to pick up a group of cards or flips carefully graduated according to developmental level/age (from primary one up to primary six) and work on them. For instance, in Mathematics for primary one class, a group of beautifully designed and painted cut-out study cards can be provided to teach counting of numbers up to 40. These cards are packed into four envelopes each containing ten cards which are all mixed up. Each child is expected to sort them out in (a) colours, (b) serial arrangement and (c) various styles in which the drawings are designed. When each child finishes with (a), he/she submits it for assessment. The child does this after each stage until he/she gets to the end. When the child completes the group of cards, he or she is said to complete "one task" in Mathematics. Varieties of activities can be used to teach other subjects.
4. Activities in each task include games, rhymes, drawing and songs to teach numbers, sciences, letters or words, form sentences, work out Mathematics or concept understanding.
5. Teachers should do careful and pain-staking explanations of what the learners are expected to do before they are asked to carry out the designed and arranged activities using the learning materials. This will help the learners integrate what they have gathered from the teacher's explanations and the actual activities to be carried out.

6. The learners in senior primary classes 4 to 6 can be part of the selection of the activities that may be adequate for certain subjects. When the learners take part in such exercises, they tend to develop more interest in learning.
7. Each child takes up an exam card, after completing all the tasks in a particular subject for each term.
8. There should be weekly assessment. (Adapted from David Horsburgh's ABL Project – Rishi Valley School Channel).

Each week's work should be planned in advance and all materials made ready for each week. After thorough explanations of what is involved, the teacher then gives them what to work on and then goes round to supervise their activities and look through their assignments especially those in primaries

1 – 3. Those in primaries 4 – 6 should not be so much disturbed except in cases where they get stuck. At the end of each topic, those in 4 – 6 should write their reports and submit to the teacher along with what is produced. After marking, the teacher has to give them feedback and hand their reports and products over to them. Much of the information/knowledge is derived by the children through their activities and experiments. If this method is adopted, the products of primary education will be better equipped to go to secondary school.

Secondary education has two tiers – junior secondary and senior secondary. Currently JSS section is part of basic education with its collection of vocational courses.

The goals of secondary education are

1. The recipients must have self-realization. This is very important that one realizes – one's strengths, weaknesses, his emotions, temperaments, attitudes, level of intelligence, potentials, aptitudes so that he/she will be able to deal with oneself and make appropriate choices. He/she also has to realize that there are things in that environment/locality that will help him to operate effectively in his environment. He will be able to write in his mother tongue and at least a second language.
2. Secondary education should have good human relationship. This segment of education should help them learn, acquire and imbibe how to effectively relate with one another both in the school and in the wider society. It should help students view the school as a network of human relationships which are the

basis of human interaction which takes place within it. The interaction should positively affect the system to help create an enabling environment for effective teaching and learning.

3. Economic efficiency which is one of the reasons for going through secondary education – that the recipient should get a good job at the end of his course (though this is no longer feasible because of the kind of politics, economic situation and near collapse of education system in Nigeria). But at least dealing with and using what is avoidable to the learners, they can at least gain admission into higher institutions of learning.
4. The fourth one is civil responsibility. The students in secondary school should be trained to be good citizens having cognizance of their civil responsibilities. These include maintenance of peace, order, being patriotic, working toward security at the national, state and local government levels, protection of public property and so on. But each government has to fulfill its obligations by equipping the school, making it conducive, procuring school equipment including laboratories, prompt payment of teacher's salary and engagement of well-trained and qualified ones.
5. The last one is training students to understand psychological, physiological, physical and cognitive changes taking place in them. These are developmental changes which each must experience at various stages of life. There are subjects like - biology, health science, physical and health education, recreational activities that can be useful to them in this regard. Another subject that should be reintroduced in secondary education is hygiene which will teach them the art of healthy living.

Junior Secondary Education – Project Based Learning (PBL)

For this level of secondary education, the innovation will be on Project Based Learning as an alternative to paper based learning or role, memorization or teacher-led classrooms. PBL is adapted from David Horsburgh's model too. This kind of learning should help to lead to greater and deeper understanding of concepts, broader knowledge, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity and improved writing skills. Dewey (1897) an early philosopher/psychologist, cited in Kobiowu (2012), advocates for "learning by doing" and that the teacher is not in the school to impose certain ideas

or form certain beliefs in the child but is there as a member of the community to select influences which shall affect the child and to assist him in properly responding to these influences. Dewey believes in the expressive or constructive activities as the centre of correlation. Other educationists that researched into PBL and affirmed it and advanced its methodology include Blumenfeld and Krajcik (2006)cited in Marx, Barry, Elliot, Juanita (2004), Rivet and Krajcik (2004) and William and Linn (2003). These researches have demonstrated that students in PBL classrooms get higher scores than students in traditional classrooms.

Markham (2014) describes project-based learning as a method that integrates knowing and doing. Students learn elements of core curriculum but also apply what they know to solve authentic problems and produce results from the project(s) undertaken.

PBL is a method that mainly focuses education on the principle of child-centred approach and less on the curriculum and this "rewards intangible assets such as drive, passion, creativity, empathy and resilience which cannot be taught out of a textbook but must be activated through experience (Markham, 2011).Blumenfeld (1991) sees PBL as a comprehensive perspective focused on teaching by engaging students in investigation in pursuing solutions to problems through asking questions refining, collecting and analyzing data, debating ideas, making predictions, designing plans and or experiments, drawing conclusions, communicating their findings to others, asking new questions and creating artifacts. The basis of PBL lies in the authenticity or real life application of research.

Implementation of PBL: JSS Level

For this level of education, PBL should be the appropriate method to be adopted. There should be a theory aspect of subjects on the timetable for example basic/integrated science, local craft etc. When the time comes for practical aspect, each expert for each subject will teach the students how to produce or make or understand what to do and how to do it. Students can work in groups or on individual basis. On completion of each product, each group or the individual will write a report on the stages they have undergone for the production of the finished work, their challenges, successes and how to improve their work in future. Both the report and the finished products are submitted for assessment. Successful production will push the group or the individual to the next level of production.

Non-vocational subjects are taught through demonstration, assignments and at times through practical activities in the normal classroom setting or outdoor setting. Excursions, field trips, debates can be utilized for the subjects.

Senior Secondary Education – Comprehensive Project Based Learning (CPBL)

For this tier of secondary education, comprehensive project based learning will be an adequate method. What does CPBL involve? It involves and integrates knowing and doing (undertaking and executing projects). Here the students have to learn what is contained in the core curriculum subjects and at the same time apply what they have learnt in executing some projects related to the topic learnt. This type of learning also adopted from David Horsburgh requires an inquiry to learn and/or create something new.

Since CPBL is student-centred, students undertake all activities by themselves.

