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## Editorial

Although education goes on in all aspect of human living, but many societies deem it fit to set up specific institutions for the purpose of education. Such all-purpose institutions use a variety of methods to promote what is considered desirable learning. In these institutions, the major concern of learners is the acquisition of approved knowledge, while the responsibility for imparting it devolves on the teacher. Thus, over the years, Department of Education, Babcock University, Ilishan-Remo, Ogun State, Nigeria has addressed itself to the task of evolving new approaches to the process of teaching and learning; thus, the bold attempt of publishing the maiden edition of BUJED. It is therefore please to note that in this edition of this Journal, 13 articles relevant to the various aspects of education have been published. These articles focus attention on the relationship between the agents involved in the learning process for the effectiveness of education

**Ruth A. Aderanti; *Ph.D***

*Professor of Counselling Psychology*

*Managing Editor*

## **Editorial Note**

The BU Journal of Education is published by the Department of Education, School of Education and Humanities, Babcock University, Ilishan-Remo, Ogun State, Nigeria.

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# **Effects of Brainstorming and Peer Mediation Skills Training on Conflict Resolution Skills of Workers in Manufacturing Industries: Social Competence as a Moderator**

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## **Abstract**

*This study experimentally investigated the effect of brainstorming and peer mediation skills on conflict resolution skills among industrial workers. A pre-test, post test, quasi-experimental design was used. Participants ( $n = 73$ ) met for eight weeks of training on brainstorming (Group 1) and peer mediation (Group 2). Data collected on the pre-test and post-test conflict resolution skills were analysed using the Analysis of Covariance (ANCOVA) with results tested for significance at .05 level. Findings indicated significant treatment effect of brainstorming over and above peer mediation on conflict resolution skills of industrial workers ( $F_{(1,68cs)} = 5.809$ ;  $p < .05$ ), but no significant effect of social competence ( $F_{(1,68)} = .420$ ;  $p > .05$ ) and also no significant two-way interaction effect of treatment and social competence ( $F_{(1,68)} = 2.031$ ;  $p > .05$ ) on conflict resolution skills of industrial workers. It was therefore recommended that industries should put up brainstorming skills training seminars for their workers.*

**Key words:** *Brainstorming, Conflict resolution skills; Industrial workers, Peer Mediation; Social competence*

## **Introduction**

Conflict is a characteristic of human existence. It is part of the dynamic of life that drives us into the future. It is the expression of disagreement over something important to both sides of a dispute. The first important thing to grasp is that it is entirely dependent on

the people involved. It depends on their having a particular point of view, which may or may not have independent facts and evidence to support it, and on how they behave when they encounter an opposing point of view. Conflicts arise when people congregate, share spaces, facilities or resources. Conflict is a phenomenon that cannot be underrated in every human organisation because it can make or mar the survival, growth, and progress of any organisation. Conflict is a very fluid, mobile and ambiguous word. Under different contexts, it can mean different things to different people. For example it can refer to a debate or contest: a disagreement, argument, dispute, quarrel, a struggle, battle or confrontation, or a state of unrest, turmoil or chaos (Deutsch, 1973).

Conflict within the workplace takes several forms. Most conflict situations are between employee and employer. Employee/Employer conflict usually arises because corporate needs and employee needs are not parallel. Conflict can take many forms. It may take place within the person, as for instance when a manager experiences a role conflict due to incompatible demands of his roles as functional head and a member of a cross-functional team. Conflict is as much a part of life as birth and death are inherent and natural to human interaction and essential to the growth and development of individual relationships and organisations.

**Workplace conflict** is a specific type of conflict that occurs in workplaces. Conflicts can be due to personality clash or differences of opinion. The conflicts that arise in workplaces may be shaped by the unique aspects of this environment, including the long hours many people spend at their workplace, the hierarchical structure of the organisation, and the difficulties that may be involved in switching to a different work. Conflict can be very distracting, since work is often interrupted as a result of arguments, negative discussions, rumours and gossip. So all kinds of things that are unproductive occur as a result of conflict that goes unresolved or that is resolved using poor conflict resolution skills. Turnover of labour can increase. Employees involved in the conflict; and even employees not involved in it, but who are just distracted by it, may

decide to leave the company. It could also result in a hostile work environment, and eroding of employee morale. Brainstorming is a tool used by teams for creative exploration of options in an environment free of criticism (Osborn, 1963). It is a creativity technique of generating ideas to solve a problem. The main result of a brainstorm session may be a complete solution to the problem, a list of ideas for an approach to a subsequent solution or a list of ideas resulting in a plan to find solution. Conflict resolution however involves the resolution of crisis between individuals or groups. Brainstorming as a group technique might be handy in this regards.

Peer mediation is a process where a person trained as a mediator helps two or more people resolved a conflict or disagreement. In the process of mediation, peers help their other group members resolve conflict through facilitation (Walter, 2006). The conflict being resolved might be as simple as who should be blamed for a bad job. Or it might be as complex as which unit should pay for poor production of a product. In either situation, mediation involves solving the dispute through peaceful means. The mediator, however, does not simply listen to the conflict and draw up the terms of a solution; the people with the conflict (the participants or disputants) do that. In addition, it is the participants, not the mediator, who enforce the agreed-upon solution. The mediator plays a special role. He or she does not decide what is right or wrong or find people guilty or innocent, as a judge would in a courtroom. Instead, the mediator tries to help the disputants find and agree upon a peaceful way to resolve their conflict. Peer mediators help parties involved in a dispute to work towards a win-win solution. Mediation has helped to reduce violence in organisations. Using peers as mediators—a process known as “peer mediation”—is a popular way of handling conflicts and preventing violence.

Conflicts arise every day at school, in the workplace, in the community, and at home. Seeing another person as a disputant in mediation and considering his or her interests and needs makes it easier to see that person as another human being with perceptions that may differ from yours. With that understanding, it is easier for people to find common ground .Peer mediators help the disputants

re-channel anger and reach peaceful agreements. Successful mediation brings a great sense of accomplishment to both the disputants and the mediator. Two parties who were previously close to fighting now agree on a nonviolent way to settle their problems. Even an ultimately unsuccessful mediation may create some sense of accomplishment if the process allowed participants to better understand one another's perspective and what is really important to them. Mediating conflicts makes organisations less violent while helping people take responsibility for their actions. Mediation will also make the people involved with the process—mediators, other volunteers, disputants—better able to resolve conflicts in their workplace peacefully.

Peer mediation has been used in conflict resolution situations, especially in schools to resolve students' interpersonal conflicts (McWilliam, 2010; Mura, Bonsignore, & Diamantini, 2010; Turnuklu, Kacmaz, Sunbul, & Ergul, 2009; Turnuklu, Kacmaz, Turk, Kalender, Sevkin, & Zengin, 2009), within the family to solve sibling conflict (Siddiqui & Ross, 2004; Reese-Weber & Kahn, 2005) and in international conflict to (Brooks & Trottier, 2010; Striegnitz, 2006) and have been found effective. Within the industrial setup however, peer mediation had also been successfully used. Comrade Adams Oshiomole was used as a peer mediator in the July 2009 ASUU / Federal Government agreements.

Social Competence is possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the host context and culture. In a workplace setting, these tasks and outcomes would include accessing the organisational goals successfully, meeting associated personal, social and emotional needs and developing transferable skills and attitudes of value beyond workplace. Very different social competencies are required and valued in different contexts. Behaviours which are dysfunctional and disapproved of in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control which behaviours to emit and which to suppress in any given context, to achieve any given objective set by them or



prescribed by others. This relativistic definition deliberately omits any specification of a particular outcome. However, populist conceptions of social competence often assume specific outcomes, implying but not making explicit culturally based value judgements.

This definition suggests that a major part of social competence is a set of component skills or procedures applied conditionally. These might include perception of relevant social cues, interpretation of social cues, realistic anticipation of obstacles to personally desired behaviour, anticipation of consequences of behaviour for self and others, generation of effective solutions to interpersonal problems, translation of social decisions into effective social behaviours, and the expression of a positive sense of self-efficacy. This implies an essentially information-processing model of social behaviour, with an input (decoding) stage, a central processing and decision-making stage, and an output (encoding) stage. While social competence implies intentionality, of course there might be several effective pathways to the same outcome in any context. Also, sometimes successful outcomes might be attributed by the worker to random chance or external factors, validly or otherwise.

## Hypotheses

- I. There is no significant effect of brainstorming and peer mediation skills on conflict resolution skills.
- ii. There is no significant effect of social competence on conflict resolution skills.
- iii. There is no significant interaction effect of social competence on conflict resolution skills of participants in brainstorming and peer mediation skills training groups.

## Method

*Design:* This design adopted a pretest, posttest quasi experimental research design with a 2x2 factorial matrix. This involved treatment packages with two levels of brainstorming and peer mediation skills. The moderating variable; social competence was determined at two levels of low social competence and high social competence. The factorial research design was adopted because it helps in the analyses of interactions among the independent

variables of the study and it is a strong design because the pre treatment assessment scores are considered in the analysis of data.

*Participants:* Manufacturing industries exist in all four divisions of Ogun State, namely Remo, Ijebu, Yewa and Egba. In each of the four divisions, a list of registered manufacturing industries with at least sixty staff was compiled. From each of the division, one manufacturing industry was randomly selected. The human resource manager in each of the four selected industries was contacted and his cooperation was obtained to enlist the interest of the workers in the study. The Social Competence Scale was administered to all staff who indicated interest to participate in the study in order to classify them into social competence and communication levels. In each of the two selected industries, 20 workers with high social competence skills and 20 workers with low social competence skills were selected through stratified random sampling making a total sample size of 80. The industries in each of the divisions were then randomly assigned to two experimental treatment groups A = brainstorming, B = peer mediation. The pattern of selection was as follows:

However, only 73 participants completed all the stages of treatment as valid sample size. This is as indicated in the Table 1.

**Table 1: Valid sample size of participants who completed all the stages of treatment**

Treatments	High Social Competence	Low Social Competence	Total
Brainstorming	18	18	36
Peer Mediation	20	17	37
Total	38	35	73

# Measures

## *Conflict Resolution Questionnaire*

Conflict resolution skills of participants were measured using the CRQ was developed by McClean (1993) as a measure of the conflict resolution. It has been used to measure a person's ability to create mutually beneficial resolutions to conflict for all participants. In addition, the CRQ items measure respondents' perceptions regarding how often they engage in certain conflict-related behaviours, and their level of awareness regarding conflict issues.

The CRQ is also designed to promote understanding of conflict, and has been used as an educational tool.

The scale has ten dimensions with four items each. Sample items include for view conflict as natural and positive '*I feel that conflict is a negative experience.*' For atmosphere '*When i prepare to meet to discuss a conflict, i try to arrange for a mutually acceptable time and setting*' for clarify perceptions '*I try to be aware of how my negative and positive self-perceptions influence the way i deal with a conflict.*' For note needs, not wants '*In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.*' For produce positive partnership owner '*I am aware of the other person may need to feel in control of the conflict.*' For focus on the future first, and then learn from the past '*In conflict I try to dominate the other party*' for open up options for mutual gain '*When dealing with a conflict, i have preconceived notions about the other party that i am unwilling to let go of.*' For develop 'doables' stepping-stones to aching '*i strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.*' For make mutual-benefit agreements '*When in a conflict with someone, i ask them to explain their position and for extra considerations*' '*In difficult conflicts i would consider requesting a third party facilitator.*' The scale is measured using the 5-point Likert scaling format with options ranging from 1 = almost never to 5 = almost always.

Construct validity of McClellan Conflict Resolution Questionnaire has been established. Correlation between conflict resolution questionnaire and Bowen's (1990) Marital Coping Inventory was found for the dimensions of Marital Coping Inventory to be  $r = -.491$  for Conflict,  $r = -.445$  for Introspective self blame,  $r = .483$  for Positive approach,  $r = -.343$  for Self interest and  $r = .309$  for Avoidance. The scale has been widely used in Nigeria by Asuquo (2007) as well as Echezona (2011). A pilot study of the scale was conducted to further determine its reliability, using forty workers in manufacturing industries, sampled from four industries in Ibadan, Oyo state, Nigeria. Whereas, a Cronbach alpha of .78 was indicated to show the internal consistency of the scale, a test-retest reliability index of .69 was obtained after a two-week interval of administration.

### ***Social Competence Questionnaire***

Social Competence was measured using the Social Competence Questionnaire (ComQ) which is a 10-item self-report measure of social competence developed by Sarason, Sarason, Hecker, & Basham (1985). Sample items include 'have trouble keeping a behaviour'. Each item was rated on a 4-point scale ranging from *not at all like me* to *a great deal like me*. Cronbach's alpha coefficient of .83 was reported by Dinh, Weinstein, Nemon, and Rondeau (2008) and .72 Moreira (1998). A pilot study of the scale was conducted to further determine its reliability, using forty manufacturing industrial workers sampled from four industries in Ibadan, Oyo State, Nigeria. Whereas, a Cronbach alpha of .87 was indicated to show the internal consistency of the scale a test-retest reliability index of .86 was obtained after a two-week interval of administration.

**Procedure:** Participants met for eight weeks under the specified treatment. A pre-test on conflict resolution skills was administered at the first contact session. The same test was administered at the last session as post-test. The study was carried out in three phases.

**Phase One: Pre-treatment session:** The researcher welcome participants to the programme and congratulates them on their acceptance to take part in the programme. The Conflict Resolution Skill Test was administered as a pre-treatment assessment instrument.

**Phase Two: Treatment sessions:** Participants were exposed to six treatment session of 50 minutes each on weekly basis. This is an indicated for each treatment package below.

**Phase Three:** Wrap-up and Closing Remarks, Training Evaluation / administration of post-treatment assessment instrument.

**Method of Data Analysis:** Data were analysed using the Factorial Analysis of Covariance (ANCOVA) which will be tested at .05 level of significance.

# Results

## *Preliminary Analysis*

**Table 2: Descriptive Statistics and Posttest Conflict Resolution Skills**

Treatment Group	Social Competence	Mean	Std. Deviation	N
Brainstorming	Low	123.3333	11.05601	18
	High	121.1111	8.28811	18
	Total	122.2222	9.69569	36
Peer Mediation	Low	114.7500	8.75319	20
	High	116.6471	9.04807	17
	Total	115.6216	8.81713	37
Total	Low	118.8158	10.69442	38
	High	118.9429	8.83157	35
	Total	118.8767	9.77802	73

The result in Table 2 revealed that participants with low social competence in the brainstorming group had a mean score of 123.3333 with a standard deviation of 11.05601 whereas participants with high social competence in the brainstorming group had a mean score of 121.1111 with a standard deviation of 8.28811. In all, participants in the brainstorming group had a mean score of 122.2222 with a standard deviation of 9.69569. However, participants with low social competence in the peer mediation group had a mean score of 114.7500 with a standard deviation of 8.75319 while participants with high social competence in the peer mediation group had a mean score of 116.6471 with a standard deviation of 9.04807. In all, participants in the peer mediation group had a mean score of 115.6216 with a standard deviation of 8.81713.

## Hypothesis Testing

### *Hypothesis One*

There is no significant effect of brainstorming and peer mediation skills on conflict resolution skills.

**Table 3: Test of Between-Subjects Effects in Conflict Resolution Skills**

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	1324.430 <sup>a</sup>	4	331.108	4.050	.005
Intercept	3910.039	1	3910.039	47.825	.000
pretestCRQ	451.950	1	451.950	5.528	.022
Treatment group	474.938	1	474.938	5.809	.019
Social competence	34.300	1	34.300	.420	.519
Treatment group X Soccompt	166.037	1	166.037	2.031	.159
Error	5559.460	68	81.757		
Total	1038496.000	73			
Corrected total	6883.890	72			

a. R Squared = .157 (Adjusted R Squared = .145)

The results in Table 3 indicated that there was a significant treatment effect of brainstorming and peer mediation skills on conflict resolution skills of industrial workers ( $F_{(1, 68)} = 5.809$ ;  $p < .05$ ). The hypothesis which stated that there is no significant effect of brainstorming and peer mediation skills on conflict resolution skills among industrial workers was rejected by this finding. The implication of the finding was training industrial workers in brainstorming and peer mediation skills will significantly impact on their conflict resolution skills.

**Table 4: Pairwise Comparisons Conflict Resolution Skills**

(I) Treatment Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Brainstorming Mediation	Peer	5.269 <sup>*</sup>	2.186	.019	.907	9.632 <sup>*</sup>
Peer Mediation	Brainstorming	-5.269 <sup>*</sup>	2.186	.019	-9.632	-.907 <sup>*</sup>

Based on estimated marginal means

\* The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni

Results in Table 4 showed that brainstorming skills training has a significant effect on conflict resolution skills among industrial workers over and above the peer mediation group ( $MD = 5.269$ ;  $std\ error = 2.186$ ;  $p < .05$ ). This means that brainstorming skills training are more effective than the peer mediation in the improvement of conflict resolution skills among industrial workers.

### ***Hypothesis Two***

There is no significant effect of social competence on conflict resolution skills.

**Table 5: Univariate Tests Conflict Resolution Skills**

	Sum of Squares	df	Mean Square	F	Sig.
Contrast	34.300	1	34.300	.420	.519
Error	5559.460	68	81.757		

The F tests the effect of Social Competence. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

The results in Table 5 indicated that there was no significant effect of social competence on conflict resolution skills of industrial workers ( $F_{(1, 68)} = .420$ ;  $p > .05$ ). The hypothesis which stated that there is no significant effect of social competence on conflict resolution skills was accepted by this finding. The implication of the finding was that the social competence of industrial workers notwithstanding, they have similar conflict resolution skills.

### ***Hypothesis Three***

There is no significant interaction effect of social competence on conflict resolution skills of participants in brainstorming and peer mediation skills training groups.



**Table 6:** *Pairwise Comparisons Treatment Group and Social Competence Conflict Resolution Skills*

Treatment Group	Social Competence	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Brainstorming	Low	123.832 <sup>a</sup>	2.142	119.558	128.106
	High	119.331 <sup>a</sup>	2.262	114.818	123.844
Peer Mediation	Low	115.478 <sup>a</sup>	2.045	111.396	119.560
	High	117.147 <sup>a</sup>	2.203	112.750	121.543

a. Covariates appearing in the model are evaluated at the following values: Pretest Conflict Resolution Skills = 124.0000.

The results in Table 2 indicated that there was no significant interaction effect of and social competence on the conflict resolution skills of industrial workers in brainstorming and peer mediation skills ( $F_{(1, 68)} = 2.031; p > .05$ ). The hypothesis which stated that there is no significant interaction effect of social competence on conflict resolution skills of participants in brainstorming and peer mediation skills training groups was accepted by this finding. The implication of the finding was training industrial workers in brainstorming and peer mediation skills will not significantly be influenced by their social competence skills to affect their conflict resolution skills.

### Discussion

This study investigated the effects of brainstorming and peer mediation skills training on conflict resolution skills of workers in manufacturing Industries using social competence as a moderator. The first hypothesis stated that there is no significant effect of brainstorming, and peer mediation skills training on participants' conflict resolution skills. Results however showed that there was a significant effect of brainstorming and peer mediation skills training on participants' conflict resolution skills. Those in the brainstorming group had higher conflict resolution skills than those in the peer mediation group. In effect, the treatments are significantly different from each other in improving conflict resolution skills of industrial workers.



It was concluded that participants' conflict resolution skills would differ with regards to the treatment given to them. Brainstorming skill group had higher gains in conflict resolution skills of participants and is therefore better than peer mediation group. It is not surprising that peer mediation skills proved to be more effective than either of brainstorming group. This findings corroborates those of Ajala (2003), Akanji (2005), Bankole (2007) as well as Hammed (2002) and Hammed and Ayantunji, (2002). For instance, Hammed and Ayantunji (2002) observed that the industrial conflict as is found in most organisations today bother on conflict-handling behaviour (peer mediation patterns) of both labour leaders either elected or/and appointed officers and the representatives of the management. Also Akanji (2005) asserts that work place conflicts are mostly due to interpersonal squabbles between trade union leaders and the management of organisations.

Improving on the conflict resolution skills of participants through peer mediation skill training is not surprising since peer mediation is usually considered as a compromise to settle an argument or issue to benefit ourselves as much as possible. Negotiation, according to Fisher et al (2000) is a structural process of dialogue between conflicting parties about issues in which their opinions differ. When individuals posses these characteristics, they would be able to handle conflict effectively. Also, it is believed that when individuals posses the ability to brainstorm, they can view conflict better and therefore resolve conflicts when they arise. Brainstorm is a technique for generating ideas to solve a problem. The main result of a brainstorm session may be a complete solution to the problem, a list of ideas for an approach to a subsequent solution or a list of ideas resulting in a plan to find solution which could imply on the conflict resolution skills of individuals.

The second hypothesis stated there is no significant effect of social competence on participants' conflict resolution skills. Findings of this study showed that participants with low and those with high social competence will not significantly differ in their conflict resolution skills. This finding is surprising since it would be believed that conflict resolution is a function of social competence. Social competence being a complex, multidimensional concept

consisting of social, emotional (e.g., affect regulation), cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioural (e.g., conversation skills, pro-social behaviour) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) is needed for successful social adaptation. Ordinarily, social competence is expected to be related to effective conflict resolution. As established by Van Slyck, Stern and Zak-Place (1996), effective conflict resolution is associated with overall social competence in adolescents through the component skills of problem solving, decision making, communication, and coping.

In this particular instance however, the result runs contrary as participants' social competence will not significantly influence in their conflict resolution skills. Though, literature could not be located in industrial setting, studies in educational setting revealed that higher-status children had fewer and shorter disputes, were more likely to invoke skilful verbal resistance strategies, and had more positive affect outcomes of disputes than lower-status children, hence the role of sociometric status on first-graders' conflict resolution outcomes (Putallaz, 1995) It is not surprising that the present result indicated that social competence has no significant effect on conflict resolution skills among the workers. This could be as a result of the level of the workers' social competence. It therefore brings to question how serially competent the workers are. There might be a need to implement a training programme workers' social competence.

The third hypothesis stated there is no significant effect of social competence on the conflict resolution skills of participants exposed to brainstorming and peer mediation skills treatment packages. Results revealed that social competence did not interact significantly with brainstorming and peer mediation skills treatment packages to influence the conflict resolution skills of participants. Social competence would have been expected to influence the treatment packages in the resolution of conflict. This findings is contrary to that of Turnuklu *et al.*, (2009a; 2009b) who found peer mediation to be effective in conflict resolution. The results would not have been significant without good social competence skills in place. When social competence is high, the

level of conflict resolution skills is expected to be high, even under different training programmes such as peer mediation and brainstorming. All these programmes require good social competence. For the result of this study to have indicated a non significant influence of social competence in moderating the relationship between the treatment packages and conflict resolution skills is though surprising but all the same revealing. The result could be an indication of the level of social competence of participants which could not have any significant influence on conflict resolution skills as observed in hypothesis three of this study.

## **Conclusion**

From the findings of this study, it was concluded that participants' conflict resolution skills would differ with regards to the treatment given to them. Peer mediation skills group had the highest gains in conflict resolution skills of participants and is therefore better than any of brainstorming group, peer mediation group and control group. Also, communication skills will not significantly affect the conflict resolution skills of industrial workers. Participants with low and high social competence will not significantly differ in their conflict resolution skills. Communication skills would also not interact significantly with treatment to affect the conflict resolution skills of participants. Social competence would not interact significantly with treatment to influence the conflict resolution skills of participants. Furthermore, communication skills would not interact significantly with social competence to influence the conflict resolution skills of participants. Finally, participants' conflict resolution skills would not be affected by the interacting effect of treatment, communication skills and social competence.

## **Recommendation**

Organisation is a consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous bases to achieve a common goal or set of goals. Based on the findings of this study, the following recommendations are made:

- I. Industries should put up brainstorming skills training seminar for their workers.

- ii. The peer mediation patterns of labour leaders and management representatives who seem required skills for effective conflict management which bothers on conflict handling behaviour (peer mediation pattern) of both labour leaders and management representatives. Labour leaders and management representatives should thereby be trained on how to effectively handle organisational conflicts.
- iii. Managers should be allowed to engage in managerial activities, such as decision making, planning, controlling, exchange routine, information, motivating, disciplining, interacting with outsiders and managing conflicts.
- iv. Hostile work environment should be discouraged, the work place should be made pleasant because wages and salary benefits are not the only reasons why people like their job or stay with an employer. Far more important is the quality of the employee's job and the supportiveness of their work environment.

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# **Goal-Setting, Value-Orientation and Learning Styles as Predictors of Undergraduates' Academic Achievement in Distance Learning System: Implications for Policy and Counselling**

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## **Abstract**

This is an investigation on goal-setting, value-orientation and learning styles as predictors of undergraduates' academic achievement in distance learning System. The aim is to point out the implications of such factors for policy and counselling services designed to assist distance learning students (DLS). The study used ex-post facto research design in which 200 DLS students (Males = 100 (50%): Females 100 (50%) made up the sample for the study. Three instruments developed and validated by the researchers were used in the study. These are Goal Setting Questionnaire (GSO) with Cronbach alpha 0.72; Value Orientation Questionnaire (VOQ) with Cronbach alpha = 0.88 and Learning Styles Assessment Scale (LSAS), Cronbach alpha = 0.92. Academic achievement was assessed using students current GPA. Two research questions were answered using 0.05 alpha level. Findings revealed the combined and independent contributions of goal setting, value-orientation and learning styles to the prediction of academic achievement among DLS students. It is recommended that comprehensive orientation services focusing on the factors influencing academic achievement especially learning styles, goal setting and value clarification should be organized for DLS students before the commencement of their studies.

**Keywords:** DLS, learning styles, goal orientation, value orientation, academic achievement.



## Introduction

The need for continuous education by the working class in Nigeria is apparently very high. There is an increase in the enrolment of people into distance learning programmes and this is why many of the conventional universities now mount distance learning programmes. However, many Nigerian students undergoing courses in DLS often express fears on the effectiveness of the programme and the possibility of the students graduating with honours on the completion of their courses. Since high academic achievement is highly desirable by students undergoing DLS just like their counterparts running full-time courses in conventional institutions, the need to identify factors predicting students academic achievement in DLS cannot be over emphasized.

Academic achievement, especially academic failure, is often viewed in narrow terms, as an individual behavior limited to the early life course. However, academic achievement has implications that play out across life stages especially for DLS students. On the individual level, academic struggles predict short-term problem behavior and dropout, and can derail educational and occupational trajectories well into adulthood. It can also lead to ego problems as adults may feel derailed when their young ones get to know that they are not doing fine in their DLS courses (Crosnoe, 2002). While several factors may predict students' academic achievement, previous research findings emphasized the influence of goal -setting, value-orientation and learning styles on the academic performance of students running full-time courses in conventional institutions. However, the contributions of these factors to students' academic achievement in DLS have not been conclusively established. Moreover, the DLS is relatively new in Nigeria and there is apparent need to identify factors which may influence academic achievement of students in DLS. Therefore, this study investigates the predictive contributions of goal-setting, value-orientation and learning styles on the academic achievement of DLS students.

Distance learning or distance education refers to an educational system in which the professor and the student are separated from the point of view of distance. In order to achieve the necessary collaboration for an educational process, a DL system has to use the



technology, even if we speak about the simple utilization of the printed materials or advanced technologies that involve audio-video communication (Honey, 2001). Distance learning is a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning (Greenberg, 1998). Recent and rapid technological developments raise questions whether distance education theory has kept pace with new, affordable applications of communications technology and the changing educational needs of a learning society. It must be noted that technology does not teach students; effective teachers do (Palloff and Pratt, 2000). They make the point that the issue is not technology itself, but how it is used in the design and delivery of courses. Too often instructors do not design their lessons to take advantage of the technology presented. This affects the quality of the instruction. In distance learning, students and teachers will find themselves playing different roles than is the norm in traditional education (Keirse, 1998). The teacher is no longer the sole source of knowledge but instead becomes a facilitator to support student learning, while the student actively participates in what and how knowledge is imparted (Cuban, 2001). More than any other teaching method, distance learning requires a collaborative effort between student and teacher, unbounded by the traditional limits of time. Space, and single-instructor effort.

Technology has also changed the face of education. Advances in telecommunications technology has opened up the possibility of personal and group interaction in distance education. Research suggests that the effectiveness of distance learning is based on preparation, the instructor's understanding of the needs of the students, and an understanding of the target population (Omoregie, 1997). According to Cuban (2001) the successful student needs to have a number of characteristics such as tolerance for ambiguity, a need for autonomy, clearly defined goals, and an ability to be flexible. Garrison (2000) found that compared to most face-to-face learning environments, distance learning requires students to be more focused, know their values, become better time managers, and be able to work independently and with group members.

Many distance learners are different from traditional undergraduates in that they are already in professions. They have well defined goals and are more motivated (Ziegert, 2000). As we saw earlier, distance education students need to feel to be part of the community. Greenberg (1998) describes this as a virtual learning community. A major area of concern for the distance student is the perceived lack of feedback or contact with the teacher. Because there is no daily or weekly face to face contact with teachers, students may have trouble in self-evaluation (Galusha, 2008). There are a variety of learning styles including Conceptual Tempo (Kagan et al., 1964) and Hemisphericity (Cuban, 2001) approaches to the Convergent/Divergent thinking (Greenberg, 1998) and Independent/Dependent (Ziegert, 2000) techniques. According to Omoregie, (1997), field independence/dependence is “by far” the most relevant to DLS students. This learning approach measures how much students are able to overcome the effects of distracting background elements when they attempt to differentiate relevant aspects of a particular situation (Cuban, 2001). Garrison (2000) stated that field independent students show greater interest in their studies and they are able to achieve much by reading course materials with or without any facilitator.

In contrast, field dependent students, prefer a higher level of social sensitivity and prefer structured activities that require involvement with others. They can hardly benefit from their course materials with direct contacts with their facilitators. Field dependent persons are better at learning and remembering social material, just as independent persons are better at learning and remembering impersonal material.

### **Research Questions**

- i. What is the composite contribution of goal-setting, value-orientation and learning styles to the prediction of academic achievement in DLS?
- ii. What is the relative contribution of goal-setting, value-orientation and learning styles to the prediction of academic achievement in DLS?

## Methodology

This study used ex post facto research design because the *factors* were objectively studied without manipulating any of them to cause a change in the other. Instead, questionnaires were used for data collection from a representative sample and the data generated were analysed to provide an objective description of the phenomenon.

