



*African Higher Education Review (AHER)*

**Vol. 10 (1&2), November 2016**

**ISSN: 2141-1905**

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## **Open and Distance Learning: A Tool for Enhancing the Development of the Total Person in the Nigerian Woman**

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### **Abstract**

This study examines the role of Open and Distance Learning (ODL), as a tool for enhancing the development of the total person in Nigerian woman. ODL is a planned learning/teaching experience in which the teacher and the students are separated by distance for all or a majority of the period of instruction. Specifically, the study investigated the contributions of ODL in enhancing the development of women in the areas of family health, finances, education, career prospects and socio-cultural perspectives. Five research questions were raised and answered in the study. A 30-itemself-adapted questionnaire with a five-point Likert rating scale was developed and validated for the study. The face and content validity of the instrument was determined by experts in Open and Distance Learning. A pilot test was used to determine the reliability of the instrument. A reliability coefficient of 0.82 was obtained using the Cronbach Alpha technique. Four hundred women (ex- students of ODL programmes) were randomly selected from all walks of life in

Anambra State of Nigeria. Instrument for data collection was delivered by the researchers assisted by some research assistants. Data collection was analysed using mean ratings. Findings revealed that open and distance learning has ushered in positive changes in various aspects of the women's life. In the areas of finances ( $\bar{X} = 3.03$ ), health ( $\bar{X} = 2.90$ ), education ( $\bar{X} = 3.43$ ), career ( $\bar{X} = 3.14$ ), social and cultural dimensions ( $\bar{X} = 2.58$ ). The study recommends among others, that open and distance learning should equally be used by the government to reach its citizens, especially women who have been denied formal education.

**Keywords:** open and distance learning, development, total person, Nigerian woman

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## **Introduction**

From time immemorial, women are accorded lower status than men in the society. The origin of this situation dates back to their respective family up-bringing. Right from the home, the girl child is expected to do more menial jobs like washing of plates, tidying up of the house, taking care of younger ones, sweeping the compound, laying no claim to inheritance of family assets and property. The boy – child on the other hand, is expected to undertake more challenging tasks like climbing and cutting down trees, running distance errands, confronting opponents and laying claim to family assets and property. Indeed, the up-bringing of the girl-child, unlike the male counter path, in the African setting, provides a restrictive boundary as to the expected roles and responsibilities. More often than not, all her needs are to be provided to her with little or no input expected from her. On the other hand, the male-child is expected to explore and venture into avenues of contributing, supplying and sustaining the family. Both were exposed to different socialization pattern.

This traditional pattern of parenting continues to shape the future of the boy and girl child into adulthood. This metamorphosed to their having unequal access to education, work, career opportunities and economic resources (Food and Agricultural Organization, 1999). In those days, it was believed that education of the girl-child ends in the kitchen. Again, it was of no use training the girl-child, since on getting married, all the trainings received “gets lost” to the groom's family. The girl-child for instance, is more likely to be denied the opportunity to go to school for such flimsy reason as serving as a house-help to a newly-married couple or that there is not enough money to cater for family up-keep. Meanwhile, no matter how stressed the family income is, the boy-child is usually given preference to be trained at school. Girl-children are encouraged to take



to early marriages rather than being equally empowered like their male counterparts through education.

These disparities usually arising from the family socio-cultural milieu present a very favourable ground for marginalization of women and provide justification for the disparities in sharing development dividends, later in life. Consequently, women generally tend to remain poor, disadvantaged, underprivileged, and voiceless and marginalized (Mbanefo, 2003). This scenario is contrary to the noble intention of God the Creator, who made them male and female to complement each other, rather than to compete with each other. Similarly, gender analysts and educators equally believe that optimal empowerment of both gender will be more predisposing towards sustainable national development. Hence, the quest for redressing women under-development and marginalization has continued to attract global attention in recent times.

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A number of initiatives by international organizations have been geared towards improving the status of women in the society. For instance, the 1992 “Earth Summit”, of the United Nations, among others adopted the convention on the elimination of all forms of discrimination against women. The Cairo Conference on Population and Development (1998), centred on empowerment of women for equitable development. The Fourth World Conference on women in Beijing (1995) adopted a declaration and platform for action calling for elimination of the barriers to gender equity to ensure women’s active participation in all spheres of life. More recently in 2014, the United Nations Women came up with a document: Gender Mainstreaming in Development Programming: Guidance Note (UN Women, 2014) still alluding to putting women in all socio-economic and political sectors of the economy of every nation.

Back home in Nigeria, there has been sensitization in recent times, on the need to replace the old order which treated women in isolation, with a more inclusive approach on gender issues as a way of enhancing national development. To this end, the Nigerian philosophy of education, among others, stated that “education is compulsory and a right of every Nigerian, irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges” (FRN, 2013:13). Taking bearing from this national philosophy, all the tiers of the education sector – primary, secondary and tertiary, have complied with the letter in ensuring that no pupil or student is discriminated against, particularly on the basis of gender.

Towards ensuring gender inclusiveness at the tertiary education level in Nigeria, there is the need to enhance the proportion of candidates offered admission at the university level. Against this backdrop is the fact that in recent times, only about 12% of those who apply for admission to

Nigerian universities are able to secure placement owing to the limiting factor of available facilities (Jimoh, 2013; JAMB, 2013). The fate of about 88% of the candidates denied placement due to the carrying capacity of these universities as specified by the National Universities Commission remains a source of concern (Anaeke & Nnaka 2015).

This is the gap that justified the establishment of National Open University of Nigeria (NOUN), which operates through Open and Distance Learning (ODL) mode. This guarantees that learners in the comfort of their homes, shops, or offices are afforded learning opportunities similar to those attending conventional universities without attending formal classes in person. This approach frees the candidates from the constraints of time and place thereby offering flexible learning opportunities to individuals and groups of learners. Electronic or print media and technologies provide the channel of communication linking the learners with the tutors (facilitators). Through this unconventional learning mode at the tertiary education level, a number of individuals, particularly, the girl-child, who otherwise, would not have benefited from university education, has

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become a prospective university graduate. In this regard, NOUN strives to fulfil one of its statutory goals of “providing more access to quality education and equity in educational opportunities (FRN, 2013:3).

NOUN aims at providing functional, cost effective and flexible learning to all who desire to learn. In order to achieve this vision NOUN has established over eighty-four study centres across the country. (NOUN Annual Report 2014/2015)

Universities engage in qualitative teaching and research activities. Similarly, NOUN is geared towards, not only teaching, research and community service, but also ensuring a holistic development of her products. By deploying modern technological tools in enhancing her instructional delivery system, NOUN graduates are being comprehensively prepared to ensure all-round development of the human person in the academic, affective and psychomotor dimension of learning.

This study is therefore aimed at determining the extent to which ODL has helped in developing the Nigerian woman. Specifically, the study intends to determine the extent ODL has contributed in enhancing the health, financial, educational, career and socio-cultural perspectives of Nigerian women.

Men and women are known to play different roles in the society. These roles are shaped and determined by cultural, religious, economic and social factors. In most developing countries including Nigeria, the issues of equity between men and women still appear illusive. We still experience cultural and religious practices that see women as being inferior to men.

Some girls are not given equal access to education as their male counterparts. The girl-child is encouraged to take to early marriage, to lessen the burden of training on her parents. They are equally encouraged to go for street trading and hawking. These odd jobs expose them to child-abuse practices, sexual harassment and other social vices. Some women, particularly the widows are victims of obnoxious cultural practices including, being robbed of deceased husbands' property by relatives for one flimsy reason or the other, while the men enjoy a number of unfair privileges, even as a widower.

The above scenario puts a good number of women at a disadvantaged position, compelling them to recoil within their household with very limited vision and aspiration level. A good number of them look forward to getting married and bearing children for the family, as their vision. Economically, they are dependent on the would-be husband for any family need. It is therefore, not surprising that greater proportion of Nigerian women compared to the men, are ill-educated and shy away from public and leadership positions. It is again not surprising that ever since independence in 1960, no Nigerian woman has assumed the position of Head of State, Vice President, Senate President and

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other such high-profile political positions, in spite of their comparable numerical strength to the men folk. The problem of this study therefore is to determine the extent to which open and distance learning (ODL) has contributed in the all-round development of the Nigerian woman.

### **Research Questions:**

This study was guided by five research questions, namely:

- i. In what way has ODL programme contributed in enhancing the health status of the Nigerian woman?
- ii. In what way has ODL programme contributed in enhancing the financial status of the Nigerian woman?
- iii. In what way has ODL programme contributed in enhancing the educational status of the Nigerian woman?
- iv. In what way has ODL programme contributed in enhancing the career status of the Nigerian woman?
- v. In what way has ODL programme contributed in enhancing the socio-cultural perspective of the Nigerian woman?

### **Methodology**

This study adopted the descriptive survey design in which female ex-students of the ODL programme were requested to indicate the extent ODL has enabled them to realize their total being. The population for the study was all the female ex-students of ODL in Anambra state. The sample

consisted of 400 female students at the Awka Study Centre of NOUN, selected by simple random sampling from all the programmes in the centre. The instrument for data collection was a 30-item questionnaire which the respondents filled and returned, with only thirteen of the questionnaires either missing or returned unfilled. Thus the sample size used for data analysis was 387 respondents. The questionnaire had five sections dealing respectively on Health, Financial, Educational, Career and Socio-political perspectives. Each section contained six items with response options of Strongly Agree (SA) which is assigned 4-points; Agree (AG) which is assigned 3-points, Disagree (DA) which is assigned 2-points and Strongly Disagree (SD) which is assigned 1-point. The respondents were requested to indicate their extent of agreement or disagreement as to how ODL programme has assisted them in improving themselves or their family in the above mentioned perspectives. The instrument was validated by two experts in educational research and statistics and their comments led to the modification of some questionnaire items. Following the pilot testing of the final version of the instrument, a reliability index of 0.75, using Cronbach alpha formula, was determined for the instrument. The value was considered high enough and hence reliable and adequate for the study. Data were analyzed using means and standard deviation. A

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cut-off point of 2.50 was determined for decision making. This implies that items with mean values of 2.50 and above were deemed to be accepted while those with cut-off point less than 2.50 indicated the contrary.