These students are at the developmental period in life when they can collect data, analyze and synthesize them, debate on issues, carry out experiments on their own. They can make predictions, ask probing questions and deliberate on them, do research and draw conclusions. They can make use of any of these to solve problems, execute projects and produce results. According to Piaget (1972) cited in Menkiti (2012), these students are in 'formal operation' period when their intellectual development is 'ripe' to allow them do the 'operations' with little or no facilitation from the teacher.

Students working in groups or alone are given what they have to develop and execute. The projects should be graduated from less difficult to more difficult ones according to classes. Each stage of the project execution should be submitted for continuous assessment. Successful execution of one or group of projects by any group of students or an individual student means that "one task" is completed. At the end when the work is completed, the students present in writing the sequence of production along with the finished project and submit to the teacher for final assessment and grading for PBL teachers act as facilitators doing their job without interfering so much in what the students are doing.

Benefits of Project-Based Learning include

- Reading or studying in any higher institution is made easy since PBL has helped them to undertake self-learning and ability to carry on and finish a task successfully to the end.
- The products of SS education will be 'fit' enough to acquire knowledge or information without much difficulty.
- They can stand on their own using all available information/knowledge derived from CPBL.
- Critical thinking and higher order questions will help them solve intricate academic and social challenges that may arise as the execution of the projects progresses.
- Creates new things and acquire problem solving skills/strategies, freedom/ability to make choices in the school or outside of it.
- Incorporates feedback and revision/corrections.
- Being responsible for their own learning.
- Empowering students in the use of online to access new information and new ways of executing their projects.
- Acquiring the spirit of co-operation, sharing and determination to start and finish a project.

Envisaged Challenges

- Application of some corrupt practices may pose a hindrance to the proper and fully implementation of both ABL and PBL.
- Governments not having the 'political will' to give the education innovation a chance to work.
- Improper implementation may tend to make the new education innovation go the way of ill-fated UPE and UBE is tending toward the direction of UPE. Insufficient funding of the programme will make it collapse. It is cost-intensive.
- Social loafing whereby some students in a group do not take part in the execution of the project but would want to have a share in the assessment and award of marks.

Implementation of ABL, PBL and CPBL, the Way Forward

Planning is a very important tool in the hand of anyone who thinks of putting a project in place. Planning for any school project will help the planners to be aware of the statistical factors in terms of current population of students/pupils and staff and population decrease or increase for the next five years. There should be consideration for various areas from which funds could be sourced, any hope for national and foreign aids and the kind of arrangement to be put in place to make sure funds are always available. Other logistic plans are also crucial because they will reveal the conditions of infrastructural facilities and how to deal with them. Time projection is also important since this will frame when the pilot study will start and when the main project will finally take off. The planning should not focus only on the present but also project into the future as it is done with national development plans. Below are the areas on which the planning should focus.

The various governments have to do a very painstaking and strategic planning toward the success of ABL, PBL and CPBL and should be based on the following:-

1. Statistics of the school population – UBE section and students in senior secondary classes, the population of the teachers currently in such schools and the areas of specialization, the experts in various fields that will teach some of the pre-vocational courses that might need their knowledge and skills. For example:
    a. Local craft, comprising cane works, raffia works, mat making, woodwork, bead works etc.
    b. Art works – in form of drawings, paintings, moulding of aluminium pots, frying pans etc.
    c. Music, home economics involving house management equipment, cookery equipment etc.

(The statistics worked out in terms of human resources – learners, staff should be collated by the Federal Ministry of Education, statistics department, from the State Ministries of Education and Local Government Education Authorities).

2. The funding of the two methods should be carefully and systematically planned and the money lodged in a consolidated bank account. Only the authorized signatories to that account will execute and operate the account. At the end of each school term, auditors will go through to find out the extent the account was operated within the terms stipulated by the Federal Ministry of Education.

Planning should also include pilot study using at least four basic education schools and four senior secondary schools in each state including Abuja and what it is going to cost for the duration it is going to last. This study will reveal the challenges that may be imposed by the new methods and what strategies to employ to overcome them. The pilot study may be allowed to last 4 years or more.

Each school will have a well secured store that will house all the equipment that will be used especially for pre-vocational courses of basic education: computers, radio, tv, videotapes, records, slides, raffia, canes, dried sessal hemp leaves for mat making (Schools may have this plant in their school farms); home materials and tools for dying clothes, soap making (liquid, powdered and tablets), sewing machines, cookery materials etc.

Expansion of infrastructural facilities – buildings, desks, tables, whiteboards and so on.

Subject timetable should be modified and adapted to suit the new educational innovation. Stores should be constructed to accommodate those local craft materials and equipment that are used in practical activities.

Like it is done in countries that adopted this kind of education, a day is set aside each month for teachers to attend workshops to gain new knowledge in respect of their discipline and update themselves. This should be extended to the teachers and experts on practical pre-vocational courses.

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FOSTERING GENERIC SKILLS (1) IN A LANGUAGE CLASSROOM FOR GLOBAL COMPETITIVENESS

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Abstract

The need to develop generic skills for effective competition in today's world has become imperative. To carry out this study, a descriptive survey design was used to determine how a language teacher can help to develop generic skills in the students. A group of teachers of the 'Use of English' from the sampled universities (University of Nigeria, Enugu campus 12, Nsukka campus 28 and Godfrey Okoye University, Enugu 15) was used. The total number being 55 was used because it is a small population. The study is therefore designed to find out the specific generic skills that should be emphasized by the English language teacher and to find out what methods/strategies that can be used by English Language lecturers to foster generic skills inherent in language lessons. A 28 item questionnaire was the instrument used for data collection while analysis was by means and standard deviations. 2.50 was the accepted mean and anything below it was rejected. The results showed that many generic skills can be fostered through proper teaching of English language and recommendations were made.

Introduction

Theoretical Framework

Many theories have been adduced to underscore the most beneficial learning strategies to use and actualize the aims and goals of education. One of such theories that is key to language learning is the constructivist theories of Piaget, Vygotsky, Brunner and Ausbel (Izuagba, 2009:101). Also included are the cognitivist/Participatory theories. These theories state that man has innate abilities and potentials and as an intelligent being he is an active participant in the learning process and his actions are purposeful and goal oriented.

Today's world is characterized by information and knowledge driven economy. It becomes imperative for nations to upgrade their skills to be able to compete favourably. The cognitive/ constructivist theories require that the learner should be able to reconstruct the environment in other to fit into the new scheme of things. This is vital in today's world. Any nation that fails to meet up with the demands of today's technological and information driven world is thrown into economic recession and consequent underdevelopment. That is the fate of many third world countries. The result is that such countries are ridden with poverty, disease, unemployment and ignorance.

The world economy seems to be taking a nose dive with increased consumption and reduction in production. The third world countries are at the receiving end of fake, adulterated and hazardous products. And with no capacity to take our destiny into our hands, the future seems bleak as the economy continues to dwindle and low income abounds.