**Population and Sample:** Students running DLS at the National Open University of Nigeria, Abeokuta, Ogun state centre constituted the target population. 200 students (Males 100(50%); Females = 100 (50%)) made up the sample for the study. The stratified random sampling technique along gender divide was employed in selecting the actual sample for the study. The age range of participants was 24 - 57 years with a mean age of 33.04 years and standard deviation of 2.18.

**Instrumentation:** Three instruments developed and validated by the researchers were used in the study. The first is the Goal Setting Questionnaire (GSQ). It is a 6-item, 4-point scale measuring goal-setting. It yielded 0.72 on Cronbach alpha and 0.81 co-efficient of reliability using test re-test reliability method. The second instrument is Value Orientation Questionnaire (VOQ) containing a 7-item scale measuring value orientation. It has 0.88 Cronbach alpha and 0.76 reliability index. The third is Learning Styles Assessment Scale (LSAS). It is a 7-item scale measuring learning styles. It yielded 0.92 on Cronbach alpha and 0.79 co-efficient of reliability. Academic achievement was assessed using students' current GPA.

**Procedure:** The instruments were administered one after the other by the researchers with the aid of four research assistants. The research assistants were trained before the commencement of the study. After selecting the sample, participants were briefed about the objectives of the study and they were encouraged to respond objectively to the instruments by assuring them that all responses would be treated with utmost confidentiality. The researchers also offered to clarify any of the item on which they sought further clarifications. The instruments were retrieved

immediately after completion. The administration of the instruments lasted 30 minutes on average.

**Data Analysis:** The data were analyzed using regression analysis on the SPSS. All results were considered for significance at 0.05 level.

### Results

The analysis of data was done using multiple regression analysis and the results considered for significance at 0.05 levels are presented below:

**Table 1:** Summary of regression Analysis on Combined Influence of independent Variables (Goal-setting, Value-orientation and Learning Styles) on Dependent Variable (Academic achievement) of DLS Students

R = .691 R Square = .4774 Adjusted R square = .112 Standard Error of Estimate = 10.21					
	Sum of square	Df	Mean Square	F	P
Regression	18233.426	3	6077.8087	12.576	.001
Residual	94721.262	196	483.272		
<b>Total</b>	<b>11.2954.688</b>	<b>199</b>			

Table 1 revealed significant combined contribution of goal setting, value-orientation and learning styles to the prediction of academic achievement among DLS students ( $F = 12.576$ ;  $p < 0.05$ ). The results also yielded a coefficient of multiple regression R of 0.691 and multiple Rs square .4774. This suggests that the three factors combined accounted for 47.74% of the variance academic achievement among DLS students. The other factors accounting for 52.26% of the variance in academic achievement among DLS students is beyond the scope of this study

**Table 2:** Relative Influence of Independent Variables (Goal-setting, Value-orientation and Learning Styles) on Dependent Variable (Academic achievement) of DLS Students

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	T	Sig.
Goal-setting	.381	.141	.132	2.211	.001
Learning-styles	.823	.291	.321	4.225	.000
Value-orientation	.218	.122	.128	2.143	.003

Table 2 above showed that the three factors are potent *predictors* of academic achievement. The most potent factor was learning styles (B = .823, t = 4.225, P < 0.05), followed by goal-setting (B = .381; t = 2.211; P < 0.05) while value-orientation was the least predictor (B = .218; t = 2.143; p < 0.05). Thus, each of the identified factors made varying contributions to academic achievement of DLS students. These results suggest that learning styles, goal-setting and value-orientation independently predicated academic achievement of DLS students.

### Discussion and Conclusion

The findings of this study revealed the combined and independent contributions of goal setting, value-orientation and learning styles to the prediction of academic achievement among DLS students. The three factors jointly predicted the academic achievement among DLS students. This means that DLS students can perform well academically if they receive adequate orientation and counselling on the possible influence of learning styles, goal-setting and value-orientation since these factors significantly predicated academic achievement. The present finding corroborates Omoregie (1997) who suggests that the effectiveness of distance learning is based on preparation, the instructor's understanding of the needs of the students, and an understanding of the target population. It also agrees with Hardy and Boaz (1997) who observed that compared to most face-to-face learning environments, distance learning requires students to be more focused, better time managers, and to be able to work independently and with group members. It also corroborates Ganison (2000) who stated that field independent students show

greater interest in their studies and they are able to achieve much by reading course material with or without any facilitator. In contrast, field dependent students, prefer a higher level of social sensitivity and prefer structured activities that require involvement with others. They can hardly benefit from their course materials with direct contacts with their facilitators.

### **Implications for Counselling**

The findings of this study imply that counselling is indispensable in the effort to enhance academic achievement among DLS students. Comprehensive, carefully designed and effectively delivered counselling services should be made available to DLS students in order to assist them understand, strengthen and enhance their learning strategies, goal orientation and valueo orientation.

### **Conclusion and Recommendations**

The findings of this study led to the conclusion that DLS students need orientation and counselling on learning styles, goal-setting and value-orientation since these factors significantly predicated academic achievement. The implication is that if individuals understands his/her learning styles, identifies and define his/her goals clearly and knows his/her values, attaining high academic achievement will be easier and faster. Therefore, it is recommended that comprehensive orientation services focusing on the factors influencing academic achievement especially learning styles, goal setting and value- orientation training should be organized for DLS students before the commencement of their studies. Moreover, counselling services should be geared towards promoting effective learning styles, encouraging clear and realizable goal setting and promoting value-orientation skills.

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# Religion and Euthanasia, any Moral Lessons?

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## Abstract

*This study examined the religion and moral justification behind euthanasia. Euthanasia is a word for mercy-killing, which entails granting a terminally ill patient or a person with an unsolvable problem who is also in an intolerable pain, a merciful release through a painless death. This paper reflects the dilemma that Euthanasia poses to Medicine, Religion, Law, Philosophy, Ethics, Education and indeed mankind generally. The various lessons that could be learnt from this discourse are in the educative information's about Euthanasia and situations that can warrant it, the reasons given by those who encourage it and the reasons given by those who discourage it. It is now left to individuals to consider the various reasons and think of what to do in a situation that suggests Euthanasia. However, the problem or dilemma that Euthanasia poses to religion lies in the 6th (sixth) commandment which says, "Thou shall not kill" (Exodus 20:13) and the beatitude, a part of the sermon on the mount which-says "Blessed are the merciful for they shall obtain mercy" (Matthew 5:7).*

**Key words:** *Euthanasia, religion, moral justification*

## Introduction

Euthanasia is another word for mercy-killing. It entails granting a terminally ill patient or a person with an unsolvable problem who is also in an intolerable pain, a merciful release through a painless death. Euthanasia is a household and a popular word in Medicine, Ethics, Philosophy, Law, Religion and Education. In fact, it is a relevant word to everyone alive, because it has to do with life itself. (Falaye, 1986). The discourse on Euthanasia is no doubt an interesting one.

## Concept of Euthanasia

To start with, the word Euthanasia, according to the New Gem Dictionary is a "Gentle, painless death". The definition includes



“Putting to death in this way”. (Foreman, 1967). The Advance Learners Dictionary refers to Euthanasia as “Bringing about of a mercifully easy and painless death for persons suffering from an incurable and painful disease. (Hornby 1985). The World Book Encyclopedia on the other hand defines Euthanasia as “The practice of painlessly putting to death persons who have incurable, painful, or distressing diseases or handicaps. It comes from the Greek words for good and death, and is commonly called mercy-killing. (Mihanovich, 1974).

Further still, the New Catholic Encyclopedia refers to Euthanasia as “The act of inducing death painlessly and thus it is known as “mercy-killing”. (Kenny, 1962).

Lastly, the American Heritage Dictionary of the English language refers to Euthanasia as “The action of inducing the painless death of a person for reasons assumed to be merciful” (Noms, 1969). In summary, Euthanasia can be generally understood and accepted as the act of allowing or even inducing the death of a terminally ill patient who also is in extruciating pain to relieve the patient of his or her untold hardship. It is accepted by some as an act of mercy of benevolence hence it is often referred to as “mercy killing.” (Falaye 1986). The word Euthanasia is brought out of two Greek words. “Euthumos” which means well, good, pleasant, cheer or courage while the word “Thanatos” which means death. Put together, therefore, the compound word “Euthanasia” would mean a 'good death,' a pleasant death, or a cheerful or courageous death as against the death that comes slowly, but with extreme pain and untold hardship. When Euthanasia is neatly and perfectly carried out patients live and perhaps smile to death as against their counterparts who die woefully long (after their) actual death when their lives might have been battered and shattered.

The issues of Euthanasia has a close resemblance (though not the same) with suicide, murder, and abortion. Infact, opponents of Euthanasia strongly push forward the argument that it is nothing but murder or suicide (Falaye 1986).

Almost everyone who knows what it entails is interested in the arguments. Thus according to (Olukunle, 1983).

*“The issue of Euthanasia is essentially a medically excess luggage which has spilled over into religion, because of the moral issues, and into philosophy because of the arguments on all sides of the case and will eventually spill on to everyone since it is essentially a matter of life and death.*

There is definitely a moral lesson to be learnt from Euthanasia by person in Medicine, Law, Philosophy, Education, Religion and indeed everyone who cares to listen to the discourse on Euthanasia.

### **Types of Euthanasia**

*There are about three types of Euthanasia, namely:*

The Voluntary Euthanasia, Involuntary Euthanasia and Non-Voluntary Euthanasia.

- a. The voluntary Euthanasia is the type of 'mercy-killing' carried out at the request of the person killed.
- b. The Involuntary Euthanasia is the type that a person could be painlessly and mercifully extinguished or allowed to pass into oblivion either without consenting when asked or without being asked at all, whether he or she would like to be Euthanasized. Here, it is noteworthy that the person under question is capable of either consenting or not consenting to the act.
- c. The third type of Euthanasia is the non-voluntary type. This type of Euthanasia is quite close to involuntary, but slightly different. The difference lies in the fact that in the case of involuntary Euthanasia, the patient is conscious and capable of consenting or not if consulted.

In the case of non-voluntary Euthanasia, however, the patient is often unconscious. The question of whether to consult him or not is, therefore, irrelevant and a non-issue. The fact remains, however, that if consulted, he might or he might not agree to the suggestion. Non-voluntary cases of Euthanasia often include the cases of the imbecile, the mentally retarded, the tragic new born or

the deformed infants. On the other hand, non-voluntary Euthanasia often involve terminally ill patients whose lives have been reduced to vegetative standard either when the cerebral cortex is damaged beyond repairs or through some other deadly occurrences and is now supported by life saving gadgets.

### **Different was of Performing Euthanasia**

Active Euthanasia is actually an act of commission. This is when positive measures are taken to kill a person mercifully. It could be through administering narcotics like an over dose of morphine, a sleeping tablet, or when the patient is chloroformed. The doctor could also administer an appropriate dosage of mercy antidote injection so that the patients would sleep into eternity without pain, agony or suffering. A pitiable example is the case of a renowned Nigerian Lagos based politician and a business tycoon who was plagued with malady and acute psychosis with the use of African Homeo-pathic medicine by an African Traditional Ruler.

Relatives and political colleagues of this said politician could not allow him to go into the streets barking like hounds. They, therefore, requested for Euthanasia for the politician cum business tycoon. The patient was given mercy antidote injection and he quietly gave up (Falaye 1986).

Similarly, a Lagos based business tycoon and a musician suggested Euthanasia to his doctor and it was consequently carried out when it was obvious that his leg would be amputated otherwise. He was prepared to depart from this world wholly rather than remain and depart in bits or by installments. (Falaye 1986).

### **Passive Euthanasia**

Passive Euthanasia consists mainly of acts of commission. Euthanasia is passive when efforts to sustain the life of the person concerned are withdrawn or withheld. A doctor for example, could carry out passive Euthanasia by simply withholding or withdrawing medicine meant to improve the condition of the patient or keep him alive. Life saving gadgets could also be withdrawn from vegetative human beings allowing them to die naturally there by. Surgery could also be withheld from a patient who is badly in need of it allowing, therefore, the patient to die.

Anti-biotics also could be withheld from a patient who is badly in need of it, if the doctor intends to carry out a passive Euthanasia on the patient.

Anyone other than the doctor could actually carry out passive Euthanasia. A mal-formed new born for example, could be ignored and could be allowed to die naturally, if it is its people's wish. Similarly, food could be withheld from a baby and hence such baby would starve to death, especially if such baby is undesirable or if it constitutes a pain or a source of perpetual grief to the parents. In summary, Euthanasia, voluntary, involuntary or non-voluntary, active or passive consist of all acts or steps taken to relieve the terminally ill patients and helpless individuals, of their pain, agony or suffering. Here it is noteworthy that the motive is to relieve the sufferer of his or her suffering as against the case of murder where the motives are hatred, envy, prejudice and the zeal to revenge.

### **The Problems of Euthanasia**

The problems of Euthanasia are numerous and diverse. In fact, Euthanasia has been a sole embarrassment to 'Medicine, Law, Ethics, Philosophy, Religion, Education and all fields generally because it is the issue of life and death, which concerns all. The doctor's problem lies in the fact that he is committed to prolonging life as well as relieving pain and suffering. Here lies the doctors dilemma, especially with patients of terminal illness who are also in acute pain. He would object to Euthanasia if he had to prolong life while he could not avoid Euthanasia if he would save his patients from intolerable pain. He (the doctor) has sworn to the Hippocratic oath which commands him to

*“give no deadly medicine to anyone if asked,  
Nor suggest such counsel.” (Falaye 1986).*

He (the doctor) has also sworn to 'abstain from every voluntary act of mischief and yet he is also committed by the ethics of his profession to minimize pain, or prevent it altogether if possible. Unfortunately, with the issue of Euthanasia he has to choose one of this commandments to obey or abide by since he cannot really obey both. He has to break one however. Euthanasia also constitutes

problems to law in that the law does not allow killing of any sort be it murder, suicide, manslaughter, or abortion. The only form of killing allowed in law is that of self-defense and the one carried out in obedience to court order as it is in the case of capital punishment or death sentence. Besides these, the law frowns on all forms of killing.

Euthanasia is, therefore, generally condemned and is regarded as illegal by a considerable large group. Voluntary Euthanasia can actually fall under the category of suicide while involuntary and non-voluntary cases of Euthanasia could fall under murder as far as the law is concerned, unless the modalities are well laid out. On the other hand, every individual should have some amount of rights including the right to live and the right to die if need be. Therein lies the embarrassment of Euthanasia to law. Punishment for Euthanasia is, however, minimal if at all there is any, especially when voluntary Euthanasia is committed by doctors. In most cases the culprits are given suspended sentence, reprimanded or warned – some two organizations in the past have made some unsuccessful efforts to legalise Euthanasia. They are the voluntary Euthanasia legislation Society of America established three years later. A bill presented to the British parliament failed to pass while two U.S proposals presented to the state legislatures of Nebraska and New York were also defeated. However, Euthanasia is often performed neatly and expertly by doctors such that “footprints” are never left for the law to observe.

### **The Religious Problem**

The problem or dilemma that Euthanasia poses to religion lies in the 6th (sixth) commandment which says, “Thou shall not kill” (Exodus 20:13) and the beatitude, a part of the sermon on the mount which-says “Blessed are the merciful for they shall obtain mercy”. (Matthew 5:7). The dilemma of the doctor as to whether to Euthanasize or not lies in his confusion of whether to show mercy by killing the terminally ill patient mercifully and ignore the sixth commandment or to adhere to the sixth commandment and hence refrain from Euthanasia. Almost all religious groups, however, forbid Euthanasia especially the Catholic Church. Religion frowns on Euthanasia. Religious groups also think that God is the author

and custodian of life and He only can take it if and when he chooses. It is their belief that human life is sacred and sacrosanct.

### **Philosophical And Ethical Problems**

The problem of Euthanasia is no less an embarrassment and a dilemma to philosophy and ethics than it is to other fields. An attempt to justify or condemn Euthanasia in philosophy and ethics will no doubt involve the following issues. The sanctity of life, the worth of life and when life becomes worthless, if it ever becomes so until death, criteria for determining the quality of life, are conditions that differentiate Euthanasia from murder or suicide. Nevertheless, most moralists and ethicists do condemn Euthanasia. Attempts to rationalize Euthanasia, however, will be in distinguishing it clearly from suicide or murder.

As far as ethics is concerned, there is a dilemma in the issue of Euthanasia in that it could not be outrightly branded immoral nor could it be regarded as moral. The only way out of the dilemma perhaps is to accept Euthanasia as amoral, that is not really right yet not wrong. These notwithstanding, those who Euthanasize may not relax or feel comfortable after the act, because it involves killing and taking of life. Some have, however, attempted to distinguish between active and passive Euthanasia, such people tend to justify passive Euthanasia while condemning the active form. (Kamisar 1976).

On moral grounds, however, Yale Kamisar (1976) concludes that:

*“Even though Euthanasia might on some occasion be morally permissible, it still may be that we are not competent to identify such occasions accurately and hence should refrain from the practicing of Euthanasia.”*

### **Argument in Favour of Euthanasia**

The main argument utilized by proponents is that it may not be really right to continue to hold to ransom an individual by denying him or her the right to die peacefully when actually the individual feels that the purpose for which he lives is defeated already. Individuals who are terminally sick and are in excruciating pain,

persons who have been rendered useless and people who feel that their lives are worthless fall into this category. Some individuals actually feel that if they find themselves in some terrible and unpleasant situations that there would be no solutions they ought to be allowed to die naturally without disturbance. A typical example was Sir William Mac Farlane a seventy three years old, Noble Laureate who carried a card with him at all time stating:

*"I request that in view of my age, any prolonged unconsciousness, whether due to accident, heart attack, or stroke, should be allowed to take its course without benefits of intensive care or resuscitation ward."* (Milton et al, 1975).

Next is the issue of using artificial methods like life saving machines and gadgets to prolong life. Those who argue for Euthanasia feel that there is actually no need for all these. Patients ought to be allowed to die naturally when actually the situation suggests that. The use of artificial respirators, kidney and heart transplant should therefore be unnecessary. (Falaye 1986). It is also stated clearly by proponents of Euthanasia like S.D Williams that Death itself is natural and one ought not to do everything including the unnatural to prevent it.

Next is the fact that patients and individuals who are at their wits end as far as health and other issues of life are concerned ought to have the right to depart from the world including through suicide and Euthanasia. Thus, it is Glanville (Williams 1976) opinion that:

*"The act of 1961, which declared that suicide should no longer be a crime, legalized suicide as such. For no legal purpose does the self-killer commit a crime."*

Proponents of Euthanasia like Robert Morrison also argue that the excruciating pain and suffering that incurable patients often go through and the exorbitant cost of keeping them alive vegetatively becomes unwarranted and makes Euthanasia a better option. Thus, it is Robert Morrison's opinion that:

*"The pain and suffering involved in maintaining the patient are mounting seriously, while the benefits enjoyed by the patient himself or that he*



*can give on those around him are just declining inexorably. As the loss mount higher and higher and the benefit become smaller and smaller, one may well begin to wonder what the point of it all is.?*

These are reasons given by proponents of Euthanasia to defend the act.

### **Arguments against Euthanasia**

The first group of people that oppose Euthanasia seriously are the religious group and perhaps the moralists. Religious groups definitely frown at Euthanasia for many reasons. Firstly, the Bible condemns it. The Sixth Commandment actually states categorically that: "Thou shall not kill." (Exodus 20:13). Next St. Thomas Aquinas actually denounced Euthanasia and any similar acts referring to such acts as "unnatural." According to Aquinas such acts are contrary to the charity which everyman bears towards himself and it is "an offence against the community and a usurpation of God's power to kill and make alive." (Rose, 1912).

It is also (Olukunle's 1983) view, that:

*"All religious groups that I know of especially the catholic church oppose Euthanasia for three main reasons. They think it is suicide in the case of voluntary Euthanasia, they believe it is murder in the case of involuntary Euthanasia, and are opposed to both on grounds that man lacks the competence to do God's work (taking life) for him."*

As for the issue of suffering and pain, the Christian principles actually accommodate suffering encouraging religious people to bear it with dignity when it comes. An example is the case of Job who tolerated all the pain and suffering that came his way without committing suicide or requesting for euthanasia. (Job Chapters 1 & 2). Next is the issue of miracle. A miracle could actually come from God at a particular time to rescue that sufferer hence the need for suicide or Euthanasia may be unwarranted as far as Christianity is concerned.



Another important point yet is the fact that medicine is not static. It is rather advancing in research and discovery. No one, therefore, could actually conclude that a case of ailment is either terminal, incurable or hopeless unless medicine has become static. Thus it is the view of Doctor Haven Emerson, a one-time president of the American Public Health Association that:

*“No one can say today what will be incurable tomorrow. No one can predict what disease will be fatal or permanently incurable until medicine becomes stationary and sterile.” (Emerson, 1976).*

Emerson Op. Cit observes further that:

*“To be at all accurate we must drop altogether the term “incurable” and substitute for it some such term as chronic illness.”*

Definitely, if one considers Dr. Haven Emerson's opinion, suicide or Euthanasia would not be encouraged in the case of terminally ill patients because medicine for recovery could be discovered soon after the case of Euthanasia is applied.

Next to this is the fact that cases of abuse and misuse Euthanasia can abound if the act is legalized and encouraged. Yale kamisar (1976) actually expressed his opinion on this issue thus:

*“I am more concerned about the life and liberty of those who would needlessly be killed in the process or would irrationally choose to partake of the process.”*

Thus to encourage Euthanasia might imply wasting so many innocent and ignorant lives that would have been saved had Euthanasia been discouraged. Yet another important point is that definitely, the hitherto smooth relationship between the patient and the doctor would be marred if Euthanasia is encouraged. The relationship between the Doctor and his patient hitherto had been that of trust and absolute confidence. A situation of distrust would definitely creep in were Euthanasia to be encouraged because the patient would keep suspecting the doctor whether the Doctor would Euthanasized him, such situation may not be good at all for medicine on this issue, it is Milton Heifetz's (1975) opinion that:

*“The patient's attitude toward his own physician is usually one of trust. He believes his physician will act to the best of his ability and with full respect of his patients wishes.”*

Definitely, with Euthanasia being encouraged this confidence and trust of the Doctor by his patients would be eroded completely.

## **Conclusion**

With these it could be seen the dilemma that Euthanasia poses to Medicine, Religion, Law, Philosophy, Ethics, Education and indeed mankind generally. The various lessons that could be learnt from this lengthy discourse are in the educative information's about Euthanasia and situations that can warrant it, the reasons given by those who encourage it and the reasons given by those who discourage it. It is now left to individuals to consider the various reasons and think of what to do in a situation that suggests Euthanasia. There are, therefore, a host of moral lessons to be deduced and learnt from this discourse.

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# **Re-Inventing the Future of Higher Education in Nigeria through Strategic Planning and Corporate Entrepreneurship**

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## **Abstract**

*Higher education in Nigeria has been plagued with many challenges ranging from financing, infrastructure, governance coupled with the advancement in information communication technology and the ever increasing global trade. Concerns have been expressed over the capability of higher education to fulfill its mandate as a catalyst for economic and national development in Nigeria. This paper is presented in response to these challenges and strategies that could be employed to revitalized higher education in order to meet its expectation. The various merits of Strategic planning and corporate entrepreneurship were examined and evaluated as effective tools to bring about a rebirth and renewal of higher education in Nigeria in order to achieve its goals and objectives effectively and efficiently. The paper is purely exploratory, relying on published works. The authors concluded that strategic planning (re-planning) and corporate entrepreneurship have the required ingredients to bring about a rebirth and renewed vision and mission that will transform higher education in Nigeria into something significantly different from what it has been.*

**Key words:** *Strategic planning, Higher education, corporate entrepreneurship*

## **Introduction**

Organizations exist to accomplish specific objectives so are educational institutions and especially higher education. These objectives or goals are referred to as strategic intent of the

organization (Kazmi 2006). According to Keown, Petty, Martin and Scott (2005) the hard task of selecting an overall organizational strategy for long-run survival and growth known as strategic planning could be daunting. In formulating its strategic plans an organization must assess its particular situation, opportunities, objectives and resources that are available to it. Strategic plan therefore becomes the process of developing and maintaining a balance between the organizational goals and capabilities and its opportunities (Keown et al 2005). The strategic intent of higher education in Nigeria is summed up in her policy on Education.

According to the World Bank higher education is fundamental to the construction of a knowledge economy and society (World Bank 1999). Unfortunately the potential of higher education in Nigeria to fulfill this responsibility has not been fully realized due such long-standing problems of finance, efficiency, equity, quality and governance. There are still other challenges linked to the growing role of knowledge in economic development, rapid changes in telecommunications technology, and the globalization of trade and labor markets (Salami 2001, World Bank 1999). Utomi (2001) grouped these challenges into internal and external factors. Internal factors include strikes, lack of employee motivation, and weak accountability for educational performance. External factors comprise teacher shortages, corruption, inconsistent funding efforts by government and admissions based on quotas rather than merit.

Utomi (2001) argued that these factors have led to the poor quality of university programs and their products (graduates). On the one hand, Saint, Hartnett and Strassner (2003) argued that most of the short falls in the education industry such as uncompleted or abandoned projects, irregular payments of staff and teachers' salaries, inadequate funding of research, poorly equipped libraries and laboratories, etc that the education sector has experienced in the past, could be attributed more to poor management of available resources than to provision of enough resources. Omotola (2008) on the other hand, identified lack of accountability and mismanagement of funds, by some education managers, as one of the ills that has plagued the education sector. Ajayi (2006)

therefore stressed the need for competent and qualified professionals to manage and utilize educational resources. The paper critically examined the history of higher education in Nigeria and the factors that have militated against its development over the years. The authors wish to draw the attention of the reader to the likely impact of strategic planning and corporate entrepreneurship in re-defining the future of higher education in Nigeria. The paper is purely exploratory, relying on published works.

### **Higher Education in Nigeria**

Historically higher education was not a Nigerian concept. According to Hashimshony and Haina (2008) higher education had existed in ancient times but its institutionalization is attributed to the middle Ages. They noted that higher education initially emerged as institutions in Paris and Bologna at the end of the 11th century. Obasi (2006) however notes that the Nigerian higher education system, after the establishment of one University College in Ibadan in 1948, followed 14 years later by the establishment of four additional regional universities, underwent a rate of growth, which could only be described as unusual. Between 1962 and 1998, the number of Universities in Nigeria grew from 5 to 37 and by the end of 2007 the number of universities and other degree awarding institutions has grown to 98 (Joint Admission and Matriculation Board 2007.2008 Brochure). Currently the number of higher educational institutions stands at 143 as at the end of 2015 and the number is still increasing (NUC 2015). Higher education, as used in this paper, refers to universities that have been accredited by the Federal Government of Nigeria to offer degrees to deserving candidates after successfully completing a prescribed course of study.

The entrance of private entrepreneurs into university education industry in the late 80's was a welcome development by the citizenry. As noted by Gbadamosi (2005) the argument in favor of provision of education by the private sector include, among others, the right of individual or groups to have a choice in education, efficiency consideration and relieving the government of the heavy burden of funding education. Okojie (2007) observed that the participation of private groups and individuals in the provision of

higher education also posed another set of problems – quality. Omolewa (2007) noted that quality control in the Nigerian education sector has remained a source of concern to the education stakeholder. Njoku (2007) on his part argued that the National Universities Commission (NUC) has performed credibly in ensuring the quality of programs in the training of students in Nigerian and to enable them attain the threshold of competency. The main objectives of the NUC academic accreditation programs are to ensure that the provisions of the minimum academic standards document are attained, assure employers and other member o the community that the Nigerian graduates of all programs have attained an acceptable level of competence in their areas of specialization, and to assure the international community that the programs of Nigerian universities are of global standards.

### **Strategic Planning**

Organizational environments are dynamic and no organization exists in isolation or in a static environment. Economic, social and political trends continually influence the services and products of organizations. Even as advances present new opportunities, they also generate new expectations. So methods for delivering programs and services and operations should be reexamined and reshaped in light of current realities and future projections. A successful strategy or strategic planning process therefore, will examine and make informed projections about environmental realities to help an organization anticipate and respond to change by clarifying its mission and goals; targeting spending; and reshaping its programs and other aspects of its operations (Mittenthal 2002).

Various definitions of strategy have been postulated over the years. Chandler (1962) defined strategy as the determination of the basic long-term goals and objectives of an enterprise and the adoption of the courses of action and the allocation of resources necessary for carrying out these goals; the pattern of objectives, purpose, goals, and the major policies and plans for achieving these goals stated in such a way so as to define what business the company is in or to be and the kind of company it is or is to be Andrews (1965); the common thread among the organization's activities, product and



market that defines the essential nature of business that the organization was or planned to be in future Ansoff (1965); and while Ansoff (1965) saw it as a set of decision-making rules for the guidance of organizational behavior Drucker (1970) stated that strategy is the “theory of business”; Glueck (1972) saw it as a unified, comprehensive and integrated plan designed to assure that the basic objectives of the enterprise are achieved and Henry Mintzberg (1987) argued that strategy is a pattern in a stream of decision and actions”. He distinguished between intended strategies and emergent strategies as a result it is possible for an organization to commence with a deliberate design of strategy and end up with another form of strategy that is actually realized. He concluded that not all organizational strategies are realized or realizable. On his part Porter (1996) opines that the core of general management is strategy. According to Porter strategy is developing and communicating a company's unique position, making trade-offs, and forging fit among activities.

From the above definitions it is clear that the term strategy is a complex one. A combination of the above definitions however, indicates the following about strategy:

- A plan or course of action or a set of decision rules forming a pattern or creating a common thread;
- The pattern or common thread related to the organization's activities which are derived from policies, objectives and goals;
- Related to pursuing those activities which move an organization from its current position to a desired future state;
- Concerned with the resources necessary for implementing a plan or following a course of action, and
- Connected to the strategic positioning of a firm, making trade-offs between its different activities, and creating a fit among these activities. (Kazmi 2006).

Scholars have also variously defined Strategic planning. According to Mittenenthal, (2002) it is a tool that provides guidance in fulfilling a mission with maximum efficiency and impact. If strategic plan is to be effective and useful it should articulate specific goals and



describe the action steps and resources needed to accomplish them. According to Mittenenthal, (2002) strategic plan is different from operating plan, business plan or case statement. Buren (2007) sees strategic planning as involving choosing the highest priority achievement that an organization is prepared to commit to over a period of three to five years. The process of planning emphasizes conscious, thoughtful choices. Buren identified the following as “the big five” cornerstone to any strategic plan: Mission, Vision, Value/Beliefs, Goals and Strategies. Strategic plan is an all inclusive process involving all board and staff to critically analyze the strengths, weaknesses, opportunities and threats (SWOT) facing the organization.