## Results

**Research Question 1:** In what way has ODL programme contributed in enhancing the health status of the Nigerian woman?

**Table 1: Mean Responses on Impact of ODL Programme on Health Status.**

S/N	Health Status: ODL enables Nigerian woman towards/in:	$\bar{X}$	SD	Remark
1	Improving family/environmental cleanliness	2.80	0.70	Accepted
2	Being aware of healthy lifestyle/nutritional practices	2.68	0.38	Accepted
3	Being aware of pre-post natal care during pregnancy	3.00	0.20	Accepted
4	Being sensitive towards immunizing their children	3.50	0.65	Accepted
5	Gaining knowledge of disease prevention/control measures.	2.60	0.80	Accepted
6	Assessing available healthcare services, not indulging in self-mediation	2.80	0.50	Accepted
	Cluster Mean	2.90	0.54	Accepted

*Source: survey 2015*

From table 1, all the items had mean ratings ranging from 2.60 to 3.50, while the standard deviation values ranges from 0.20 to 0.80. All the mean values were greater than the cut-off point of 2.50 hence the items were accepted by the respondents as some of the contributions of ODL programme in the health status of the Nigerian woman. The cluster mean of 2.90 which is greater

than the cut-off point (2.50) implies that ODL programme contributes positively to the enhancement of the health status of the Nigerian woman under consideration.

**Research Question 2:** In what way has ODL programme contributed in enhancing the financial status of the Nigerian woman?

**Table 2: Mean Responses on Impact of ODL Programme on Financial Status:**

S/N	Financial Status: ODL enables Nigerian woman towards/in:	$\bar{X}$	SD	Remark
7	Contributing financially to the family	2.90	0.75	Accepted
8	Being heard in the family (no more voiceless)	3.00	0.75	Accepted
9	Owning assets/property	2.40	0.68	Rejected
10	Contributing to family feeding	3.60	0.88	Accepted
11	Being salary earners (not just home keepers)	3.80	0.70	Accepted
12	Enhanced political participation	2.48	0.80	Rejected
	Cluster Mean	3.03	0.76	Accepted

Source: survey 2015

From table 2, all the items had mean ratings ranging from 2.40 to 3.80, while the standard deviation values range from 0.68 to 0.88. All the mean values (except for items 9 and 12) were greater than the cut-off point of 2.50 hence the items were accepted by the respondents as some of the contributions of ODL programme in the financial status of the Nigerian woman. The cluster mean of 3.03 which is greater than the cut-off point (2.50), implies that ODL programme contributes positively to the enhancement of the financial status of the Nigerian woman.

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**Research Question 3:** In what way has ODL programme contributed in enhancing the educational status of the Nigerian woman?

**Table 3: Mean Responses on Impact of ODL Programme on Educational Status.**

S/N	Educational Status: ODL enables Nigerian women towards/in:	$\bar{X}$	SD	Remark
13	Regaining access to educational opportunities	3.80	0.50	Accepted
14	Promoting/improving personal status	3.68	0.30	Accepted
15	Reducing poverty	3.00	0.68	Accepted
16	Improving income/productivity	2.80	0.55	Accepted
17	Reducing female dropout from education sector	3.60	0.70	Accepted
18	Closing gender disparity in adult literacy rate	3.70	0.80	Accepted
	Cluster Mean	3.43	0.59	Accepted

Source: survey 2015

From table 3, all the items had mean ratings ranging from 2.80 to 3.80, while the standard deviation values range from 0.30 to 0.80. All the mean values were greater than the cut-off point of 2.50 hence the items were accepted by the respondents as some of the contributions of ODL programme in the educational status of the Nigerian woman. The cluster mean of 3.43 which is greater than the cut-off point (2.50), implies that ODL programme contributes positively to the enhancement of the educational status of the Nigerian woman.

**Research Question 4:** In what way has ODL programme contributed in enhancing the career status of the Nigerian woman?

**Table 4: Mean Responses on Impact of ODL Programme on Career Status.**

S/N	Career Status: ODL enhances Nigerian women towards/in:	$\bar{X}$	SD	Remark
19	Not being discriminated against in workplace	3.80	0.10	Accepted
20	Attaining parity in rank, with men	3.80	0.20	Accepted
21	Enjoying the same career progression, like men counterpart	3.80	0.10	Accepted
22	Promoting political advancement of woman	2.60	0.65	Accepted
23	Competing with men in political positions	2.35	1.05	Rejected
24	Empowerment towards occupying top executive positions.	2.50	1.00	Accepted
	Cluster Mean	3.14	0.52	Accepted

Source: survey 2015

From table 4, all the items had mean ratings ranging from 2.35 to 3.80, while the standard deviation values range from 0.20 to 1.05. All the mean values (except for item 23) were equal to or greater than the cut-off point of 2.50; hence the items were accepted by the respondents as some of the contributions of ODL programme in the career status of the Nigerian woman. The cluster mean of 3.14 which is greater than the cut-off point (2.50), implies that ODL programme contributes positively to the enhancement of the career status of the Nigerian woman.

**Research Question 5:** In what way has ODL programme contributed in enhancing the socio-cultural perspective of the Nigerian woman?

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**Table 5: Mean Responses on Impact of ODL Programme on Socio-cultural Perspective.**

S/N	Socio-Cultural Perspective: ODL enhances Nigerian women towards/in:	$\bar{X}$	SD	Remark
25	Eradicating obnoxious family social norms/practices.	2.60	0.75	Accepted
26	Sensitizing the populace on the need for restoration of human rights of women.	2.60	0.60	Accepted
27	Regaining right to family inheritance	2.40	0.40	Rejected
28	Sensitizing the public against obnoxious widowhood practices	2.50	0.75	Accepted
29	Raising awareness on gender inequalities in economic policies and structures.	2.80	0.70	Accepted
30	Raising awareness on gender inequalities in economic policies and structures.	2.60	0.80	Accepted
	Cluster Mean	2.58	0.67	Accepted

Source: survey 2015

From table 5, all the items had mean ratings ranging from 2.40 to 2.80, while the standard deviation values range from 0.40 to 0.80. All the mean values (except for item 27) were equal to or greater than the cut-off point of 2.50 hence the items were accepted by the respondents as some of the contributions of ODL programme in the socio-political perspectives of the Nigerian woman. The cluster mean of 2.58 which is greater than the cut-off point (2.50), implies that ODL

programme contributes positively to the enhancement of the socio-political perspectives of the Nigerian woman.

## **Discussions**

Results of this study from tables 1 to 5 respectively, has shown that ODL programme has contributed positively in enhancing the health (cluster mean 2.90), financial (cluster mean 3.03), educational (cluster mean 3.43), career (cluster mean 3.14) and socio-political perspectives (cluster mean 2.58) of the Nigerian woman. Considering the health status of the Nigerian woman, it is known that a healthy person is a wealthy person. By keeping personal and environmental cleanliness, adopting healthy lifestyle and nutritional practices, avoiding self-medication among others, one is bound to be healthy and enhance the health status of the family and dependent relatives. Little wonder Kelly (2001) asserted that education remains virtually the only “vaccine” currently available for warding off HIV infection and other such dreaded diseases.

Considering education as an instrument for national development and social change (FRN, 2013:13), one then concedes to the fact that no better tool could be bequeathed to a citizen for self-fulfilment than getting access to education. Enhancing the financial status of the Nigerian woman through ODL programme is an obvious deduction from the above statement. From table 2 however, the respondents indicated that owning of property/assets (mean 2.40) and enhancement of political participation (mean 2.48) are yet to be fully improved regardless of the contributions of ODL programme.

The result of the study in relation to educational status of women, as seen from table 3, indicated that ODL programme had positive impact. This assertion is supported by Mbanefoh (2003) who

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averred that education is the basis for full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfil their role as full members of the society. Thus women education has been described as the bedrock of the country’s socio-economic development.

With respect to career status of women, ODL programme impacted positively as reported in table 4. Women had attained parity in the workplace, enjoyed career progression, attained enviable executive positions like the men folk. In Nigeria, for instance, top political positions ranging from Chairman of LGA, Speaker of State House of Assembly, Membership of House of Representative or Senate had at various times and in different States of the federation been occupied by men and women alike. At a time in Anambra State, a Woman (Dame Virgy Etiaba) was an Acting Governor of the State. In educational institutions, there are instances of Women Principals, Provosts, Rectors



and Vice-Chancellors. Writing from the Background of the Asian countries Kanwar, and Taplin (2001) reported a number of instances of women exploring the potentials of ODL for effective participation in higher education. They stressed on the way ODL has influenced attitude changes in other women and their husbands and families towards enhancing their career prospects. The experiences in Nigeria as expressed by Fapohunda, (2011) corroborate the view that higher education equally empowers the Nigerian woman.

With respect to the socio-cultural perspective, ODL programme enhanced the status of Nigerian women as indicated from table 5. In Africa generally, women enjoy lower status than men in the society. However, in recent times, following the advent of western education, women had gained more ground in asserting themselves in the society. Not minding the role of education generally in enhancing the status of the woman in the society, there appears to be no go areas particularly as it concerns discrimination against women rights under family and customary laws. This according to Mbanefo (2001), is particularly true with rights to marry and divorce as men, rights to inheritance, widowhood practices and ability to own property, which is limited or non-existent for women. Such practices and policies that discriminate against women constitute major barrier to national development as they run contrary to the basic philosophy of the Universal Declaration of Human Rights (1948) as adopted by the United Nations general Assembly. According to Article One of the Document “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”

## **Conclusion**

The result of this study has provided empirical evidence that ODL programme has contributed in enhancing the health, financial, educational, career and socio-cultural perspectives of the Nigerian woman. In view of these findings and taking cognizance of the fact that, one of the specific goals

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of education in Nigeria is to “ensure and sustain unfettered access and equity to education for the total development of the individual, (FRN: 2013), all hands should be on deck to bequeath every Nigerian Child with quality education and rid our communities of all practices meant to alienate a particular gender in the society.

## **Recommendations**

In view of the findings of this study, the following recommendations are made:

- Government at every level should make use of ODL to ensure that all its citizens have access to quality education irrespective of gender, social status, religion, ethnic background and any other peculiar individual challenges. This is in tandem with Universal Declaration of Human rights.



- Women should be encouraged and supported by men to participate in politics. In this direction, some political positions could be reserved for only female candidates as a way of encouraging them.
- All customary laws and practices which prohibit females from inheritance or acquisition of property should be abrogated by government and defaulting communities sanctioned.

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*African Higher Education Review (AHER), Vol. 10(1&2), November 2016, ISSN: 2141-1905*

**Types and Procedures of Portfolio Assessment Used in the Polytechnic Ibadan, Oyo State,  
Nigeria**

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### **Abstract**

Assessment practice in Nigerian educational system is mainly a one-shot test that assesses learners' progress as opposed to series of assessment procedures that promotes learners' progress more effectively. There are various forms of assessment that can facilitate students' learning other than one-shot test. Portfolio assessment is one of such assessment procedure that captures continuous picture of learners' progress. There is no in-depth literature that reveals the use of portfolio assessment in Nigerian higher education institutions. It is against this background that the study examined types and procedures of portfolio assessment used in the Polytechnic Ibadan. The mixed method design was used for the study. The population of the study consisted of lecturers and students from the Social Sciences-based of the Faculties of Business Administration and Financial Management Studies, the Polytechnic Ibadan. Two Departments were selected through clustering and random sampling. Sixteen focus discussion groups of ten students each, twenty lectures and two heads of Department were used. A total sample of 160 students, 20 lecturers and two administrators participated in the study. In all, 182 participants were used. An FDG instrument and Key Informant Interview schedule were respectively used to collect data from students, and the Heads of Department and lecturers. Data from the study were quantitatively and qualitatively analysed in terms of themes and patterns of responses. Findings revealed that evaluation portfolio, record-keeping portfolio and documentation portfolio were the types of portfolio assessment instrument mostly used by lecturers. Procedures for planning and implementing portfolio assessment were not adequately observed. Students preferred portfolio assessment to one-shot tests. It was recommended that lecturers should properly plan and use portfolio assessment and also involve students when planning portfolio assessment.