The education system of our country must rise to the challenge by adopting a competitive approach in the content, implementation and evaluation of our curriculum. The system must focus on how to upgrade the skills of our students and undergraduates for them to be able to compete in the global frontiers. One of the ways to do this is through the development of key skills (otherwise known as generic skills) in our younger generation. According to the Economic Commission for Africa (ECA 2011), one of the key missing variables in Africa's growth and development is the coherent, organized application of knowledge. This includes the proper handling of information and knowledge which has become very crucial in today's world, without which our people cannot compete favourably in the larger world economy. This constitutes an important aspect of production in a knowledge

economy. It involves the ability to generate knowledge by learning how to find and use and manage information and other resources to advantage. This requires strong skills in analytical reasoning, problem solving skills, oral and writing skills and others referred to as core generic skills. Just akin to exposing the student at the basic level, to verbal and quantitative reasoning to enable them to develop lifesaving, survival skills and growth and competitive skills.

Generic skills are the non-technical skills needed for adaptability in the work places (Caleb & Ekpo 2015). Generic skills act as the interface for the development of technological skills, aiding in the adaptation of individuals at new work places, new life situations and exigencies. Generic skills aid the development of new skills and promotion of old ones while on the job or elsewhere. Kearn (2001) defines generic skills as key competencies that can be used across a large number of different occupations or situations and they provide a platform for the development of employability skills needed by young people and adults.

Ikonta (2015) believes that personal characteristics of learners are factors that may affect learning and these are seen in terms of what has been popularly termed 'generic skills' (European Commission 2002; Obanya 2007; George 2011). This implies that part of the roles of education in schools should be to provide generic skills needed to facilitate the acquisition of new knowledge. Acquisition of generic skills prepares young ones to learn how to learn. (Graddol 2007:72).

English Language taught in the right classroom situations aids in the development of generic skills. Properly organized classroom promotes learning and proper interaction is fostered in a conducive classroom. It has been stated that good classroom methods 'should enable pupils to develop language skills which emphasize communication … for real practical purposes in real practical purposes (in or out of school). (Eurydice Survey, 2006). The European Commission for Education and Culture (2002) noted that CLIL (which is a language teaching method) can integrate language into the teaching of the content of other subjects). The need to develop communication skills for life is crucial to survival especially in an information driven economy. Today's world economy is technologically based. It is fast moving and it is competitive. The need to express and interpret facts, data, thoughts, and feelings both in writing as well as orally is exigent. Communication skills are important for expressing clear ideas about things and to help people operate well in their work places.

English Language by its nature possesses the potential qualities that make it generic. Interestingly, English seems to have joined the list of basic skills (Graddol, 2007:72), performing the role of a functional skill (Esu, 2010:17). Nigerian Educational, Research and Development Council (NERDC- cited in Esu, 2010) refers to English language as 'primus inter peres' of all school subjects and maintains that:

a) English has the widest reach than other languages of the world.
b) It is the second and official language of many countries in the world.
c) Competence in its use smoothens the way in many situation and transactions.
d) It is the predominant language of the net, World Wide Web and the social media.

In the Lower and middle basic school, children are drilled on quantitative and verbal reasoning. The verbal reasoning training is a means of developing critical generic skills out of the language component of the basic school programme. It stresses critical thinking, problem solving, application of language skills to the basic tenets of daily living. These are fundamental skills required by young people to succeed in life. At a higher level comes the GMAT (Graduate Matriculation Examination). These exams expose students to situations that demand critical thinking, problem solving, team playing, co-operative attitude, basic application of ideas, resourcefulness use of contextual clues in solving new as well as familiar problems, insight, proactiveness, innovativeness, competitiveness, trial and error, creativity etc. Generic skills fostered through English Language. Teaching can go a long way in providing the required solutions to situations that require them.

Purpose of the Study

The purpose of this study is two pronged-

a). to determine specific generic skills that an English language teacher should emphasize in a language classroom.
b). to determine the methods and strategies of developing generic skills by teachers of English.

Statement of the Problem

Today's world demands higher skills. That is what Onyia (2016) refers to as survival skills in his discussion of competitive skills for the future generation. Many students who graduate from our universities still perform below average in their job interviews. World Bank report (Dabeleen 2010) laments the low level of language and communication as well as technical skills credited to Nigerian graduates. These are skills that equip young people for a competitive future. In the absence of these skills a person may graduate in first class and still fail to meet up with his peers in the present competitive world. Therefore this paper sets to find out what generic skills the English Language teacher should emphasize in his classroom and what methods and strategies to be effectively employed.

Research Questions

1. What specific generic skills should the English language teacher emphasize?
2. What methods/strategies can be used by English Language lecturers to promote generic skills?

Research Method

A descriptive survey design was adopted for the study. Purposive sampling method was used. All the lecturers teaching Use of English in The University of Nigeria Nsukka and Enugu Campuses, Godfrey Okoye University and Enugu State University of Science and Technology were used for the study. This gave a total of 58 subjects. The instrument for the study was a 20 item questionnaire and a checklist .The instrument was a 4-point rating scale which was face-validated by 2 experts from the Measurement and Evaluation of the Faculty of Educational Foundations. The cut-off mean was 2.5 was set as scores equal to or above 2.5 were accepted and scores below were rejected. Test retest reliability was used to establish the reliability of the instrument. The coefficient was 0.78 while the mean and standard deviation were used to answer the research questions.

Result / Data presentation

1. What specific generic skills should the English language teacher emphasize?

Table 1: Generic skills emphasized by the English language teacher

S/N	Identified Generic Skills	Mean X	Std. Dev.	Decision
1	Cognitive Skills	3.74	0.72	Agreed
2	Communication Skills	3.82	0.56	Agreed
3	Interpersonal/Interactive	3.68	0.71	Agreed
4	Mathematical/Numerical Skills	2.27	0.99	Reject
5	Information & Communication ICT Skills	3.68	0.60	Agreed
6	Reasoning Skills	3.76	0.73	Agreed
7	Team Player Skills	3.66	0.69	Agreed
8	Adaptive Skills	3.45	0.78	Agreed
9	Creativity Skills	3.66	0.61	Agreed
10	Planning and Analytical skills	3.58	0.72	Agreed
11	Organizational Skills	3.64	0.62	Agree
12	Problem Solving Skills	3.67	0.70	Agree
13	Note –taking skills	3.58	0.72	Agree
14	Editing	3.64	0.62	Agree
15	Technical skills	2.24	0.98	Reject
	Grand Mean	**3.94**		

The results shown in **table1** reveal that communication skill with a mean of 3.82 (Std 2,701) is the highest followed by cognitive skill with 3.74 as mean (Std 2.645). Most of the skills listed in items 1 to 15 are very crucial generic skills that can be emphasized by the language teacher judging by their high scores of 3.44 to 3.82. Only item 4 Mathematical and numerical skills with a mean of 2.27 and technical skills with a mean of 1.24 were rejected as not being up to the mean of 2.50.