Drucker (1993) defined strategic planning as the ongoing process of making “entrepreneurial” decisions methodically and with the maximum knowledge of futurity; the organizing logically of efforts to implement these decisions, and, finally, the assessing of results of these decisions as compared to targets or expectations through feedback. Barry (1997) states that strategic plan is what an organization intends to achieve and, secondly, how leadership within an organization will direct or utilize its resources to achieve its ends. Accordingly an organization needs to decide: 1. The vision, mission or goals and organization will follow; 2. Whom an organization intends to serve; 3. The organization's position and responsibility within the community; 4. The types of services and/or products to be offered; 5. The resources required to be successful and thrive; 6. Decision of the best combination of items 2-5 to achieve an organizational vision including its mission and goals. Streib & Poister (2002) on their part defined strategic planning as a planning effort to focus scarce resources, to maximize effort, and to exploit opportunities. They see strategic planning as something quite basic and necessary. They further stated that strategic planning seeks to revitalize an organization by channeling effort toward the most important goals and activities. For Bryson (1995) the main aim of strategic planning is to think and act strategically.

As noted by Young (2003) though the definition of strategic planning is varied there are some features that are common in all of them and these include:

*Vision* – developing a common vision for the future – a conceptualization of where the organization wants or desires to be in the long-term.

*Assessment* – appraisal or determining where an organization is currently

*Strategies* – identifying how an organization will actually realize its mission, goals and objectives

*Measurement* – evaluating the progress of an organization in the implementation of its action strategies.

### **Corporate Entrepreneurship**

Corporate entrepreneurship is not totally a new concept. There are several scholarly literatures dealing on the subject however there is no single generally acceptable definition of corporate entrepreneurship (Gautam & Verma, 1997). Scholars have variously defined the term: corporate venture (Ellis and Taylor, 1987; MacMillan et al., 1986), new ventures (Roberts, 1980); Venture management (Veciana, 1996); intrapreneurship (Kuratko et al., 1990); internal corporate venturing (Burgelman, 1984) and internal corporate entrepreneurship (Schollhammer, 1982). However, Wolcott and Lippitz (2007) defined corporate entrepreneurship as the process by which teams within an established firm conceive, foster, launch and manage a new business that is distinct from the parent company but leverages the parent's assets, market position, capabilities or other resources. According to their work corporate entrepreneurship is more than just new product development, and it can include innovations in services, channels and brands. Ferreira, (2002) conceived corporate entrepreneurship as the effort to extend an organization's competitive advantage through internally generated innovations that significantly alter the balance of competition within an industry or create entirely new industries.

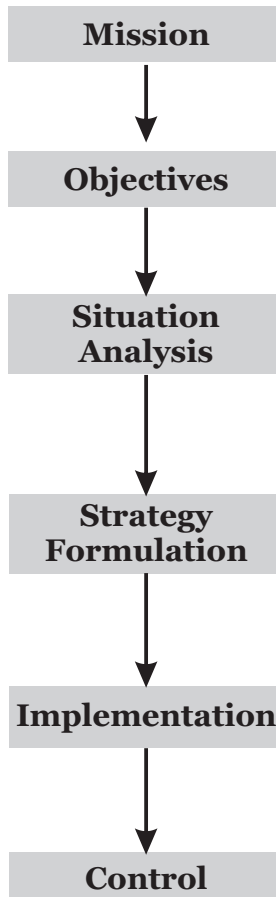
Corporate entrepreneurship is a process of organizational renewal (Sathe, 1989) that has two distinct but related dimensions: innovation, venturing and strategic stress that create new business through market developments by undertaking product, process, technological and administrative innovations. The second dimension of corporate entrepreneurship embodies renewal activities that enhance a firm's ability to compete and take risks

(Miller, 1983). Renewal has many facets, including the redefinition of the business concept, reorganization, and the introduction of system-wide changes for innovation (Sathe, 1989 & Miller, 1983 in Ferreira, 2002).

### **Higher Education and Strategic Planning**

In the 1970's, many large firms adopted a formalized top-down strategic planning model. Under this model, strategic planning became a deliberate process in which top executives periodically would formulate the firm's strategy, then communicate it down the organization for implementation. NetMBA (2007) gives the following flowchart model of this process:

#### **The Strategic Planning Process**



The process was seen as most applicable to strategic management at the business unit level of the organization. For large corporations, strategy at the corporate level is more concerned with managing a portfolio of businesses involving such decisions as which business units to grow, resource allocation among the business units, taking advantage of synergies among the business units, and mergers and acquisitions. Higher education, as a corporate organization, will equally benefit from such strategic management portfolio.

**Mission:** An organization's mission is its reason for being. The mission often is expressed in the form of a mission statement, which conveys a sense of purpose to employees and projects an organization's image to customers. In the strategy formulation process, the mission statement sets the mood of where the organization should go. Majority of higher institutions in Nigeria have their mission statements displayed at conspicuous points at their campus. The extent these mission statements influence the directions of the activities of the institutions are still debatable.

**Objectives:** Objectives are concrete goals that the organization seeks to reach. The objectives should be challenging but achievable. They also should be measurable so that the organization can monitor its progress and make corrections as needed.

**Situation Analysis:** Once the organization has specified its objectives, it begins with its current situation to devise a strategic plan to reach those objectives. Changes in the external environment often present new opportunities and new ways to reach the objectives. The establishment of majority of higher educational institutions in Nigeria is politically driven. As noted by Savage (2005) every organization should periodically carry out an environmental scan to identify the available opportunities. Every higher institution should know its capabilities and limitations in order to select the opportunities that it can pursue with a higher probability of success. The situation analysis therefore involves an analysis of both the external and internal environment. Organizations adopt *PEST analysis* in assessing the external

environment while *SWOT analysis* is used in assessing the internal environment.

**Strategy Formulation:** Once a clear picture of the organization and its environment is in hand, specific strategic alternatives can be developed. While different organizations have different alternatives depending on their situation, there also exist generic strategies that can be applied across a wide range of organizations. Porter (1980) identified cost leadership, differentiation and focus as three generic strategies that may be considered when defining strategic alternatives. As stated by Roberts, (1980) most organizations fail because of faulty strategy formulation. The concept of comparative advantage could easily apply to higher education whereby institutions are noted for specific programs and activities.

**Implementation:** For effective implementation, strategy needs to be translated into more detailed policies that can be understood at the functional level of the organization. The expression of the strategy in terms of functional policies also serves to highlight any practical issues that might not have been visible at a higher level. The strategy should be translated into specific policies for functional areas such as: marketing, Research and development, Procurement, Production, Human resources, and Information systems. In addition to developing functional policies, the implementation phase involves identifying the required resources and putting into place the necessary organizational changes.

**Control:** Once implemented, the results of the strategy need to be measured and evaluated, with changes made as required to keep the plan on track. Control systems should be developed and implemented to facilitate this monitoring. Standards of performance are set, the actual performance measured, and appropriate action taken to ensure success.

As a result of the political interests of government in establishing higher education in Nigeria, one wonders whether the relevant agencies of government go through such strategic planning process. With the entrance of private individuals and other

corporate organizations in the provision of higher education in Nigeria it is expected that the regulating bodies will actually ensure that these steps are followed before granting licenses to prospective providers of higher education.

### **Strategic Financial Planning**

Corporate strategic planning must go hand in hand with financial planning to achieve the desired corporate objective. After the strategic plans have been formulated and agreed upon, the next question would be how the organization would set out to achieve these goals – financial planning. The financial strategy for the organization must be developed along side the organization's corporate strategic plans. They form an integrated approach to the management of the organization and ensure that business and financial issues are considered alongside operating issues when significant changes are planned in the organization's activities (Savage 2005). Financial viability is key to an organization achieving its wider aims and objectives. According to Horne (2002) strategic financial planning involves analyzing the financial flow of an organization, forecasting the consequences of various investing, financing and dividend decisions, and weighing the effects of various alternatives. This will involve the determination of the where the firm has been, where it is now, and where it is going. The advantage of financial planning is that it forces management to take account of possible deviations from the organization's anticipated path.

A financial strategy will usually address five key issues:

- The long-term viability of the organization and matching resources with objectives.
- Maintaining productive capacity to meet current objectives.
- Financing development and investment.
- The evaluation of strategic alternatives and managing risks.
- Integrating financial and other corporate strategies.

### **Higher Education and Corporate Entrepreneurship**

Corporate entrepreneurship activities can be internally or externally oriented (MacMillan et al., 1986; Veciana, 1996). Internal activities are typified as the development within a large

organization of internal markets and relatively small and independent units designed to create internal test-markets or expand improved or innovative staff services, technologies, or production methods within the organization. These activities may cover product, process, and administrative innovations at various levels of the firm (Zahra, 1991). Schollhammer (1982) has proposed that internal entrepreneurship expresses itself in a variety of modes on strategies - administrative (management of research and development), opportunistic (search and exploitation), imitative (internalization of an external development, technical or organizational), acquisitive (acquisitions and mergers, divestments) and incubative (formation of semi-autonomous units within existing organizations).

External entrepreneurship can be defined as the first phenomenon that consists of the process of combining resources dispersed in the environment by individual entrepreneurs with their unique resources to create a new resource combination independent of all others (Gautam & Verma, 1997). External efforts entail mergers, joint ventures, corporate venture, venture nurturing, venture spin-off and others. Whether internal or external in focus, corporate entrepreneurship can be formal or informal. Informal efforts occur autonomously, with or without the blessing of the official organization. Such informal activities can result from individual creativity or pursuit of self-interest, and some of these efforts eventually receive the firm's formal recognition and thus become an integral part of the business concept. According to Zahra (1991) a comprehensive corporate entrepreneurship must incorporate both formal and informal aspects of corporate venturing, stating that corporate entrepreneurship refers to formal and informal activities aimed at creating new business in established organizations through product and process innovations and market developments. These activities may take place at the corporate, division (business), functional, or project levels, with the unifying objective of improving an organization's competitive position and financial performance (Morris et al., 1988). It is therefore arguable that corporate entrepreneurship is not confined to a particular type of business, business size or a particular stage



in an organization's life cycle. In a competitive environment, entrepreneurship is an essential element in the long-range success of every business organization, small or large, new or long established.

Literature identifies three types of corporate entrepreneurship. One is the creation of new business within an existing organization - corporate venturing or intrapreneurship Burgelman, 1983; Kuratko et al., 1990; Guth & Ginsberg, 1990. Another is the more pervasive activity associated with the transformation or renewal of existing organizations (Stopford & Fuller, 1994). The third involves the enterprise changing the rules of competition for its industry in the manner suggested by Schumpeter and implied by Stevensen and Gumpert (1985).

### **Higher Education in Nigeria and the Way Forward**

Nigerian higher education requires changes in the pattern of resource deployment - new combinations of resources in Schumpeter's terms that - transforms an organization into something significantly different from what it was before - something 'new' Stevensen and Gumpert (1985). This transformation of the organization from the old to the new reflects corporate entrepreneurial behavior (Guth and Ginsberg, 1990). Corporate venturing, or new business development within an existing firm, is only one of the possible ways to achieve strategic renewal. Higher education in Nigeria needs "strategic renewal" which involves the creation of new wealth through new combinations of resources. This includes actions such as refocusing a business competitively, making major changes in marketing or distribution, redirecting product development, and reshaping operations (Ibid).

Wolcott and Lippitz, (2007) identified four models of corporate entrepreneurship that could be applicable to higher education in Nigeria:

- (a) *The opportunist* - characterized by diffused ownership and ad hoc resource allocation;
- (b) *The enabler* - characterized by diffused ownership and dedicated resources;
- © *The advocate* - characterized by focused ownership and ad



hoc resource allocation; and (d) The producer - characterized by focused ownership and dedicated resources. Selecting the right model and putting it to work may be daunting. Wolcott and Lippitz (2007) proffer the following suggestions stating that organizations should

- (i) Clearly articulate a strategic vision for growth consistent with the capabilities of the organization. It should not be too narrow or too broad.
- (ii) Clearly define and communicate the organization's objectives for corporate entrepreneurship
- (iii) Build corporate and divisional leadership consensus through extensive communication. The organization should understand motivations of interests and determine how to collaborate or mitigate the opposition
- (iv) Select the right model (enabler, advocate or producer) then develop a team with the right capabilities
- (v) Since corporate entrepreneurship is relatively new the organization need to build credibility with tangible project performance
- (vi) Over time the corporate entrepreneurial objective should evolve in order to generate self-sustaining new businesses on a consistent basis.

## Conclusion

Higher education in Nigeria has gone through some developmental stages starting with the establishment of University College Ibadan in 1948 to the present time with state government and private participation in the provision of higher education. Factors such as funding, lack of infrastructural development and maintenance, incessant disruption of academic programs due to workers strikes and students' unrest and poor administrative policies adversely militated against the development of higher education in Nigeria and has led to disconnect between theory and practice resulting to the failure of higher education to fulfill its objective as a catalyst for economic and national development.

The concept of strategic planning cannot be divorced from corporate entrepreneurship. Most economists today agree that corporate entrepreneurship is a necessary ingredient for

stimulating economic growth and bring about a renewal of organizational performance. Corporate entrepreneurship also incorporates the basic ingredients of innovation, risk management, resourcefulness (hard work) and commitment; it equally stimulates economic growth and job creation. Therefore, government support for corporate entrepreneurship is a crucial strategy for economic development and a rebirth of higher education in Nigeria.

### **Recommendations**

Concerns have been raised over the future of higher education in Nigeria and its capability to fulfill its mandate as a catalyst for economic and national development. To fulfill this mandate there should be a rebirth and renewed vision and mission of higher education in Nigeria. Higher education managers are encouraged to look inward and take advantage of the benefits that corporate entrepreneurship offers to bring about a rebirth of their institutions in terms of innovation, competitiveness, marketing strategy and product. This will not only bring about a more robust academic programs but in addition a better financial performance.

It is also recommended that there should be improved funding for higher education in Nigeria. Federal and state government and other proprietors of higher education should ensure there is adequate funding to enhance teaching and research. Infrastructures are to be maintained. The establishment of higher education in Nigeria should be based more on need as a result of careful strategic planning and not motivated purely by political consideration. Motivating factor for the establishment of higher educational institutions should be economic and national development.

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# **Relative Effectiveness of Simplex and APCAW Strategies in Fostering Business Creativity Competence of Managers in Selected Information Communication and Technology (ICT) Companies in Lagos**

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## **Abstract**

*Fostering creativity among Nigerian managers has been a neglected area for too long despite the proliferation of creativity tools available for this purpose. This study was designed to investigate the Relative Effectiveness of SIMPLEX and Akinboye Practical Creativity at Work (APCAW) in fostering business creativity among managers in selected Information Communication and Technology companies in Lagos. The pre-test, post-test, control group factorial design was adopted for the study. A sample of 126 managers drawn from three companies was used for the study. The managers were categorised according to their levels of emotional intelligence based on their score on the Shutte emotional intelligence scale. The participants were thereafter randomly assigned to the three groups. Each group consists of 42 subjects (21 male and 21 female managers). The experimental and control groups were exposed to six weeks of Simplex (foreign) and Apcaw (indigenous) and placebo training respectively. The dependent variable was business creativity. This was measured using all the four sub-scale of Ibadan Creativity Assessment Scale (ICAS). Four hypotheses were tested and the data were analysed using Analysis of Co-variance (ANCOVA), pair wise comparison and mean plot. Findings from the study revealed that treated participants' were significantly superior to control on business creativity competence ( $F(2,107)=27.325; p<0.01$ ); ideative flexibility, ( $F(2,117) = 11.06; p < 0.01$ ); ideative originality ( $F(2,117) = 25.15, p<0.01$ ; ideative fluency ( $F(2,117) = 16.03; <0.01$ ); creativity motivation ( $F(2,117) = 8.47; <0.01$ ). Conclusively, Simplex and APCAW techniques*



*were found to be effective in fostering business creativity competence of managers. It was therefore recommended that management should employ the use of these techniques to enhance employee creativity competence on the job. In addition, employers of labour are strongly admonished to incorporate creativity training in their personnel programme, such as, in the induction, recruitment, selection and promotion of staff to managerial cadre.*

**Keywords:** *SIMPLEX, APCAW, Emotional Intelligence (EI) , Business Creativity .*

## **Introduction**

Over the past few decades creativity has become a fashionable topic both in the business and academic worlds. This is partly because, no matter where one looks around the world today, nations and organisations face a common challenge: the need to improve their performance in order to adapt to rapid global changes. Today's business environment is highly competitive and dynamic. The key to maintaining competitiveness lies in the ability to change and improve what we do and how we do it. As a result, attempting to do things in the same way as they have always been done in time past, can lead to difficulties in a business environment which is always undergoing rapid cultural, socio- economic, demographic and technological transformation. More often than not in the global world of the 21<sup>st</sup> century, it is increasingly difficult to find solutions to problem by thinking in a conventional way. To be successful in today's business world demands that managers possess the ability to gain creative insights to problems. Mcfadzean (1996) observes that today's business environment is constantly changing and is unpredictable. Consequently, organisations cannot rely on their old methods of doing things. To meet this and other challenges, a new way of thinking must be established. Thus, many organisations are turning towards new tools and techniques that will help them solve problems more effectively, to make decision more rapidly and to explore opportunity more creatively. For creativity to take place, a paradigm shift is required.

Creativity means numerous things to different people and can be defined in many ways. This is because creativity is an amazing and

complex phenomenon that is multi-dimensional in nature and is multi-factorial determined. Basically, creativity is the bringing of something new into existence. According to De Bono (1999), at the simplest level, creativity means bringing into being something that was not there before. Carr and Johansson (1995) define creativity as the generation of ideas and alternatives. Kolade (2000) also defines creativity as the mental process by which man combines and recombines past experiences, possibly with some distortions, in such a way that he arrives at new patterns, new configurations and arrangements that can better solve some needs of mankind. Innovation describes the process of adding value to creative ideas. Luecke and Katz (2003) define innovation from the organisation perspective as the successful introduction of a new thing or method. Innovation is the embodiment, combination, or synthesis of knowledge in original, relevant, valued new products, processes, or services. McLeod and Thomson (2002) describe innovation as the process of turning new ideas into practical reality.

Creativity is a collection of different abilities, such as, flexibility, originality, fluency and creativity motivation. Ideative flexibility captures the ability to cross boundaries and makes remote association. It is the ability to approach different situations and develop solutions from a number of different perspectives. This is measured by the number of different categories of ideas generated. Ideative fluency captures the ability to come up with many diverse ideas quickly. This is measured by the total number of ideas generated within a given time. Ideative originality measures how statistically different or novel the ideas raised by an individual or group compared to those raised by a comparison group. This is measured as number of novel ideas generated. Creativity motivation probes individual energizing tendencies to creative behaviour.

Creativity and innovation are strongly provoked and driven by positive emotions. Candence (2002) describes emotions as the glue that binds people together. Emotions are so vital to human survival and creativity that an intelligence that is driven by emotion is now called emotional intelligence –EI- (Akinboye, 2006). Bar-On (1997) defines emotional intelligence as an array of non-cognitive capabilities, competencies and skills that influences one's ability to

succeed in coping with environmental demands and pressures. Akinboye (2006) describes EI from the creativity paradigm perspectives as the ability to perceive sense, understand and effectively apply the power and acumen of emotions as a source of human energy, creativity, innovation and entrepreneurship in the context of powerful people skills to create new designs, new products, new values, new services, new processes, new perceptions and wealth for marketing.

The realisation that creativity is an inborn human faculty, that can be deliberately stimulated, nourished, cultivated and raised to an extraordinary height in virtually anything we do through a planned and conscious process, most especially, through the training and teaching of creative thinking techniques is a welcome development. This awareness triggered the interest of this researcher to try out two creativity training programmes: (foreign-Simplex and indigenous – APCAW) to determine their effectiveness in fostering business creativity and innovation in corporate organisation setting in Nigeria. The two selected techniques are: simplex and Apcaw. Basadur (1979) developed the **Simplex** system for creative and innovative thinking in collaboration with major international client organisations that not only assisted in its development, but also implemented it with great success. These organisations included Procter and Gamble, Pepsi-Cola, Ford, Kimball among others. The **Simplex** system is a continuous, dynamic, circular, three phases process of finding good problems, solving them and implementing good solutions. The Simplex **process** involves eight steps as follows: Problem finding, Fact-finding, Problem definition, Idea finding, Selection and Evaluation, Action Planning, Gaining acceptance and Action.

Akinboye (1999) developed Akinboye's Practical Creativity at Work (APCAW) after 25 years of teaching and research work on creativity, innovation and entrepreneurship in the contemporary Nigerian setting. There are ten steps in APCAW: make creative pause; note the barriers to creativity and plan to resist, cope with and eliminate them; define broad areas to operate; focus on appropriate domain of the enterprise; set criteria of success; use appropriate creativity techniques; run creativity sessions; harvest

new ideas concepts and new designs; evaluate actionable ideas for risks, feasibility, fit, resources, futility and effectiveness and develop, produce, commercialize, that is, innovate, and take ideas, concepts, designs, products, and services to the market.

While acknowledging the fact that many researchers; Adenuga (2011), Azeez (2016), Basadur, M.S. and Basadur, T.M. (2010), Ogunyemi (2010) and Orija (2015), have conducted studies on the effectiveness of different creativity techniques at fostering performance and achievement of participants; the effectiveness of Simplex and APCAW combined together and moderated by emotional intelligence and gender, in fostering business creativity has not been investigated; hence the need for the present study.

### Hypotheses

- i. There is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of ideative flexibility competence.
- ii. There is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of ideative originality competence.
- iii. There is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of ideative fluency competence.
- iv. There is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of creativity motivation competence.

### Methodology

**The Research Design:** This study adopted the pre-test, post-test, control, experimental design using a  $3 \times 3 \times 2$  factorial matrix. The researcher adopted a factorial design because the design accomplishes in one experiment what otherwise might require two or more separate studies. The design also provides opportunity to study the interacting effect of the moderating variables.. There are three rows consisting of the two treatment strategies of Simplex, APCAW and the control. There are also three columns denoting the levels of emotional intelligence- high, medium and low and gender at two levels- male and female.

**Population:** The target population for the study consisted of all managers in Information Communication Technology (ICT) companies in Lagos, Lagos State, Nigeria.

**Sample and sampling Techniques:** For the purpose of this research, three Information Communication Technology (ICT) companies –Xerox, Sharp and Nashuatech- out of a total of nine structured office automation technology ICT companies were purposively selected because of their workforce size. A total of one hundred and twenty six (126) participants took part in the study. The selected participants were randomly assigned to Simplex, APCAW and Control groups using simple random balloting with special regards to gender and emotional intelligence levels. The Schutte, Malouff, Hall, Haggerty, Cooper and Golden(1998) emotional intelligence scale was used to select and categorise participants into the different levels of emotional intelligence- high, medium and low- based on their scores on the scale. The selected participants were randomly assigned to the Simplex, APCAW and Control groups using simple balloting with special regards to their gender and emotional intelligence levels. This assignment of subjects was to ensure that not more than seven (7) male and seven (7) female subjects with high, medium and low emotional intelligence levels fall into a group. This suggested that 42 subjects, made up of 14 high EI, 14 medium EI and 14 low EI were exposed to Simplex, APCAW and Control (placebo treatment) respectively.

### **Instrumentation:**

1. **Ibadan Creativity Assessment Scale (ICAS):** For the purpose of collecting data for this study, the Ibadan Creativity Assessment Scale Akinboye ,1976c, revalidated by Ogunyemi,2010, served as the major instrument. The study employed all the four sub-scale (A, B, C, D) of the ICAS. To establish the psychometric properties of the battery of tests, (Akinboye 1976c cited by Ogunyemi,2010) used a sample of two hundred participants. He reported a construct validity co-efficient alpha of:  $\alpha = 0.64$  for Ideative Flexibility;  $\alpha = 0.71$  for Ideative Originality;  $\alpha = 0.76$  for Ideative Fluency and  $\alpha = 0.77$  for Creativity motivation. The

following test-retest reliabilities were recorded for each of the sub-scales; Sub-scale “A” Ideative Flexibility  $r=0.72$  ; Sub-scale “B” Ideative Originality  $r=0.77$ ; Sub-scale “C” Ideative Fluency  $r=0.79$ ; Sub-scale “D” Creativity Motivation  $r=0.85$ . For the test interpretation, the total score for each scale range from 1 to 105 for Ideative flexibility scale, 1 to 105 for Ideative originality, 1 to 125 for Ideative fluency scale and 1 to 100 for creativity motivation scale.

2. **The Schutte Emotional Intelligence Scale** was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim in (1998) based on the model of emotional intelligence developed by Salovey and Mayer (1990). An internal consistency analysis of the 33 items showed a Cronbach's alpha of 0.90. The cross- check of internal consistency showed a Cronbach's alpha of 0.87 for 32 participants with an average age of 30.11, S.D. =8.45 who responded to 33- items measured. The 33- item scale developed through factor analysis showed good internal reliability with two different samples. Two-week test-retest reliability score of 0.78 indicated that the scores were fairly stable over time. The scale has been used with success in Nigeria by (Adeyemi and Ogunyemi,2003 and Ogunyemi,2010)

**Procedure/Method:** The procedure for the collection of data for the study was divided into three main sessions.

### **Session One: (Introduction/Pre- treatment session)**

The programme commenced with introduction, network and rapport building with the participants. Assurance was given regarding the confidentiality of any information that may be given in course of the training. At the end of the introductory session, the **Schutte et- al** emotional intelligence scale was administered on all the selected participants' for the study. The results obtained formed the basis of the classification of the participants into High, Medium and Low emotional intelligent groups. Participants were thereafter randomly assigned to treatment and control groups



using simple balloting.

### **Session Two: Administration of the training packages**

This is the session where the training packages on Simplex, APCAW and placebo were taught. Each experimental group was exposed to two sessions, of one hour per session, of lectures, role-plays, and group/individual exercises per week. In all, each of the experimental groups had 12 contact sessions of either Simplex or APCAW training package spanning a total of six weeks. The control group was also exposed to a placebo-training programme spanning six weeks of 12 contact sessions. This session also features the administration of the pre-test on the experimental groups and the control group at the beginning of the training programme. The scores obtained were recorded as the entry level scores for the participants. The administration of the training packages on Simplex or APCAW commenced immediately after the pre-treatment tests.

### **Session Three: Evaluation of the treatment packages**

The researcher devoted this phase to the evaluation of the treatment packages and the entire training programme. The researcher administered the post-treatment tests after the completion of the treatment packages to determine the effect of the treatment on the participants. The entire batteries of test administered at the beginning of the training programme were re-administered on the experimental and control groups and the scores obtained were recorded as the post treatment score.

**Analysis of Data:** The Analysis of Covariance (ANCOVA) and t-test statistics were adopted to analyse the data gathered from this study. All hypotheses were tested at 0.05 level of confidence using a two-tailed test.

## **Results**

**Hypothesis 1:** There is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of Ideative flexibility competence. To test this hypothesis, a regression analysis of the Ideative flexibility scores using the pre-test as covariate was computed. Tables 1 and 2 showed the results as presented below.

**Table 1:** Adjusted Y-Means on Ideative Flexibility

X Rows	Nos. N	COLUMNS					
		Ideative Flexibility					
		Low EI		Medium EI		High EI	
SIMPLEX	42	X- X	Y-X	X- X	Y-X	X-X	Y-X
		77.89	<b>88.73</b>	83.29	<b>87.43</b>	82.64	<b>89.32</b>
APCAW	42	82.79	<b>88.25</b>	82.64	<b>82.11</b>	83.86	<b>89.79</b>
CONTROL	42	82.07	<b>81.18</b>	76.29	<b>81.76</b>	83.50	<b>84.06</b>

Table 1 showed that the adjusted Y-Mean scores of Simplex and APCA W participants (88.73, 87.43, 89.32; 88.25, 82.11, 89.79) were higher than their X-Mean scores of (77.79, 83.29, 82.64; 82.79, 82.64, 83.86). The adjusted Y-Mean scores of the Control group (81.18, 81.76, and 84.06) did not differ significantly from their X-Mean scores of (82.07, 76.29 and 83.50). The above proved that the Simplex and APCA W packages were effective in fostering Ideative flexibility competence of participants. More importantly, the results showed that the Simplex and APCA W groups benefited more from the programmes than the control group. To determine the effect of the treatment packages on Ideative Flexibility, ANCOVA was performed. The result is presented in table 2 below.

**Table 2:** Analysis of Covariance on Ideative Flexibility

Source of Variation	Sum of Squares	DF	Mean Squares	F	P
Rows	60.34	2	30.17	11.06	<0.01
Columns	23.69	2	11.84	4.34	<0.05
Interaction	15.88	4	3.97	1.46	N.S
Within	4467.95	117	2.73		

Table 2 showed that the Simplex and APCA W groups were superior to the control on ideative flexibility ( $F(2,117) = 11.06, p < 0.01$ ).

**Hypothesis 2:** There is no significant difference between the participants exposed to Simplex, APCA W and the control in their measure of ideative originality. In testing this hypothesis,



regression analysis of the ideative originality scores using the pre-test scores as covariate was computed. The results are depicted in table 3 as shown below.

**Table 3:** Adjusted Y-Means on Ideative Originality

X Rows	No	COLUMNS					
		Ideative Originality					
		Low EI		Medium EI		High EI	
		X-X	Y- $\bar{X}$	X-X	Y- $\bar{X}$	X- $\bar{X}$	Y- $\bar{X}$
<b>SIMPLEX</b>	42	69.43	<b>75.51</b>	72.00	<b>78.55</b>	71.14	<b>78.01</b>
<b>APCAW</b>	42	69.29	<b>75.60</b>	73.29	<b>73.61</b>	70.64	<b>78.33</b>
<b>CONTROL</b>	42	66.50	<b>70.47</b>	68.72	<b>68.72</b>	71.64	<b>70.78</b>

Table 3 showed that the adjusted Y-Mean scores of the Simplex and APCAW participants (75.51, 78.55 and 78.01; 75.60, 73.61 and 78.33) were higher than their X-Mean scores (69.43, 72.0, 71.14, 69.29, 73.29, 70.64). The adjusted Y-Mean scores of the control group, however, did not show significant difference from their X-Mean scores (70.47, 68.29 and 70.78). The above proved that the Simplex and APCAW packages were more effective than the control package in fostering ideative originality of participants. To determine the effect of the treatment packages on ideative originality ANCOVA was performed. The result is shown in table 4 below.