**Keywords:** Assessment practice, evaluation, portfolio, planning

### **Introduction**

In Nigerian school system, assessment practices are mainly designed to measure the cognitive domain of learning through one-shot tests instead of multi-assessment approach of using different instruments that are capable of promoting learners' progress more effectively. Therefore, this essentially calls for the use of multiple assessment instruments to engender students' learning when the process of teaching and learning is on-going. Implied in the foregoing, is that assessment

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strategy to employ at this level of education must be tailored to match learning goals and objectives from the outset. The selection of appropriate assessment modes should be geared towards course and entire programme requirements.

Teachers have several types of assessment at their disposal to use in the classroom. Hanna and Dettmer (2004) suggested that teachers should strive to develop a range of assessment strategies that match all aspects of their instructional plans. McMillan (2007) for instance identified informal observation, oral questioning, homework, in-class assignments, quizzes, students' self-assessment, performance assessment and portfolios. One of such assessment that affords insight into learners' competence through authentic material evidence collected by learners in day-to-day practice over a prolonged period of time is portfolio assessment. Driessen, Overeem, Tartwijk, van der Vleuten and Muijtjens (2006) reported that the strength of portfolios assessment is derived from its ability to offer rich and authentic evidence of learners' development and achievements. This makes portfolio assessment highly suitable not only for monitoring but also for assessing learners' competence development.

In education, portfolio can be defined as a purposeful, systematic process of collecting and evaluating students' products to document progress towards the attainment of learning targets or show evidence that learning has been achieved (McMillan, 2007). Portfolio assessment has constituted the primary method of evaluation instrument in fields such as the arts, architecture, modeling, photography and journalism (McMillan, 2007) and in many professions. These professions have realized the value of documenting proficiency, skills, style and talent with examples of actual work. The beauty of this assessment instrument is that it involves learners' participation in the selection of what is included in the portfolio. Specific and predetermined guidelines for the selection of materials are clearly set out. Criteria for scoring and evidence of students self-reflection on what has been accomplished are specified.

Portfolio assessment is capable of making a tremendous positive impact in improving teaching and learning and subsequent students' achievement. Onuka (2015) posited that such evaluation effort which is carried out priority to learning and/or teaching/learning process which falls in the realms of formative evaluation or evaluation for learning is known to support learning. The responsibility to select assessment types that could support teaching and learning rests on the teacher. Asuru and Odigi (2015) submitted that teachers are given greater responsibility to design quality assessments that align with learning. They are the most suitable people to assess their students and have better understanding of the context of the subject. Brown (2001) concluded that assessment provides

greater opportunity for teachers to continually monitor students and give constructive feedback to improve learning. The imperative is that assessment instruments that teachers employ should align with learning outcomes as they are the most suitable people to assess students.

Researchers have identified different types of portfolio assessment because portfolio assessment varies according to purpose, types and items collected in it. Haladyn (1997) identified five types of portfolios such as ideal, showcase, documentation, evaluation, and class portfolio. The ideal portfolio contains all the work samples of students. It is not meant to grade students but students can assess their own portfolio. The showcase portfolio is meant to include only the students' best work samples. Its importance is to allow students to select their work and reflect on them. These types of portfolio are not suitable to be assessed and graded. The documentation portfolio involves a collection of work over time showing growth and improvement reflecting students' learning of identified outcomes hence; it contains quality and quantity data. Evaluation portfolio includes a standardized collection of students' work and could be determined by the teacher or, in some cases, by the student and is suitable for grading students. Class portfolio contains students' grade, teacher's view and knowledge about students in the classroom. Other types of portfolio assessment as identified by Slater (1996) & Melograno (2000) are open-format and checklist portfolio, personal portfolio, working portfolio, record-keeping portfolio, group portfolio, thematic portfolio, integrated portfolio, electronic portfolio and multiyear portfolio.

A germane procedure for planning and implementing portfolio assessment (Kemp & Toperoff, 1998) is to decide on the teaching goals to assess with the students. This stage is so important because teachers have to know what their goals are in terms of what the students will be able to do. Moreover, students have to know what they need to show evidence of in their portfolios. The goals will guide the selection and assessment of students' work for the portfolio. Other procedures identified include introducing the idea of portfolios to the class, specifying portfolio content, giving clear and detailed guidelines for portfolio presentation, and notify other interested parties, giving feedback, student-teacher conferences and follow-up. McMillan (2007) listed determining the purpose, identifying physical structure, determining source of content, students' self-reflective guidelines and scoring criteria, reviewing with students, portfolio content supplied by teacher and/or students, student self-evaluation, student-teacher conference and portfolios returned to students or school. Driessen et al (2006) reported that well planned and implemented portfolio is highly suitable not only for monitoring, but also for assessing learners' competence development.

Therefore, it calls for proper planning and implementing of portfolio assessment in schools if desirable result is to be obtained.

No in-depth study of portfolio assessment in Nigerian higher education institutions has been established in literature but few are found at the secondary school level. A study by Ugodulunwa and Wakjissa (2015) found that portfolio assessment helped to improve students' performance in map sketching and location and that students' engagement in portfolio collections enabled them in meaningful knowledge construction over time that led to their improved performance in geography test. Nezakatgoo (2011) found that students whose work were evaluated by a portfolio system (portfolio-based assessment) had a significant reduction in errors in mechanics of writing when compared to those students whose work were evaluated by more traditional evaluation system (non-portfolio-based assessment). Zhang (2009) study discovered that portfolio assessment when properly planned and implemented highlights regular classroom instruction through its collection of students' best work samples over time, revealing learners' capability and progress. It facilitates co-operative learning where students engage in peer-assessment to measure their performance based on genuine samples of work submitted for considerations. Atsua, Uzeoeshi and Wagbara (2016) found that portfolio assessment in Colleges of Education in Borno State was not systematically planned, organized and implemented to measure growth of knowledge and skills.

Assessment is undergoing a paradigm shift from psychometrics to a broader model of educational assessment from testing culture to assessment culture (Gipps, 1994). The underlying premise is to enhance teaching and learning. At the Polytechnic level, much is not known in terms of the use of portfolio assessment. It is on the basis of this that the study determined the types and procedures of assessment with particular reference to portfolio assessment employed by lecturers as a viable alternative assessment approach that links teaching, learning, and assessment within a single context. It is intended to assess students' appreciation of portfolio assessment and to view their development as well as to see how it has encouraged learning.

### **Research Questions**

- 1) What type of portfolio assessment do lecturers commonly use?
- 2) What assessment procedures do lecturers use in:
  - a. Planning of portfolio assessment?
  - b. Implementation of portfolio assessment?

- 3) To what extent do students accept portfolio assessment as an instrument that facilitates learning?

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## **Methodology**

The design for the study is mixed method of qualitative and quantitative approach. The population of the study was made up of lecturers and students from the Social Sciences-based of the Faculties of Business Administration and Financial Management Studies, the Polytechnic Ibadan. Two departments were random selected one apiece from each faculty and students and were randomly chosen as follows: 80 students from each department (160 students), ten lecturers from each department (20 in all) and two administrators (one from each department). In all, 182 participated in the study.

The instruments used for data collection were: *Checklist on Types of Portfolio Assessment (CTPA)* model of McMillan's (2007) type was constructed by the researchers was tagged *Procedures used in Planning and Implementation of Portfolio Assessment Checklist (PPIPAC)*, *Focused Group Discussion Guide (FGDG)* and *Key Informant Interview Guide (KIIG)*. Items for the *PPIPAC* were derived from studies by Kemp and Toperoff (1998) and McMillan (2007). Responses to the scale were on the basis of "Always" "Sometimes" and "Never." For the purpose of determining the reliability of the scale, the items were weighted Always = 2, Sometime = 1 and never = 0. The reliability coefficient of the scale was obtained at .891 using Cronbach alpha. A trial test of the structured FGD and KII questions was done in a school that did not participate in the study. This allowed for the restructuring of the questions that were finally used.

Sixteen focus discussion groups of ten students were constituted; twenty lectures and two Heads of Department participated in the KII. Focused group discussion and Key informant interview provided the data for the study. Responses were transcribed for content analysis where responses of the groups and individuals were categorized according to questions answered by identifying patterns and diversity. Permission to conduct the study was obtained by the researchers from the Head of the Department of Accounting and Business Management. The purpose of the study was clearly explained and members volunteered to participate in the study.

Data collected from the checklist were quantitatively analysed using frequency counts and percentages and were ranked in their order of magnitude. Data from FGD and KII were transcribed

using the Manual Inductive Approach (Thematic analysis approach) and were qualitatively analyzed using the Thematic Inductive Manual Approach.