Research Question 2: What methods/Strategies should be used to develop generic skills in language classrooms.

Table 2: Methods and strategies used for developing generic skills in language classrooms

S/N	Items for generic skills development	Mean X	Std. Dev.	Decision/ Comment
1	Increase student talking time (STT)	3.78	0.67	Agree
2	Use of task-based learning	3.24	0.78	Agree
3	Use of cognitive organizers	2.86	1.04	Agree
4	Use of probing question types	3.56	0.62	Agree
5	Encouraging small group interactions	2.77	0.88	Agree
6	Giving students passages to analyze	3.49	0.59	Agree
7	Using higher and lower order question types	3.86	0.98	Agree
8	Giving them written materials to edit	2.68	0.90	Agree
9	Giving them puzzles to decode	2.35	1.01	Reject
10	Giving them dictation exercises	2.63	1.06	Agree
11	Using questions to elicit information from students	2.63	1.06	Agree
12	Encouraging peer learning	2.73	1.08	Agree
13	Involving students in many activities	2.88	1.16	Agree
	Total	**3.04**		

Table 2 shows the summary of the mean and standard deviation for the methods used by teachers of English to cultivate and encourage the developmnt of generic skills among students. Of all the listed items, no 7 which is using higher and lower order question types with a mean of 3.86 has the highest score followed by item 1 which is increasing student talking time (STT) with a mean of 3.78(2.672). The result also indicates low mean scores of 2. 86 (2.02233), 2.73 (1.66170)and 2.35 (1.304) for items 3, 9 and 12 respectively. It goes to show that teachers of English do not make effective use of many strategies that can help develop generic skills.

Discussion of findings

The results identified many generic skills which are akin to language learning. This is why some experts have indicated that English language has the status of a generic skill because of the fundamental roles it plays in facilitating life in school, at home, in work places and even in the global economy (NERDC cited in Esu, 2010). We live in a world without boundaries, as it were, which has necessitated that we speak the same language. It must be a language that is used and understood by most people. That language is English language. It has a universal appeal. Onuigbo (2015) calls it 'the language of the age'. The language that keys people into the world wide web. It fosters the greatest interdependence and the greatest inter relationship and has the greatest impact on the world economy. The ability to compete starts from the ability to gain knowledge and knowledge comes through information and information comes through language and the language that has the widest reach is English language. It therefore has the potential to foster good communication, (item 1) , interpersonal and interactive skills (item3) and adaptive skills (item8). Where would the world be in the larger world economy without the possession of generic skills that come through proper learning of English language such as interactive skills, reasoning skills, problem solving skills, team playing skills, good organizational skills. It will be a herculean task to transact business at a global level without a good knowledge of English language and the attendant generic skills. No one can claim to be ICT compliant without adequate knowledge of English language because the system is configured in English language and most of the information one will need to access are in the English language. English is an indispensable language for anybody who wants to participate in the world economy. For Onuigbo (2015) argued that if the whole world has become the socio economic and political constituency of powerful nations that are determined to improve their comparative advantage by capturing the world resources, it is important that others key into the transmission lines (language) to be able to benefit from that important resource. It can be seen that the world economy is tied to the English language since it is the world language that opens their resources to a greater number of investors. For over one decade, Nigeria has aspired to be part of the world leading economic team through the projections of Vision 20:20-20. Unfortunately the Nigerian economy has taken a down turn into recession. Our education system is therefore challenged to proffer solutions that can pull us out of

the economic recession and make us able to compete in the larger world economy. The education industry in Nigeria is therefore challenged. The problem is how to make our learners more proactive and competitive, more result orientated and better trained for work in the future.

Given the above scenario, there is every need to adopt innovative methods and strategies for teaching school subjects especially the core subjects which every learner must take. English language is one of the core subjects and the most central to the progress of young ones in and out of school . But the results in table 2 indicate that several methods and strategies relevant to the development of the generic skills are not upheld.

There are innovative methods of teaching the language skills with a view to increasing communicative ability and developing other generic skills like cognitive skills, reasoning skills, problem solving skills and adaptive skills. Our teaching must take place in conducive classrooms incorporate group learning and allied methods which encourage interactive learning, peer review and competition, leadership activities, adaptive qualities and organizational prowess. Our teachers must use questioning strategies skillfully to elicit information and ideas from learners. According to Blooms taxonomy, lower order questions dwell just on recall, rank ordering, organizing etc of ideas already touched but higher order (HOTS) questions delve into analyses, synthesis and drawing conclusions and even being creative. This is the height of cognitive reasoning, and the application of problem solving skills. The learners would want to know why things happen one way and not another. They develop the ability to predict, forecast and take decisions that can lead to changes and these make for competitiveness that lead to improvement in the world.

Conclusion

Certain subjects lend themselves to being central to everyone's success in life. English language is one of them. That is why it is a core subject and so has the chances ability to enhance a student's overall success in any field of endeavour. A lot is expected from teachers in the way they manage their classrooms to help to develop these generic skills which are essential to survival especially in today's economy.

Recommendations

Based on the findings, it is recommended that:

1. Teachers of English should adopt better methods of teaching to improve the generic skills inherent in language learning.
2. Also they should endeavour to grow leadership and organizational skills in their students during English language lessons
3. The teachers should employ good classroom organizational strategies to foster the generic skills in our students.
4. All teachers should explore avenues to grow the generic skills inour students through the different subjects

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//To be able to make inferences.// // unemployment, and underemployment, lack of productive or creative genius.

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Generic Skills Required For Global Competitiveness: Implications For Innovative Teaching Of English Language.

A GIFTED INSTRUCTOR AND HER INSTRUCTIONAL MATERIALS: THE NEXUS BETWEEN CHINUA ACHEBE AND CHIMAMANDA NGOZI ADICHIE

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Achebe's impact as a novelist, critic, and theorist on modern African literature is enormous. He looms large among many oaks as a central figure whose collective vision has provided theoretical engine and compass for the motion and direction of modern African literature. In *New Novels in African Literature Today*, Ernest Emnenyonu's editorial article entitled "the African Novel in the 21st Century" designates Achebe's *Things Fall Apart* as a central influence in African literature:

> With the publication of Chinua Achebe's *Things Fall Apart* in 1958, the literary world woke up to a new invention – African dynamics in the art of the novel (x,).

He further amplifies his point by disclosing that, with much credit to Achebe's creative invention in *Things Fall Apart* "the African novel emerged with new motifs, new symbolism and new techniques" which were to force the whiteman to review his definition of the novel as a form of literature.

Emenyonu soon veers away from Achebe's novel to explore how Achebe has equally provided with his theories (or concepts) much insight and orientation for African writers. Some of those theories can be found in his numerous essays.