**Table 4:** Analysis of Covariance on Ideative Originality

Source of Variation	Sum of Squares	df	Mean Squares	F	P
<b>Rows</b>	90.915	2	45.458	25.15	<0.01
<b>Columns</b>	7.777	2	3.888	2.15	N/S
<b>Interaction</b>	11.170	4	2.793	1.54	N/S
<b>Within</b>	2960.760	117	1.808		

Table 4 showed that the Simplex and APCAW groups were superior to the control on ideative originality ( $F(2,117) = 25.15, P < 0.01$ ).

**Hypothesis 3:** States that there is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of ideative fluency competence. To test this hypothesis regression analysis of the ideative fluency was computed. Table 5 showed the result as follows

**Table 5:** Adjusted Y-Mean on Ideative Fluency

X Rows	No	COLUMNS					
		Ideative Fluency					
		Low EI		Medium EI		High EI	
		$\bar{X} - \bar{X}$	$Y - \bar{X}$	$\bar{X} - \bar{X}$	$Y - \bar{X}$	$\bar{X} - \bar{X}$	$Y - \bar{X}$
<b>SIMP LEX</b>	42	80.64	<b>90.23</b>	84.57	<b>93.88</b>	91.29	<b>93.27</b>
<b>APCA W</b>	42	83.64	<b>88.36</b>	83.07	<b>87.49</b>	82.86	<b>90.83</b>
<b>CONT ROL</b>	42	77.21	<b>82.08</b>	82.07	<b>83.02</b>	83.21	<b>85.91</b>

Table 5 showed that the adjusted Y-Mean scores of Simplex and APCAW participants (90.23, 93.88, 93.27; 88.36, 87.49, 90.83) were higher than the X-Mean scores of (80.64, 84.57, 91.27; 83.64, 83.07, 82.86). The adjusted Y-Means scores of the control group, however, did not significantly differ from their X-Mean scores. The above showed that the Simplex and APCAW packages were more effective than the control module in fostering Ideative fluency competence of participants under study. To determine the effect of the treatment packages on Ideative fluency, ANCOVA was performed. The result is presented as follows:

**Table 6:** Analysis of Covariance on Ideative Fluency

Source of Variation	Sum of Squares	D.F	Mean Squares	F	P
<b>Rows</b>	117.38	2	58.69	16.03	<0.01
<b>Columns</b>	14.74	2	7.37	2.01	N/S
<b>Interaction</b>	6.85	4	1.713	.47	N/S
<b>Within</b>	5995.47	117	3.660		

Table 6 showed that the Simplex and APCAW groups were superior to the control on ideative fluency ( $F(2,117) = 16.03, p < 0.01$ ).

**Hypothesis 4:** This states that there is no significant difference between participants exposed to Simplex, APCAW and the control in their measure of creativity motivation competence. In testing this hypothesis, regression analysis of the creativity motivation scores was computed. Tables 7 and 8 depicted the results as follows:

**Table 7:** Adjusted Y-Means on Creativity Motivation

X Rows	No	COLUMNS					
		Creativity Motivation					
		Low EI		Medium EI		High EI	
		$\bar{X}$	$\bar{Y}$	$\bar{X}$	$\bar{Y}$	$\bar{X}$	$\bar{Y}$
<b>SIMPLEX</b>	42	71.43	<b>80.80</b>	79.14	<b>81.26</b>	82.86	<b>82.03</b>
<b>APCAW</b>	42	69.07	<b>80.43</b>	72.21	<b>81.26</b>	84.14	<b>84.62</b>
<b>CONTROL</b>	42	70.07	<b>74.19</b>	74.64	<b>78.52</b>	78.43	<b>77.24</b>

Table 7 showed that the adjusted Y-Mean scores of Simplex and APCAW participants (80.80, 81.26 and 82.03; 80.43, 81.26 and 84.62) were higher than their X-Mean scores of (71.43, 79.14, 82.86; 69.07, 72.21 and 84.14). The adjusted Y-Mean scores of the control participants, however, did not differ significantly from their X-Mean scores. The above proved that the Simplex and APCAW treatment techniques were more effective than the control module in fostering the creativity motivation competence of participants. To determine the effect of the treatment packages on creativity motivation ANCOVA was performed. The result is as shown below.

**Table 8:** Analysis of Covariance on Creativity Motivation.

Source of Variation	Sum of Squares	df	Mean Squares	F	P
<b>Rows</b>	52.49	2	26.25	8.47	<0.01
<b>Columns</b>	12.40	2	6.20	2.00	N/S
<b>Interaction</b>	8.13	4	2.03	.66	N/S
<b>Within</b>	5074.09	117	3.10		

Table 8 showed that the Simplex and APCAW groups were superior to the control on creativity motivation competence of participants at ( $F(2,117) = 8.47, p < 0.01$ ).

## Discussion of Findings

Hypothesis 1 stated that there is no significant difference between the participants exposed to Simplex, APCAW and the control in their measure of ideative flexibility competence. The result of this finding did not support this hypothesis. Results on Tables 1 to 2 revealed that there were significant differences between the scores of participants' exposed to Simplex and APCAW and those in the control group ( $F(2,117)=11.06$ ;  $p<0.01$ ). The post- test scores of the Simplex and APCAW groups on ideative flexibility were higher than those in the control group. This indicated that the Simplex and APCAW packages were effective not only in fostering business creativity of the treated groups but it also enhanced their ideative flexibility competence over those of the control participants. This finding was consistent with earlier studies of Adenuga (2011), Akinboye (1976), Azeez (2016), Olagunju (1990), Orija (2015), Owodunni (2002), Owolabi (1988), Ogunyemi (2010) and Ortese (2005) that trained participants were superior in creativity competence than untrained participants. This finding also corroborated earlier studies which suggested that creativity is learnable and teachable (Basadur, Graen & Green, 1982; Basadur, Graen & Scandura, 1986; Basadur & Runco, 1993; Basadur, Runco & Vega, 2000).

Hypothesis 2 postulated that there is no significant difference between the participants exposed to Simplex, APCAW and the Control in their measure of ideative originality competence. The finding of this study did not support this assertion. The result obtained from the analysis of data on this hypothesis as shown in tables 3 to 4 indicated that there were significant differences between participants exposed to Simplex, APCAW and the control groups in their measures of ideative originality ( $F(2,117)=25.15$ ,  $P<0.01$ ). This hypothesis was, therefore, rejected. The participants in the Simplex and APCAW groups recorded significant improvements in their ideative originality (creativity) competence as attested to by their superior scores in the post test scores. The adjusted Y- mean scores of the Simplex and APCAW participants on the columns were found to be significantly superior to those of the control participants. This finding supported earlier findings by Akinboye (1976), Adenuga (2011), Animashaun (2002), Olagunju (1990), Ogunyemi (2010), Owolabi (1988), Orija (2015) & Ortese

(2005) that established that trained participants were superior and more creative than untrained participants on ideative originality. This, however, was contrary to the findings of De- Roche's (1968) and Drevdall (1956) cited by Ortese (2005) that found no significant difference between participants' rated as creative or not on the factors of ideative originality. Hypothesis 3 stated that there is no significant difference between the participants' exposed to Simplex, APCAW and the Control in their measure of ideative fluency competence. The result of the finding of this study also did not support this postulation. The result of the analysed data on tables 5 to 6 ( $F(2,107) = 16.03$ ;  $p < 0.01$ ) showed that the Simplex and APCAW packages had significant effect on ideative fluency (creativity) competence of participants. The higher post test mean scores recorded by the Simplex and APCAW participants over those in the control group was a clear evidence of the efficacy of the treatment packages in fostering the ideative fluency (business creativity) of participants'. This was consistent with the findings of Akinboye (1976), Animashaun (2002), Olagunju (1990), Owolabi (1988) & Ortese (2005) that trained participants were more proficient in ideative fluency than untrained participants.

Hypothesis 4 stated that there is no significant difference between the participants exposed to Simplex, APCAW and the Control in their measure of creativity motivation. Similarly, this hypothesis was not supported by the finding of this study. From the result obtained from the analysed data on tables 7 to 8 it was observed that there were significant differences between participants exposed to Simplex, APCAW and the control in their measure of creativity motivation ( $F(2,117) = 8.47$ ;  $p < 0.01$ ). The Null hypothesis as stated above was, therefore, rejected. The participants in the Simplex and APCAW groups recorded significant gains in their creativity motivation competence as indicated by their superior scores over the control group in the post test scores. This finding supported earlier works of Adenuga (2004), Akinboye (1976), Animashaun (2002), Olagunju (1990), Owodunni (2002), Owolabi (1988), Ogunyemi (2010) and Ortese (2005) that trained participants were significantly better than untrained participants in their creativity motivation. This buttressed Amabile (1996) assertion that intrinsic or internal motivation, as opposed to extrinsic motivation that comes from

outside sources, is necessary to reach the highest level of creativity. The key to commitment is involvement. Most people, especially at work or in life fail to be creative not because they are not creative but mainly due to lack of motivation.

## Conclusion

Business creativity could be improved using Simplex and APCAW training packages. Skills in the use of these techniques could be acquired by managers through training. Skills in the use of the techniques could significantly improve managers' productivity on the job. The two training strategies could be used to foster managers' business creativity irrespective of gender and emotional intelligence levels.

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# **Developing the English Teacher's Expertise to Implement the New Nigerian National Curriculum**

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## **Abstract**

*This paper is written to assist the English Language teacher trainers in Nigeria universities and the Secondary school English teachers to come to term with the reality on ground with reference to the New Senior Secondary School English Language Curriculum. It is a position paper resulting from the experience of the writer as a resource person in the nation – wide curriculum sensitization workshop of the Nigerian Educational Research and Development Council (NERDC), the makers of the Curriculum. For five years (2011-2015) the writer handled the “Humanities” aspect of the teachers' workshop in the Western Zone of the nation (Lagos, Oyo, Ondo, Ogun, Ekiti and Oshun). While this is not another workshop paper, nor a summary of the three years' workshop, it certainly contains the major highlights of the new curriculum presented from the point of view of a researcher with clear emphasis on what the roles of the English teacher should be as against what it used to be.*

**Key words:** *English language, Curriculum Teachers, Development, Professionalism*

## **Introduction**

Curriculum is a world concept. It provides the totality of blueprint with which teaching is transmitted at different levels of education in all cultures and nations. Educational objectives; broad and specific are based on the ever changing society. Curriculum planners, therefore have the responsibility of planning a policy that will reflect societal needs. Like in any other part of the world, development in the teaching industry in Nigeria today is fast changing the teachers' roles. We have witnessed a shift in paradigm

time and again, with a regular call on teachers to seek to improve on learners' centered and collaborative strategy as against the old teacher-centered approach. The call to abandon traditional roles and act more as guides and mentors have come to teachers through the likes of: (Adams1990, Staggina 1997, Fitzpatrick and Davies 2003, 4). Because Language is central to interactive process, in a nation like Nigeria where the official language is English, due consideration must be given to the central principles of language learning, namely interaction and collaboration and the accompanying skills; the importance of which has been recognized as a crucial element of new literacy (Richardson 2006).

Effective teachers are, more often than not, evaluated by the language they teach and the language they use to make learning happen. Of necessity it is assumed that they are skilled communicators. In the words of Meskill (2009), "Indeed, good use of language for instruction is essentially instruction in second and foreign language education." So much goes on in the language classroom as the language teacher issues instructions, takes responses, organize groups to talk, 'brainstorm' while providing enabling environment that takes care of the diverse backgrounds of learners.

### **Objective of the paper:**

Experience has shown that teachers sometimes find it difficult to demystify conventions when it comes to analyzing or/and synthesizing the Curriculum in any school subject. The Curriculum planners do their work and produce the booklet. The school teacher receives the booklet with mixed feelings: how to break it down to suit his purpose and how to eventually apply it in the classroom to cover all the stated topics, follow the procedures, activate the recommended resources including trying the appropriate evaluation, request feedbacks and get the desired results.

What we do in the Faculty of Education of any university is to provide the pedagogical application of the content areas of the school subject. More often, than not, the teacher in training and his counterpart in the field (the classroom teacher) has to combine his content experience from the Faculty of Arts or Science with this

pedagogy to be able to do the correct justice to breaking the Curriculum into meaningful bits. Unfortunately, our experience on the field (during the workshops) shows how inadequate most teachers are in accepting their roles as curriculum implementers. Among other things, this paper aims at:

- (a) Allowing the English teachers to see *what is new* in the New Curriculum
- (b) Providing a mid-point between the English Language Content and Pedagogy in transmitting the Senior Secondary school English Curriculum.
- (c) Presenting a short Literature on the expected roles of the Language teacher in this jet age of digital education. The purpose of this is to make the teacher see how much easy his/her job could become if he/she is familiar with the abundant resources available on the net that could facilitate his/her use of the Curriculum.
- (d) To give a typical breakdown of an aspect of the Curriculum as a sample for the teacher
- (e) To recommend strategies and approaches to helping the teacher trainees get equipped to handle the challenge of interpreting any curriculum in the future.
- (f) To recommend the application of the principles included in the new Nigerian curriculum for international use.

### **Curriculum, Language, Communication: Theory and Practice**

Reporting on a meeting held in Ibadan in December 2005, Obioma in 2007 reiterates the Federal Government's intention to review and reform the Nigeria Educational Curriculum to attain the millennium Development Goals (MDGS). He also emphasized the need to align with critical targets of the National Economic Empowerment and Development Strategies (NEEDS) which include: value orientation, poverty eradication, job creation, wealth generation and strategic empowerment through literacy and formal education. He summarizes further as follows:

*“It became imperative that the existing curricular for Junior and senior Secondary Schools be reviewed and re-aligned to fit into the reform programme of the government. The*

*National Council on Education (NCE) directed  
the Nigeria Education Research and  
Development Council (NERDC) to restructure  
the curriculum”*

Now we have the fallout from the above to include the emergence of the new approved curriculum for Junior and senior secondary schools with focus on Science and Mathematics, Humanities, Business and Technology with relevant subjects for each stream listed. With various seminars held between January 2007 and September 2008, no one (stake holders) was left in doubt about what a true national curriculum should indeed reflect: the true ideals of a burdened nation bedeviled with myriads of unresolved riddles crippling her growth. Today we have, indeed, a national curriculum that provides a template for national growth through practical education. In the curriculum is: the depth, appropriateness and interrelatedness of curricular contents. Curriculum is of no use where the language educators jettison the important role of theory, research and practice. In developing the trainees, it is assumed that educators will be guided to develop their own instructional strategies informed through observation, analysis, direct practice, and reflection. The observed pattern in the New English Language Curriculum is the recommendation of avalanche of discourse and dialogues in virtually all aspects the language.

Empirical studies, borrowing heavily from existing curriculum and learning theories, reveal that text-based discourse help a lot to promote students' reading comprehension. Examples of theories in question include cognitive, socio-cognitive, socio-cultural, group-re-group and dialogue. Cognitive theorists are of the opinion that students can experience active engagement in making meaning from text (Mckeown et al, 2009). From socio-cognitive perspective, discussion enables students to make public their views on issues arising from the text, consider alternative ideas from others, and champion a position fusing these diverse points of view. The socio-cultural theorists are of the opinion that discussion enables students to “co-construct knowledge and understanding about the text and internalize the ways of thinking

that foster the knowledge of skills and dispositions needed to transfer to the reading of new texts” (Wells, 2007). Nystrand 2006, is of the School of thought of the Dialogue theorists who submit that it is easy to annex *competing voices in discussion* about text to get a proper shape for intelligent discourse and students' comprehension.

### **What is New in the New Curriculum?**

Unlike in the previous ones, what is done in the new curriculum is that the four language skills: Listening and Speaking (Oracy) and Speaking and Writing (Literacy); put in the other - way: listening and reading (receptive skills) and speaking and writing (expressive skills) constitute the main streams or focal points of curriculum design. What I do here is to provide an extract of the relevant part of the New Senior Secondary English Language Curriculum. The purpose of this approach is to:

- Bring this important part to the readers directly without the burden of searching for the bulk. You will know, however, that it is not a total replacement of the complete curriculum.
- To awake the reader to the need to accept the New English Language Curriculum *hook, line and sinker* and get familiar with it with little or no reservation
- To join the teacher in implementing the various recommendations of the curriculum by providing a sample scheme and lesson guide.

### **Extract from the New Senior Secondary School English Language Curriculum**

#### **Introduction**

The Senior Secondary English Curriculum is an extension of the Junior Secondary Curriculum. It builds on the language skills of listening, speaking, reading and writing already introduced significantly at the JSS level. In the Nigerian society, no student can proceed to the tertiary level without a credit pass in English language. In addition, the subject is the medium of instruction at all levels of education as well as the language of government and wider communication. Consequently, the English language is *primus interperes* among the core subjects in the Senior

## Secondary School Curriculum.

The revised Curriculum strives to equip the student with an adequate range of words, sentences and sentences types, to enable the student communicate effectively in school and outside it. The way the curriculum is designed ill ensure that the students can listen effectively to any speech or lecture, speak fluently and intelligibly, read materials of varying lengths and difficulty at all levels effectively, and rite logically with grammatically correct sentences

### Objectives

The Objectives of this Senior Secondary (SS) English language curriculum include

- (a) Building upon the English language skills developed at the Upper Basic Education Classes,
- (B) Developing the skills of listening, speaking, reading and writing to enable the students undertake higher education without problems,
- (a) Equipping secondary school leavers with a satisfactory level of proficiency in the language for use in their work places,
- (b) Stimulating in them the love for reading as a pleasurable activity,
- (c) Promoting and enhancing the various language skills and competences for effective national and international communication.

### Vocabulary developments components

Any student or person for that matter that needs to communicate effectively with English language is expected to possess adequate vocabulary, without which ability to communicate will be hampered. Vocabulary items that cover any areas of need and interest have been highlighted. These include:

1. Words associated with home and family, agriculture, health, sports, religion, the professions, building etc.,
2. Antonyms and synonyms,
3. Word formation through prefixes and suffixes,

1. Idioms and idiomatic expressions,
2. Foreign words in common English usage,
3. American and English spellings of common words,
4. Spelling of commonly misspell words,
5. Word modifiers

### **Oracy skills: listening comprehension**

There is a deviation from the previous English language curriculum in the area of skills of oracy. In the past, the listening comprehension aspect is treated fleetingly and is being held responsible for failure in English language in our schools. For example, products are unable to listen efficiently to lectures, speeches etc. They rely heavily on teacher's notes, suggesting that the time used for teaching may have been wasted. Consequently, the listening skill to be taught has been extended to include:

1. Listening to grasp main points or ideas in:
  - a. Speech
  - b. Conversation
  - c. Lecture
  - d. Poem
  - e. Recorded material
  - f. Radio/TV broadcast
  - g. Short debate etc.
2. Listening to identify the speaker's mood, tone and purpose
3. Listening to identify details through signaling words like because, as a result, for example, in other words etc.
4. Listening for summary note taking
5. Listening to follow directions
6. Listening to tell the meaning of words in context
7. Listening to identify a speaker's style.

### **Oracy skills: spoken English**

This is the reverse of the listening skill. Without a speaker, there can be no listener. The objective of this component is to ensure that students speak the language intelligibly and communicate effectively, face to face, in the English language. To achieve this, the following areas were covered:



1. Selected consonants that create pronunciation difficulty for many Nigerian students,
2. Selected syllabic consonants
3. Consonants sounds followed by /j/, /u/
4. Words of three syllables stressed on the first, or second, or third syllable,
5. Words of four syllabic consonants stressed on the first, second, or third syllables,

Stress timing in English sentences; correct phrasing and, voice modulation in prose reading,

1. Oral composition skills,
2. Speaking to persuade and convince.

### **Literacy skills: reading comprehension**

Reading is a very important literacy skill. At the Senior Secondary level, it involves recognition and accurate interpretations of words in context; understanding of sentences no matter how complex as well as ability to grasp the main ideas and import of what is read. To achieve these, attention was paid to the following:

1. Reading silently for main ideas and details,
2. Reading to grasp the meaning of words in context,
3. Reading to follow directions,
4. Reading to answer questions at all levels of comprehension; recall level
  - translation level
  - interpretation level
  - extrapolation level,
5. Reading for summary,
6. Reading to identify theme,
7. Reading to identify key words and sentences,
8. Reading to make notes.

Materials suggested for reading practice and exercise are topical issues of current and national concern like

- a. National values honesty, hard work etc.
- b. Topic on corruption, fraud etc as espoused by ICPC, EFCC, National Orientation Agency, NAFDAC.

## **Literacy skills: writing for effective communication**

Writing is an accurate representation of ideas on paper so as to communicate such thoughts and ideas to an audience. It is very important literacy skill, both for higher education and external communication. Aspects covered at this level serve as revision as well as extension of the ideas to more complex usages.

Areas covered include:

1. Narrative writing
2. Descriptive writing
3. Expository writing
4. Argumentative writing/debates
5. Letter-writing formal, semi formal or informal
6. Speech-writing for different occasions and purposes.
7. Technical and scientific writing
8. Report writing
9. Creative writing etc.

These have been presented in very simple manner but the teacher is free to treat them in varying ways using dialogues, substitution tables, extensive practice exercises and extensive reading.

<b>S/No</b>	<b>Content of Curriculum Theme 1</b>	<b>Topics (SSS One)</b>	<b>Page</b>
1.	Vocabulary Development	Vocabulary Associated with Home and Family	1
2.	Vocabulary Development	Vocabulary Associated with Agriculture	2
3a.	Vocabulary Development	Vocabulary Associated with Fishing and Animal Husbandry – Fishing	4
3b.	Vocabulary Development	Vocabulary Associated with Animal Husbandry	4
4a.	Vocabulary Development	Words Associated with Religion – Traditional Religion	5
4b.	Vocabulary Development	Words Associated with Religion – Christian Religion	6

4c.	Vocabulary Development	Words Associated with Religion – Islamic Religion	7
4d.	Vocabulary Development	Other Expressions Associated with Religion	8
5	Vocabulary Development	Antonyms As words (i) Exactly Opposite in Meaning (ii) Nearly Opposite in Meaning	9
6.	Vocabulary Development	Synonyms as words (i) With the same meaning (ii) nearly the same in meaning	10
7a.	Vocabulary Development	Words Associated with Profession – Advertising	11
7b.	Vocabulary Development	Words Associated with Profession – Stock Exchange	12
B.	Vocabulary Development	Spelling of Commonly Misspelt words and the use of the Dictionary	13
	THEME 2	TOPICS	
1.	Oracy Skills – Spoken English	Selected consonants (j,z,.....etc)	15
2.	Oracy Skills – Spoken English	Consonants followed by /w/	15
3.	Oracy Skills – Spoken English	Consonants followed by /j/	16
4.	Oracy Skills – Spoken English	Syllabic consonants /I/	16
5.	Oracy Skills – Spoken English	Words of two syllables, stressed on the second syllable	17
6.	Oracy Skills – Spoken English	Consonants sound followed by K+W	17
7.	Oracy Skills – Spoken English	Consonants followed by /J/ and /U/ sounds	18
8.	Oracy Skills – Spoken English	Words of three syllables stressed on first, second or third syllables	18
9.	Oracy Skills – Spoken English	Words of four syllables , stressed on first, second and third syllables	19

10.	Oracy Skills – Spoken English	Stress timing in English Sentences; correct phrasing and voice modulation in continuous prose reading	19
11.	Oracy Skills – Spoken English	Oral composition skills 1; Narrative & Descriptive	20
12.	Oracy Skills – Spoken English	Oral composition Skills II; Expository & Argumentative	20
13.	Oracy Skills – Spoken English	Speaking to persuade/convince	21
	THEME 2	TOPICS	
1.	Oracy Skills – Listening Comprehension	Listening to grasp main points or ideas (in a speech, conversation, lecture, poem, recorded material, radio broadcast and short debates)	22
2.	Oracy Skills – Listening Comprehension	Listening to identify a speaker's mood, tone and purpose	
3.	Oracy Skills – Listening Comprehension	Listening to identify details	23-24
4.	Oracy Skills – Listening Comprehension	Listening for summary through identifying key words	24
5.	Oracy Skills – Listening Comprehension	Listening attentively to follow directions effectively	25
6.	Oracy Skills – Listening Comprehension	Listening to tell the meanings of words in context	26
7.	Oracy Skills – Listening Comprehension	Listening to identify a speakers' style	27
	THEME 3	TOPICS	
1.	Literacy Skills – Reading Comprehension	Reading to comprehend main ideas or story line	28

2.	Literacy Skills – Reading Comprehension	Reading to comprehend supporting details	29
3.	Literacy Skills – Reading Comprehension	Reading to comprehend word-meanings through context	30
4.	Literacy Skills – Reading Comprehension	Reading to identify the writer’s mood, tone and purpose and the relationship between purpose and tone	31
5.	Literacy Skills – Reading Comprehension	Reading for summary	32
6.	Literacy Skills – Reading Comprehension	Reading to make notes	32
	THEME 3	TOPICS	
1.	Literacy Skills – Writing for Communication	Continuous writing- Narrative	34
2.	Literacy Skills – Writing for Communication	Continuous writing - descriptive	35
3a.	Literacy Skills – Writing for Communication	Letter Writing – Informal letter	36
3b.	Literacy Skills – Writing for Communication	Semi – Formal Letters	37
4.	Literacy Skills – Writing for Communication	Record Keeping	38
5.	Literacy Skills – Writing for Communication	Speech Writing	39
6.	Literacy Skills – Writing for Communication	Popular Articles for Various Reading Audiences	
	THEME 4	TOPICS	

	THEME 4	TOPICS	
1.	English Grammar – Structural Patterns	Nouns and Noun Phrases with the Definite Articles	41
2.	English Grammar – Structural Patterns	Countable and Uncountable Nouns	42
3.	English Grammar – Structural Patterns	Introducing Nominalisation of adjectives and verbs	43
4.	English Grammar – Structural Patterns	Irregular Verbs	44
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6.	English Grammar – Structural Patterns	Phrasal Verbs 1	46
7.	English Grammar – Structural Patterns	Phrasal Verbs II	47
8.	English Grammar – Structural Patterns	Adjuncts (Adverbs)	48
9.	English Grammar – Structural Patterns	Complex Sentences	49
10.	English Grammar – Structural	Compound Sentences	50

(culled from “*Federal Ministry of Education Senior Secondary Education Curriculum ENGLISH LANGUAGE for SS1-3 by Nigerian Educational Research and Development Council*”)

### **Achieving Best Practice in Language Teaching**

We will recall that a major component of the Basic Education-Programme is to ensure quality in teaching and learning process. One way of achieving this is through systematic capacity building for teachers as well as provision of seasoned articles that will be practical and down to earth such that each teacher would be empowered with confidence and competence. Since one major goal

of this paper is to demystify conventions while setting out to give the best to language learners via the new curriculum, the writer presents in this section samples of broken curriculum with easy-to-follow steps that will guide their usage in the class.

### The meeting point between Content and Pedagogy in the new Curriculum

Topic	Performance Objectives	Content	Teacher's Activities	Students' Activities	Teaching & learning Materials	Evaluation Guide
Reading To make notes	<p>Students should be able to:</p> <p>Read and comprehend the message of the passage by following the story lines (plot)</p> <p>Identify the supporting/secondary points.</p> <p>Identify key words and sentences</p>	<p>Students' text and other simplified story books that discuss issues such as: Honesty as a guiding principle, examination malpractice, dignity of labour, injustice, why corruption must stop, the menace of insecurity etc.,</p>	<p>Teaches the need for note making from listening and reading sessions.</p> <p>Explains the stages toward effective note taking/making. This involves: attentive listening, reading with concentration, identifying key words and sentences etc.,</p>	<p>Students should be attentive in order to:</p> <p>Grasp the explanation</p> <p>Apply the skills discussed during the illustration/demonstration exercise</p> <p>Follow the teacher's instructions</p>	<p>Clippings from news papers, magazines .</p> <p>Internet video/audio download s or taped materials</p>	<p>You might try some or all of the following:</p> <p>Present two Short passages to students to:</p> <p>Identify the main/supporting secondary points.</p> <p>Assign title other than the one given (if any)</p> <p>Identify or suggest themes</p>
						<p>Do character sketch of main characters etc.,</p>

## **B. Sample Lesson Plan on Determiners Suggesting Quantities**

**Class: SS 2**

**Date: 10/02/2014**

**Learning Objectives:**

- To distinguish between and among classes of quantifying determiners/articles.
- To match selected articles/determiners with appropriate nouns to form noun phrases.
- To form short sentences with specific phrases.

This work is based on The Free Dictionary Language Forum by Farlex

**Resources Required:** Prepared Worksheet by the presenter and flashcards that further illustrates the concepts - Determiners expressing quantities.

**Lesson Outline:** Structure Groupings

**Activities:** The practicality of this lesson is best realized with proper timing and graded programmes in episodes as follows: Introduction (10 mins.), Episode 2 (20 minutes.), Episode 3 (20 minutes), Lesson end/plenary (10 minutes). These activities could be approached in Groups first, then Individuals, followed by group discussion and again Groups and whole class, and finally Whole class.

**Flashcards Sorts:** Students are given flashcards of words generally believed to be determiners like: a, an, the, any, both, some, each, that, those etc., which they are asked to divide into definite, indefinite, quantitative, distributive piles. Students work on this in groups. Feedback will be required on why they placed flashcards in the piles that they did. (Learning: Matching determiners along the divides of appropriate nouns, reasons for them)



**Skill Practice:** Students are given worksheets (attached as a separate file) where the selected quantifiers: 'many', 'every' and 'much' are put in separate boxes with over 50 words outside the boxes. Spend a few minutes reading out the instructions while students concentrate on their worksheets. Then ask the students to individually attempt their skill practice. Give the students 15 minutes to do this and then reveal the correct grouping. Group discussion about why they chose their perceived answers. Bring them finally to why the correct answers are correct indeed and why a few of the words appeared in two boxes.

**More Skill Practice:** FORMING SENTENCES WITH NOUN PHRASES – Give groups the opportunity to re-group i.e, changing their partners and appointing new group coordinators. Give each group the time to form sentences with selected phrases from any box. You must provide the necessary logistics that will ensure no box is jettisoned and none is overused. One way of doing this is to ensure that a group must not use more than three phrases from each box to form the expected ten sentences per group. Feedback to the class and identify common sentences across groups and possible errors for general corrections).