## Results

**Research Question One:** What type of portfolio assessment do lecturers commonly use in the Polytechnic Ibadan?

**Table 1: Type of Portfolio Assessment Used by Lecturers in Ranked Order**

S/N	Item Description	Used	%	Rank	Not Used	%	Rank
1	Evaluation portfolio	20	100	1 <sup>st</sup>	0	0	16 <sup>th</sup>
2	Record-keeping portfolio	17	85	2 <sup>nd</sup>	3	15	15 <sup>th</sup>
3	Documentation portfolio	14	70	3 <sup>rd</sup>	6	30	14 <sup>th</sup>
4	Showcase portfolio	13	65	4 <sup>th</sup>	7	35	13 <sup>th</sup>
5	Growth portfolio	9	45	5 <sup>th</sup>	11	55	12 <sup>th</sup>
6	Group portfolio	8	40	6 <sup>th</sup>	12	60	11 <sup>th</sup>
7	Class portfolio	6	30	7 <sup>th</sup>	14	70	10 <sup>th</sup>
8	Open-format portfolio	4	20	8 <sup>th</sup>	16	80	9 <sup>th</sup>
9	Checklist portfolio	3	15	9 <sup>th</sup>	17	85	8 <sup>th</sup>
10	Personal portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>
11	Thematic portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>
12	Integrated portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>
13	Electronic portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>
14	Multiyear portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>
15	Named ideal portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>
16	Working portfolio	0	0	10 <sup>th</sup>	20	100	1 <sup>st</sup>

Results from Table 1 indicated that evaluation portfolio ranked first, record-keeping portfolio ranked second while documentation portfolio ranked third as the types of portfolio assessment used by lecturers in the polytechnic. The type of portfolio assessment instruments that ranked the least was open-format portfolio, checklist portfolio and personal portfolio. There is however, other type of portfolio assessment instruments that seems alien to the lecturers and hence, were ranked first as never used. These include thematic portfolio, integrated portfolio, electronic portfolio, multiyear portfolio, named ideal portfolio and working portfolio. The finding aligned with Haladyn (1997) types of portfolio assessment instrument identified as commonly used by teachers. This finding suggests that the idea of portfolio assessment in Nigeria's higher institutions may not be new but its practice might not have been well embraced. Other types of portfolio assessment instruments that ranked the least are not commonly used by lecturers because of their purpose and perhaps not meant to support teaching and learning. This explained why lecturers are more inclined to evaluation portfolio, record-keeping portfolio and documentation portfolio. They are commonly



used and were observed to be in use by the lecturers. The result supported Onuka (2015) position that any evaluation process or exercise undertaken which falls in the realms of formative evaluation or evaluation for learning is known to support learning. It explains why lecturers in the polytechnic are inclined to using these types of portfolios assessment hence, their evaluation exercises were geared towards supporting teaching and learning. The result underscore Asuru and Odigi (2015) assertion that teachers are given greater responsibility to design quality assessments that align with learning outcomes as they are the most suitable people to assess their students. The

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result confirmed Brown (2001) that portfolio assessment provides greater opportunities for teachers to continually monitor students and give constructive feedback to improve students' learning abilities. The implication is that by selecting specific types of portfolio assessment to use, lecturers can decide on the learning outcomes that can be adequately measured with ease using portfolios. Monitoring of students' learning progress could be easily made and lecturers could effectively achieve that with little or no stress.

**Research Question Two:** What procedures do lecturers use in planning and implementation of portfolio assessment?

**Table 2: Procedures used in Planning of Portfolio Assessment**

S/N	Statement	% Always	% Sometime	% Never	Total
1	Determining the purpose of portfolio assessment	68	12	20	100
2	Introducing the idea of portfolios to the students	7	18	75	100
3	Identifying physical structure	73	14	13	100
4	Decide on the teaching goals to asses with the students	10	2	88	100
5	Determining source of content	87	3	10	100
6	Specifying portfolio content	50	23	27	100
7	Giving clear and detailed guidelines	5	93	2	100
8	Providing students' self-reflective guidelines	68	9	23	100
9	Giving clear guidelines for portfolio presentation	7	68	15	100
10	Deciding scoring criteria with students	26	45	29	100

Result from Table 2 show that 68% of lecturers always determine the purpose of portfolio assessment, 73% always identify physical structure for portfolio assessment, 87% determine source of content, 50% specify portfolio content and 68% provide students' self-reflective guidelines. On the other hand, 93% of lecturers sometimes give clear and detailed guidelines to students and 68% give students clear guidelines for portfolio presentation. Items that lecturers never observed were: Introducing the idea of portfolios to the students 75% and deciding on the teaching goals to asses with the students 88%.

**Table 3: Procedures used in Implementation of Portfolio Assessment**

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S/N	Statement	% Always	% Sometime	% Never	Total
1	Reviewing with students	19	6	<b>75</b>	100
2	Portfolio content supplied by teacher	<b>61</b>	31	8	100
3	Portfolio content supplied by students	45	9	46	100
4	Allowing student self-evaluation	8	34	<b>58</b>	100
5	Holding student-teacher conference	16	28	<b>56</b>	100
6	Notify other interested parties	10	44	46	100
7	Giving of prompt feedback	17	11	<b>72</b>	100
8	Conducting follow-up	<b>65</b>	24	10	100
9	Portfolios returned to students	<b>78</b>	15	7	100
10	Portfolios returned to school	44	30	26	100

Result from Table 3 indicated that 61% of lecturers supply portfolio content, 65% do actual follow-up and 78% return portfolio to students. On the other hand, items that lecturers never observe are:

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reviewing portfolios with students 75%, students' self-evaluation 58%, student-teacher conference 56% and giving of prompt feedback 72% respectively.

These findings confirmed that of Atsua, Uzeoeshi & Wagbara (2016) that portfolio assessment is not systematically planned, organized and implemented by lecturers. The implication is that if lecturers systematically planned and implemented portfolio assessment well, it would have emphasized what Zhang (2009) study discovered that portfolio assessment when properly planned and implemented, highlights regular classroom instruction through its collection of students' best work samples over time, revealing learners' capability and progress. The findings failed to lend credence to Asuru & Odigi (2015) assertion that teachers are given greater responsibility to design quality assessments that align with learning outcomes as they are the most suitable people to assess their students. The implication is that when portfolio assessment is properly planned, it can facilitate co-operative teaching and learning processes where students engage in peer-assessment to measure their performance based on genuine samples of work submitted for considerations.

Results revealed through the KII that lecturers decide on teaching and learning goals when planning portfolio assessment but do not include students in the selection of goals and what to assess. One of the lecturers emphasized this:

*Deciding on the teaching goal and what to assess is very important but students cannot decide what I should teach and assess them with. I decide the teaching goals and what to assess. I can involve students in decide on the teaching goals but not what to assess since they are the ones to provide materials. I clearly indicate in terms of what the students will be able to do and what to show evidence of in their assessment (Lecturer 3 Acct. Dept.).*

This stage according to the lecturers is so important because they have to know what their goals are in terms of what the students will be able to do. One of the lecturers mildly said that “*moreover, students have to know what they need to show evidence of in their portfolios so we have to tell them.*” These goals one of the lecturers echoed.....*will guide the selection and assessment of students’ work.....* The result supports what Kemp and Toperoff (1998) assertion that deciding on the teaching goals to asses through portfolio is the most important part of organizing portfolio assessment. However, lecturers appear not to be doing what is expected.

A follow up question on what exactly lecturers do during planning portfolio assessment led to this response: *I start with introducing the idea of portfolios to the class, specifying portfolio content, giving clear and detailed guidelines for portfolio collection and presentation (Lecturer 3 Acct. Dept.).* None of the lecturers reported notifying other interested parties, giving feedback, involving

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students in selecting scoring criteria, student-teacher conferences and follow-up. One of the Head of Department emphatically state that “*.....hence the results obtained form part of students’ semester grading, it is not proper to involve them....*” Further probe on why immediate feedback is denied the students led to this reaction “*.....no that is not done. How do you expect us to reveal scores to students before their semester examination? It will cause confusion....*” (Lecturer 8 Bus Mgt.). The finding is not in line with Onuka (2015) assertion that formative assessment allowed teachers to give immediate feedback to students. It however, agreed with that of Atsua, Uzeoeshi and Wagbara (2016) that portfolio assessment was not systematically planned, organized and implemented.

Lecturers on the other hand reported none notification of other interested parties, giving feedback, involving students in selecting scoring criteria, student-teacher conferences and follow-up since the results obtained form part of students’ semester grading. Probing into why feedback is not given to students and parents led to this reaction “*.....you know at this level of education, you cannot expect parents to come to the school to see students’ scores. Beside, how will you expect us to reveal scores to students and parents before examination? That will cause confusion...*” (Lecturer 5 Bus. Mgt.). The finding negates McMillan (2007) submission that students should be involved when determining source of content, students’ self-reflective guidelines and scoring criteria.

The second Head of Department stated that procedures involved in implementing portfolio assessment include identifying learning targets, explaining what students are expected to do and

allowing students to ask questions but could not tell whether lecturers follow them saying ....

*“Well it depends on the lecturer concerned. I am not sure if they adhere to it.”*

One of the lecturers retorted that:

*My friend don't you know that we have a lot of work to do? It is not possible for any of us to follow all these. Where is the time? You have to teach, mark scripts and so. We just have to ask them to go and do it. The students are used to doing these things as part of their semester work. Do I have to tell them how to write their industrial training report? No not at all (Lecturer 6 Acct. Dept.).*

These findings disagree with Zhang (2009) that teachers should begin implementing portfolio assessment with setting learning targets; explain what is involved and what students should do. It negates McMillan (2007) who said that teachers should show examples and give students opportunity to ask questions when planning and implementing portfolio assessment. The result lent credence to why Driessen *et al* (2006) averred that well planned and implemented portfolio is highly suitable not only for monitoring, but also for assessing learners' competence development. The implication of this is that when students are provided enough structure, they can get started

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without telling them exactly what they are expected to do. They might also get stacked if proper structure is not put in place for them to take off. More ever, a haphazard portfolio assessment implementation may not produce the desired result that is capable of positively influencing effective teaching and learning.

**Research Question Three:** To what extent do students accept portfolio assessment as an instrument that facilitates learning?

To answer research questions three that sought the extent to which students accept portfolio assessment as an instrument that facilitates their learning, FGD with the students revealed that students unanimously accept and appreciated portfolio as an assessment tool that helps them learn practical aspect of their field of study. One of the students emphasized that:

*I am more thorough regarding the layout of my work and the overall appearance of my portfolios because I have a sense of a complete project. It excites me when I am writing reports of my field work. I enjoy doing it because you are reporting your experiences. You also get to know some things practically. It will definitely help in my final year project (Student in Group 2 Acct. Dept.).*

One other student lamented on how he gets pissed off anytime one short test is announced in preference to portfolio assessment saying:

*I don't know why lecturers like giving test when they will just engage us in doing practical work. Like in Accounting, we need more of practical things than test*

*because we cannot get the experience from test but we can get it through practice and on the field. On the field you are involved in doing than memorizing for test. On the field the knowledge remains with you but you forget all what you have read after the test. I prefer this type of assessment (Student in group 11 Acct. Dept.).*

One of the student reluctantly lamented that the rigor involved in portfolio assessment is too much.

He said:

*I don't get down well with it because I don't have all the time. It is time demanding and stressful. Although the experience is good but the stress is too much. If it is test, once I finished I know I am free but this series of assignment of a thing is a burden to me (Student in group 18 Bus. Mgt.).*

These responses support Ugodulunwa and Wakjissa (2015) that portfolio assessment helped to improve students' performance and that students' engagement in portfolio collections enabled them in meaningful knowledge construction over time that led to their improved performance. The results confirmed Nezakatgoo (2011) that students whose work were evaluated by a portfolio system (portfolio-based assessment) had a significant reduction in errors of writing when compared to those students whose work were evaluated by more traditional evaluation system (non-portfolio-based assessment). The result confirmed Asuru and Odigi (2015) position that teachers are given

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greater responsibility to design quality assessments that align with students learning outcomes. The implication of the finding is that, if assessment instruments teachers employ properly aligned with students' learning outcomes they will have better understanding of the context of the subject and they may become more thorough in their work.