He debunks in strong terms the art-for-art's sake theory of literature and stressed its alternative concept that literature must perform some social functions:

> It is clear to me that an African creative writer who tries to avoid the big social and political issues of contemporary Africa will end up being completely irrelevant (*The African Writer and The Biafran Cause* 78, 1982).

He is convinced that no African writer would be justifying the validity of their talent if they failed to address the issue of the multifaceted problems heaped on Africa by the whiteman through slavery, colonialism, and post-colonial imperialism (78). Having thus identified the core of sthe problem and the need for African writers to tackle it head-on, he proceeds to suggest the best way to confront it.

This is stated in another relevant theory of his. It provides that the novelist must be a teacher – not just a teacher in the western sense of the word, but strictly in the African sense – who strives to re-educate the brainwashed Africans that "their past – with all its imperfections – was not one long night of savagery from which the first Europeans acting on God's behalf delivered them" ("The Novelist as Teacher" 44, 1972).

These two theories have influenced many African writers and critics, prominent among whom is Chimamanda Ngozi Adichie. She listens so intently to Achebe's theories that every single concept of her novelistic cannon resonates with them. she never loses vision of herself as an African writer, which is why her works are rich showcases of African aesthetics.

Many critics have discerned this close marking of Achebe's theories by Adichie, for which they suggest the existence of strong affinity between the two. Femi Asofisan, a professor of drama at the University of Ibadan, echoes the view of many authorities, when he designates Adichie as the 21st century literary daughter of Achebe for the fact that among other things, she uses tropes like the grand master himself (Purple Blurb).

Brenda Cooper lends her own voice to the issue by remarking that Achebe is one of the figures whose works have influenced *Purple Hibiscus.*

> Chimamanda Ngozi Adichie strives for a holistic vision in her novel *Purple Hibiscus,* one that integrates Igbo customs and languages with catholic rituals and which incorporates men into her gender politics and embraces the literary tradition of her elders – Chinua Achebe, Ngugi Wa Thiong'o and Alice Walker (1, 2010).

Chinyere Egbuta also charts this link in her "*Half of a yellow Sun:* The Carnage in Post Colonial Parlance:

> Achebe himself should be elated at having a successor in the inspired deployment of a combination of the solid dependence on the Igbo oral repertoire on the one hand, and a simplified and almost nativised English language on the other (93-94, 2010).

Egbuta further makes the significant observation that Adichie has all along "demonstrated her consciousness of the African post-colonial novelist as a teacher and informant and a repository of enlightenment" (5).

This statement further alludes to Achebe's influence on Adichie and discloses that Adichie proceeds in writing within the theoretical framework provided by Achebe. She can therefore be construed as a splendid express train gliding blissfully on Achebe's theoretical track.

She is specifically guided by Achebe to explore the many ways in which the whiteman invests Africans with a sense of inferiority in their being, culture, and history. She strives to teach Africans that they should reject such presumptions and parochial impositions by re-erecting the structures of their racial pride and sense of history.

In doing that, she achieves in her works a synchrony of characterization, setting, and theme absent in the works of less technically skillful writers. Her characterization should take priority here to demonstrate her notion that a novelist can indeed teach with her novel through creating characters who, by being teachers in every sense of the word, act as her alters-ego. Her model heroic characters are teachers depicted as the bastions of African mores and customs in the face of the blustering influences of Western values.

Allwell Abalogu and Ezechi Onyerionwu strive for an autobiographical interpretation of her works when they opine that her teacher characters represent her parents and some other lecturers she came across as a young girl growing up at the University of Nigeria Campus, where her father was a professor and her mother, the registrar (35, 2010).

This interpretation wrongly projects Adichie as an inexperienced writer entrapped in the groove of her personal experiences, who cannot create in fiction realities beyond what she has directly experienced. Adichie is certainly not so hamstrung. Her fictional teachers are meant to reveal her commitment to a guiding theoretical framework provided for her by Achebe. This implies that she must use teachers to do her teaching: A faint echo of Dan Brown's principles in *The Da Vinci Code* can be perceived here. In that novel, Dan Brown uses two great teachers, Teabing and Langdon, to achieve his tutorial purposes.

Aunty Ifeoma's insistence that paganism is not evil is reminiscent of teacher Teabings repeated assurance to Langdon and Sophea that paganism is not demonic (60, 2003).

In the same vein, some affinity has been detected by critics between *Purple Hibiscus* and *Things Fall Apart*, especially with regard to roles of the two protagonists, Okonkwo and Eugene. Both have intertextual relation of contrastive roles because, while Okonkwo dies in his failed bid to ward off the whiteman's influence, Eugene dies in his own failed bid to spread it to his family and community. While Achebe used *Things Fall Apart* to project how things were during the pre colonial era, Adichie uses *Purple Hibiscus* to portray the state of things in post-colonial era.

It can therefore be inferred that Adichie deliberately fosters with her novel *Purple Hibiscus* a certain continuity with Achebe's *Things Fall Apart.*

Ben Obunselu remarks that this continuity by Adichie does not render her totally dependent on Achebe, as though she has no voice of hers (Allwell 20, 2010). Adichie does something beyond mere fostering of continuities between the two novels. While Achebe uses his novel to counter the whiteman's wrong notion about Africa, Adichie uses hers to counter the wrong notion of Africa by Africans.

Eugene Achike of *Purple Hibiscus* is an inveterate stooge for the whiteman's imperialistic intensions and he alone is to be blamed for the spreading of that viral influence to the members of his family.

In his *Preface* to Franz Faunon's *The Wretched of the Earth*, Jean-Paul Sartre refers to Eugene's ilk in the following terms:

> The European elite decided to fabricate a native elite. They selected adolescents, branded the principles of Western culture on their foreheads with a red-hot iron, and gagged their mouths with sounds, pompous awkward words that twisted their tongues … The walking lies had nothing to say to their brothers (x/iii, 2004).

Father Benedict, being an influential imperialist puppeteer, manipulates Eugene so effectively that Eugene will kill any member of his family for validating any African mores and tradition.

Over time, his wife and children are totally estranged to their traditional African roots. Thus mostly his children are repressed and perversed, just the way Father Benedict wishes all Africans to be.

Achebe's theory in "The Novelist As Teacher" encompasses the predicaments of those children: "If I were God, I would regard as the very worst ever our acceptance – for whatever reason – of racial inferiority (44, 1982). He therefore proceeds to profer a solution to that predicament.

> Here then is an adequate revolution for me to espouse – to help my society regain belief in itself and put away the complexes of the years of denigration and self-abasement (44, 1982).

Achebe quickly explains the mode of that revolution as "essentially a question of *education*, in the best sense of the word" (44, 1982).

In his "Revolutionary Pressure In Niger Delta" Professor G.G. Darah opines that "all classical traditions of world literature are fostered by environments where there are intensive struggles against great evils for the restoration of human dignity" (Nig. Lit. Today, 100, 2010).