**Linking Exercise:** Students are asked to suggest words not listed that could match correctly with any of the three determiners in the treated boxes. Let the entire class react to specific noun phrases and possible sentence formation. Reinforce the idea that the use of each determiner is restrictive by grammatical rule e.g: 'many' is only to go with plural countable nouns, 'much' with uncountable nouns and 'every' with singular countable nouns.

## Conclusion

A lot of things pertaining to the curriculum of any nation are expected to be as diverse as life and human challenges, hence the content of the curriculum and the methods employed to present it is the prerogative of the society, the nature of the learners and the type of subject, Badmus, (2002). The changes in the society and problems of our time are one of the reasons for curriculum review. This is what makes curriculum issue universal. The multiple tensions and struggles that the teacher educator and teachers faced

and created when confronted with implementing new curriculum is the thrust of this paper. According to Alsubaie (2015), Myles,(2011) hidden expectations, skill sets, knowledge, and social process can help or hinder student's achievement and belief systems. This explains the reason for any curriculum to be inclusive. This is, what, for instance, hidden curriculum is all about. The task of teaching for effective output is a continuous activity that requires a great level of discipline, on the job training and willingness to try new tasks. There is always a big gap between intention and action and translating intention to action will require deliberate efforts on the part of the teacher.

To drive the wheel of curriculum implementation teachers are advised through this paper to be culturally aware and sensitive practitioners able to promote pedagogies for autonomy that are 'context-sensitive and location specific' as recommended by (Jimenez Raya, Lamb, and Vieira 2007}. The teacher has the liberty to bring innovations into his/her teaching that will help learners to have a sense of belonging. In teaching English to second language learners the teacher has all activities laid out in the new national curriculum such that he/she could choose and pick. There are resources unlimited and the teacher has the autonomy to be original in his/her practice much as he/she has the liberty to learn from the avalanche of resources available to him/her. He/she must however have the curriculum has the focus knowing that evaluation is based on curriculum set goals.

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# Quality Control in Early Childhood Education

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## **Abstract**

*The growing demand and practice of early childhood education (ECE) within the Nigerian educational system have recourse for quality control and standardisation. This position has become necessary because of the proliferation of operators with the economic opportunity intentions. It is therefore a proposition that quality control in early childhood education should be ascertained in Nigeria within the policy framework. The prevailing situation of early childhood education in Nigeria and the prospects inherent for national development should be repositioned using strategic options that would ensure quality control. A mix strategy from the inputs of government, ECE operators, parents and critical stakeholders can be adopted to ascertain quality control in early childhood education.*

**Keywords:** *Quality Control, Early Childhood Education, Policy Framework, Strategic Options, National Development*

## **Introduction**

The sudden awakening of the global community on the stance of qualitative early childhood education is quite phenomenal; while the attention given to this fundamental phase of human development is unprecedented. Every stratum of the society seems to have realized that negligence and indifference to this stage of learning can spell doom on the education sector and the nation's future. The early childhood period is pretty delicate and pivotal to the rest of human existence on earth. The quality of life, as well as the contributions a child makes to the society as an adult can be traced back to the first few years of his/her life (Osanyin, 2002).

The evolution of early childhood education in Nigeria is traceable to the primitive societies where the onus lies on the families and communities to train a child, while the mother is the first teacher. The institutionalisation of this stage of child's development was far from imagination as communities had responsibilities and arrangements for educating their young ones as conscientious members of the societies.

Over the years, considering the phenomenal growth rate in childbirth and the increasing population of the Nigerian children; the proliferation of Early Childhood Education (ECE) operators to offer the in-loco-parentis service became a reality. The situation got worsened by the emergent change in the family roles as mothers (the first-ordained ECE operator) relatively abandoned their divine call in the quest to “win bread” for the family. The Machiavellian hunt for profit among others by most of these ECE (Business) operators and deviation from the policy direction became a heart-burden to various stakeholders. Hence, the standardisation and quality control of early childhood education in Nigeria becomes eminent and this is the thrust of this paper. It is in this context that this paper focuses on the review of:

- i. Concept of early childhood education and quality
- ii. The policy framework for early childhood education
- iii. Benchmark for early childhood education quality control
- iv. The prevailing situation of early childhood education in Nigeria
- v. Prospects of Early Childhood Education to National Development
- vi. Strategic options for ensuring quality control in early childhood education

### **Concept of early childhood education and quality**

Early childhood education is a type of education provided for children 0-3 years in Day Care Centres and for children 3years to less than 6 years in Nursery schools (Uzodinma & Akinware, 2001). It is a community-based, low-cost project for the holistic development of the child from 0-6 years. National Association for the Education of Young Children-NAEYC (1991) defines ECE as the education of young children from birth through age eight. It is a comprehensive approach to policies and programmes for children

from birth to eight years of age. The purpose of Early Child Education is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potentials. It could be at home, a day-care centre, play group/crèche, nursery, kindergarten and lower primary. Osanyin (2012) highlighted other terms often used interchangeably with Early Childhood Education (ECE) which include: Early Childhood Learning (ECL), Early Childhood Care (ECC), Early Childhood Development (ECD), Early Childhood Care and Education (ECCE), Early Child Care Development and Education (ECCDE) and Early Care (EC).

According to Wall, Litjens and Taguma (2015), Quality is the most significant factor underlying the degree and the persistence of the impact of early childhood education. It was noted that international studies have differing perspectives on what constitutes quality, but some common components can be found (OECD, 2012). Structural quality refers to aspects such as class size, teacher-child ratio, formal staff qualification levels and size of the setting (Anders, 2015), while process quality focuses on the processes in early childhood education settings. A salient factor affecting process quality is context, and in particular, the interactions a young child experiences with his/her direct environment (Litjens and Taguma, 2010 cited in Wall, Litjens and Taguma, 2015), as well as with space and materials (Anders, 2015). Quality is a relatively value-based concept that is wholly constructed and subjective. Hence, there is no single model of early childhood education that is effective in all settings. However, there is a general acceptance that programmes that benefit young children must be of quality that is embedded within their families' cultures and values. (Olaleye, Florence & Omotayo, 2009)

### **The policy framework for early childhood education**

Osanyin (2012) opined that the international consensus today is that no nation can be said to take Education for All (EFA) seriously if it does not place the required emphasis on comprehensive early childhood care and education. The sixth EFA goal in the document tagged *World Declaration For All And Framework For Action To Meet The Basic Learning Needs* articulates the need for expanding and improving comprehensive early childhood care and education,

especially for the most vulnerable and the disadvantaged children. Ultimately, the goals of early childhood education revolve around emotional safety, social competencies, personal competencies and the transfer of norms and values. The Federal Government of Nigeria recognizes the importance of education in the economic development and social transformation process; hence she has given priority to early childhood education by inculcating its purpose as stipulated in the National Policy of Education (Federal Republic of Nigeria, (2013) as follows: (i) to effect a smooth transition from the home to the school; (ii) to prepare the child for the primary level of education; (iii) to provide adequate care and supervision of the children while their parents are at work (on the farms, in the markets, offices, and so on); (iv) to inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys; (v) to inculcate social norms, develop a sense of co-operation and team spirit, learn good habits, especially health habits, and teach the rudiments of numbers, letters, colours, shapes, forms, etc.

The government has deliberately attempted to raise the quality of education at all levels in order to make the products of the Nigerian educational system more useful to the society. Therefore, early childhood education will provide that vital physical, psychomotor, affective, cognitive, social potentials which are fundamental to human life that will play very essential roles in the academic performance of children in the primary educational level and even more in the later life of the individual child (Osakwe, 2009).

### **Benchmark for early childhood education quality control**

In addition to the dictates of the Education for All (EFA) document as reported by Osanyin (2012) and National policy on Education (2013); the Bureau of Academic Affairs and Educational Standards, Bangkok, Thailand (2004) reported an 18-points universally acceptable standard (with indicators) which covers: Standards of Child Quality, Standards of Educational Provision, Standards of Educational Administration and Management, Standards of Learning Community Development. Thus, the following tend to project a benchmark for quality control of early childhood education.



- Standard 1: Children should have virtues, morality and desirable values.
- Standard 2: Children should be conscious of environmental preservation and development.
- Standard 3: Children should be able to complete their jobs and work with others, and have a good attitude toward honest occupations.
- Standard 4: Children should be able to form concepts, solve problems, and think creatively.
- Standard 5: Children should have basic knowledge and skills.
- Standard 6: Children should have a learning enthusiasm, love of reading and self-development.
- Standard 7: Children should have healthy habits, and good physical and mental health.
- Standard 8: Children should have a sense of aesthetics and dispositions for arts, music and sport.
- Standard 9: Teachers should have virtues, morality, degrees/knowledge and competence relevant to their responsibilities; maintain steady self-development; and be able to get along with communities. A sufficient number of teachers should be available.
- Standard 10: Teachers should have an ability to manage effective teaching-learning, especially child-centred instruction.
- Standard 11: Administrators should have virtues, morality, leadership and competence in educational administration and management.
- Standard 12: Educational institutions should have organizational and structural arrangement, administrative systems and organizational development that are holistic and systematic.
- Standard 13: Educational institutions should have educational administration and management with school-based indicators.
- Standard 14: Educational institutions should have learner oriented curricular arrangements and learning process.
- Standard 15: Educational institutions should have diverse activities to promote children's qualities.

- Standard 16: Educational institutions should have environmental arrangements and services that promote children to naturally develop to their full potentiality.
- Standard 17: Educational institutions should provide support and use local learning resources and wisdom.
- Standard 18: Educational institutions should cooperate with families, religious organizations, academic institutions and public and private organizations to develop learning paths in communities.

### **The prevailing situation of early childhood education in Nigeria**

Operationally, it is quite obvious that there seems to be non-compliance of the ECE operators in Nigeria with the foregoing quality control benchmark. For instance, most teachers do not have abilities to manage effective teaching-learning, especially child-centred instruction; Educational institutions tends not to have environmental arrangements and services that promote children to naturally develop to their full potentiality; they seems not to provide support and use of local learning resources and wisdom; while cooperation with families, religious organizations, academic institutions, public and private organizations to develop learning paths in communities seems alien to the ECE institutions in Nigeria as stipulated by standard 10, 16, 17 & 18 among others. It is expected that operators should be the drivers and implementers of the policy framework but apparently far from the reality (Ejieh, 2006).

Gross deviation from the focal parts of the policy documents has been prevalent to the early childhood education system in Nigeria. Ejieh (2006) asserted that there are bound to be some shortcomings in the implementation of the policy on ECE and problems in the realization of the objectives of such a policy in a situation where virtually all provisions for early childhood or pre-primary education are made by private individuals and groups for mainly commercial purposes. Much of the shortcoming hinges on the failure of the Federal Government to put into effect most of the measures it stated in the National Policy on Education aimed at ensuring that the policy objectives are achieved.

Poor ECE facilities are quite evident as nursery schools are located in various places and buildings, campuses of some universities and colleges, premises of some industrial and business organizations, church premises, residential buildings some part or the whole of which are hired for use as nursery schools only or both nursery and primary schools, and so on, while some are set up mainly in some towns as full-fledged nursery and primary schools with their own building and premises. The physical structures vary widely in terms of quality and aesthetics from one establishment to another. So do the facilities and equipment.

Low quality, quantity of teachers and trained caregivers has become a norm. With the possible exception of the few nursery schools established by some universities, colleges of education, companies and a few rich individuals, teacher quality is generally low. It is only a few of the nursery schools especially those owned by educational institutions, private companies and wealthy individuals that can afford to engage the services of university graduate teachers and the holders of Nigerian Certificate of Education (NCE) qualifications. Most others employ a few N.C.E. teachers (if any at all), who are usually underpaid, while others employ mainly Grade II teachers and secondary school leavers with the School Certificate or General Certificate (Ordinary Level) qualification (Ejeh, 2006). The nursery schools that engage the services of qualified teachers, especially those owned by private individuals usually charge high fees while those that charge relatively low fees usually employ unqualified teachers.

Employing unqualified teachers who receive low pay is a strategy used by many proprietors to make their services affordable to a great majority of parents and at the same time maintain a satisfactory profit margin. Teachers are usually linked to issues related to teaching-learning goals, learning achievement, organization of programmes, and the performance of the educational system which involves an analysis of the role of teachers, their behaviours, performance, remuneration, incentives, skills and how they are used by the system (Onu, Obiozor & Agbo, 2010).

Furthermore, significant provision is yet to be made in any public or private teacher training institution in the country for the increase in production of specialist teachers in early childhood education. Even for the institutions that run the programme for producing such teachers, it is doubtful if it can attract many clients, as neither the Federal nor any State government has established any nursery or pre-primary schools where graduates of such a programme can be employed. Work in private nursery or pre-primary institutions would probably have no attraction for specialist pre-primary teachers because of low wages and job insecurity associated with teaching in such institutions. Moja (2000) citing UNESCO (1996) reported that teachers have become marginalized and the profession is the most impoverished of all sectors of labour in Nigeria. He asserted that in almost every area of the system, the conditions of work environment, access to information, resources needed for supplies and equipment, salaries and benefits are extremely poor.

Lack of proper supervision of ECE operators: Ejieh (2006) reported that most of these problems hinge on the inability of both the State and Federal governments to exercise effective control on the establishment and running of pre-primary schools in the country. In fact, the number of registered pre-primary schools in some States is so large that even if the supervisors or inspectors of education are very enthusiastic to play their roles in this regard, they will be overwhelmed by the amount of work involved. Lack of adequate number of inspectors to regulate the establishment of, and to monitor the activities in these nursery schools, the locations of some of which are not known to inspectors, is a real problem. Teachers' knowledge and skills are often outdated and the inspectors are not providing the necessary pedagogical support for further development (Moja, 2000).

Another related problem is the absence of uniform curriculum contents (learning experiences). Osakwe (2009) established that the *National Policy on Education* prescribes that the child in the pre-primary institution should be involved in active learning, the document detailing guidelines on provision and management of pre-primary education is silent on the curriculum contents of such an institution. In the absence of such guidelines and copies of the

curriculum for pre-primary education, proprietors and teachers resort to curricular of their choice. Thus, a handful of the ECE providers operate Federal government curriculum as private proprietors had to provide their services in line with the values and priorities of parents in order to remain in business.

The curriculum of a typical nursery school owned by most private individuals includes alphabets, numbers, nursery rhymes, colouring and story time and, in some cases, rudiments of reading, writing and arithmetic. The emphasis of most is on the intellectual development of the children. Much more time is devoted to the learning of alphabets and memorization of facts, information, poems and some short passages from various books in English Language than to recreational and social activities. Emphasis is laid on children's intellectual development. This is because the yardstick for assessing the quality or effectiveness of nursery schools by parents seems to be the age at which the children attending them are able to count, recognize the alphabet, read and, in particular, recite memorized information, poems, verses and passages. The younger the age at which children attending a particular school can do these, the higher the quality of the school is adjudged to be by members of the public, and the more patronage it is likely to receive from parents if the fees charged are not excessive (Osakwe, 2009).

Uninterestingly, no government (Federal or State) in the country has done anything to ensure that mother-tongue or local language is mainly used for instruction in nursery schools as stipulated in the National Policy on Education. Enforcing the use of mother tongue in the schools will even run counter to the interests of parents of the children in such schools most of who are anxious for their children to acquire the official language (which is English) as early as possible. Ejieh (2006) affirmed that, as far as the use of the mother tongue for instruction is concerned, the values of parents seem to be in conflict with those of the policy makers who prescribed that the medium of instruction in such institutions and lower classes of primary schools should be principally the child's mother tongue or the language of the local community. Contrary to this, almost all parents, especially of the middle and high classes that patronise pre-primary institutions, wish their children to be immersed in

English language as early as possible because of the advantages that knowledge of the language conveys on such children in the primary and subsequent levels of the Nigerian educational system. The ease with which children acquire and speak English Language is one of most important criteria parents use to assess the quality of pre-primary institutions in the country. Osanyin (2012) opined that the practice of using foreign languages is simply “child abuse” because denying a child of the use of the mother tongue at the early stage of life is denying the child his/her identity. If such practice continues, Nigerian languages may go into extinction on Nigerian soil while our children may have to travel abroad to learn them in future (Bamisaiye, 2011 cited in Osanyin, 2012). The early childhood operators in Nigeria therefore owe it to posterity to save our nation from the ongoing cultural annihilation, as this would be a great act of patriotism (Osanyin, 2012).

Moreover, the 1:6:3:3:4 system of education as stipulated in the national policy on education (2013), provides for a compulsory one-year pre-primary education which supposed to be a follow-up to the early childhood education in Nigeria. The One-Year Education given to children aged 5 prior to their entering primary school is expected to effect a smooth transition from the home to the school; prepare the child for the primary level of education; provide adequate care, supervision and security for the children while their parents are at work; inculcate social, moral norms and values; and inculcate in the child the spirit of enquiry and creativity through the exploration of nature, environment, art, music and the use of toys etc. through play could not record significant success because at age 5, most of the children are already at the primary school levels especially in private schools. The perversions and activities of some parents and private schools administrators make these objectives seem illusionary.

Furthermore, in pursuance of these objectives, Government is expected to set and monitor standard for pre-primary Education; develop and disseminate curriculum materials; policy, National minimum standards, curriculum, implementation guidelines and other materials that will enhance the implementation of the pre-primary education; fund the one-year pre-primary education; make conscious efforts on capacity building development of

personnel at this level of education; embark on the sensitization of the community and the nation in general on the one-year pre-primary education, and ensure that relevant ministries, Department and Agencies, as well as the development partners synergize for proper implementation of the one-year pre-primary education due to its multi-sectoral nature. It is quite disheartening that these responsibilities of the government, ranging from funding to capacity building development of personnel as entrenched in the policy document are being reneged. This could be the ripple effect of the current economic recession in the country or sheer negligence of this critical sector of the nation.

### **Prospects of Early Childhood Education to National Development**

Although, qualitative ECE is expensive; its importance to a child's early formative years is acknowledged worldwide and the ratio of early childhood educator to children has to be low to be able to provide proper care and learning experiences. Uppal, (2015) and Sinha, (2014) noted that in Canada, high-quality early childhood education and care costs are so high that many families are unable to afford it but it is important for the growth, development and the health of a child. It is more than a place for parents to leave their children when they go to work. Appropriate early experiences given to a child through quality care and educational provisions are essential to his/her development. Qualitative Early Childhood Education provides a sure start for a child's development and capacity building. This capacity building is not only for the child's sake, it is also capacity building for the nation. High quality early childhood education is a wise investment to help children who are the future citizens. Quality really matters and needs to be built into any expansion of existing options. Developing the skill base of workers in this field must become a part of government economic development strategy. This is consequential to the social and economic benefits accrued to the nation. There are short- and long-term economic benefits to taxpayers and the community if early education that meets high standards is available to all children, starting with those who are most disadvantaged. Indeed, universally available qualitative early education would benefit everyone and be the most cost-effective economic investment. High-quality early childhood education helps prepare young



children to succeed in school and become better citizens; they earn more, pay more taxes, and commit fewer crimes. The early care and education industry is economically important, often much larger in terms of employees and revenues than other industries that receive considerable government attention and investment. Access to available and affordable choices of early childhood learning programmes help working parents fulfil their responsibilities. Qualitative early education is as essential for a productive 21st century workforce as roads or the internet; investing in it grows the economy (Calman & Tarr-Whelan, 2005).

Government investment in early education generates economic development for communities in the short run in the form of jobs, the purchase of goods and services, and a more efficient workforce. In the long run, quality early education builds an employable, educated workforce. Children who receive quality early education arrive at school ready to learn and they do better in school. They need fewer costly special education classes. They are more likely to graduate from high school with a changed orientation to create and hold jobs with higher salaries. They are less likely to be on government welfare scheme and significantly less likely to wind up as criminals in jails (Calman, & Tarr-Whelan, 2005).

### **Strategic options for ensuring quality control in early childhood education**

The hope for a healthy, happy, friendly, peaceful and socially competent generation therefore lies in the place of the child in the society's scheme of activities and the provision of quality of human and material environment that surround the child in early years (Osayin, 2012). In other words, the quality of early childhood education should not be compromised, as every stakeholder in the Nigerian nation; especially in the education sector should arise to this call for the future not to be watched ruined at present. Thus, the following should be considered in an attempt to uphold this fundamental stage of the nation's education system.

There should be a review of the licensing and approval process. The inspectorate should also strengthen the assessment process and establish a National Quality Framework for early childhood

education providers in Nigeria. This could ultimately lead to the award of a 'Quality in Early Childhood Education mark' (QECE), where providers reached predetermined quality standards. It should be envisaged that assessment associated with the QECE mark would take account of the developmental processes that ECE providers were engaged in. Inspectors should also assist providers to attain the QECE standards by identifying the areas where improvements are required and by suggesting approaches which providers could take to achieve the improvements.

**Government should set up a council or commission** comprising members of the ECE industry to upgrade, assure its quality and represent the industry. Early Childhood Association of Nigeria (ECAN) should be strengthened, recognised and upgraded to a professional institute chartered by an Act of Parliament. This would enable these bodies to create awareness through advocacy programmes and be involved in people development towards quality control and professionalism.

Urgent, mass and planned investment in human capacity development of ECE operators is germane since there is a strong consensus that the best early education is delivered by well-trained and well compensated teachers. This means focusing resources on the professional development and compensation of teachers and the design of developmentally appropriate curricula and materials. Every stakeholder should work for coherent, nation-wide systems that will support the training, education and compensation of a highly trained workforce, with incentives to move from certificate to bachelor's degree. Corporate participation in ECE as corporate social responsibility should be encouraged. Organisations should be more innovative in handling their social responsibility and employees' welfare programmes in order to maximize the productivity and commitment of their workforce; especially the women folks. Employers should consider setting up ECE centres in their workplace, Establish ECE fund for their staff or provide land and space for operators to set up ECE centres. Also, public-private partnership arrangement should be promoted to establish ECE Training Centres with conference, teaching and researching facilities anchored around laboratory childcare centres and preschools.

Qualitative early childhood education must value and support the role of parents. Parents are the primary educators of the child and have a pre-eminent role in promoting her/his well-being, learning and development. Open, honest and respectful partnership with parents is essential in promoting the best interests of the child. Mutual partnership contributes to establishing harmony and continuity between the diverse environments the child experiences in the early years. The development of connections and interactions between the early childhood setting, parents, the extended family and the wider community also adds to the enrichment of early childhood experiences by reflecting the environment in which the child lives and grows.

## Conclusion

Early Childhood Education is in fact a start to life and a reliable foundation to continuing education. Learning begins at birth and at eight most 'brain wiring, language abilities, physical capabilities and cognitive foundations have been set in place. Ensuring qualitative Early Childhood Education (ECE) is investing in the whole child and dividends continue to pay off throughout the entire life cycle. One major compass to navigate the future and secure the emergence of a dependable generation that will not think the nation owes it something is to ascertain the quality of the whole educational system that our children are passing through now. Access to qualitative early childhood education should not be a privilege to the Nigerian child but a right as entrenched in the Convention on the Rights of the Child.

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# Emotional Intelligence As a Correlate of Academic Self-Efficacy among Secondary School Students in Ilorin Metropolis, Nigeria

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## **Abstract**

*Emotional intelligence is a set of non-cognitive abilities that influence human capability to succeed in life, it accounts for 80% of human performance. Academic self-efficacy, on the other hand, refers to a student's belief that he or she can successfully engage in and complete course-specific academic tasks. The prevalence of problematic behaviours such as failure, drug abuse, low self-efficacy, anxiety, loss of concentration, truancy, lack of motivation, feeling of inadequacy, frustration, dejection etc. among students calls for urgent reawakening of the affective components such as emotional intelligence and self-efficacy to address the issues. This study investigated the relationship between emotional intelligence and academic self-efficacy among secondary school students in Ilorin metropolis. The target population of the study comprised all secondary school students in Ilorin metropolis. The respondents were selected from the population using multi-stage sampling technique. A total of 180 respondents were selected and the tool used for data collection is titled Emotional Intelligence and Academic Self-efficacy Questionnaire (EIASEQ). The data collected were analysed using Pearson's Product Correlation Moment and t - test at 0.05 of significance alpha level. One research question and one hypothesis were formulated and tested. The results revealed that emotional intelligence and academic self-efficacy were strongly correlated among secondary school students. However, academic self-efficacy of secondary school students was not affected by gender. Conclusion and recommendations were discussed.*

**Keywords:** *Emotional intelligence, self-efficacy, academic performance, problematic behaviour, goal setting*

## Introduction

Emotional intelligence is a form of intelligence relating to the emotional side of life, such as the ability to recognize and manage one's own and others' emotions, to motivate oneself and restrain impulses, and to handle interpersonal relationships effectively (Goleman, 1998). Emotional intelligence (EI) can be defined as "the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (Mayer, Salovey & Caruso, 2008). According to Hein (2007), it is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. EI is conceptualized as a confluence of learned abilities resulting in wise behaviour, high achievement, and mental health. It is the mental ability of man which provides emotional sensitivity and potential for emotional management skills that help in maximizing long term health, happiness and survival. It involves knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones (Hein, 2007). EI is a learned ability to identify experiences, understand and express human emotions in healthy and productive ways. It is one's ability to acquire and apply knowledge from one's emotions and the emotions of others in order to be more successful and lead a more fulfilling life.

Emotional intelligence (EI) is just as important in academic success as cognitive intelligence (IQ). Research has argued that EI might be as important for success in both school and life as IQ (Goleman, 1995; Mayer & Cobb, 2000; Reiff, 2001; Salovey and Mayer, 1999). Higher levels of emotional intelligence are related to better academic performance (Lam & Kirby, 2002). Studies have clarified the contribution of EI competencies to academic achievement, retention, career effectiveness and personal well-being (Nelson and Low, 2003). According to Parker, Summerfeldt, Hogan & Majeski (2004), academic success was strongly associated with several dimensions of EI. Emotional intelligence has also been found to be related to students' academic achievement, behaviours and attitudes (Salami, 2004; Salami & Ogundokun, 2009; Tagliavia, Tipton, Giannetti & Mattei, 2006; Wong, Wong & Chau, 2001).



Petrides, Frederickson and Furnham (2004) stated that EI moderated the relationship between cognitive ability and academic performance. Research has demonstrated the importance of emotional intelligence skills to academic achievement and tested performance of high school students (Stottlemire, 2002; Vela, 2003). Emotionally intelligent students are skilled in interpersonal communication, self-management, goal achievement, and demonstrate personal responsibility in completing assignments and working effectively (Nelson and Low, 2003).

### **Academic Self-efficacy**

Academic self-efficacy refers to a student's belief about his or her ability to successfully complete academic tasks (Zimmerman, 1999). Academic self-efficacy (ASE) refers to a student's belief that he or she can successfully engage in and complete course-specific academic tasks, such as accomplishing course outcomes, demonstrating competency skills used in the course, satisfactorily completing assignments, passing the course, and meeting the requirements to continue on in his or her major. It influences cognitive strategy use and self-regulation through the use of meta-cognitive strategies, and it is correlated with in-class seatwork and homework, examinations and quizzes, and essays and reports. Students' self-efficacy beliefs are responsive to changes in instructional experience and play a causal role in students' development and use of academic competencies. Self-efficacy has been found to be related to academic achievement, behaviours and attitudes (Faulkner & Reeves, 2009; Hagger, Chatzisarantis & Biddle, 2001; Yalcinalp, 2005; Schwarzer & Fuchs, 2009; Salami, 2004; Salami & Ogundokun, 2009).

Zimmerman(1999) and his colleagues have outlined a number of these practices in school. They include:

- \* Finishing homework assignments by deadlines.
- \* Studying when there are other interesting things to do.
- \* Being able to concentrate on school subjects.
- \* Taking useful class notes from class instruction.
- \* Being able to use the library for information for class assignments.
- \* Effectively planning schoolwork.

- \* Effectively organizing schoolwork.
- \* Being able to remember information presented in class and in textbooks.
- \* Arranging a place to study at home without distractions.
- \* Being able to motivate oneself to do schoolwork.
- \* Participating in class discussions.

Students with high self-efficacy engage in more effective self-regulatory strategies at differing levels of ability, and self-efficacy enhances students' memory performance by enhancing persistence (Bouffard-Bouchard, Parent, & Larivée, 1991). They are well equipped to educate themselves when they have to rely on their own initiative. Self-efficacious students work harder, persist longer, persevere in the face of adversity, have greater optimism and lower anxiety, and achieve more. Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level.

Students who develop a strong sense of self-efficacy use more cognitive and meta-cognitive strategies than those who do not. Pintrich and De Groot (1990) suggested that self-efficacy plays a facilitative role in the process of cognitive engagement, that raising self-efficacy beliefs might lead to increased use of cognitive strategies and, thereby, higher achievement, and that students need to have both the will and the skill to be successful in classrooms. Not surprisingly, confidence in one's academic capability is a critical component of school success.

### **Statement of the Problem**

Various researchers such as Belanger (2005) carried out a study on the relationship between emotional intelligence and academic self-efficacy among American undergraduates; Adeyemo (2007) investigated the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement of university students. Thus, previous studies on emotional intelligence and academic self-efficacy were carried out in localities other than Ilorin Metropolis. It is therefore the concern of the present researcher to study emotional intelligence as a

correlate of academic self-efficacy of secondary school students in Ilorin Metropolis.

### Research Question

- Is there any significant relationship between the emotional intelligence and academic self-efficacy of secondary school students in Ilorin Metropolis?

### Research Hypothesis

- There is no significant difference in the academic self-efficacy of male and female secondary school students.

### Methods

Multi-stage sampling procedure was employed for the study. Stage 1 involves purposive sampling technique for selecting 6 secondary schools on the basis of Local Government Area; Stage 2 is the stratification of the respondents into desired characteristics of class and gender; and stage 3 comprises of simple random sampling technique for choosing 180 respondents. The instrument employed for the study is titled Emotional Intelligence and Academic Self-Efficacy Questionnaire (EIASEQ) using a 4-point Likert-type scale for scoring. The first part (Emotional Intelligence) which consisted of 20 items was an adapted version of Students' Emotional Intelligence Questionnaire (174 items) developed by *Petrides & Furnham (2006)* and the second part (Academic self-efficacy) which also comprised 20 items, was an adapted version of Academic self-efficacy scale (24 items) developed by *Sander and Sanders (2003)*. The reliability coefficient of 0.81, usability, face and content validities were established for the instrument. Pearson's Product Moment Correlations (PPMC) and t-test were used to test the research question and hypothesis.