As expected in focus group discussions, certain trends and diversity pattern characterized the responses of discussion participants. Students accepted and appreciated portfolio assessment as an instrument that facilitates their development. Discussants equally agree unanimously that portfolio assessment has a great impact on their learning. However, views vary on the notification of other interested parties, giving feedback and involving students in selecting scoring criteria. Some discussants believed that involving other interested parties like parents can check lecturer's excesses. Others reported the need for feedback while others were indifferent. Although large number of discussant would want to be involved in selecting scoring criteria, others were indifferent.

## **Conclusion**

Conclusions were made based on the findings of the study that the idea of portfolio assessment in Nigeria's higher education institutions is not new but its practice has not been well embraced. In  
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planning and implementing portfolio assessment, lecturers decide on teaching and learning goals but do not involve students in content selection and development of scoring rubrics. In implementing portfolio assessment, lecturers identify learning targets, explain what students are expected to do and allow students to ask questions. Students appreciated portfolio assessment as an instrument that facilitates their learning and development when they are involved in deciding mode of assessments. It is thus desirable that portfolio assessment should be employed as assessment tool of involving students in determining learning outcomes and assessment modes at the Polytechnic, Ibadan sustainably.

## **Recommendations**

From the foregoing findings and conclusion of study, the following were made that:

- a) Lecturers should properly plan and implement portfolio assessment in the polytechnic.
- b) Students should be involved in the planning and implementation of portfolio assessment especially in content selection and scoring rubrics to accommodate students' self-assessment and self-reflections.

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- c) The school authorities should encourage the use of authentic assessments instruments that are more robust and capable of enhancing teaching and learning.
- d) There is the need for refresher courses, seminars, conferences and workshops for lecturers to update their knowledge on the new assessment techniques.
- e) Lecturers should embrace the use of assessment instruments that are more robust than one shot test approach.

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*African Higher Education Review (AHER), Vol. 10(1&2), November 2016, ISSN: 2141-1905*

**Lecturers' Perception of Government Investment in Education and Institutional Effectiveness in Cross River State**

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**Abstract**

Institutional effectiveness is one in which essentially all of the students acquire the basic skills and other desired behaviour within the school. This study explored lecturers' perception of government investment in education and institutional effectiveness in universities in Cross River State, Nigeria. Two research questions were stated to guide the study. Survey research design was adopted. The

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population of the study comprised 1,851 academic staff within the University of Calabar and Cross River University of Technology. Stratified and simple random sampling technique was used. A sample size of two hundred lecturers was selected. Questionnaire titled: Lecturers' perception of government investment in education and institutional effectiveness (LPGIEIEQ) was used for data collection. Reliability coefficients of 0.63 and 0.71 were obtained using Cronbach alpha. Descriptive statistics was used for data analysis. The findings revealed that lecturer's perception of government investment in education in terms of ICT resources and entrepreneurship education and institutional effectiveness was within average. It was therefore recommended that government should increase investment in education particularly in order for students to acquire appropriate skills and for the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society.

**Keywords:** Investment in education, institutional effectiveness, manpower development.

## **Introduction**

Every organization, schools inclusive, is set up with specific objectives and also for particular goals. The degree of success of each organization is determined by how well the set objectives and goals are achieved or met. The schools productivity or performance is a function of its effectiveness and the effectiveness of a school helps determine what happens in each classroom. Oguntimehin & Opoola (2013), and Hoy & Miskel (2001) argued that a school is deemed as effective if the outcome of its activities meets or exceeds its goals. The goals set should be

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reflective of students' academic ability. It is no surprise; therefore that academic emphasis and frequent monitoring of students' academic progress have been viewed as important correlates of an effective school.

Education is regarded as an important agent of change due to its role in social, economic, political and technological development. For instance, China has been able to build herself into one of the strongest economic powers in the world (at present) because of her quality education. The effectiveness of the school in knowledge building and impacting therefore appears to have a great consequence in the development of any nation. One of the functions of the government of any nation, Nigeria inclusive, is the provision of quality education for its citizens. The quality of

education provided in any particular nation reflects greatly in the effectiveness of her schools. Ineffective schools are not likely to deliver quality education (Okoi, 2007).

The inability of Nigerian Universities to function effectively is the result of lack of inadequate investment in education over the years. According to Okoroma (2015), these inadequacies have resulted in the current face up between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria. The ASUU advocates that the recommendation of the United Nations Educational Scientific and Cultural Organisations (UNESCO) that a minimum of 26% of the annual budget of member nations be allocated to education and be implemented in Nigeria. This situation is presently paratactic with all infrastructures in the system almost grounded. Education has consistently received allocations far below the minimum 26% of national budget recommended by UNESCO, despite phenomenal increases in the nation's Gross Domestic Product (GDP) since 2000. Adenipekun (2009) stated that the Federal Government had earlier initiated action plans to increase tertiary education funding which never materialized. He made it clear that over the years, the funding of tertiary institutions has been grossly inadequate because the allocation from the federal and state governments fell far short of what is actually required.

A justification for an increase in the funding of education has been driven home with a comparative analysis of what obtains in other developing countries. A comparative data published

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widely in the media not long ago, showed that Nigeria spends less than nine percent (9%) of its annual budget on educe compared to smaller nations like Swaziland 24.6%, Lesotho 17.0%, South Africa 25.8% , Cote d' Ivoire 30.0%, Burkina Faso 16.8%, Ghana 31%, Uganda 27.0% (Oguntimehin & Opoola, 2013).

Investment is defined by the World Bank (2004) as the outlays made by individuals, firms, or government to add to their capital to ensure growth in every economy, it is assumed that people with more education earn more than people with less education, if based on variables like type of job, salary structure and educational qualification. The cost incurred by the individual in acquiring

education constitutes an investment in their future earning capacity. Investment in education does not only transform people into capital, it imparts knowledge and skills, transforms human behavioural patterns, and shapes and develops personal attributes positively.

Investment in education is said to bring both “internal” and “external” benefits. According to AB Organization (2008), the most glaring characteristic of educational investment is externality. According to this organization, the external benefits of education lie in the enhanced social and cultural climate, and the widening of the individuals intellectual horizon.

Investment in education, being an important component of human endeavour leads to human capital development to produce skills and values embodied in individuals for stimulating resourcefulness and increasing productivity in individuals. Developing human capital means sustaining economic growth by reducing poverty and improving productivity.

According to Eluwa (2007), human capital development necessitates investment in education. So, investment in education is not only to be seen as a key to poverty reduction but also that it helps to supply the essential human capital. An investment in education therefore has both direct and indirect positive effects on the individual and the society. It has direct effects on improving productivity, earnings and indirect effects on people by stirring up positive changes in their attitude towards work, society, and the environment.

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This study considered lecturers’ perception of government investment in education, in terms of ICT resources and entrepreneurship education.

Government investment in information and communication technology (ICT) plays a vital role in institutional effectiveness. ICT is the ability to use electronic means to capture, process, communicate and store information. It can be utilized by teachers to enhance or improve the teaching and learning process together. According to Agwumezie (1999), resources are the ingredients that stimulate a learner and bring about the understanding of the curriculum content of

any programme. ICT resources are the important aids which are needed for the implementation of curriculum content of any programme. These include hardware, software and telecommunications facilities in the form of personal computers, scanners, digital camera, phones, faxes, modem, teleconferencing, compact disk, digital video disk player, recorders, radio and television and programmes such as database systems used in education (Onah & Okoro, 2010).

The Federal government of Nigeria has made some effort to enhance ICT resources for teaching and learning in its educational institutions. Two of such efforts are the partnering with AfriHub-Zinox to provide ICT sustainable interaction, and the commissioned Digital Awareness Programme (DAP) in tertiary institutions in Nigeria (Nudukwe, 2007). This programme involves the provision of ICT resources in as many educational institutions as possible across Nigeria. The provision of adequate and appropriate learning experiences which will generate effective and meaningful learning requires adequate resources in the implementation of such a laudable programme, (Ugwuanyi, 2012). Unfortunately, many tertiary institutions were not beneficiaries of the partnership due to poor funding of the programme.

Lack of entrepreneurship skills no doubt is a major contributing factor to the problem of unemployment of graduates and youth in Nigeria (Adebisi & Oni, 2012). The incidence of graduate/youth unemployment is attributed to the educational system operated during the pre and post independence era in the country which placed emphasis on liberal education rather than acquisition of vocational skills which equips school leavers and graduates with vocational skills for

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better employment opportunities. Similarly, the Development Policy Research Unit of the Federal Ministry of Economic Development (DPRU, 2007) posited that many graduates are unemployed because they chose wrong fields or study, quality of education not up to standard, and others lack soft skills and their expectation are often too high. According to the NUC, entrepreneurial studies are out to make beneficiaries to think creatively and work towards job creation during their undergraduate days and after graduation from the university.

Nnadi (2012) opined that entrepreneurship education will help the Nigerian youth to achieve the well cherished desire which is a transition from school to work to earn a living. He added that in discussing the role of curriculum in creating the entrepreneurial generation at all levels of school, it will prepare the youth to be responsible and enterprising individuals who will become entrepreneurs or entrepreneurial thinkers in order to contribute to economic development and sustainable communities.

Education is basic to development, and also regarded as the only instrument through which the society can be evenly transformed if funded well. As a salient factor in any transition programme, education equips human resources with the needed knowledge, skills and competencies, which would make them functional, and contribute to the all-round development of the nation; it is against this background that this study aimed at determining lecturers' perception of government investment in education and institutional effectiveness in Universities in Cross River State.

Generally, the purpose of university education is to improve the lives of students/people who received it through knowledge and skills. The most valuable education for learners and for society will build life skills and emphasize their usefulness, relevance and their practical expectations, But it is unfortunate to indicate that most institutions have failed in their function toward equipping the recipients with instruction that will make them relevant to their society.

These issues have caused institutions in Cross River State to be operating below a standard that could enhance good productivity as a result of inadequate investment in education. The expectation of stakeholders is that students in their schools should excel in academics and also gain

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employment after graduation in order to complement the huge finances invested on them. This has been the worry of most researchers, parents, school administrators and government. But the situation has been exacerbated by mass production of graduates and school leavers without any commensurate arrangement for their gainful employment. The rationale for this study is therefore

to examine; to what extent lecturers' perception of government investment in education relate with institutional effectiveness in Cross River State?

### Research Questions

The following questions were stated to direct the study:

1. In what ways does lecturers' perception of government investment in education in terms ICT resources relate to institutional effectiveness?
2. In what ways does lecturers' perception of government investment in entrepreneurship education relate to institutional effectiveness?
3. What is the mean ratio of lecturers' perception on institutional effectiveness?