Purple Hibiscus was written to espouse that revolutionary ferment for the restoration of human dignity. That novel is essentially an echo of Achebe's vision of the novelist as a teacher, so a great teacher of exceptional skills and commitments is positioned to salvage Kambili and Jaja from the shackles of imperialism.

Adichie all along keeps in focus Achebe's particular notion of education, rooted in African perspective. Achebe dispenses with the class-room type of formal education which originated in the western world. He rather alludes to the African mode of instruction, essentially informal, defined by bits of instructional transactions between an instructor and a learner within the context of everyday social interactions.

Parents and elders in African societies adopt this informal mode to inculcate in the young ones the ways of the land, enabling them to be more adjusted and fruitful in society, as worthy social beings contributive to the economic wellbeing of their land. That strategy enables the young ones to identify themselves as members of their society, and to be proud of that association.

In that kind of education, what is needed for instruction to take place are the presence of an instructor and a learner, and the need for learning to take place, which presupposes the presence in the learner of the wrong notion of things, or the absence of relevant knowledge in a given context. In that context, the entire vast material, cosmic, and spiritual universe of the learners local environment becomes for the apt instructor a massive collection of instructional materials from which can be drawn any kind of instructional device to facilitate both the teaching and the learning process.

It has to do with Igbo tribal notion of a teacher as Onye nkuzi, the term of which denotes one who reconstructs. The signification of the name presupposes that the function of the teacher is prompted only by the wrong or perverse perception of reality by the prospective learner. The teacher then instructs not to inscribe new ideas on a blank mind, but to erase perverse and wrong ideas from a mistaken mind and replace them with rightful ones. So, in Igbo parlance, the teacher, as Onye nkuzi, is not a constructor but a reconstructor. Even if this is not so clearly stated in Achebe's postulations, Adichie obviously reads that meaning into it. Achebe is afterall expressing an African issue that requires handling in particularly African ways.

Aunty Ifeoma's concern in that novel is not so much to educate Kambili and Jaja in the African tradition and culture as to re-educate them by purging their minds of imperialistic European influences and replacing them with African mores and values. It all plays out on the Christmas occasion when Aunty Ifeoma and her

children call at Eugene's country home, and the Igwe of the community pays a courtesy call to Eugene and his family.

Adichie presents the Igwe in that contest as the institution of African tradition and culture. Eugene represents the anglocentric sentiments that vilify Africanity, while Aunty Ifeoma plays a potent counterfoiling role. Kambili and Jaja, whose lives are the battle ground between the two forces are also these.

This scene highlights Eugene's endless sophistry in demonizing all African values. Kambili's naïve and misguided consciousness is employed in displaying the controversial phenomenon.

Kambili therefore takes the reader back to an earlier occasion when Eugene's family has encountered the Igwe. Eugene obviously has not had occasion before then to tutor his family on how they were expected to behave in such a situation. Kambili reported that:

> Mama had greeted (the Igwe) the traditional
> way that women were supposed to, bending
> low and offering him her back so that he would
> pat it with his fan made of the soft straw-coloured
> tail of an animal (101, 2006).

What Kambili depicts here is a picturesque scenario showcasing the splendor of African culture and tradition as a woman pays homage to an elevated embodiment of those phenomena. Adichie is showcasing the universal appeal of African aesthetics as defining an aspect of the people's socio-cultural practice.

Strategically, Kambili's evaluative eyes capture the beauty of it all and she would have espoused her mother's modeling role to carry the practice herself to, the next generation. The reader's attention is drawn to the prospect of this eventuality. Eugene's brusque and cruel sophistry rises with the ferocity of the harmattan wind to smash up that splendid exhibition and cast some dust into the eyes of the young ones.

> Back home that night, Papa told Mama
> that it was sinful. You did not bow to another
> human being. It was an ungodly tradition, bowing
> to an Igwe (102, 2006).

To demonstrate the blind cruelty of Papa's logic, Adichie creates another scene where the same family is faced with a similar situation involving the embodiment of European values:

> So, a few days later, when we went to see the bishop at Awka, I did not kneel to kiss his ring. I wanted to make Papa proud. But Papa yanked my ear in the car and said I did not have the spirit of discernment, the bishop was a man of God; the Igwe was merely a traditional ruler (102).

So, Eugene does not let pass by any opportunity to extend and deepen the pervasion of his children. It is all too possible because of his vicious hold on their intellectual and psychic consciousness. There is in Kambili therefore an unmitigated aspiration to be even creatively more perverse than her father can imagine.

Bringing the reader to the present Kambili therefore provides a graphic depiction of how she strives to please her father by acting according to his expectation.

> I stood at the door a little longer, to make sure that Papa saw that I did not go close enough to the Igwe to bow to him (102).

The situation is so hopeless that Papa's irredeemable degree of perversion has become the ideal to which Kambili and her brother inexorably aspire. It is for them the sole reality which obliterates the possibility of any other reality. They are, in short hopelessly estranged to their roots, pursuing an ever-illusive destiny at the propulsion and direction of a nefarious stooge of imperialism.

Achebe's concern in "The Novelist as Teacher" is not Eugene because such as he have gone beyond redemptions. He is worried rather about such ones as Kambili and Jaja who are the future of the continent. Eugene is therefore the antagonist; and Aunty Ifeoma is raised as an avatar to confront him and salvage the children from his vicious stranglehold.

So while Eugene's family stand aloof in greeting the Igwe, Aunty Ifeoma takes the centre stage to demonstrate not only to Eugene's family but to all Adichie's readers how best to pay homage to an Igwe:

> I watched Aunty Ifeoma sink to one knee and say "Igwe!" in the raised voice of a respectful salute, watched him pat her back. The gold sequines that covered his tunic glittered in the afternoon sunlight (102).

Ifeoma's conduct is descriptive of her pro-African stance in the universe of the novel. She is there as a model of cultural rectitude imbued with the spirit of the ancestors of the land who are present in her psyche to wage a war through her against the forces of imperialism.

> Aunty Ifeoma drove into the compound just as we finished breakfast. When she barged into the dining room upstairs, I imagined a proud ancient forebear … fighting wars with machetes sharpened on sun-warmed stone. She filled the room (88).

Afterwards, Kambili describes her in terms disclosive of her capacities for the campaign – "tall, exuberant, flawless, loud, larger than life" (103).

All the same, she is not poised to fight an ancient battle, with machetes, because she is an avater of the modern world, circumstanced to wage a modern war, a war of wits, against a post-colonial problem. And she is fully armed for it as a teacher of great skills and competencies. That is the kind of campaign Achebe proposes in his "The Novelist as teacher". Adichie is therefore responding to Achebe's specific injunction by creating Aunty Ifeoma as a teacher. She is so detailed in her recreation of even the apparent minor details of that injunction that she does not overlook Achebe's assertion that "The Writer cannot be excused from the task of re-education and regeneration that must be done. In fact he should march right in front" (45).