### Results

The results of data analysis are presented as follows:

**Research Question:** *Is there any relationship between the emotional intelligence and academic self-efficacy of secondary school students?*

**Table 1:** Pearson's Product Moment Correlations (PPMC) on EI and ASE

Correlate d Groups	Case s	$\bar{X}$	SD	df	Calculate d r-value	Critical r- value
EI	180	65.33	6.66	178	0.545*	0.195
ASE	180	66.30	7.45			

\* Significant,  $p < 0.05$

Table 1 indicates that the correlation co-efficient 'r' between emotional intelligence and academic self-efficacy was 0.545 which was greater than the critical value of 0.195 at 0.05 level of significance,  $\alpha$ . It is therefore revealed that there was a strong correlation between emotional intelligence and academic self-efficacy of secondary school students in Ilorin metropolis. On the basis of academic this result, the null hypothesis was rejected;  $r(178df) = 0.545$ ,  $p < 0.05$ . Therefore, it is concluded that a significant relationship exists between the emotional intelligence and academic self-efficacy of secondary school students in Ilorin metropolis.

**Hypothesis:** *There is no significant difference in the academic self-efficacy of secondary school students on the basis of gender.*

**Table 2:** Results of t-test comparing Academic Self-Efficacy among secondary school students on the basis of gender

Gender	No	$\bar{X}$	SD	df	Calculated t-value	Critical t-value
Male	90	65.22	8.05	178	-1.95	1.96
Female	90	67.39	6.72			

Table 2 indicates that the calculated t-value is -1.95 while the critical t-value is 1.96. Thus, the calculated t-value of 1.95 is not significant at 0.05 alpha level. Hence, the null hypothesis which states that there is a significant difference in the academic self-efficacy of secondary school students on the basis of gender was accepted.

## Discussion of Findings

The result showed that there was a significant relationship between the emotional intelligence and academic self-efficacy of secondary school students. This is in line with the finding of Hashemi and Ghanizadeh (2011) which revealed that there is a strong correlation between the EI and self-efficacy among students. The findings of the present study also confirmed previous empirical studies. For example, Chan (2007) indicated that individuals who exhibited high emotional intelligence had high self-efficacy. In a similar vein, Villanueva and Sánchez (2007) found that emotional intelligence was positively associated with leadership self-efficacy. The study carried out by Adeyemo (2007) also revealed that emotional intelligence and academic self-efficacy significantly correlated with academic achievement.

The hypothesis revealed that there is no significant difference in the academic self-efficacy of secondary school students on the basis of gender. This is corroborated with the findings of Hashemi and Ghanizadeh (2011). Tschannen-Moran and Woolfolk Hoy's (2002) study also revealed that gender differences do not significantly predict individual's self-efficacy beliefs. In a similar vein, Pajares (2002) postulated that males and females do not differ significantly in their sense of self-efficacy beliefs. In contrast, Coladarci (1992) as well as Ross (1994) found statistical difference between females and males' self-efficacy with the females having higher self-efficacy indices than their male counterparts. Students usually are asked to provide confidence judgments that they possess certain academic skills or can accomplish academic tasks. Conversely, boys tend to be more confident than girls in academic areas (Meece, 1991; Pajares & Miller, 1994; Wigfield, Eccles, & Pintrich, 1996). Differences in the average level of confidence reported are interpreted as gender differences in self-efficacy. Pajares and his colleagues asked elementary and middle school students to provide self-efficacy judgments in the traditional manner (confidence in possessing writing skills), although girls outperformed boys, girls and boys reported equal writing self-efficacy (Pajares, Miller, & Johnson, 1999; Pajares & Valiante, 1999). Among adolescents, gender differences in self-efficacy should not be expected when students receive clear performance information about their capabilities or progress in learning (Pajare

& Schunk, 2001). Although girls initially judged self-efficacy for learning lower than did boys, following the instructional program girls and boys did not differ in achievement or self-efficacy for solving problems (Schunk & Lilly, 1984).

## Conclusion

The main conclusion deduced from the present study revealed that enhancing students' emotional intelligence tends to promote their sense of self-efficacy beliefs. In other words, improving the self-efficacy (competence and confidence) of the students can be accomplished by improving students' emotional intelligence. So, educators, policy makers and teachers should be encouraged to incorporate skills and abilities associated with emotional intelligence in order to enhance their academic self-efficacy in their curriculum and classroom activities. These programs and activities should be targeted at both male and female students across all levels of educational system.

## Recommendations

It is recommended that counselling services should be intensified to organize lectures, bookshops, seminars on emotional intelligence and academic self-efficacy for better enlightenment. Also, real counselling unit should be established in all schools so that the counsellor can create awareness on emotional intelligence and academic self-efficacy for students. Moreover, the present prevailing conditions of Nigerian educational system call for urgent attention of the government towards the implementation of emotional intelligence and self-efficacy programmes in the school curriculum at all level of the educational system.

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# Nutritional Habits As a Correlate of The Health Status of Undergraduate Students

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## **Abstract**

*Adolescent eating habits and pattern are at first under the influence of the family situations but changes when they are admitted into secondary schools. This study examined the effect of nutritional habits on undergraduates' health status in Ogun State, Nigeria. A descriptive survey research design was used while the population was made up of undergraduate students within the ages of 17 to 29 years with a mean age of 24.7 years and standard deviation of 5.11. A sample size of 2376 was randomly selected from four universities (2 public and 2 private universities) in Ogun State, Nigeria. A self-developed instrument was used for data collection while data was analyzed using simple percentage, correlation, and multiple regression analysis tested at 5% error margin. Results revealed significant difference between male and female students' nutritional habits ( $t_{\text{cal}} = 11.467 > t_{\text{table}} = 1.960$ ;  $P < .05$ ); significant relationship between the nutritional habits and health status of students ( $r = .486$ ;  $p < .05$ ); while 16.1% of the total variance in the choices of nutritional habits made by undergraduate students is accounted for by peer influence. It was concluded that eating behaviour is next to physical activity and sedentary behaviour as an important factor influencing student's overall health status. It was recommended that nutritional education should be encouraged to promote healthier eating habits and life style among adolescents.*

**Keywords:** *Nutritional habits, health status, and undergraduate students*

## **Introduction**

Individuals' eating habits and pattern are at first under the influence of the family situations but changes with time especially when they are admitted into secondary schools. The poor

nutritional status of the adolescent has been attributed to many factors including; low meal frequency, high consumption of sweetened beverages, increased consumption of energy dense food, increased consumption of food away from home (with peers), skipping meals particularly breakfast, consumption of high dense fatty and sugary fast foods, eating meals characterized by low content of fruits and vegetables, adopting unconventional dietary practices such as cutting down the sizes of meal in an attempt to lose weight and attain a slim body figure particularly among females(Buxton,2013).

According to Salvy, Haye, Bowker and Hermans (2012). Under the conditions in which making good impression was important, adolescents were found to involve in eating less, likely because obesity was highly stigmatized and their peers tend to associate negative characteristics with people who consume large amount of food. Verstraeten, Royen, Ochoa-Aviles, Panafiel, Holdsworth, Donoso, Maes andKolsteren (2014) identified that obesity and chronic diseases are no longer exclusive to affluent societies, but are now the leading cause of morbidity and mortality in low and middle income countries. A staggering rise in unhealthy body weight has been observed in adolescent in low and middle income countries across all level of socioeconomic status. This rise is associated with several chronic conditions in adulthood and premature mortality thereby aggravating the burden on health systems and hindering economic development.

Skardal, Western, Ask and Overby (2014) identified that although the knowledge of healthy eating habits can affect food choices by the adolescent child, the socio economic status plays a vital role in the purchasing and availability of these healthy food items. A study by Fitzgerald, Heary, Nixon, Kelly (2010) identified three key factors as influencing the adolescent food choices and this include intra individual factors, intra familial factors and extra familial factors. Study from Zimbabwe revealed that students make poor food choices due to lack of nutritional knowledge and understanding of their dietary requirements, while a prevalence of physical signs of malnutrition which indicated that the students were unhealthy and could impact negatively on their academic



performance was reported (Lokadhia, 2013). Body weight concerns, dieting, food knowledge, parental control, maternal education, family meals, eating with peers, age and gender are factors that affect food choices among Greek adolescents. Despite the fact that certain traditions remain strong in rural Greece, globalization seems to be eroding them and to be leading to food modifications that are not compatible with the traditional Mediterranean diet and healthy eating. Understanding adolescents' perceptions towards food and nutrition along with factors that influence adolescent food behaviour might help to promote health among adolescents and improve quality of life (Bargiota, Delizona, Tsitouras & Koukoulis, 2013).

Sound nutrition can play a role in the prevention of several chronic diseases, including obesity, coronary heart disease, and certain type of cancer, stroke, and type two diabetes. For this reason, nutrition is a priority area for humans and healthy eating habits should be established and maintained during adolescence (Demory-luce&Motil, 2016). Nutritional related disorders common among adolescents according to Anabwani,(2015) are; tooth decay, obesity, iron deficiency anaemia, calcium deficiency, iodine deficiency, bulima nervosa and anorexia nervosa. 3Food choices established during adolescence tend to persist into adulthood with consequences for long term health. This transitional period of the adolescent child can provide an opportunity to prepare for a healthy and productive life and to prevent the onset of nutritional related chronic diseases in adult life if adequate measures are put in place (Fitzgerald, et al, 2010). Since, the adolescent stage is a very crucial age where poor nutrition can affect the proper development of their physical, social and mental wellbeing, thus, there is a great need to examine the undergraduates' nutritional habits and its effects on their health status.

### **Research questions**

1. What will be the nutritional habits of male and female undergraduate students?
2. Would there be any significant gender difference in undergraduate students' nutritional habits?

3. Would there be any significant relationship between the undergraduate students' nutritional habits and their health status?
4. Can peer influence affect the choices of nutritional habits among undergraduate students?

## Methodology

**Research Design:** This study adopted a survey research design of an ex-post-facto type in which questionnaire was used to collect information from the respondents on the variables under study.

**Participants:** Participants for the study were 2400 Undergraduates randomly selected from four universities (2 public and 2 private universities) in Ogun State, Nigeria. They were made up of 1005 males (42.3%) and 1371 females (57.7%). The age range of the students at the time of data collection was 17 to 29 years with a mean age of 24.7 years and standard deviation of 5.11. Of the 2400 questionnaires distributed 2376 were completely filled while 24 were incomplete. This gave a return rate of 99%.

**Instrumentation:** Questionnaire developed by the researcher was used for data collection. It consists of 30 questions that seeks to ascertain the nutritional habits, assess the prevalence of nutritional related diseases, and determine the factors influencing the nutritional habits of the students.

**Data Analysis:** The data collected was coded and analyzed using simple percentages, correlation coefficient and regression analysis.

## Results

### Preliminary Analysis

N	Variable (N = 2376)		Frequency	%
1	Age	15-19years	777	32.7
		20-24years	1173	49.4
		25-29 years	426	17.9
2	Gender	Female	1371	57.7
		Male	1005	42.3
3	Students' feeding allowance per month	#1,000-8000	226	9.5
		#8,000-16,000	1083	45.6
		#17,000-24,000	569	23.9
		#25,000 and above	498	21.0
4	Students' body mass index	less than 18.5	65	2.7
		18.5-24.9	1111	46.8
		25-29.9	598	25.2
		30 and above	602	25.3

The demographic distribution of the participants revealed that majority (49.4%) of the students were between the ages of 20 and 24years while other category includes 15 to 17years (32.7%) and 25 to 29years (17.9%). Their gender showed that 1371 (57.7%) of the respondents were female and the remaining 1005 (42.3%) were male. Students' feeding allowance revealed that majority of the students (45.6%) were on #8,000-16,000 per month, 23.9% were on #17,000-24,000, 21% on #25,000 and above, and 9.5% were on #1,000-8000 monthly.

**Table 2: Information on the nutritional habits in existence among male and female students(2376)**

	Items	Female(1371)		Male(1005)		X <sup>2</sup>
		Freq	%	Freq	%	
Eat three meals per day	Never	65	4.7	145	14.4	2.432
	Several times a week	394	28.7	189	18.8	
	Sometimes	453	33.0	449	44.7	
	Everyday	459	33.5	222	22.1	
Eat at least a fruit or vegetables per day	Never	199	14.5	201	20.0	23.387*
	Several times a week	123	9.0	127	12.6	
	Sometimes	888	64.8	576	57.3	
	Everyday	161	11.7	101	10.0	
Soft drinks (such as Coke, Malts)	Never/less per week	232	16.9	77	7.7	7.900*
	Several times a week	822	60.0	698	69.5	
	Once a day	213	15.5	167	16.6	
	Twice/more per day	104	7.6	67	6.7	
Water	Several times a week	533	38.9	210	20.9	11.802*
	Once a day	233	17.0	267	26.6	
	Twice/more per day	605	44.1	528	52.5	
Eat fast food (such as pizza, hamburgers, puff-puff, pies)	Never	187	13.6	232	23.1	19.009*
	Once a week	256	18.7	267	26.6	
	Twice/more a week	682	49.7	501	49.9	
	Once a day	246	17.9	195	19.4	
Eat sugary things (such as candy bars, chocolates, and chewing gums)	Never	67	4.9	121	12.0	27.105**
	Once a week	178	13.0	64	6.4	
	Twice/more a week	787	57.4	487	48.5	
	Once a day	339	24.7	333	33.1	
Have you ever skipped a meal before?	Yes	1371	100	1005	100	-
	No	-	-	-	-	
Which of the meal did you skip?	Breakfast	876	63.9	654	65.1	9.987*
	Lunch	143	10.4	107	10.6	
	Dinner	321	23.4	187	18.6	
	All	31	2.3	57	5.7	

The nutritional habits in existence among male and female undergraduate students showed that up to 33.5% of female students and 22.1% of male students do not eat three meals every day. Only 11.5% female and 10% of male students took at least one fruit and vegetables once in a day while 60% females and 69.5% of males took soft drinks several times per week. Water consumption between the male and female revealed that the male (52.5%) drinks more water at least twice or more a day compared with their female counterparts (44.1%). Eating of fast food (such as pizza, hamburgers, puff-puff, pies) was rated 51.9% by female at least twice or more in a week, and was rated 49.9% by males for at least twice or more per week. The female students (57.4%) consumed more of sugary things twice or more per week compared to their male counterparts (48.5%). On meal skipping, all the respondents skipped one meal or the other per day, while 65.1% male skipped breakfast, and 63.9% female skipped breakfast.

The above findings are supported by the findings of Isa and Masuri (2011) that dietary patterns of adolescents and young adults has been as being associated with obesity, frequent snacking and meal skipping particularly breakfast.

**Table 3: *Independent t-test to shows the difference between gender and nutritional habits***

Group	N	X	Std. Dev	Mean Diff.	Df	t-cal	P
Female	1371	8.565	2.987	1.996	2374	11.467	> 0.05
Male	1005	6.659	3.179				

Going by the result presented in Table 8, the results indicated a significant difference between male and female students' nutritional habits ( $t\text{-cal} = 11.467 > t\text{-table} = 1.960$ ;  $P < .05$ ). The null hypothesis was rejected.

**Table 4:** *Pearson Product Moment Correlation Coefficients of the relationship between the between the students' nutritional habits and health status*

		Nutritional Habits	Health Status
Nutritional Habits	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	2376	2376
Health Status	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	2376	2376

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

The results in Table 4 revealed a significant and positive relationship between the nutritional habits and health status of students in Babcock University High School ( $r = .486$ ;  $p < .05$ ). The hypothesis which stated that “There will be no significant relationship between the nutritional habits and health status of students in Babcock University High School” was rejected based on the outcome of this finding.

**Table 4:** Summary of Multiple Regression Analysis between peer influence and choices of nutritional habits

Multiple R (Adjusted) = 0.401					
Multiple R <sup>2</sup> (Adjusted) = 0.161					
Stand error estimate = 1.207					
Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	P
Regression	3.911	1	3.911	4.585	<.05
Residual	2783.118	2374	.853		
Total	2787.029	2375			

Going by the result presented in Table 4.3, the independent variable (peer influence) yielded a coefficient of multiple regression (R) of 0.401 and a multiple correlation square of 0.161. This shows that 16.1% of the total variance in the choices of

nutritional habits made by undergraduate students is accounted for by peer influence. The table also indicates that the analysis of variance of the multiple regression data produced an F-ratio value of  $f = 4.585$  which is greater than the critical value of  $f = 3.84$ . The indication is that peer influence is an influencing factor in the choices of nutritional habits. It could be deduced that as adolescents grow older and live outside home, they experience increased opportunities to buy their own food outside home, and they may also spend more time with friends, where unhealthy food is more available (Buxton, 2013). This lends credence to the findings of previous study on factors influencing eating habits among adolescents by Amos et al (2012) where peer influence and quest for independence was found to be a key factor influencing the adolescent's food selection. Other examples also identified in the study as influencing factors are preoccupation with self image and routine marketing of some food products among many others.

## Conclusion

The transition of young people from home to high school has many health implications. It is a time of increased responsibility for food choices and practices. The nutritional knowledge of adolescents and their diets (food consumption patterns) have received global attention. During the transition from home to higher institution, students need to adapt to a new environment. When students fail to adapt adequately this could have negative consequences towards their health behaviours and subsequent health status. Eating behaviour (next to physical activity and sedentary behaviour) is an important factor influencing student's overall health status.

This study has investigated nutritional habits as a correlate of the health status of undergraduate students. In this study, it was found that:

- i. a significant difference between male and female students' nutritional habits ( $t\text{-cal} = 11.467 > t\text{-table} = 1.960$ ;  $P < .05$ )
- ii. a significant and positive relationship between the nutritional habits and health status of undergraduate students ( $r = .486$ ;  $p < .05$ ).
- iii. 16.1% of the total variance in the choices of nutritional habits made by undergraduate students is accounted for by peer influence.



## Recommendations

1. Nutritional education among students at all levels should be encouraged to promote healthier eating habits and life style as a significant percentage of the students could not correctly define what healthy eating habits are.
2. There is a need for strategies and coordinated effort at all level (family, university, community) and government to improve the tendency of abnormal eating habits among secondary school students.
3. Students who have abnormal body mass index should be referred to the appropriate quota for counselling
4. The school environment should encourage a healthy body image, shape, and size among all students and staff members.
5. There is equally a need to replicate this study with a larger population across the nation for a wider generalization of the result of the study.

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# Effect of Education Budgetary Allocation on Economic Growth in Nigeria

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## **Abstract**

*This study examined education expenditure and its impact on economic growth in Nigeria for the period 1980 – 2014. The study employed the Ordinary Least Squares (OLS) econometric technique to examine the relationship between capital expenditure on education and economic growth. The paper found that there is negative relationship between economic growth and total expenditure on education. The study recommended among the other things that government should increase budgeting allocation to educational sector in a consistent manner because of its importance to the national economic department, hoping that with proper monitoring of funds, it would contribute more significantly to the economy of the country.*

**Keywords:** *Economic Growth, Total Expenditure on Education, Capital Expenditure on Education, Recurrent Expenditure on Education, Human Capital Development.*

## **Introduction**

Education has been regarded as one of the leading determinants of economic growth since the times of prominent classical and neoclassical economists such as Adam Smith, Romer, Lucas and Solow. They emphasized the contribution of education in developing their economic growth theories and models. Investment in education leads to the formation of human capital, comparable to physical capital and social capital, and that makes a significant contribution to economic growth. Education as an investment secures returns in the form of skilled manpower that is geared to the needs of development, both for accelerating

economic development and for improving the quality of the society (Uche, Ihugba & Nwosu, 2013). Owoeye (2013) sees education expenditure as involving both capital and recurrent expenditure on education for a particular period normally a year. It is usually derived from budgetary figures. While the capital involves what is used for infrastructural development and other expenditure that may have a life-span that is beyond a fixed period, the recurrent involves those expenditures that are spent on personnel costs, consumables and other current inputs. In most countries, despite the fact that other levels of government spend enormously on education, expenditures on education by the central government are only used as a measure of public expenditure on education.

Several of the issues in the financing of education in Nigeria are embedded in the virtually endemic problems of fiscal federalism in particular, the so-called vertical and horizontal fiscal imbalances. The first of these deals with the balance between financial responsibilities and financial resources at each level of government: federal (or central), state and local. The second deals with equity across the sub units of each specific level of government such as state or local governments. Compared to the older political federations such as the United States, Australia and Canada, as well as younger ones such as Brazil and India, in Nigeria the lower tiers of government are funded more through revenue sharing arrangements than through locally collected taxes. Some scholars say that Nigeria's major success in the software industry in the last decade is largely due to the major investments made in the technical education in 1950s and 60s (Uche, Ihugba & Nwosu, 2013).

Riasat, Atif & Zaman (2011) opine that education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development. Moreover education is expected to act positively towards world economic development and poverty alleviation, both of which are the priorities of the world community.

Furthermore, an investment in human capital, especially in education allows each person to contribute to his society in a productive way. It becomes an important factor of an economy's capability to achieve high level of growth with low unemployment, high wages and strong social unity (Riasat, Atif & Zaman, 2011). According to Edame & Eturoma (2014) public expenditure on education is of great importance to any national development and plays a critical role in promoting economic growth and equity, and through both channels, helps to reduce poor quality as well as improving the standard of education.

Investment in education leads to the formation of human capital that makes a significant contribution to economic growth. Education as an investment secures returns in the form of skilled manpower that is geared to the needs of development, both for accelerating economic development and for improving the quality of the society. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital (Odior, 2011).

Provision of education is a key element of a policy to promote broad-based economic growth. Education plays a great and significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and non-pecuniary returns and gives them opportunities for job mobility. Education is a source of economic growth and development only if it is anti-traditional to the extent that it liberates, stimulates and informs the individual and teaches him how and why to make demands upon him (Odior, 2011). Therefore, it is on this note that this study seeks to examine education expenditure and economic growth in Nigeria.

This paper examined the education expenditure and its impact on economic growth in Nigeria. Accordingly, the paper is structured into six parts. Following this introduction, part II reviews some conceptual issues, part III deals with the methodology estimations technique, part IV discusses the analysis and results, part V summaries and concludes the paper and part VI proffers some policy recommendations.

## **Conceptual Issues**

### ***Education Expenditure and Economic Growth***

The importance of adequate education expenditure cannot be over-stressed. Adeyemi (2011) argued that no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep the services going. This argument supported earlier findings that finance is of vital importance to education and economic growth. Considering the sources of financing education, Adeyemi (2011) raised the question, how can education be financed? Answering the question, he argued that the financing of education can be derived from fees paid by parents, repayable loans to parents, local government taxes, general budgetary funds, gifts and remission of taxes. Apart from direct tax, Adeyemi (2011) mentioned indirect tax and property tax. According to him, indirect taxation is a growing source of public finance while property tax is an important source of education finance in countries with a decentralized educational system.

Agreeing with this argument, UNESCO (2011) remarked that in developed countries, education is entirely financed by taxation, but in developing countries other sources could be explored. Thus, Thorniley (2009) recommended the use of graduate tax in the UK. Educational expenditure as an aspect of educational finance deals with how the amount allocated to education is spent. It may be used not only as an instrument for analyzing financial aspects of education, but also as a parameter for projecting the trends of an education system. Adesina (2010) reported that expenditure on education is determined by budgetary allocations. He described a budget as an estimate of revenues and expenditures for a given period of time, usually a twelve-month period called a financial year.

The measurement of expenditure includes the expenditure by pupils, their families, charities and the State. The total costs of education to an individual are divided into monetary expenditures borne by him and opportunity costs while the true economic cost of education is the costs of acting in a different manner, that is, foregoing the opportunity of doing one thing in order to do something else Adeyemi (2011). Thus, in developing countries, Mingat & Tan (2009) reported that the share of education in public spending has already become very large, reaching between one tenth and one-third of public budget. Supporting this argument, Tilak (2008) found in India, that public costs per pupil are very high.

In Nigeria, Hinchliffe (2009) gave estimates of recurrent expenditures per pupil in four States based on aggregate statistics of expenditures and enrolment. His findings showed that the private contribution to costs is higher in the Southern States and this partly explains why their public costs are lower in the Northern States. Contrary to what operates in many countries, Adedayo (2008) argued that although enrolment is increasing at the primary, secondary and tertiary levels of Nigerian educational system, government's expenditure is decreasing proportionately. He observed a sharp drop in the total capital expenditures and remarked that this might not have been unconnected with the economic depression which was compounded by the structural adjustment programme.

Urwick (2010) supported this argument and remarked that such harsh economic conditions could raise correspondingly difficult issues for educational management regions. A good way of generating economic growth is through educational development. The basic importance of education is to enable individuals with knowledge and the ability to apply that knowledge. Education is therefore commonly regarded as the most direct avenue to rescue a substantial number of people out of poverty since there is likely to be more employment opportunities and higher wages for skilled workers. However, public spending on education has been low, being only 0.9 percent of the GNP in 2002 (World Bank, 2009). Human capital refers to the abilities and skills of human resources of a country, while human capital formation refers to the process of



acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country (Okojie, 2011). This process can only be realizable through expenditure on education. Human resources are all embracing, that is, it is inclusive of persons who works now, or are likely to be productively employed sooner or later. It is a continuing process from childhood to old age, and a must for any society or enterprise that wishes to survive under the complex challenges of a dynamic world (Adebiyi, 2010).

### **The Relationship between Education and Economic Growth**

Education at all levels contributes to economic growth through imparting general attitudes and discipline and specific skills necessary for a variety of workplaces. It contributes to economic growth by improving health, reducing fertility and possibly by contributing to political stability. The major importance of the educational system to any labour market would depend majorly in its ability to produce a literate, disciplined, flexible labour force via high quality education. Consequently, with economic development new technology is applied to production, which results in an increase in the demand for workers and better education. The pioneer work in this regard is the work of Lucas (1988) which revealed that the growth rate of human capital, which is also dependent on the amount of time, allocated by individuals to acquire skills. Musibau & Adefabi (2010) extended model by introducing physical as an additional input in the human capital accumulation function. However, the model of endogenous growth assumes that the creation of new ideas is a direct function of human capital, which manifests in the form of knowledge. As a result investment in human capital led to growth in physical capital which in turn leads to economic growth.

In a recent development, Musibau & Adefabi (2010) developed an endogenous growth model of a dual economy where human capital accumulation is the source of economic growth. They argued that the duality between the rich individual exists in the mechanism of human capital accumulation. Rich individuals allocate labour time not only for their own production and knowledge accumulation but also train the poor individuals. In a different dimension, Bratti (2010) estimated a model of economic growth and human capital

accumulation based on a sample of countries at a different stage of development. The result revealed that the increase in the primary and secondary level of education contributes to an increase in productivity. It was posit that human capital accumulation rates are affected by demographic variables. Also, Edame & Eturoma(2014) are of the opinion that the provision of education is a key element of a policy to promote broad-based economic growth. Education is considered a major remedy for many problems faced by developing countries. For example, high fertility rates are adding to population pressures in several countries. It is widely accepted that female education helps to lower fertility rates. Moreover, educated parents are in a better position to look after the educational needs of their children.

### **Trend of Government Expenditure on Education**

Generally, public expenditure is classified into two categories, namely, recurrent and capital expenditures and these are expenses on consumption and investment. Recurrent expenditures are consumption items; on salaries and wages, while capital expenditures include expenses that contribute to long-term development; social and economic infrastructures. Government revenue comprises of oil and non-oil companies. It was shows that Nigeria generated over 23 trillion naira from oil between 1970 and 2009, which is about 83 percent of total government revenue. However, government spends less than 3 percent of its total collected revenue in education (Edame & Eturoma, 2014).

A cursory look at the profile of the government expenditure shows that greater percentage of government expenditure was spent on recurrent expenditure between 1970-2009. Within this period, the total capital expenditure constitutes 40.0 percent of total government expenditure, while the total recurrent expenditure is about 145.00 percent. Between 1987-2008 was remarkable in Nigeria's socio-economic development. It witnessed the introduction of World Bank Structural Adjustment Programme (SAP). Adoption of National Policy on Education (NPE), the launching of the Universal Basic Education (UBE) nationalization of several privately owned companies and the execution of the second and third National development Plans (Edame & Eturamo, 2014). In fact, between 1980 – 2009 there has been a consistent

increase in GDP, total federal government collected revenue from education has been fluctuating between 3.80 and 8.13 percent. This is as a result of political instability and inconsistency in continuation of government policies and programs in the country (Edame & Eturoma, 2014).

## Methodology

### *Model Specification and Analysis of Results*

In line with Ohwofasa, Atumah and Obeh (2013), this study uses government capital and recurrent expenditures on education as indicators of education while the Gross Domestic Product (GDP) is an indicator for economic growth. Data for these variables are collected from the Central Bank of Nigeria *Statistical Bulletin*, Vol. 25, Dec, 2014. The data are for 34-year period of 1980-2014. See the Appendix.

$$RGDP = f(TEE) \dots\dots\dots (i)$$

$$RGDP = f(CEE, REE) \dots\dots\dots (ii)$$

$$RGDP = \beta_0 + \beta_1 TEE + \mu \dots\dots\dots (iii)$$

Explicitly, model is give as:

$$RGDP = \beta_0 + \beta_1 CEE + \beta_2 REE + \mu \dots\dots\dots (iv)$$

Where

RGDP is the real Gross Domestic Product, TEE is the government total expenditure on education, CEE is the government capital expenditure on education, and REE is the government recurrent expenditure on education.  $\beta_0$  is the Intercept of the model,  $\beta_1$  and  $\beta_2$  are Coefficients of the parameter estimates, and  $\mu$  is Stochastic variable or Error term.

The data employed are sourced from the Central Bank of Nigeria Statistical Bulletin (various issues and relevant journals).