### Methodology

This study adopts survey design. The population of the study consisted of one thousand eight hundred and fifty one (1,851) academic staff within University of Calabar and Cross River University of Technology. Stratified and simple random sampling technique was used. A sample size of two hundred lecturers was selected for the study. A Questionnaire titled "lecturers' perception of government. Investment and institutional effectiveness" (LPGIEIEQ) was used for data collection. Reliability coefficients of 0.63 and 0.71 were obtained using Cronbach alpha.. The questionnaire was designed using the 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The questionnaire contains 18 items, six for each variable.

### Results

**Research Question One:** In what ways does lecturers' perception of government investment in education in terms ICT resources relate to institutional effectiveness?

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**Table 1: Mean responses of respondents on lecturer's perception of government investment in education in term of ICT resources**

S/N	Items	$\bar{X}$	SD	Decision
1.	Government usually provides ICT facilities to the institution at subsidized rate.	4.43	0.52	Agreed

2.	You can access ICT facilities in your school regularly	1.02	0.42	Disagreed
3.	Most ICT facilities used in the school are obsolete.	1.21	0.13	Disagreed
4.	There is always an appeal for donations of ICT facilities in your school.	0.39	0.27	Disagreed
5.	Students pay less for ICT facilities provided by the government.	4.31	0.31	Agreed
6.	You benefitted from government intervention programme on ICT for staff	3.09	0.33	Agreed
<b>Average mean</b>		<b>2.86</b>	<b>1.31</b>	

*Source: survey 2016*

Table 1 revealed lecturers' perception of government investment in education in terms of ICT resources. Three items had mean responses of between 4.43 and 3.09 signifying that the respondents also showed low perception on item 2, 3, 4 with a low mean score of 1.21 and a standard deviation of 0.13 when compared with the average mean.

**Research Question Two:** In what ways does lecturers' perception of government investment in entrepreneurship education relate to institutional effectiveness?

**Table 2: Mean Responses of respondents on lecturer's perception of government investment in education in term of entrepreneurship education.**

S/N	Items	$\bar{X}$	SD	Decision
1.	Entrepreneurship programmes are organized regularly in the school	3.42	1.26	Agreed
2.	New programmes are established for your Universities.	3.26	1.43	Agreed
3.	Entrepreneurship activities are usually not well coordinated	1.31	0.31	Disagreed
4.	School administrators usually provide money in encouraging creative activities	3.61	1.21	Agreed
5.	Government subsidized entrepreneurship programme for staff.	3.28	1.13	Agreed
6.	My institution hardly creates good avenues for sponsorship programmes in entrepreneurship.	3.48	1.26	Agreed
<b>Grand total</b>		<b>2.96</b>	<b>1.18</b>	

*Source: survey 2016*

Table 2 also revealed that with the average means of 2.96 and 1.18 standard deviation responses above the average scores were agreed. While responses below the average mean were disagreed.

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The implication of this table is that lecturers' perception of government investment in education in terms of entrepreneurship education is high

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**Research Question Three:** What is the mean ratio of lecturers perception on institutional effectiveness?

**Table 3: Mean responses of respondents on institutional effectiveness**

S/N	Items	$\bar{X}$	SD	Decision
1.	Leadership in my school is effective and well- coordinated.	3.10	1.26	Agreed
2.	School activities are actively organized base on leadership qualities	2.43	1.26	Agreed
3.	Students' progress is continually monitored throughout the period of schooling.	4.62	1.18	Agreed
4.	Conducive environment is usually maintained with regard to delegation of authority.	3.61	1.96	Agreed
5.	School activities are usually monitored through feedback mechanism.	1.98	0.69	Disagreed
6.	The school curriculum is usually covered within the stipulated time.	4.28	1.99	Agreed
<b>Average mean</b>		<b>2.38</b>	<b>1.17</b>	

*Source: survey 2016*

The result of this table showed that lecturers' perception of the responses of institutional effectiveness is relatively high in line with the variable items responses when compared to the mean average showed five items agreed and only one disagreed

### **Discussion**

With regard to question one, the result showed that lecturers perception of government investment in education in terms of ICT resources showed a high perception in 3 items while also responses showed a low perception in 3 items when compared with the average mean. The implication of this result is that the state of ICT resources in Universities of Cross River State is not totally encouraging.

The study also showed that the prospects for ICT resources in our digitally driven campus are still bleak. This is a major reason why our universities are not effective in producing students with good competencies and skills in ICT resources. This is why the government must endeavour to make ICT resources available and accessible to institutions. These findings are in agreement with those of Agwumezie (1997) who posited that ICT resources are the ingredients that stimulate a learner

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and brings about the understanding of the curriculum content of any programme. ICT resources are the most important aids which are needed for the implementation of curriculum content.

The result of research question 2 also showed a moderate perception on the part of the lecturers on government investment in education in terms of entrepreneurship education and university effectiveness. The implication of this result is that there is the need to achieve a better entrepreneurial skill and abilities in order for students to contribute to the development of the society. The result of this study also showed that some lecturers disagreed with some items, which showed that lack of entrepreneurial skills is no doubt a contributing factor to the problem of unemployment in Nigeria. This calls for an increased investment by government in this direction. It is based on this that the result showed that entrepreneurship education is out to make beneficiaries think creatively about job creation during their undergraduate days and thereafter.

## **Conclusion**

From this study, the researcher concluded that today the internet is the apex of information and communication technology, offering limitless access to all kinds of information, and entrepreneurial education is necessary for the development of the individual in order to contribute to the development of the society. There is need for increased government investment in education in all its ramifications.

## **Recommendations**

1. Government should increase investment in education in order for students to acquire appropriate skills and development of mental, physical and social abilities and competencies to equip them for life and to contribute to the development of the society.
2. Government should increase investment in education in order to reposition and transform education especially tertiary institutions toward the entrepreneurial drive for job creation, and global competitiveness of Nigerian graduates.

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## **Personnel Welfare Factors and Academic Staff Effectiveness in the University of Ibadan**

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### **Abstract**

This study investigated the relationship between personnel welfare factors (work environment, reward system and career progression) and academic staff effectiveness (research, teaching and community service) in the University of Ibadan, Nigeria. The study adopted a survey research design; the population comprised academic staff of all cadres in the thirteen faculties, five institutes and two centres in the University of Ibadan. Cluster sampling technique was used to select eight faculties, three institutes and two centres, out of which 412 lecturers were randomly sampled as subject of the study. The instrument used for data collection was Personnel Welfare Factors and Academic Staff Effectiveness Questionnaire, (PWFASEQ) with 0.86 reliability coefficient. Data were analyzed using descriptive statistics, ANOVA as well as regression analysis at 5% level of significance. The findings revealed that academic staff are effective in terms of research, teaching and community service. It further showed that their work environment is conducive at ( $\bar{X} = 3.02$ ). Welfare factors (work environment, reward system and career progression) have significant joint influence on academic staff effectiveness, it accounted for approximately 70% of the total variance (Adjusted  $R^2 = 0.70$ ) which is significant ( $F_{(412)} = 11.366$ ,  $P < 0.05$ ), though work environment made the highest contribution to the prediction of academic staff effectiveness ( $\beta = .186$ ,  $t = 3.752$ ,  $P < 0.05$ ), while reward system has the least contribution ( $\beta = -.09$ ,  $t = -.173$ ,  $P > 0.05$ ), therefore, it is not statistically significant. Thus, the study recommended that the government and universities management should pay increasing attention on, and ensure the welfare of academic staff in terms of funds provision, safe-work environment, and career

advancement programme among others for enhancing job performance of academic staff especially in terms of publication.

**Keywords:** Work environment, Reward system, Career progression, Academic staff effectiveness.

## Introduction

Universities are one of the educational institutions where higher education is acquired. They can be regarded as the peak of educational institutions all over the world. The university has been

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described among others by John Henry Newman in the 19th Century as a place “where ...inquiry is pushed forward and discoveries verified and perfected and rashness rendered innocuous and error exposed by the collision of mind with mind, knowledge with knowledge. It is a seat of wisdom, a light of the world, and a minister of the faith and an Alma Mater of the rising generation”. Similarly, Fayemi (2012) delivering the 2nd convocation lecture of the Osun State University, Oshogbo, described the university as "a veritable universe in a city even when based in a small town. A true university is a place that encompasses the world; it welcomes the world and opens out to the world. And as the summit of higher education, the university is the veritable instrument and institution of social transformation".

In essence, the role of Academic staff in realizing laudable goals of university cannot be undermined. Academic staffs are essential to human capital development. In fact, many academic staff are specialists in their disciplines, have attained great academic heights and are hard to come by. Because their jobs have national and global relevance, they tend to be very mobile (Akpotu & Nwadiani, 2003). Professor Julius Okojie in a lecture at Lagos State University, Lagos Nigeria 18th Convocation Lecture (2013): When you engage any academic staff in any Nigerian university in a discussion about his/her assignment in the university, the answer you will get is "*I am engaged to teach, research and do community service*". The academic profession is an entirely different profession from an office job because an academic staff has to play many roles at the same time like friend, teacher, father, mentor, trainer, adviser, supervisor, etc. Okojie's explanation is based on FRN (2004), that academic roles of the University are geared towards achieving the university goals which is teaching, research, dissemination of existing and new information, pursuit of service to the community and being a store house of knowledge. To effectively deliver on these objectives, qualified and competent academics are harnessed. In his submission, Atanda (2012) claimed that research is a principal mandate of the university system in contributing her quota to national

development. Bamiro (2009) explained that from time immemorial, research has been central in the performance of the three key mandates of academics (i.e. teaching, research and community service). He affirmed that, it is a tool for producing knowledge. However, the irony of the above stated fact of the effectiveness of academic staff in the university environment is that it is relatively low compared to their job expectation. This is as a result of numerous variables such as poor work condition, unstable promotion, poor career progression and irregular payment of salaries. These variables lead to negative consequences such as low academic staff effectiveness, low productivity, intentional absenteeism, brain drain and low job performance.

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In recent time, it appears that members of the public are worried about the quality of education offered in Nigerian universities as reflected in graduates turned out by these institutions. Not only that, the quality of research output from Nigerian universities leaves one in doubt if they could compete with other world class universities. No wonder, most of the policy recommendations of research conducted are not utilized by policy makers or other stakeholders. The 2016 webometric ranking of universities in the world as reported by Times Higher Education attests to this, where the only university that came among the first one thousand was ranked 801.