This offers ample explanation for Aunty Ifeoma's sang froid in championing the campaign: by matching right in front at the crucial moment:

> Sis came into the room, smelling of food and spices, to tell Mama that the Igwe had arrived, that Papa wanted us all to come down and greet him. Mama rose, tightened her wrapper,

> *and then waited for Aunty Ifeoma to lead the way* (101).

Aunty Ifeoma is thus revealed as the apical champion of the cause and she very soon begins the operations by venting a battle cry for all concerned, all who need salvation:

> "Are you ready, Jaja and Kambili" she asked.
> "Nwunye m, will you not come with us?" (68)

In that instance Aunty Ifeoma is inviting them to come with her to *Ezi Icheke* to watch the performance of the masquerades, but Adichie obviously wishes the alert reader to extend its contextual relevance by seeing it as a clarion call for war. After all, going to *Ezi Icheke* is the first of a series of activities and lectures aimed at bringing about the children's enlightenment.

Aunty Ifeoma's next war strategy is to change Kambili and Jaja's location from their family apartment, away from the influence of their parents. (Although their father is the single most repressive and pervasive influence on them, their mother is to a less obvious degree also culpable for her failure to teach them, throughout their formative years, how to do household chores). A change of location is therefore necessary. Adichie conceives the university campus as the ideal location.

It is amazing that while Adichie seeks to achieve the benefit of education in the traditional African sense, she still finds it necessary to set all the instructional transactions in a university campus, the centre of western orthodox education.

This not only proves her endorsement of western education, but also provides the opportunity to articulate both modes for the most impact of instructional delivery. That is why Adichie considers it appropriate to designate Aunty Ifeoma as a lecturer in the department of African Studies. She also achieves with that strategy the aim of proving that applying some orthodox teaching procedural techniques within the context of African traditional mode of education, is very effective syncretism.

It goes without saying that Adichie is striving to achieve the full meaning of Achebe's vision of education. Just as Achebe opts for the adoption and acculturation of the English language in the African soil, so does Adichie adopt western theories of education in an African mode.

Her ultimate point is that what the children need is not the western kind of education, for which she never takes them to the classroom. Their father has taken care of their grand development in that regard by enrolling them in the best schools, and they have both given adequate accounts of themselves by making excellent results. Ironically, however, the western education they are so good at is a major culprit implicated for their stagnation in other spheres. Their father stresses the importance of their academic performance so much that he jeopardizes with it their chances of developing any effective and psychomotor skills, without which their education is of no account.

That kind of education has in addition produced a monster like Eugene, who shackles and beclouds his children with "*the schedule*". Just a mere paper. The *schedule* has become in the last resort the most effective instrument of perversion and repression used by Eugene to foster the influence of imperialism on his children.

So, Adichie's contrivance to relocate the children from home to Nsukka is strategic for at least one more reason. It possesses an environmental atmosphere replete with instructive and illuminating signposts and symbols.

The first and foremost signpost is the university motto – "To Restore the Dignity of Man". The words of that motto are so contextually relevant that they offer the discerning reader a bifocal insight. It is an adumbrative information, revealing beforehand what the children's visit to Nsukka will eventuate. An Igbo adage says that a bird dancing on the road has its drummer in the nearby bush. Adichie is like such a bird, dancing absorbedly to the theoretical tunes of Achebe. "To Restore the Dignity of Man" as a motto is in fact a resonant echo of Achebe's statement in "The Novelist As Teacher" about helping "my people regain belief in themselves and put away complexes of the years of denigration and self-abasement" (44).

The second vital sign post in the university is the INSTITUTE OF AFRICAN STUDIES where Aunty Ifeoma "taught most of her classes" (137). A remarkable aspect of the institute catches Kambili's attention.

> The building was old; I could tell from the colour and form of the windows, coated with dust of so many harmattans, that they would never shine again (137).

Her apt observation reveals that the university institutes of African Studies have over the years been leavened by imperialism and so have fallen out of relevance. Adichie's proposition, perceived from the state of the building, is that the teachers of African values should vacate the classrooms if they must achieve any goals at all, and troup into the hearts of African communities for the enlightenment they must give out through precepts and exemplary living.

This observation is affirmed by its reflection on one of Aunty Ifeoma's studies – a product of that institute – who pays her a visit while Kambili observes her odd looks.

> Her face was light-skinned, but her complexion was from bleaching creams – her hands were the dark brown colour of Bournvita with no milk added (238).

It is odd for an African student pursuing a course in African studies to lack pride in her dark skin, which is the hallmark of Africanity. Her physical looks merely reflect Eugene's split personality. It is well that she has decided to abandon the course and instead get married to start having babies.

Ironically, the garden of purple hibiscus, located beside Aunty Ifeoma's house, far from the class room, serves much more purpose than the institute of African studies. That garden is more of a symbol than a signpost, and one of the factors that validate the university environment an ideal setting for Aunty Ifeoma's programme with Kambili and Jaja.

The vital role of that garden in the novel reflects in the novel's title, and many critics have expectedly dwelt on the centrality of its meaning as an object of emancipatory enlightenment for the children, especially for Jaja, who is a more abstract thinker than Kambili. It constitutes an instructional material incapable of being more appropriately located in any other setting than a university campus.

The children's relocation to Nsukka University campus at the appropriate time corresponds with what happens when a child leaves home for a boarding school. Jaja's close absorption with the purple hibiscus is analogous to studying in a classroom experimental environment, especially to botanists and agriculturists. It is also reminiscent of Wordsworth's discovery of his great poetic voice by communing with nature. Incidentally the first part of Wordsworth's "The Prelude"

is entitled "School Time". School is nature through which Wordsworth gains the insight for self-expression in poetry. In the same vein, Jaja understands through the nature in those purple hibiscuses the need for a change in paradigm for the possibility of self-expression and freedom. In the revolt germane to this insight, Jaja clearly takes the lead, guided and propelled by the propulsive force of Nature, and Kambili follows his footsteps.

Before the revolt, however, they need to learn a lesson in self-expression and this happens on a certain dawn, when the students revolt against massive official high handedness, corruption and repression. Those students serve as a symbol of unbridled self-expression and their revolt comes in the early dawn, signifying a new era especially for Kambili and Jaja, an era of new possibilities.

That era would not be altogether possible if Kambili and Jaja did not first have a clear vision of triumph, to relish its uplifting influence even if in symbolic terms. The presence of Odin hill in the university campus provides the opportunity for that experience. Aunty Ifeoma grabs that opportunity by taking the children on a trip to the peak of Odin hill.

The easiness and swiftness with which they (especially Kambili) climb this hill signify that the revolt to dethrone forces of imperialism will afterall not be such an uphill task as may be expected.

Their feeling of greatness and triumph while on the hill is more psychic than intellectual experience, which induces them with the mystical zeal to act. Odin hill experience adumbrates for the children the realization of the purpose for which they travel to Nsukka, expressed in the university motto as "To Restore The Dignity of Man".