The a-priori expectation criteria are used for explaining analysis. Thus, the following relationship is expected among the variables under study:

Source: E-views

Variable	Coefficient	Std. Error	t Statistic	Prob.
C	42.81013	4.484249	9.546777	0.0000
TEE	-0.055182	0.023148	-2.383899	0.0230
R-squared	0.146912	Mean dependent var		37.54319
Adjusted R-squared	0.121060	S.D. dependent var		24.62428
S.E. of regression	23.08570	Akaike info criterion		9.171749
Sum squared resid	17587.33	Schwarz criterion		9.260626
Log likelihood	-158.5056	Hannan-Quinn criter		9.202429
F-statistic	5.682975	Durbin-Watson stat		0.837156
Prob (F-statistic)	0.023038			

Thus, the above regression result is represented below:

$$RDGP = \beta_0 + \beta_1 TEE + \mu$$

$$42.81013 - 0.055182 TEE$$

$$(54.484249) \quad (0.023148)$$

$$(9.546777) \quad (-2.383899)$$

$R\text{-Square} = 0.14$   $Adjusted\ R\text{-square} = 0.12$   $F\text{-statistics} = 5.682975$   
 $D.W = 0.8$

**Table 2: OLS result showing relationship between economic growth, capital and recurrent expenditure on education**

Dependent Variable: RGDP

Method: Least Squares

Date: 03/17/2016 Time 01:41

Sample: 1980 2014

Included observations: 35

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	42.63995	4.552353	9.366574	0.0000
CEE	0.004068	0.123817	0.032859	0.9740
REE	-0.120119	0.135449	-0.886821	0.3818
R-squared	0.152943	Mean dependent var		37.54319
Adjusted R-squared	0.100002	S.D. dependent var		24.62428
S.E. of regression	23.36062	Akaike info criterion		9.221797
Sum squared resid	17463.00	Schwarz criterion		9.355113
Log likelihood	-158.3814	Hannan-Quinn criter		9.267817
F-statistic	2.888921	Durbin-Watson stat		0.798621
Prob (F-statistic)	0.070243			

Thus, the above regression result is re-represented below:

$$\begin{aligned}
 RGDP &= \beta_0 + \beta_1 CEE + \beta_2 REE \\
 &= 42.63995 + 0.004068 CEE - 0.120119 REE \\
 &\quad (4.552353) \quad (0.123817) \quad (0.135449) \\
 &\quad (9.366574) \quad (0.032859) \quad (-0.886821)
 \end{aligned}$$

$$R\text{-Square} = 0.15 \text{ Adjusted } R\text{-square} = 0.10 \text{ F-statistics} = 2.888921$$

$$D.W = 0.798621$$

### **Economic Implication and Interpretation of Result**

From table 1 above, the coefficient of the estimated parameter for total expenditure on education is -0.055182. This result shown that there is negative relationship between economic growth and total expenditure on education in Nigeria, meaning that Nigeria government both federal, state and local government has not been allocating sufficient resources to education sector in their annual budget respectively. Thus, this has tremendously affected the rate and quality of human capital development which indirectly influences economic growth in long run. The standard error of total expenditure on education is 0.023148 while half of the coefficient of the variable is ( $\frac{1}{2} \times -0.055182 = -0.027591$ ). Using the rule of thumb, since the half of the coefficient of the variable are less than the standard error of the coefficient, the variable is statistically insignificant.

The t-statistics calculated for total expenditure on education is -2.383899; while the t-statistics from the table (critical t-test) is 1.697 at 5% level of significance. Since the t-calculated for the variable is less than the t-table (1.697) at 5% level of significance, the variables are statistically insignificant.

The coefficient of determination ( $R^2$ ) is 0.146912 which is approximately equal to 14.6% which indicates a weak positive relationship. This implies that the regression line does not have a good fit of measure and that the explanatory variable which is total expenditure on education only accounts for about 14.6% variation on the dependent variable (economic growth). Whereas, the remaining 85.4% cannot be explained by the explanatory variable (government total expenditure on education) and that 85.4% variation are other factors that could affects economic growth in the Nigerian economy which were not captured on the content of the model. The F-statistics measure the joint variation between

dependent and independent variables. The F-statistics calculated is (5.682975), while that F-statistics from the table is 1.986 at 5% degree of freedom. Since F-statistics calculated is greater than F-statistics from the table ( $5.682975 > 1.986$ ), thus, it is statistically significant and acceptance of alternative hypothesis ( $H_1$ ). Therefore, this implies that there is significant relationship between education expenditure and economic growth in Nigeria. In addition, the Durbin Watson statistics calculated is 0.8. This shows that there is presence of serial correlation in the model formulated.

Furthermore, from the table 2 above, the coefficient of the estimated parameter for capital and recurrent expenditure on education are 0.004068 and -0.120119 respectively. This implies that there is direct relationship between economic growth and capital expenditure on education in Nigeria. This depicted that capital expenditure on education aid further investment opportunity in term of human capital development for the economy in general. Also, the result showed that recurrent expenditure on education has negative relationship to economic growth in Nigeria. This suggested government insufficient budgetary allocation to recurrent educational resources as compared to capital expenditure.

The standard error of capital and recurrent expenditure on education are 0.123817 and 0.135449 respectively while half of the coefficient of their variables are ( $1/2 \times 0.004068 = 0.002034$ ) and ( $1/2 \times -0.120119 = -0.0600595$ ). Using the rule of thumb, since the half of the coefficient of the variables are less than the standard error of the coefficient the variables are statistically insignificant. The t-statistics calculated for capital and recurrent expenditure on education are 0.032859 and -0.886821 respectively, while the t-statistics from the table (critical t-test) is 1.697 at 5% level of significance. Since the t-calculated for all the variables are less than the t-table (1.697) at 5% level of significance, the variables are statistically insignificant. The coefficient of determination ( $R^2$ ) is 0.152943 which is approximately equal to 15% which also indicates a weak positive relationship. This implies that the regression line does not have a good fit of measure and that the explanatory

variables (capital and recurrent expenditure on education) only accounts for about 15% variation on the dependent variable (economic growth). Whereas, the remaining 85% cannot be explained by the explanatory variables (capital and recurrent expenditure on education) and that 85% variation are other factors that could affects economic growth in the Nigerian economy which were not captured on the content of the model.

The F-statistics calculated from above is (2.888921), while that F-statistics from the table is 1.986 at 5% degree of freedom. Since f-statistics calculated is greater than f-statistics from the table ( $2.888921 > 1.986$ ), thus, it is statistically significant. Thus, the Durbin Watson statistics calculated is 0.798621 which approximately equal to 0.80. This shows that there is presence of serial correlation in the model formulated.

## **Conclusion**

Investment in education leads to the formation of human capital, comparable to physical capital and social capital, and that makes a significant contribution to economic growth. Education as an investment secures returns in the form of skilled manpower that is geared to the needs of development, both for accelerating economic development and for improving the quality of the society. Education expenditure involves both capital and recurrent expenditure on education for a particular period normally a year, thus, this study concluded based on the major findings of the study that there is negative relationship between economic growth and total expenditure on education in Nigeria, meaning that Nigeria government both federal, state and local government has not been allocating sufficient resources to education sector in their annual budget respectively. Thus, this has tremendously affected the rate and quality of human capital development which indirectly influences economics growth in long run. Also, there is direct relationship between economic growth and capital expenditure on education in Nigeria. This depicted that capital expenditure on education aid further investment opportunity in term of human capital development for the economy in general. Also, the result shows that recurrent expenditure on education has negative relationship to economic growth in Nigeria.

## **Recommendations**



The following recommendations were raised for the study:

- I. Government should increase budgetary allocation, particularly recurrent to educational sector in a consistent manner because of its importance to the national economy, hoping that with proper monitoring of fund, it would contribute more significantly to the economy of the country. an effective utilization of such funds is also advocated and all areas of wastage blocked.
- ii. All organs of the government should exhibit good corporate governance and transparency. Lack of corporate governance and transparency have been the problems of successive governments and attempts to curb incidents of fraud by the establishment of bodies such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and other related Offences Commission (ICPC) seem not to have made the desired impacts judging from the number of reported cases and the concluded ones. These institutions should be strengthened and given more powers to dispense with cases speedily.
- iii. Education sector should be treated as a special sector by immunizing budgetary allocations for it from fiscal stresses and political and economic instabilities.
- iv. Allocations for education should not be affected by squeezed fiscal space or surge in military expenditure or debts.
- v. More importantly in technical and engineering course, adequate practical that could solve day-to-day problems should be emphasized. Due emphasis should be placed on on-the-job training.
- vi. Government should partner with the private sector to promote investment in the economy. It is an expanding economy that promotes employment. A trained labour that is unemployed cannot contribute meaningfully to economic growth. Improvement in employment also encourages physical capital formation.
- vii. School intake especially into the university system should be of quality type. This will ensure quality graduates that are employable.
- viii. Finally, government should improve the existing

educational facilities by either revamping them or also introducing new ones, so as to boost educational system.

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# **An Empirical Analysis of the Impact of the Petroleum Sector on Agricultural Sector Development in Nigeria**

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## **Abstract**

*The paper evaluates the petroleum sector's impact on the agricultural sector in Nigeria between 1981 and 2014 using the ordinary least square method via the computer application package E-VIEW 7 to test and measure the level of statistical relationship between oil revenue and the contribution of the agricultural sector to GDP. The result reveals that the petroleum sector has had a negative impact on the agricultural sector for the period under review despite the huge oil revenue from the petroleum sector and the positive impact the petroleum sector might have had on the agricultural sector which had been sabotaged mostly by high level of corruption and embezzlement of oil revenue by political leaders and seasonal administrators. A major policy implication of this result is that concerted efforts should be made by policy makers to increase the level of productivity of the agricultural sector in Nigeria by increasing the expenditure to the agricultural sector so as to boost the growth of the economy. Government should also intensify its effort in the fight against corruption and evolve policies towards diversifying the economy, therefore encouraging the campaign for improvements in the non-oil sector of the economy especially the agricultural sector.*

**Keywords:** *Petroleum Sector, Agricultural Sector, Gross Domestic Product, Oil Revenue*

## Introduction

The contribution of the petroleum industry in Nigeria has in recent years become a typical issue, owing to the country's sole reliance on this sector of the economy for revenue generation, foreign exchange earnings and employment generation. The petroleum industry has brought unprecedented changes to the Nigerian economy, particularly in the past five decades when it replaced agriculture as the most prominent sector of the Nigerian economy. Oyekunle (2011) stated emphatically that the oil industry rise to the commanding heights of the Nigerian economy is evident from its lion share contribution to gross domestic product (GDP) and its account for the bulk of the federal government revenue and foreign exchange earnings since early 1970.

Before the emergence of the petroleum industry, the Nigerian economy was agrarian. Agriculture was the main stay of the economy as it accounted for over seventy percent of Nigeria's revenue before her independence. Agriculture then was the most dominant economic activity of the Nigerian people. National Bureau of statistics (NBS) in 1985 stated that crop farming and fishing activities account for about ninety percent of all forms of activities in the economy. They also estimated that between fifty and sixty-eight percent of the labour force was engaged in one form of agricultural activity or the other. Unfortunately, Nigeria's agricultural production has declined tremendously both in its share to GDP and in absolute term. For example, agricultural sector as a percentage of total export to GDP in Nigeria in 1970 was 30%, this has been on the decline as it had 1.5%, 0.5% and 0.46% in 2001, 2005 and 2006 respectively. The challenge of resuscitating agricultural production and development in Nigeria is an enormous one. In spite of all efforts made by government in the past to revamp the collapsing agricultural sector, the sector is still behind; owing to the dramatic shift in the fortunes of the sector over the years from being the dominant sector in the economy. The neglect of the agricultural sector resulting from the impact of the petroleum sector needs to be addressed. This is because major western capitalists, industrialized and developed countries like the USA and Japan have intensified efforts to find substitute to the use of petrol thereby rendering petroleum useless, such that oil producing nations like the Arabs and Nigeria for example will find

competition for their products at the international market. What then would be the fate of the Nigerian economy that relies solely on oil, if this should happen? Hence the impact of the over dependence of agricultural sector on the petroleum sector should bother the mind of the nation since no nation can survive without agriculture. Considering the number of years since the discovery of petroleum in commercial quantity in Nigeria in 1956, the country has benefitted immensely from the petroleum sector. Various research reports stated that the Nigerian oil industry has affected the country in a variety of ways, one of which is fashioning a remarkable economic landscape for the country.

However, on the negative side, oil exploration and production has adversely affected the socio-economic and environmental aspects of the nation, especially in oil producing regions of the country. This has ultimately affected peasant agriculture and fishing which is a major means of livelihood in these regions. Michael Simire, Musa Yusuf and Ohuzu Constance argued for agriculture against the vulgarity of the oil boom stating that the impetus, incentives and morals of farming was slaughter on the altar of the petroleum industry with farmers abandoning their holdings and began to migrate to urban areas in search of easier lives funded by oil money. This migration of the farmers from the rural areas to urban areas may likely lead to the following problems

1. Failure of the country to develop its resources in the agricultural and agro-allied sector of the economy for global market.
2. Complexity in the economic reform initiative of the country which has been geared towards effective diversification of the petroleum sector.
3. Lack of political will by the government in the implementation of necessary policies for true economic diversification.

### **Hypothesis**

Meanwhile, hypothesis formulated for this study enables the researcher to gather necessary information concerning the variable in the study. The hypothesis formulated is:

H<sub>0</sub>- There is no significant relationship between petroleum revenue generation and agricultural sector contribution to

### GDP in Nigeria

H<sub>1</sub> - There is significant relationship between petroleum revenue generation and agricultural sector contribution to GDP in Nigeria.

Moreover, the objective of this study is to analyze and evaluate petroleum production, agricultural development and the impact the petroleum industry have had on agricultural development in Nigeria. This paper is divided into five sections. Section one is the introduction while section two contains theoretical and literature review. Section three deals with the methodology and model estimation, while section four contains analysis of results. Section five consist of discussion, recommendations and conclusion.

### Literature Review

Petroleum resources exploration in Nigeria dated back to 1908 when German surveyors for the Nigerian Bitumen Corporation began prospecting for tar sand deposit in the South-Western Nigeria. These pioneering efforts ended abruptly with the outbreak of the First World War in 1914. Exploration of petroleum resources did not begin again until 1938 when Shell D'Arcy (a consortium of Iranian Oil Company later British Petroleum and Royal Dutch Shell) was granted a sole concessionary right over the whole country. However, the Second World War (1939 - 1945) terminated the initial oil exploration activities and fresh oil exploration in Nigeria resumed in 1946 and Shell D'Arcy drilled a number of oil exploratory wells in 1951. At the initial stage, Shell enjoyed a complete monopoly of oil exploration for a considerable long time (1938-1955). Thereafter, Mobil Producing Nigeria Ltd, a subsidiary of American Socony-Mobil Oil Company obtained licence to explore for oil and began operations in Nigeria in 1955.

In January, 1956 the first commercial oil discovery in the country was found by Shell and a second oil field was later discovered at Afam and Bomu which confirmed Nigeria's status as a major oil producing nation. The petroleum industry grew rapidly between 1960 and 1970; and it has become the corner stone of the Nigerian economy. Ohuzu Constance (2010), opined that oil has been an important part of the Nigerian economy ever since vast reserve of the product was discovered. According to other notable literatures,



Nigeria has earned over 400 billion dollar as oil revenue since the early 1970s.

Following the increased dominance of the Nigerian economy by petroleum sector, the previous sole concession policy was abandoned and exclusive exploration right was introduced to encourage other multinational oil companies aimed at accelerating petroleum exploration and production possible. Other multinational oil companies that joined oil and gas exploration in Nigeria and these includes Texaco Overseas Nigerian Petroleum Company in 1961, Amoseas in 1961, Gulf Oil Company (now Chevron) in 1961, SocieteAfricane Des Petroles (SAFRAP) in 1962 which later became ELF Nigeria Limited in 1974 and a host of others. At the top of the industry, is the federal government owned parastatal, the Nigerian National Petroleum Corporation (NNPC) which operates a joint venture with these multinational oil companies.

### **Contributions of Petroleum Industry to Nigeria**

Over the past fifty years, the petroleum industry has made a variety of contributions to the Nigerian economy which includes: the creation of employment opportunities, local expenditure on goods and services, contribution to government revenue, contribution to gross domestic product, contribution to foreign exchange reserves and the supply of energy to industry and commerce.

- 1. Employment opportunities:** One of the first contributions of the petroleum industry to the Nigerian economy was the creation of employment opportunities. From the start, Nigerians were employed in a variety of non basic activities such as building of roads and bridges, the drilling of building sites, transportation of materials and equipment and the building of staff housing. As time went on and as the industry's training programme progressed, Nigerians began to be involved in seismic and drilling operations and in supervisory and managerial functions.
- 2. Contribution to Gross Domestic Product:** The gross output of the petroleum industry consist of the proceeds from oil exports, local sales of crude oil for local refining and

local sales of natural gas. But, because of the massive involvement of foreign operators in the Nigerian petroleum industry at the moment, a substantial proportion of its output is sent out in the form of factor payments, profits, dividends, interests, fees, wages and salaries paid abroad.

3. **Local Expenditure on Goods and Services:** The oil industry's regular injections to purchasing power through its local expenditure on goods and services is another area of its important contribution to the Nigerian economy. Oil industry expenditure in Nigeria include: direct payment to the government, payment of wages and salaries, payment to local contractors, local purchase of goods and services, harbour dues, vehicle licences, telephone and postal charges, local rents, educational grants and scholarship awards, donations, subventions and other minor social charges Gbadebo Odularu (2008)
4. **Contribution to Government Revenue:** The payment of substantial revenue to government is another important aspect of the contribution of the petroleum industry to the Nigerian economy. The huge amount of government receipts in recent years is as a result of increase in crude oil production in Nigeria and the huge increase in crude oil prices. A perfect and apt indication of this is what the country began to experience in mid July 2015 as the Nigerian government saw a drastic drop in its revenue owing to fall in oil price globally at the international market.
5. **Foreign Exchange Reserves:** The oil industry's contribution to foreign exchange reserves can not be over emphasized as it is important in driving the country to the required level of industrialization and economic development which involves massive expenditure of foreign exchange. In many underdeveloped countries, especially those that depend heavily on a narrow range of primary commodities, acute shortage of foreign exchange often exacerbated by massive decline in world commodity prices which constitute a major obstacle to effective economic

development. The oil industry in Nigeria now has a substantial foreign exchange reserve and is in a healthy position of being able to finance the foreign exchange cost of her industrial and economic development.

6. **Contribution to Energy Supply:** Another contribution of the oil industry to the Nigerian economy is the provision of cheap and/or readily available source of energy for industry and commerce through the operation of local refinery and the utilization of locally discovered natural gas. The availability of huge reserves of natural gas provides a good opportunity for the supply of cheap energy. Already, associated natural gas produced jointly with crude oil is being supplied by Shell-BP to the Power Holding Company of Nigeria for thermal electricity generation.

### **Agriculture and the Nigerian Economy Potentials**

Agriculture was the key development in the rise of sedentary human civilization, where by farming of domesticated species created food surpluses that nurtured the development of civilization. Many literatures have suggested that agricultural practices have started to go through different phases of evolution since about ten thousand years ago. This development process has continue to accelerate up to today's modern era that is experiencing advances in plant and animal together with advances in the use of tools, irrigation etc, which has resulted in a very substantial increase in world food production.

With an expansive land mass covering 923.771km<sup>2</sup>, an estimated arable land of about 68 million hectares, abundance of natural forest and range land covering 37 million hectares, varieties of livestock and wild life, an agricultural friendly climate, coastal and marine resources of over 960km shoreline, expansive rivers and lakes covering 120,000km<sup>2</sup> and large consumer market as depicted by national population now estimated to be about 180 million, large regional and continental markets, as well as the ever increasing world market that exist for the reaping of the potentials that agriculture can offer any economy. Nigeria has great agricultural potentials that will out space oil and gas in the long

run. That notwithstanding, the country has had a history of agricultural prowess in the past, so if it could work then, it surely will work better now, if judiciously and positively articulated. Currently, Nigeria has 75 percent of its land suitable for agriculture but only 40 percent is cultivated. That indicates that there is more room for the country to focus on and tackling this alone addresses the issue of food scarcity as well as unemployment. Nigeria is fortunate to have an abundance of fertile soil along with a climate suitable for agriculture. There is also a supply of human resources that the country could benefit from having such human resources if agricultural sector work optimally. The country can join the league of economically developed nations by focusing on the improvement of its agricultural sector.

A recent study by Omorogbe Omogiuwa, Jelena Zikovic and Fatimoh Ademoh (2014) revealed the effect of other channels of growth on decrease in poverty and the overall growth rate in six low income countries of Africa. According to the study, industrial growth is less effective in reducing poverty than agricultural growth because a major percentage of the population about 70 percent live in rural areas. The agricultural sector is favourable as it allows greater employment opportunities for the poor. It was also noted that even though the industrial sector is important for boosting the economy, it fails to create sufficient employment opportunities for the poor and unskilled workers. In addition, the study stated that there was little evidence to prove that African Countries could launch a successful economic transformation without going through an agricultural revolution on a country-wide basis.

Nigeria being rich in natural resources still has it strength in agriculture as many literatures have pointed out. If the country is to become one of the leading economies in the world in the nearest future, then it should focus on developing its agricultural sector as an essential strategic move by exploring all the potentials in agriculture for development of the economy. A wide agricultural revolution programme will see poverty reduced greatly in the country and help the country strive for development.

## Model Specification

The specification of the model shows the description of the estimation method used in this study. This model construction seems to explain the existing circumstances observable in Nigeria between 1981 and 2014 and the study makes use of the OLS method to analyse the relationship between agricultural sector and petroleum sector.

*The model is thus:*

$$\text{CAGDP} = F(\text{REGOS}, \text{BOTOS})$$

$$\text{CAGDP} = a_0 + a_1\text{REGOS} + a_2\text{BOTOS} + U$$

*Where:*

CAGDP = Contribution of the agricultural sector to GDP

REGOS = Revenue generated from the oil sector

BOTOS = Balance of trade of the oil sector

U = Error term/stochastic variable

## Sources of Data Collection

Data for this study were obtained from the Central Bank of Nigeria Statistical Bulletins and World Bank (African Development Indicators) 2014. The study was based on time series data collected for the period between 1981 and 2014.

## Data Analysis Techniques

The researcher used time series data and regressed the formulated model with the ordinary least square (OLS) method. Due to conventional reasons, the analysis of this work is done with the aid of computer, specifically E-view 7 software package and the regression was analysed using the following criteria:

**Economic Criteria:** This has to do with **a priori** expectation of the coefficients of the parameters which shows that the model conforms with the basic economic theory. Also, the application of statistical criteria such as  $R^2$ , Adjusted  $R^2$  and F Statistic are used to ascertain the prediction power of the model (whether the parameters used in the model are statistically significant).

## Analysis, Results, and interpretation

With the presentation of data, analysis of data and the

interpretation of data obtained and estimated. The data in this study are the annual figures for oil revenue, contribution of agriculture to GDP and the balance of trade of the oil sector from 1981-2014 using OLS method to obtain a desirable result as presented below.

### Econometric Interpretation of the Result

<b>Variables</b>	<b>Coefficient</b>	<b>Std. Error</b>	<b>T-statistic</b>
C	100.80	320.6895	0.314336
R- squared		0.917	
Adjusted R- squared		0.911	
F- statistic		170.3145	
Durbin-Watson stat		0.859442	

REGOS	1.55044	0.323113	4.798456
BOTOS	-0.57416	0.470523	-1.220249

From the model formulated and the regression result as shown in the table above, we can see that the contribution of the agricultural sector to GDP (CAGDP) is regressed on the revenue generated from the oil sector (REGOS) and the balance of trade of the oil sector (BOTOS). The coefficient of the constant term showed positive sign indicating that at zero performance of the independent variables (REGOS and BOTOS), the agricultural sector contribution to GDP will stand at 100.80 percent. The result also shows that the revenue generated from the oil sector (REGOS) has a positive linear relationship with the agricultural sector's contribution to GDP (CAGDP). This implies that as the revenue generated from the oil sector in Nigeria increases, the contribution of the agricultural sector to GDP (CAGDP) increases by 1.55. On the contrary, the balance of trade of the oil sector (BOTOS) has a negative linear relationship with the agricultural sector's contribution to GDP (CAGDP). It means that as the balance of trade of the oil sector in Nigeria increases, the contribution of the agricultural sector to GDP in Nigeria decreases by 0.574.

Judging by the a priori economic criteria, the regression result shows that the parameter estimate of the revenue generated from

the oil sector (REGOS) conform to the economic expectation, meaning that the revenue from the oil sector has been yielding small impact on the agricultural sector.

The result further revealed that the model represents a good fit as indicated by the coefficient of determination ( $R^2$  and adjusted  $R^2$ ) which shows the goodness of the model as it is seen that the  $R^2$  and adjusted  $R^2$  are very high. ( $R^2 = 0.917$ , adjusted  $R^2 = 0.911$ ). This implies that 92% of the variation in the contribution of the agricultural sector to GDP (CAGDP) is explained by the independent variables (REGOS and BOTOS) while variables not captured in the model account for only 8% of the remaining variation in the contribution of the agricultural sector to GDP in Nigeria for the period under review (1981-2014). The Durbin-Watson test was used to test for the presence of first order autocorrelation. The value of the estimated Durbin-Watson statistic (0.86) in the result indicates that there was positive first order correlation in the model since Durbin-Watson calculated is less than upper limit in the Durbin-Watson table ( $du$ ) (1.563) at 5% significant level.

The F-statistic is used to test for stability in the model as well as the joint significance of the independent variables (REGOS, BOTOS) on the dependent variable (CAGDP). Thus F- calculated was compared with the critical value at 5% level of significance and at  $K - 1$  ( $3 - 1 = 2$ ) and  $N - K$  ( $32 - 3 = 29$ ) degree of freedom respectively.

$K$  = Number of parameters

$N$  = Number of observed years

The decision rule for the F-statistic is to reject  $H_0$  if  $F_{cal} > F_{tab}$  at (0.05) level of significance, if otherwise reject  $H_1$ .

Going by this decision rule, we reject the null hypothesis as the calculated value of F-statistic (170.3145) is greater than the tabulated or critical value (3.33). We therefore accept the alternative hypothesis which says that there is significant relationship between petroleum revenue generation and agricultural sector contribution to GDP in Nigeria.



## **Summary of Result**

The result of the research implies that revenue generation from the oil sector has actually contributed negatively to agricultural sector's contribution to GDP. However the poor performance of the agricultural sector to GDP over the years despite the huge oil revenue generation which the country generated over the years have been attributed to high level of corruption, embezzlement of oil fund by political leaders, unwillingness of young graduates to take agriculture as one of the major employers of labour in Nigeria and the non attractiveness of the agricultural sector because of poor pricing of agricultural products at the world market.

## **Discussion**

The study provides an insight into the effect of petroleum sector on agricultural sector development in Nigeria. This study revealed how the petroleum sector has affected the agricultural sector in Nigeria. An attempt was made to appraise the potentials of agriculture in the Nigerian economy, the role it plays and how it can propel the economy from primary product producer to an industrialized economy. The performance of the agricultural sector prior to the discovery of petroleum in Nigeria was also considered. The result from the study revealed that there has been a negative relationship between the growth of agricultural sector and the growth of petroleum industry in Nigeria. It was discovered that after the discovery of crude oil, the agricultural sector suffered neglect. The study also revealed the extent to which the nation has benefitted from the discovery of crude oil, but the benefit in any way cannot be compared to the adverse effect it has on other sectors of the economy particularly the agricultural sector due to high level of corruption, embezzlement of oil fund by political leaders, unwillingness of young graduates to take agriculture as one of the major employers of labour in Nigeria and the non attractiveness of the agricultural sector because of poor pricing of agricultural products at the world market.

## **Conclusion**

There is no doubt that agriculture plays a significant role in the growth and development of the economy through its forward and backward linkages with other sectors of the economy. Agriculture has always been perceived as an engine of growth in an economy

because it helps to propel the growth of other sectors of the economy, as it was in the case of the industrial revolution that occurred in England and a host of other economies. This is not to say that the agricultural sector of the Nigerian economy is the only sector that can propel the economy towards growth and development but that it has the best forward and backward linkages effect.

In view of this pivotal role performed by the agricultural sector in the development of the economy, the Nigerian government has to give this sector of the economy the required attention needed for its growth and development. Also, all other sectors in the economy should be developed alongside with the agricultural sector through the use of balance growth theory for rapid development in the entire economy.

### **Recommendations**

On the basis of this research work carried out on the impact of petroleum sector on agricultural sector development in Nigeria and the findings discovered, the following recommendations are proffered to policy makers and experts in various fields concerned.

1. Previous agricultural policies should be looked into to meet modern day requirements and the reasons for the failure of these policies should be dealt with to avoid future occurrences.
2. Massive funding of the agricultural sector by the government to encourage farmers and to propel the growth and development of agriculture in the country to a level of sustainable growth.
3. Government should evolve policies toward diversifying the economy and promote the campaign for improvement in the non-oil sector of the economy especially the agricultural sector.
4. There is the need for government to utilize and enforce market based instruments like pollution taxes, and affluent charges (externalities on those who pollute the economy). This will economize the use of bureaucracy and reduce cost of enforcement. Also, revenue obtained from pollution taxes should be used for environmental-begging projects or

- to compensate inhabitants of the oil producing areas and the communities polluted within the economy.
5. Revenue derived from petroleum exports should be expended on projects that will bring about meaningful transformation to the agricultural sector.
  6. Government should establish an institution that will ensure that the multinational oil companies are perform their social responsibilities to their host communities.
  7. Government should improve upon her efforts towards fighting corruption, arresting prosecuting corrupt public office holders.
  8. Also, recovered stolen funds of the oil sector should be invested in the agricultural sector and other non-oil sectors (social and economic infrastructures). This measure is vital to the promotion of accelerated development and sustainable growth.

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# **Muslim Perception on Child's Rights in Ogun State, Nigeria.**

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## **Abstract**

*The question of child's right, as the basic rights to which every child is eligible, has remained a crucial discourse among scholars over the time. The discourse since its popularisation by the United Nations in 1945 after the World War 11 has enjoyed different submissions from agencies and scholars across the globe. Islam, being a religion and complete 'way of life, does not hesitate to give a comprehensive handout on the existence and sacredness of child rights. This paper thus examines Muslim perception on child rights in Ogun State with the view to explaining the concept of child rights, the Muslim perception of child rights and juxtaposing it with the international communities' submissions on the rights of children. The paper shows that much as Muslims have positive disposition to child rights, scholars, agencies and international communities are united in stating unequivocally ways of protecting those rights. It is therefore suggested that Muslims should not reduce these rights of children to book pages only but also strive to make them practicable and realisable so that we can achieve the much-sought-after egalitarian society.*

*Keywords: Muslim Perception, Child's Rights.*

## **Introduction**

A child is a human person who is below the age of 18 unless the law of a particular country sets the legal age above 18. Human right, however, is a general concept from which child's right evolves. The idea of universal child's right was conceived and popularised in 1945 by the United Nations stemming from the Second World War where thousands of Europeans were rendered homeless and properties horribly destroyed as precipitated by the war.