The effectiveness of academic staff is determined by their performance standards. Hence, standards must be established according to individual job description which should be tied to organizational goals and objectives. Furthermore, these standards should be a written document which will make it legally binding and objective. Failure to align performance standards with organizational goals and objectives leads to misunderstandings, poor morale, and lack of job satisfaction, ineffectiveness, and confusion (Daley, 2002). Moreover, performance of academic staff cannot be measured in isolation of some remote variables. Therefore, the performance of academic staff is not only a function of ability (qualification and competence) but also of motivation. Ngu (1998) contended that the two most important variables explaining employee performance are motivation and ability. Thus, level of academic staff effectiveness could be attributed to welfare factors which are intrinsic and extrinsic factors. The extent at which academic staff derive satisfaction in the discharge of their duties is likely to determine their further commitment. It implies that academic staff job satisfaction could be a predictor of their retention. Therefore, a positive and healthy university climate not only increases academic staff job satisfaction, but also improves learning and increases productivity. Regina (2014) opined that adequate productivity and performance in the

teaching-learning process depends so much on the motivation of academic staff. In other words, the efficiency of academic staff depends, to a large extent, on motivational factors (work environment, promotion opportunities, autonomy, professional development, safety and security, empowerment and authority etc).

There have been contentions on reliability of criteria being used to measure academic staff effectiveness. According to Igbojekwe, Ugo-Okoro, and Agbonye (2015), the evaluation criteria used in evaluating the lecturers in Nigerian tertiary institutions today have failed to enhance the quality of performance and credibility of graduates of tertiary institutions because such evaluation methods tend to emphasis more on research but give low priority to teaching. Also, Ofoegbu (2001), opined that teaching performance and other in-class behaviours are never recognized criteria when considering university teachers for promotion or reward. Emphasis is rather placed

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on research publications. Igbojekwe et-al (2015) contended that the use of research publications and paper presentation at conferences as the main performance indicators for lecturers while neglecting in-class effectiveness is counter-productive. In its submission EJES (2011), affirmed that an academic staff having administrative role serves dual purposes. He has to attend to lectures, administer exams, mark exams, collation of results, supervise project works/thesis as well as perform the role of the Head of Department, Dean of a faculty, serve as a senate member, council member, committee member, Directors of Institutes, provosts college etc

In this research work, academic staff effectiveness will be limited to the extent at which they score high in teaching, research and community service. This is because impacts of teaching, research and community service are usually thought as factors that determine the progress recorded by academic staff. While personnel welfare factors will be limited to positive and safe work environment, career progression and reward system.

The complaints of stakeholders about the quality of Nigerian university education as reflected in the quality of graduates turn-out, quality of research and positions of Nigerian universities in world ranking put one in doubt if the stated goals are being realized. The duties of academic staff are quite enormous. Scholars have argued that academic staff effectiveness is a function of numerous variables; attitude of academic staff could be affected by work conditions such as a positive and safe work environment, promotion, career progression, salary, and the job itself. Absence of these variables lead to negative consequences such as low academic staff effectiveness, low productivity, intentional absenteeism, brain drain, apathy and low job performance. It is sad to note that because  
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they lack job satisfaction, academic staffs become ineffective on their jobs such as low research publications. For these reasons, academic staff should be made to experience high levels of job satisfaction and motivation.

Based on this, the study investigated personnel welfare factors as they affect academic staff effectiveness in University of Ibadan in order to bring about a desirable job satisfaction among academic staff.

### **Research Questions**

- i. What is the level of academic staff effectiveness in University of Ibadan?
- ii. What is the status of work environment available to academic staff in University of Ibadan?

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### **Research Hypotheses**

- H<sub>01</sub>. Personnel welfare factors (positive and safe work environment, career progression, reward system) do not have joint influence on academic staff effectiveness in University of Ibadan.
- H<sub>02</sub>. Personnel welfare factors (positive and safe work environment, career progression, reward system) do not have relative influence on academic staff effectiveness in University of Ibadan.

### **Methodology**

The survey design was used for the present study because it seeks to gain insight into a phenomenon as a means of providing basic information in an area of study. This involved sampling a subset of the population to represent the participants of the study. The variables in the study include the following:

- Independent Variables – these are personnel welfare factors. These are work environment, reward system and career progression
- Dependent variables – These are teaching, research output and community service of university of Ibadan academic staff.

The population of the study comprised all grades of lecturers constituting the academic staff in University of Ibadan. Currently, University of Ibadan has a total number of thirteen Faculties and



five Institutes and two Centres. The faculties are Art, Education, Sciences, Technology, The Social Sciences, Agric and Forestry, Law, Pharmacy, Veterinary Medicine, Clinical Sciences, Dentistry, Public Health, Basic Medical Sciences while the institutes are Institute of Education, Institute of African studies, IMRAT, Archival and Information Science (ARCIS), Distance Learning Centre (DLC), Library (Main and Medical) and Centre for Educational Media Resource Studies. From the Establishment unit of University of Ibadan, the population of academic staff at University of Ibadan which is the target of this study is One thousand, five hundred and thirty -nine (1539). The population was stratified into three (3) units namely; Faculties, Institutes and Centres. Cluster sampling technique was used to select eight faculties, three institutes and two centres in the University, out of which 50% were selected using simple random sampling technique to make 412 sample of the study.

The emphasis was on the content validity of the instrument used for this study. The questionnaire was given to the researcher's supervisor and some lecturers in the department of educational management, University of Ibadan and all corrections noted were incorporated.

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In order to ascertain the reliability of the research instrument, the instrument was administered in two faculties and one institute that were not used for the main study 25 out of the 30 instrument administered were retrieved and Cronbach Alpha coefficient was used to obtain the reliability coefficient. The result of the reliability obtained was 0.86. This indicates that the reliability of the instrument is high.

## Results

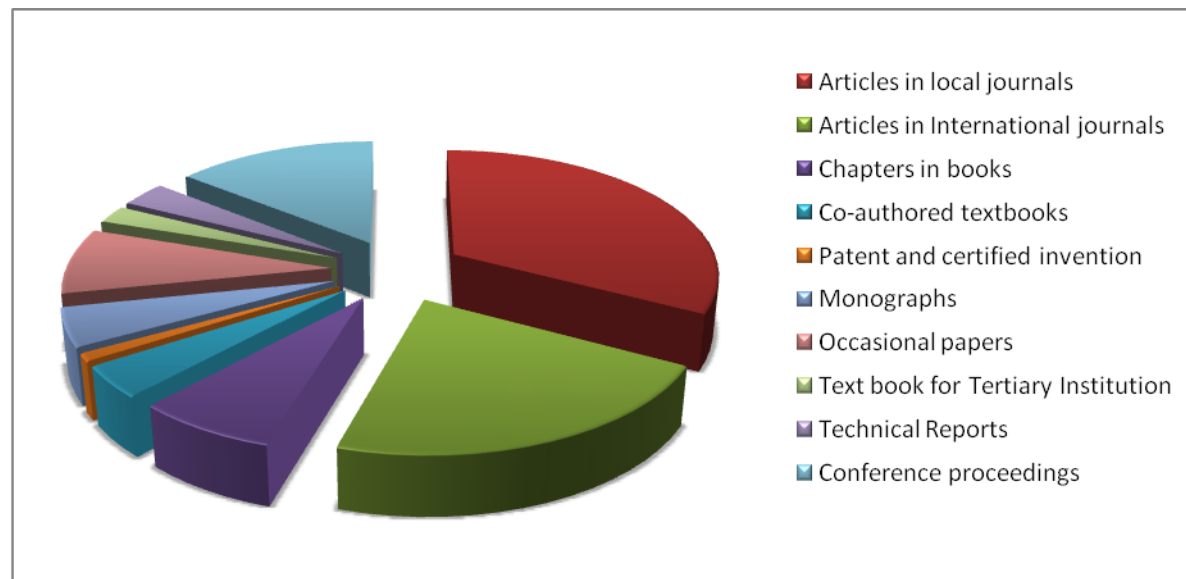
**Research Question 1:** What is the level of academic staff effectiveness in University of Ibadan (research output, teaching, community service)?

**Table 1: Research output of academic staff**

<b>Publications</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Scores/ Point</b>	<b>Maximum Standard</b>	<b>Rank</b>
Articles in local journals	7.05	4.60	3.0	3.0	1.0
Articles in International journals	4.70	3.31	3.0	3.0	2.0
Chapters in books	1.57	1.76	3.0	3.0	5.0

Co-authored textbooks	0.86	1.49	0.6	3.0	7.0
Patent and certified invention	0.21	0.59	2.0	10	10
Monographs	1.05	1.12	2.0	2.0	6.0
Occasional papers	1.81	2.25	3.0	3.0	4.0
Text book for Tertiary Institution	0.49	0.89	1.5	3.0	9.0
Technical Reports	0.70	1.10	1.4	2.0	8.0
Conference proceedings	3.07	1.80	2.0	2.0	3.0

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The table1and Figure 1 show the average number of the research output of 412 academic staff in University of Ibadan for a period of three years (2013 to 2015). Appropriate point is allocated to each mean of the item published, since there is no specific numbers of papers due on any academic staff to measure their level of effectiveness in terms of publication. In order of hierarchy, articles in [Webportal developed by www.bertatechsolutions.com.ng](http://www.bertatechsolutions.com.ng)

learned journals are the most published by academic staff. Next in the magnitude of publication is conference proceedings, it shows that academic staff are effective with enough conference papers. Also, the research output of academic staff is good at occasional papers and then chapters in books. Moreover, the findings show that an average lecturer has monographs and also has co-authored textbooks. However, the findings revealed that academic staff are weak in publishing technical reports and textbook for tertiary institutions. Finally, the studies reveal that patent right inventions is very low among academic staff, this means that only a very few of them has copyright inventions according to the result of this findings.