Thus, with those symbols and signposts, Adichie establishes Nsukka University Campus environment as the ideal setting for the re-education of the children. She is all the same conscious of the fact that the ideal environment alone cannot impart the required learning experience in the absence of a skilled and competent instructor.

Aunty Ifeoma is not just eager to perform that role, she is also equipped with the requisite training as a lecturer in the Institute of African Studies. Her skills

and competencies as a teacher are displayed all along. Despite that she proceeds by clearly unorthodox and informal methods, the faint outlines of an unwritten lesson plan – a vital aspect of Orthodox teaching method - can be discerned as the underlying and governing principle to all her instructional activities.

The orthodox lesson plan provides the following segments in one lesson module: lesson objectives, instructional materials, entry behaviour, instructional procedure, student activity, and evaluation.

The set objectives for all the lesions to be received by the children is "To Restore the Dignity of Man", which signifies that the end of their visit to Nsukka is to have their dignity restored in them to enable them cope better with the realities of their circumstances. That is the general objective. There are specific objectives that inform the contents of each lesson module and help in surrounding certain specific challenges faced by the children. The gradual and systematic actualization of each specific objective additively lead to the achievement of the general objective at the end of the Nsukka session.

The first specific objective is to enable them overcome their inability to see reality beyond their father's anglo-centric sophistry. The next one is to equip the children with the skills to handle household chores, after which they are educated on the art of self-expression. In order to impart each learning experience, Aunty Ifeoma applies the most appropriate instructional procedure.

To most effectively achieve the objectives of the lesson, Aunty Ifeoma employs a variety of instructional materials. The most central instructional material in the novel is the garden of purple hibiscuses. Others are the knife and the yam with which Kambili learns how to peel yam. Not to be forgotten is the collection of oha leaves with which Kambili learns how to pluck oha leaves.

The next instructional step taken by Aunty Ifeoma is the entry behaviour. This enables her at each stage to ascertain the level of the children's oddity and perversion. At different stages and occasions, Aunty Ifeoma discovers the following oddities and lacoons in their lives; that they are perpetually tongue-tied, lack the skills for household chores, believe in prolonged graces before meals, believe that Papa Nnuku is tainted because he is a pagan, and that paganism is evil.

To crown it all is the fact that they lack social skills and so cannot commune with their social and natural environment.

Aunty Ifeoma discovers that their great variety of perversion and oddities has imperialism as its sole origin in such a way that to tackle their problem was to crush imperialism, or at least to de-activate and alienate it from them.

That, should in fact, constitute her set induction, which is the second step in an orthodox lesson module. It entails the act of preparing the mind of the learner for the lesson ahead by purging it of all influences impervious to new learning experiences.

Aunty Ifeoma's set-induction can be perceived when she takes the schedule from Kambili and Jaja (132). With that strategy, she removes from their psyche all smoths of imperialism that may stand in the way of the great lessons they are to receive. A mere paper in material consideration, the schedule constitutes the most powerful device of control and repression applied by Eugene on his children, which enables him to teleguide their activities from a long distance. Aunty Ifeoma would certainly have come up against the strong wall of Eugene's influence over his children had she not first removed the schedule from them.

Once the schedule is away, the children are ready to learn and that learning begins by their realising they can live outside the constraints of a straight jacket. This very realisation is accentuated by the modeling roles of Aunty Ifeoma's children.

> Amaka and Papa Nnuku spoke sometimes their voices low, twining together. They understood each other … Watching them I felt a longing for something I knew I would never have (172).

Grouping the children by Aunty Ifeoma brings to mind a certain theory of modern education by Bandura (1965) concerning social learning. In that theory Bandura states that humans can be taught by using positive models to be imitated. All through the learning processes Amaka acts as a model to Kambili while Obiora acts as one to Jaja. From Amaka, Kambili learns the crucial lessons of loving African values and social interaction. And Jaja learns from Obiora how to act as

the man of the house by facing up to his responsibilities. From Aunty Ifeoma's children collectively, whom Kambili describe as a football team for their unified outlook on life, both Jaja and Kambili learn the art of laughter and self-expression.

Their influence is mostly felt when the lesson proper has commenced, and Aunty Ifeoma is employing all available tactics to deliver her instruction. At this stage she is often witnessed acting as the facilitator of knowledge while the children brainstorm like those in a classroom environment. Such an occasion arises when Amaka expresses indignation over Kambili's inability to peal yams.

> "You are wasting yam, Kambili," Amaka snapped. "Ah! Ah! Is that how you peel yam in your house?" I jumped and dropped the knife. I fell an inch away. "Sorry," I said, and I was not sure if it was for dropping the knife or for letting too much creamy white yam go with the brown peel.

Aunty Ifeoma also acts as the facilitator of knowledge on the occasion Kambili demonstrates total inability to pluck ora leaves. This again provokes brainstorming between Amaka and Kambili. When Amaka criticises Kambili, Kambili is tongtied in her usual way. Aunty Ifeoma, being there as the facilitator of the unfolding learning experience, urges Kambili to respond to Amaka, to do just that which she has ever thought herself incapable of, and release herself from her perpetual mental bondage. Kambili therefore accepts her inadequacy and expresses to Amaka her willingness to learn if Amaka would teach her. Remarkable is the basic difference between this scene and the one pertaining to yam peeling.

In the yam-peeling case, Aunty Ifeoma is the one who asks Amaka to teach Kambili, while in the later, ora leaf plucking scene, it is Kambili herself who urges Amaka to teach her. Kambili has therefore matured from being a passive receptor of knowledge to an active seeker of it, from repression to self-expression.

This brings to mind another educational theory which proposes that cognitive development comes in stages of maturity. It also testifies to the fact that learning intensifies when the prospective learner is mostly ready and desirous for it. Kambili enters Aunty Ifeoma's house as impervious as ever to any notion

contrary to what she has always been taught at home. Her intransigence in those early scenes sypthomascises her unreadiness and unwillingness to learn, because of the harmattan dust of perversion coating her cognitive domain. But gradually, Aunty Ifeoma employs technique after technique to dispel that stubborn dust.

Central to them all is Kambili's notion that Papa Nnuku is evil because of his adherent to traditional religion. It is the central subject matter that drives the plot along the theme of religion. Aunty Ifeoma tries at first to disabuse their minds of this notion by simply explaining the truth of the matter to them. When that fails to work, she adopts a more demonstrative technique by prompting Kambili to watch Papa Nnuku's itu nzu (173).

Kambili thus matures gradually in cognitive to love Papa Nnuku at last so strongly that she can even stake her life in her bid to preserve all that he stands for. Her change in perception broadens the scope of her being by breaking the chains of imperialism fostering her all along. And that is what Achebe really means and hopes for when he urges African novelists to consider themselves as teachers.

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