Underlying the evolution of child rights' principles were the convention held by many charters that serve as clear link between the governments and many agencies both national and international who believed in the rights of child and felt aggrieved with the condition of children after the World War1 (UNICEF 2000:1-3).

Hence, Mawdudi (1993:17) observes that "every child, whether he belongs to this country or that—whether he lives in a forest or a desert, has certain basic rights simply because he is a human being and such rights must judiciously be protected and accorded to him/her without any prejudice." The foregoing has indeed propelled an understanding that children are human beings just like any other grown-up beings and therefore should not be neglected or underrated in such a way that their constitutional rights as children will be unjustly tampered with. It is instructive to note however, that Islam recognizes the fact that all human beings benefit from a single kind of dignity, honour and inherent and inalienable rights. In Islam, children are entitled to various rights; some of these rights are fundamental even before birth. Islamic sources of law expatiate the analysis of these rights. Hence, the Holy Quran unequivocally states:

*"Wealth and sons (children) are allurements (joys) of life of this world" (Q 18:46) Among these rights espoused by the Holy Quran are the rights to life (Q6:151-152), fostering and custody (Q2:223; Q 31:14), sustenance (Q 65:7), property/inheritance (Q4:11), freedom of conscience, among others. These rights are expected to be justly applied to the life of the children so that their upbringing, development and understanding of socio-cultural and the religious inclinations will be well developed in an atmosphere that is free from discrimination. The realisation of the above is what God considers child's rights (Doi, 1984:207-210).*

### **The Concept of Childhood**

A child is considered to be a person who is an offspring of another either by birth or by adoption. Child equally represents any young

human being from the moment of his /her birth to the period of full physical development. It is expected that child/ren /should be and must be a product of a lawful marriage that is still subject to the maintenance and control of the parents for caring and directing. (Onikosi, 2005:13). Children, to many jurists and psychologists, connote different things. Muslim jurists in their submission about who a child is , opine that aging does not arise at all but rather the individual's ability to possess certain qualities which enables him/her perform or function in an area or an ability and fitness to discharge duties or obligations by action or statement. While to psychologists, law-makers and agencies working on child's rights, the question of age specification, yet the universally acceptable age is 0~8years old, the Black Law Dictionary and The United Nations Conventions on the Rights of the child as cited in Onikosi, (2005:14) define a child as a person (who is) below the age of 18 years which is similar to what the family Allowance Act (1965) explains that anyone under the age of 19 is regarded as a child not an adult.

In consonance with the above stated conceptions of a child, the Oxford Advanced Learner's Dictionary (2001:188), the Dictionary of Arabic-English (2005:14) observe that a child is "a young human being who is not yet an adult, not yet fully grown which in the Arabic terminology is referred to as *tiflun*". Given these divergent, yet similar submissions about a child, it can be safely asserted that a child is a young human person whose age is between 0 and 18 years and expected to be under parental or guardian protection.

### **Conceptual Discourse on Rights**

Rights have been defined by many scholars to mean complex sets of rules to protect the interest of everybody in the society Mawdudi (1992). The scheme of life in every society should consist of set of privileges which everyone who is a member of such community is entitled to and enjoyed without prejudice. In Quranic terms, such privileges have been encapsulated thus:

*"In their wealth, the needy, the beggar, and the destitute 'have their dues (i.e rightful portion)"*  
(Q71;24-25)



Therefore, right in a moral or legal term denotes possession, to have or get something or somebody to behave in a particular way (Hornby, 2001:10-14). Right generally is regarded as a common asset that belongs to an individual by virtue of his human hood which must be granted and guaranteed to everyone (Junaid, 2005:48). It is instructive to state that the Quranic injunction above advocates the preservation and safeguard of these rights by the authority for the betterment and development of the communities, nations and the world. They are such elements that bring peace, harmony, healthy living and tranquillity which give birth to a better transformation and development. (Mawdudil992:129).

Ighadalo as cited in Oladejo and Okunnu (2008:7) views right as behaviour or actions that are morally good or justified by law. These actions are parts of fundamental principles that protect all aspects of human being against all forms of violation in the society. Right is equally addressed as human rights and/or fundamental human right. Oladejo and Okunnufurther explain that rights are categorised in several ways which can be summarised as moral and legal rights. Both are rights that everybody is entitled to regardless of age, sex, race, religious affiliation, community or state.

Human rights/fundamental human rights or as they may have been viewed by various schools of thought have received a considerable attention from scholars. Let us consider some of these scholarly submissions. Onikosi (2005:27) says:

*Nevertheless, it is widely accepted that human rights are those inalienable, inherent and universal rights of mankind. The inalienability of the human right means that they cannot be denied of the person, the inherent nature refers to the fact that these rights are stemmed from the nature of man (because) they are as a result of the creation of mankind and its universality of rights means that the individual must have his human right respected irrespective of his (race, colour, age, sex, nation) residence.*

Human rights are widely regarded to be such privileges attached to every individual which make life more comfortable and inclusive such that without them, life is meaningless.

Before the Second World War, according to Ignatieff (2003:18), individual rights were limited internationally but with the universal declaration of human rights in 1984, the rights of individuals received international legal recognition such that an individual regardless of race, creed, gender, age or any other status- was granted rights that will challenge unjust state law or oppressive customary practice. With this declaration, human rights become recognized worldwide to save humanity. Nations began to embrace the idea and the United Nations General Assembly (UNGA) made it a prerequisite for any nation intending to be a member of the UN to have human rights' paraphernalia incorporated into her judiciary law. The condition is stated thus:

*"...Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world..." (Culled from Omolade, 2001:4).*

However, the activity of human rights across the globe later gave birth to the spine of this discourse- "child rights". Child right in the recent time is gaining attention globally. This is due to the prevalent discrimination and abuse of child's rights by many parents and guardian alike. Therefore, all efforts are being made to re-assert the rights of children as an integral part of human rights which every individual should respect and protect at all cost.

The United Nation's Convention on the rights of the child endorsed in 1989 is a landmark in the history of the child's rights and no matter from what perspective it may be viewed, its gestation period was lengthy, the convention is traceable to the United Nations Declaration in 1959 and the General Declaration hi 1924 respectively. The two considered children as investment of peace, love and harmony in any human community. Prior to this General Declaration, children were not accorded any respect. They were not allowed to exercise any rights at all but rather the adult exercised them for the children which invariably mean that they were always

at the mercy of the adults. As children, they want to be loved, cared for, and secured which of course is an integral part of child's rights. Onikosi (2005:59) citing Mousa thus:

*"What do children want?*

*First of all, they want love, as well as peace and security, without which nothing can be done. Then they want their rights to be preserved... Lastly, they want justice, equity and a healthy environment in which they can fully develop"*

Hashimi (2003 :111), in his definition of who a child is and his rights, explains thus:

*Children are the apple of a man's eye, the source of great joy and companionship. They make life sweet and, they are the ones on whom (we) pin(s) our hopes, because they bring rizq (sustenance) peace, mercy, love and an abundance of reward. But this depends on the children having a good, solid upbringing academically, morally and psychologically balance, all which we regarded as the rights of our children.*

He further explains that Islam has placed a burden of responsibility on the shoulders of all people from which no one is exempted or should be found wanting in making a reality. Parents are responsible for providing their children with sound Islamic education, shelter, food, training towards noble and acceptable character, making themselves living example for their children, exercising justice in their affairs, showing understanding in the psychological attitude of their children and using the most effective methods of parenting upbringing to discharge these rights. ( Hashimi, 2003 :112-114)

However the peculiar and various rights of the children in Nigeria at the moment were derived from enactment, part of them was indigenous while others had foreign flavour. These rights can be found in Nigerian conventions and the constitution of the Federal Republic of Nigeria (1999). The journey to the children's Rights Act

has come a long way during the military regime of General Abdul Salam Abubakar and that of the National Assembly in 2003.

### **Child Rights and Shari'ah**

The concept of child's right has been comprehensively addressed by Islamic legal jurisprudence such that it caters for the protection of the children as well as spells out the responsibility on the family, government and society hi general. These responsibilities are virtually related and interrelated among these agencies and they must be judiciously adhered to for the best interest of the child and community. The principles of Islam are the most adequate for child's rights because they deal comprehensively with the protection, preservation and security of children in all facets.

In the discussion, the concept of child's rights in Islamic legal framework is centred on the holy Qur'an, the Sunnah or Traditions of Muhammad (SAW), the Ijma' and Qiyas, all of which are collectively known and addressed as Shari'ah. Muslims accept all these as bits that make up Shari'ah in Islam and work in line with them for their advantage and that of their community. Child's rights discourse hi Islam is an integral part of Shari'ah that provides the basis for diverse matters concerning justice, sanctity of human life, personal safety, freedom, mercy and compassion and respect for all human beings. Hence one will observe that the focus of Shari'ah in this regard which is to promote and protect the rights and welfare of the child is not only borne out of the conviction that the child like anyone else is a human being, but also that the child is an integral part of any society as they will grow to replace the old. So with them lies the future of any society.

Among the rights of children that the Holy Qur'an accords particular preference to are the right to life (Q17:31, 81:8-9), sustenance (Q65:7), property (Q3:8) freedom (Q31:18-19). These are of course rights to which every human being is entitled, but due to certain special needs of children and prevailing customary practice, the Holy Qur'an considers it necessary to deal with them particular in relation to children. In his own summary of the rights accorded by Islam to children, Olowu (ed) says:

*The child's right to parentage, which includes  
a legal link with its natural and legitimate*

*father and mother. Parentage in Islamic Law is established through marriage, acknowledgement or evidence. Once established, it is binding on both child and parents and neither has the right to disclaim the other. The relationship of parents and child gives rise to mutual legal rights and obligations related to such matters as inheritance, guardianship, maintenance, proper upbringing, fostering and custody as well as the security and health care of the child (Q 68-69).*

These rights as mentioned above are some of the rights of children in Islamic family law. Other rights which deal with society and which children are entitled to include criminal law, evidence, procedure, contact and international relations. The true Muslim understands his responsibility towards the children he has brought into this world, as the Qur'an state thus:

*O you, who believe, save yourselves and your family from a fire whose fuel is men and stones (Qur'an 66:6)*

The messenger of Allah on the child's rights explained thus:

*Each of you is a shepherd and each of you is responsible for his flock.*

*The leader is a shepherd and is responsible for his flock; a man is the shepherd of his family and is responsible for his family and is responsible for his flock; a woman is the shepherd in the house of her husband and is responsible for her flock (Bakhari)*

It is therefore the responsibility of parents to make the right of a child a task that must be accomplished in the light of Qur'an and Sunah, to bring up the child, give him/her sound education, provide his/her shelter, food, health and guide him/her to the right. These responsibilities should continue till he/she becomes fully matured and independently responsible for his/her action

and belief. Qur'an 46:15 recommends this age of full maturity and independence thus:

*"...till when he attains full strength and reaches forty years..."*

Meanwhile Abdulkareem (2004:597), Zain (1411:23) and Lawal (2009:45) submit that sex education is part of the responsibility that children should be given. They therefore advocate that sex education should be incorporated into their school curriculum. They argue that starting it at an early stage will stand the children in better stead and guarantee their chastity. A psychologist observes that failure to educate the children about what they need to know makes them approach it wrongly and which is one of the reasons why we have the high rate of out- of-wedlock teen's pregnancy and abortion.

The child's right otherwise known as "Tarbiyyah" or Huquq al Aulad in Islam is an important area under the Shari'ah of Allah which parents are punished for if they neglect or handle unjustly. The Apostle of Allah, Muhammad (saw) observes thus:

*"Fear Allah and treat all your children equally"*

### **Child's Rights and International Community**

The convention on the rights of the child is a legal guarantee of certain fundamental human rights. Children everywhere across the globe are vulnerable and as such certain laws should be put in place to protect their interest. The children as a matter of fact must survive and develop which depend largely on their parents to get most of their basic needs and for the survival of this; it must be entrenched in the constitution of the land which will give room for punishment in case is breached.

The UN convention however, perfects the children's right in November 20,1989 and this was adopted by the general assembly in order to improve the quality of life of children, enhance their dignity, protect their inalienable rights and ultimately mobilize and focus the global attention to their physical, mental, moral (religion), and their spiritual development was a great achievements and the right step in the right direction (Tugbobo,

2007:6). To this end, the UN convention as adopted by the General Assembly, enumerates the child's rights globally, and as well gives room for deletion, substitution or addition by any country depending on their culture and custom.

1. Right to life
2. Right to freedom of association
3. Right to identity
4. Right to communication
5. Right to privacy
6. Right to leisure and recreation
7. Right to education
8. Right to good health
9. Right to freedom from discrimination
10. Right to protection against exploitation and inhuman treatment
11. Right to protection of children in special difficult circumstance (culled from a workbook for Nigerian Junior Secondary School Student 2001).

These rights were equally adopted by Nigerian Government as a member of the United Nations on 29<sup>th</sup>-30<sup>th</sup> September, 1990 at the United Nations Headquarters in New York. Seventy-one nations signed a declaration and plan of Action, which identified specific programme that will have direct impact on children and develop their intellect as well as sharpen their horizon toward their rights and responsibilities in the interest of their nation.

## Conclusion

This paper has discussed the perception of Muslims about child rights in Ogun State, Nigeria. It views the child's rights from the standpoints of the secular laws, locally and internationally, as well as the provision of the Muslim Law--Shariah. Although, as expected, scholars' opinions were not absolutely the same, there have preponderant areas of convergence. The paper also challenges both the government and other relevant agencies to not only make policies that are meant to protect the rights of children but also see to the practical enforcement of such policies. The paper is of the opinion that such enforcement will enhance the children growth and development, physically, psychologically and create



conducive environment that will ensure a balance in behaviours, thought, and deed. Such will also translate into unique children that will maintain a solid communion with his creator and compare favourably with his peers locally and internationally.

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# **Administrators' Management and Effective Record Keeping in Public Secondary School Administration, Osun State, Nigeria**

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## **Abstract**

*In spite of the need for effective record keeping in secondary school administration, many resources that will aid the successful operations of such records like daily student's registers, teacher's register, visitor's book, other materials and equipment are not adequately provided. School administrators' skill in the management, procurement, storage and usage of materials for such records is highly required. Effective record keeping in schools' administration would definitely aid attainment of goal in public secondary schools in Osun State. Descriptive research design of ex-post facto was used to examine the school administrators' management and effectiveness of record keeping in public secondary school. Two hundred respondents comprising of one hundred Principals and one hundred vice-Principals of secondary school sampled from the three senatorial sections*

*of the state were used for the study. Four research questions and one hypothesis were raised to guide the research. A twenty-five item questionnaire distributed in all to the selected respondents to elicit response on effective management of records in the schools. The data collected in this study were analysed using descriptive statistics and t-test was used to test the hypothesis formulated at 0.05 level of significance. Findings revealed that principals of schools were not professional record keeper; there are no enough equipment and materials (manual or electronic) to keep school records among others. The analysis showed that there is no significant difference in the perception of Principal and Vice-Principals in the management of records in Osun State School. The paper concludes and recommends, among others, that principals of schools must be equipped on the modern way of record keeping, donations from old students and community heads for the procurement of materials, equipment, computer and software packages to store and retrieve relevant records in basic schools for the ultimate attainment of school goal is necessary.*

**Keywords:** *Record Keeping, School Records, Management, Secondary Schools*

## **Introduction**

The goals of Secondary Education are to: provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, ethnic and socio-economic background; and provide opportunities for the child to function effectively in the society within the limit of

the child's capacity (Federal Republic of Nigeria, 2013). Effective record keeping for the attainment of education programme in public secondary cannot be over emphasised. It serves vital purpose if properly kept on both the students, school administrator and the entire nations' development. Record keeping in organisations and most importantly in public schools is indispensable elements of such institutions. According to Olagboye (2004), School records are books, documents, diskettes and files in which are embodied information on what goes on in school (social, academic and non-academic activities, important events), the school plant as well as other relevant information focusing on the growth and development of the school.

Meanwhile, Durosaro (2002) in Olagboye (2004) explained that school records are official transcript or copies of proceedings of actions, events other matters kept by the school manager, school records could be viewed as authentic register or instruments or documents of official accounts of transaction or occurrence which are preserved in the school's office. Therefore, the Education Law in virtually all states of the federation requires that every school must keep certain specified records. For example, section 22 (1) of the Education (General) Regulation 1964 of the Education Law, 1964 of Northern Nigeria stipulates that every institution, other than a corresponding college or training college shall keep records and books. Those that are statutorily specified by law are referred to as a statutory record while, those that are not necessary are known as non-statutory records.

To achieve the purpose of setting them up, somebody has to painstakingly study events as they occur, record, store and retrieve such as and when it is necessary. Students are often faced with the challenges of retrieving their academic records such as transcripts, results, testimonials among others. Principals and head teachers of basic schools are equally faced

with the problem of too much information to keep on a daily basis in their respective schools and colleges. Materials, equipment and any other means or channels of keeping such information in most cases posed a lot of stress to them (Adeniji, 2009). Data on all school activities on staff, students and the entire school population and its community are expected to be kept so that they can be retrieved whenever it is needed. This involves data coming from the internal and remote areas of the school environment (Adesokan and Egbebi, 2010).

### **Types of records in basic institutions**

Adeniji (2009) categorises records into two main groups – Statutory and non-statutory. Statutory records are admission register, attendance register, syllabus, scheme of work, lesson note/plan, time table, time book, visitors' book, corporal punishment book, transfer certificate book, school budget, cumulative record card, log book and teachers' class attendance register while non-statutory records are records of physical development, minutes book, inventory book, fees register, stock book, duty roster, staff records, school calendar, health record book and account record.

In the opinion of the authors, the challenges facing record keeping in the basic schools in Nigeria surfaced in the area of availability and usability of the listed records. Management Information system (MIS) in the opinion of Ajayi and Oni (1992) in Amusan and Egbebi (2012) is required here in the administration of school records for the attainment of goal. All managerial functions of planning, organising, leading and controlling require some measure of information for successful organisational performance. They further emphasise that information is seen as data that have been processed into a form meaningful and of value to the recipient in the current or prospective decisions making and actions. Effective record keeping and administration in secondary schools is the formal method of making available to



management accurate and timely information necessary to facilitate decision making process and enable the school organisation's planning, control and operational functions to be carried out effectively. The system is expected to provide information on the past, present and projected future and on relevant events inside and outside of the school organisation (Ajayi & Oni, 1992 cited in Amusan and Egbebi, 2012).

### **Roles of School Administrators in Up-to-date record keeping activities**

National Institute of Education and Administration, NIEPA (2015) stipulates the following as roles of school administrators:

- Provides files into which letters and circulars from various sources are put so that they are available for reference at any time. File cabinets where files are stored to avoid attack by pests and rodents.
- Provide space where files/file cabinets could be kept.
- To see that the need and purpose for creating any record is established. This involves identification of such needs and clearly stated purposes.
- To see that such records contain only useful and relevant information needed by his teacher to help the pupil and student improve in his/her instruction.
- To ensure uniform and acceptable form of record at all levels and avoid future complications.
- To ensure that all school records are simple enough to serve the purpose which they are meant to serve. Complicated records are likely to confuse and discourage people from using them.
- Ensure that repetition of information on pupils' and students' record is avoided. This is necessary in order to keep the record straight.
- Ensure that learners' records are made available when needed. This will definitely save time and energy.

## **Material, Equipment for Record Keeping in Secondary Schools – Manual or Electronics?**

The availability and usability of materials, equipment like file, stores, displays on wall and notice boards, tables and drawers and computers. Researchers and scholars affirmed that not all materials, equipment for record keeping in schools are available, where available sometime, no storage device or obsolete storage device and wooden cabinets. As if, this is not enough, where available, some head teachers due to other administrative duties may fail to keep all records (NIEPA/MDGs Training workshop participants from Kano, Rivers & Enugu, 2015). The participants furthered that, there were no chalk, no board to write on by the teachers as some of the pupils/students receives lesson under the shade of the trees. Some schools are not fenced, school resources sometimes are mesmerised by the hoodlums and street boys. Some of the school information and materials are lost to the attack of rodents and pest (NIEPA, 2015). School principals and head teachers lack time and even knowledge on the modern way of updating records through proper filing arrangement as well the use of computer to store records in this era of globalisation.

## **Electronic Storage through Information and Communication Technology (ICT)**

The whole world and schools is now globalised and the best storage device as acclaimed is through computer and the internet. According to Shofoyeke, Ogunsola, Omotayo and Adegbesan (2011), ICT is the use of modern day technological devices – mostly computers and relevant software packages – to store information and use the information when it is needed in schools and organisations. In education, ICT would make it easier to teach, prepare reports, store and retrieve all school records, update information, get additional information from the internet and make the information available to all users within and outside of the school community. The challenges of ICT in the storing and

retrieving of information majorly is finance, commitment, avoid obsolescence and essential service back up (Shofoyeke, Ogunsola, Omotayo & Adegbesan, 2011). The application of this to basic schools' administrators is that funding has constituted a lot of stress to school managers in the procurement, installation and usage of computer in the keeping and retrieval of information in schools. Training and retraining of school staff in the storing of records by the replication of best practice in the area of commitment that enforces maintenance culture among school administrators, avoid obsolescence and making provision for essential back up services for both manual and electronic record keeping devices constituted a serious threat in the basic schools' operations (NIEPA/MDGs Training workshop participants from Kano, Rivers & Enugu, 2015).

*Four Research Questions raised in this study include:*

1. Does secondary school principal attach any significance to the list of school records that they are supposed to kept for smooth running of the school to achieve goal?
2. What are the roles of school principals in effective record keeping activities of the public secondary education programme?
3. Is there adequate record keeping materials and equipment in schools to store data?
4. Does the schools keep an up-to-date record on students, staff as well as general activities in the school?

## **Hypothesis**

**HO<sub>1</sub>.** There is no significant difference in the perception of Principals and Vice principals on the management of School records in Osun State Public Secondary Schools .

On a more general note, the focus of this paper is on school principal's managerial skills and effective record keeping in

school administration in public secondary school education programme in the light of fundamental questions raised therein.

## Methodology

**Research design:** A descriptive research design of ex- post facto study was used. In this type of research, the researcher does not have direct control on the independent variable since their manifestation have already occurred. The researcher was interested in examining the phenomena under investigation and data were collected after the phenomena had taken place.

**Population:** The population in the study comprises of all Principals and Vice-Principals in Osun State Secondary Schools.

**Sample and Sampling technique:** the participant consist of randomly selected 100 principals and 100 Vice Principals of public secondary schools in Osun State. The sampled schools were selected from all three senatorial sections of the state.

**Instruments:** The instrument used to collect data for this study was a self-structured questionnaire tagged *Principals' Record Management Skills Questionnaires*. This instrument is divided into two sections. The first section required the participant demographic information which include sex, age, level, qualifications, and years of teaching experience. The second section contains the items on management and effective record keeping in schools. Test-retest reliability was carried out and the instrument found to be reliable with the cronbach alpha coefficient of .76.

The research questions was analyse using descriptive statistic while the hypothesis was tested using t-test at 0.05 level of significance.

## Results

### Research Question 1

*Does secondary school principal attach any significance important to the list of school records that they are supposed to be kept for smooth running of the school to achieve goal?*

**Table 1:** Respondents' means scores on the significant importance attached to list of school records that are supposed to be kept for smooth running of the school to achieve goal.

S/N	Items	$\bar{X}$	Remarks
1.	Principals have adequate knowledge about school records to be kept for smooth running of the schools?	3.70	Agreed
2.	The list of those records were readily available and frequently used for teaching and learning process in the school at a cost.	3.50	Agreed
3.	Some of the records were still new and nothing was recorded in them.	3.60	Agreed
4.	Some of the school records were kept on the principals' tables/bags and not in the shelves or cabinets.	3.80	Agreed
5.	Statutory and non-statutory records are well kept in the school for ease of administration.	3.65	Agreed
6.	Statutory records and not statutory records has gained acceptance in my school and helped to assist in smooth administration of the school.	3.55	Agreed
6.	Statutory records and not statutory records has gained acceptance in my school and helped to assist in smooth administration of the school.	3.55	Agreed
7.	All school records kept in the schools helped to establish standard at each stage of teaching and learning process.	3.55	Agreed

The data presented in table 1 revealed that all the items raised to answer the research questions have mean scores that are

higher than decision point of 2.50. This means that the respondents agreed that their schools attached significant importance to school records. The results revealed that all the head teachers have vast knowledge on the different types of records that are expected to be kept by the principals of public secondary schools in Osun State.

## Research Question 2

*What are the roles of school principals in effective record keeping activities of the public secondary education programme?*

To find out the roles of school principals' roles in effective record keeping activities of the public secondary education programme, 5 items were raised to the respondents in order to express their opinions. The responses to this research question are presented in table 2.

**Table 2**

Mean responses of respondents on the *roles of school principals in effective record keeping activities of the public secondary education programme*.

S/N	Items	$\bar{X}_1$	Remarks
1.	I have verse knowledge in the keeping of school records.	3.50	Agreed
2.	My employer do not organised frequent training programmes on record keeping and maintenance	3.50	Agreed
3.	I had trained myself in the art of record keeping for the smooth of school administration.	3.25	Agreed
4.	Teachers and students were trained on the importance of record keeping.	3.40	Agreed
5.	Students' records are being properly kept on daily/weekly and monthly basis in the school.	3.45	Agreed

The data presented in table 2 revealed that all the 5 items raised to answer the research question 2 have mean scores greater than decision point of 2.50. This means that the respondents agreed that effective record keeping have greater impact on the role of the school principal. However, the principals affirmed in their responses that there was no training programme on effective record keeping in schools in the last five years.

### Research Question 3

*Is there adequate record keeping facilities and equipment in schools to store data on students and teachers?*

**Table 3.** Respondents mean scores on whether there are adequate supply of record keeping facilities and equipment for storing relevant data on students and teachers in the school.

S/N	Items	$\bar{X}$	Remarks
1.	There are obsolete storing materials and equipment in the school to keep data on students and teachers.	3.40	Agreed
2.	The principal uses his discretion sometime on how to keep school records on students and staff of the school.	3.43	Agreed.
3.	The primary objective(s) of the effective school records is defeated since the school lack modern equipment for record keeping.	3.37	Agreed
4.	The fund realised from Parent Teacher Association is sometimes used to procure some materials for the use of both the students and staff.	3.52	Agreed
5.	Most of the available school equipment and materials are been attach by rodents and termites.	3.51	Agreed.
6.	There is no computer in the school to keep records of staff and students.	3.29	Agreed.
7.	School Administrator should apply other means to generate funds to purchase necessary equipment and facilities to keep records.	3.47	Agreed.



The result from table 3 indicates that all the 7 items raised to answer the research questions have mean scores higher than decision point of 2.50. This implies that the principal responded that there were little supply of storing equipment and facilities to schools. There were prevalent supplies of low quality materials and equipment in schools. Some of those storing devices are subjected to the attack of rodents and other pests. The principal is expected to use alternative mode to general fund in schools for the procurement of modern equipment like computer to process record.

**Research Question 4:** *Will the up-to-date keeping of record have effect on students, and staff general activities in the school?*

**Table 4:** Respondents mean scores on significant impact of up-to-date record on students, staff as well as general activities in the school.

S/N	Items	$\bar{x}$	Remarks
20.	Provisions were made for the concerned school administrator for record keeping in the school regularly.	3.51	Agreed
21.	Effective record keeping improves smooth school administration.	3.43	Agreed
22.	Effective record keeping allows retrieval of staff and students' record as and when required	3.50	Agreed
23.	Effective record keeping attracts more cooperation among the school staff and outsiders.	3.55	Agreed
24.	Effective record keeping allows the school to gain ground in the enrolment of more students.	3.37	Agreed.
25.	School principal understand what is up -to-date record keeping in school effective school administration	3.68	Agreed.

The result from table 4 indicates that all the 6 items raised to answer the research question have mean scores higher than decision point of 2.50. The result shows that effective record keeping in schools has significant impact on both staff and students' activities.

# Hypothesis

**H<sub>0</sub>:** There is no significant difference in the perception of Principals and Vice principals on the management of School records in Osun State Public Secondary Schools

Independent Samples Test

						t-test for Equality of Means					Levene's Test for Equality of Variances	
			N	means	Standard Deviation	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	F	Sig.
record keeping	Equal variances assumed	Principal	100	1.6400	.70381	-2.826	198	.005	-.27000	.09553	1.650	.200
	Equal variances not assumed	Vice Principal	100	1.3700	.64597			.005	-.27000	.09553		

The results of the t- test were presented in table 5 shows that there is no significant difference between the perception of Principal and Vice–Principals on the management of schools records in Osun State Secondary Schools ( $t = -2.826$ ,  $p < 0.05$ ). Hence, the null hypothesis of no significant difference is not rejected.

# Discussion

The results of the first research question revealed that all the teachers have vast knowledge on the different types of records that are expected to be kept by the principals while the findings of research question two shows that the respondents agreed that effective record keeping have greater impact on the role of the school principal. However, the principals affirmed in their responses that there was no training programme on effective record keeping in schools in the last five years. This is in agreement with the ideas of Amusan and Egbebi (2012) that all managerial functions of planning, organising, leading and controlling require some measure of record keeping for successful organisational performance.

Research question three revealed that there were inadequate supply of storing equipment and facilities to schools and that low quality materials and equipment were supplied in schools which made some of those storing devices to be subjected to the attack of rodents and other pests.

The result of the hypothesis shows that there is no significant difference between the perception of Principal and Vice-Principals on the management of schools records, this is expected because both categories are school administrators since according to Olagboye, (2004) record keeping in schools in general focuses on the growth and development of the school.

## **Conclusion**

The study led to the conclusion that availability and usability of files, file cabinets, and computers among others in school record keeping was not adequate. The effective record keeping and administration in this era of globalisation is the application of ICT as modern technology to documentation of all records in addition with manual material which should be orderly arranged.

## **Recommendations**

Principals of schools should apply initiatives to raise funds through voluntary organisations, school investment proceeds, School Based Management Committee, Donations from Old Students and community heads for the procurement of material, equipment and even computer and software packages to store and retrieve relevant records in basic schools.

Procure and install computers and internet for the use of the students, teachers and principal's/head teachers to gather more relevant and useful information for the achievement of set goals.

Organisation of in-house-training and re-training programme for head of schools including teachers of basic schools on the modern day requirements for keeping records in schools is highly necessary.

Provide ground rules on the efficacy of up-to-date record keeping which should be placed in all offices including teachers' classrooms for the members of the school community.

The principal should use alternative mode to general fund in schools for the procurement of modern equipment like computer to process record.

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