**Table 2: Teaching Effectiveness of Academic Staff**

S/N	ITEMS	Very true of me	True of me	Less true of me	Not true of me	Mean	SD
1.	I attend my lessons according to the time-table	241 (58.5%)	150 (36.4%)	19 (4.6%)	2 (0.5%)	3.53	0.61
2.	I attend to my Lessons always	203 (49.3%)	192 (46.6%)	17 (4.1%)		3.45	0.57
3.	I enter my class at the right time (i.e. not late)	201 (48.8%)	202 (49.0%)	9 (2.2%)	10 (2.4%)	3.47	0.54
4.	I leave class at the right time (not earlier than supposed)	186 (45.1%)	212 (51.5%)	14 (3.4%)		3.42	0.56
5.	My students take down notes in class	123	250	35	3	3.20	0.61

		(29.9%)	(60.7%)	(8.7%)	(0.7%)		
6.	I conduct test for the students in every course I teach	107	225	76	4	3.06	0.69
		(26.0%)	(54.6%)	(18.4%)	(1.0%)		
7.	All assignments I give to students are marked	69	217	118	8	2.84	0.71
		(16.7%)	(52.7%)	(28.6%)	(1.9%)		
8.	I return all continuous assessment (CA) marked scripts to students	71	142	181	18	2.65	0.81
		(17.4%)	(34.5%)	(43.9%)	(4.4%)		
9.	I release the CA scores to students before examination commences	72	156	157	26	2.77	0.22
		(17.5%)	(37.9%)	(28.1%)	(6.3%)		
10.	I attend to students' Projects as at when due.	97	293	20	2	3.18	0.52
		(23.5%)	(71.1%)	(4.9%)	(0.5%)		
11	The performance f my students at examinations are high.	91	300	17	04	3.16	0.53
		(22.1%)	(72.8%)	(4.1%)	(0.1%)		
<b>Weighted average</b>						3.16	0.58

Source: survey 2015

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Table 2 shows the effectiveness of academic staff towards teaching. The scale of the responses ranges from 'very true of me, true of me, less true of me and not true of me. For simplicity and to eliminate confusion, 'very true of me' and true of me are merged here together to represent 'true of me while less true of me and not true of me are merged too to represent one single 'not true of me. Thus, their responses are; 241 (58.5%) of the total sample agree that it is true that they attend their classes according to the time table. 394 (95.9%) respondents said that it is true that they attend their classes always. 403 (97.8%) claim that they enter the classes at the right time (not late). 398 (96.6%) of the total respondents claim that it is true that they leave the class at the right time, that is, not earlier than supposed. 373 (90.6%) of the respondents confirm that it is true that their students take down notes in the class. Pertaining to the test to be conducted in every course taught, 332 (80.6%) respondents attest that is true that they conduct test in every course they teach. 286 (69.7%) of total respondents affirm that it is true that all assignment given to their students are marked. 213 (51.9%) respondents said that they return all continuous assessment (C.A) marked

scripts to students. 228 (55.4%) respondents claim that they release C.A scores to students before examination commences. 390 (94.6%) attest that it is true that they attend to students projects as and when due. Finally, on the issue of students performance in examination, 391 (94.9%) respondents claim that it is true that the performance of their students in examination is high The weighted average of the mean and standard deviation of the respondents response are 3.16 and 0.58 respectively, therefore, we can conclude that academic staff of University of Ibadan are effective in terms of teaching.

**Table 3: Community service of academic staff**

S/N	ITEMS	Very true of me	True of me	Less true of me	Not true of me	Mean	SD
1.	My research has been useful in the formulation of policies	139 (33.7%)	212 (51.5%)	42 (10.2%)	18 (4.4%)	3.15	0.77
2.	My research is relevant to the needs of the nation	145 (35.2%)	241 (58.5%)	19 (4.6%)	7 (1.7%)	3.27	0.63
3	Students I train are usually rated high in their industrial attachment training	129 (31.3%)	263 (63.8%)	18 (4.4%)	2 (0.5%)	3.26	0.56
4	My performance in professional associations in my field is high	154 (37.4%)	238 (57.8%)	11 (2.7%)	9 (2.2%)	3.30	0.62

5	My participation in communal activities are remarkable	152 (36.9%)	237 (57.5%)	18 (4.4%)	5 (1.2%)	3.3	0.61
<b>Weighted average</b>						2.58	0.64

*Source: survey 2015*

Table3 shows the effectiveness of academic staff towards community service. The scale of the responses ranges from ‘very true of me, true of me, less true of me and not true of me. For simplicity and to eliminate confusion, ‘very true of me’ and true of me are merged here together to represent ‘true of me while less true of me and not true of me are merged too to represent one single ‘true of me. Thus the result showed that 351 (85.2%) of the total respondents claimed that it is true of them that their research has been useful in the formulation of policies. 386 (93.7%) of the respondents claimed that their research is relevant to the need of the nation.. 392 (95.1%) of the respondents attest that it is true that the students they train are usually rated high in their industrial attachment training. Also, 392 (95.2%) of the respondents claimed that it is true that their performance in professional association in their field is high. Finally, 389 (94.4%) of the total respondents agreed that it is true of them that their participation in communal activities are remarkable.

The weighted average of the mean and standard deviation of the respondents response are 2.58 and 0.64 respectively, therefore, we can conclude that academic staff of University of Ibadan are fairly effective in terms of their community service.

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**Research Question 2:** What is the status of work environment available to the academic staff in University of Ibadan?

**Table 4: Work Environment of Academic Staff in University of Ibadan**

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
1.	Enough facilities are adequately provided	55 (13.3%)	228 (55.3%)	78 (18.9%)	51 (12.4%)	2.7	0.85
2.	Suitable policies are often made by management.	47 (11.4%)	311 (75.5%)	43 (10.4%)	11 (2.7%)	2.96	0.57

3.	computer program are employ to perform tasks	61 (14.8%)	302 (73.3%)	39 (9.5%)	10 (2.4%)	3.00	0.58
4.	Dependable health and insurance schemes are enjoyed by staff.	107 (26%)	261 (63.3%)	28 (6.8%)	14 (3.4%)	3.27	2.18
5.	Team work is usually promoted.	89 (21.6%)	246 (59.7%)	74 (18.0%)	15 (3.6%)	2.93	0.71
6.	Adequate job security is enjoyed by staff.	181 (43.9%)	187 (45.4%)	26 (6.3%)	14 (3.4%)	3.65	3.57
7.	The work environment promotes social interactions.	88 (21.4%)	251 (60.9%)	67 (16.3%)	6 (1.5%)	3.02	0.66
8.	The principle of collective responsibility is fully enjoyed by staff	82 (19.9%)	223 (54.1%)	91 (22.1%)	14 (3.4%)	3.06	2.29
9.	Internet facilities are adequately made available.	63 (15.3%)	195 (47.3%)	116 (28.2%)	38 (9.2%)	2.69	0.84
10.	Members of staff work with little or no supervision.	79 (19.2%)	251 (60.9%)	54 (13.1%)	28 (6.8%)	2.92	0.77
<b>Weighted Average</b> =						3.02	1.3

*Source: survey 2015*

The table 4 shows the status of the work environment of academic staff in University of Ibadan. The responses to the questions given ranges from strongly agree, agree, and disagree to strongly disagree. However, strongly agree and agree are merged as one to represent ‘agree’ while strongly disagree and disagree are also emerged as one to represent ‘disagree’. It is revealed that

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283 (68.6%) respondents agreed that enough facilities are adequately provided. Also, 358 (86.9%) of the respondents agreed with the management policies. 363 (88.1%) employ computer programs to perform tasks. 368 (89.3%) of them enjoy a dependable health and insurance scheme. 322 (78.1%) of the respondent usually enjoy team work. 368 (89.3%) agreed that their work is adequately secured. 339(82%) agreed that it promotes social interactions. 305(74%) enjoyed the principle of collective responsibility. 258(62.6%) agreed that there is availability of adequate

internet facilities. Finally, 330(80.1%) agreed that members of staff work with little or no supervision.

The weighted average of the mean and standard deviation are 3.02 and 1.3, hence, it can be inferred that the environment is conducive enough for the academic staff of University of Ibadan.

**Hypothesis 1:** Personnel welfare factors (Career Progression, Work Environment, and Reward System) do not have significant joint influence on academic staff effectiveness in University of Ibadan.

**Table 5: Joint contribution of welfare factors variable and academic staff effectiveness**

<b>R</b>	<b>= .278</b>				
<b>R<sup>2</sup></b>	<b>= .077</b>				
<b>Adj R<sup>2</sup></b>	<b>= .070</b>				
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5504.791	3	1834.930	11.366	.000 <sup>b</sup>
Residual	65868.440	408	161.442		
Total	71373.231	411			

a. Dependent Variable: Effectiveness2

b. Predictors: (Constant), Career Progression, Work Environment, Reward System

The table 5 shows the joint influence of the independent variables (Career Progression, Work Environment, Reward System) on academic staff effectiveness was significant at ( $F_{(412)}=11.366$ ,  $P < 0.05$ ). The table also shows a coefficient of multiple R of .278 and multiple  $R^2$  of .077. The combination of the independent variable accounted to approximately 70% (adjusted  $R^2 = 0.070$ ) of the total variance in the prediction of academic staff effectiveness. Therefore, the null hypotheses

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which states that welfare factors variables (Career Progression, Work Environment, Reward System) will not have joint influence on academic staff effectiveness in University of Ibadan is rejected. Hence, Personnel welfare factors (Career Progression, Work Environment, and Reward System) do have significant joint influence on academic staff effectiveness in University of Ibadan.



**Hypothesis 2:** Personnel welfare factors (Career Progression, Work Environment, and Reward System) do not have significant relative influence on academic staff effectiveness in University of Ibadan.

**Table 6: Relative contribution of Personal welfare factors variables to academic staff effectiveness**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Work Environment	.364	.097	.186	3.752	.000
Reward System	-.024	.139	-.009	-.173	.863
Career Progression	.578	.161	.178	3.586	.000

a. Dependent Variable: Effectiveness2

The table 6 shows the contribution of each of the independent variable to the prediction of academic staff effectiveness. In terms of the magnitude of contribution, work environment has the most potent contribution to the prediction of academic staff effectiveness of the respondents ( $\beta = .186$ ,  $t=3.752$ ,  $P < 0.05$ ). Next in the magnitude of the contribution is career progression of the respondents ( $\beta = .178$ ,  $t= 3.586$ ,  $P < 0.05$ ). Reward system contributed the least to the prediction of academic staff effectiveness ( $\beta = -.09$ ,  $t= -.173$ ,  $P > 0.05$ ). The relative influence of work environment and career progression are significant while the relative influence of the reward system of the respondents is not significant.

## Discussion

Research question one which sought to answer the level of effectiveness of academic staff in the University of Ibadan, and was measured using three scales (research publication, teaching and community service). Academic staff was found to be good at publishing research, out of the 10 different research papers analysed, only technical reports and patent and certified invention were found to be published at lower rate. The findings supported that of Jaiyeoba & Atanda (2009) that

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Nigerian lecturers (using University of Ibadan as a case study) were very good at research publication. Also, academic staff in University of Ibadan were found to be good in teaching as well as community service. This is in tandem with Hill, Lomas, and MacGregor (2003) who found in

their investigation of what students in a number of disciplines perceive as quality teaching, that students appreciated lecturers who knew their subject and were well organized. They appreciated lecturers who provided feedback to students during the session and in assignments, and also liked teachers who were easy to be with and helped them to learn.

The measurement of effectiveness is in agreement with Jaiyeoba & Atanda (2009), who identifies that Universities pursue its goals through its major functions: research, teaching and provision and extension of community services. In addition, measuring academic staff effectiveness using these three different scales (research publication, teaching and community service) clarifies the belief of some researchers that academic staff performance is only placed on research publication while neglecting the teaching aspect which is the primary assignment of any academic staff. This finding is also in agreement with Adomi & Mordi, (2003) who posited that promotion and reward systems for academics in Nigeria, however, are largely based on research excellence. Ofoegbu (2001) also agreed that teaching performance and other in-class behaviours are never recognized criteria when considering university teachers for promotion or reward. Emphasis is rather placed on research publications. In conclusion, academic staff who is good in research making will definitely teach effectively therefore, research publication and teaching are complementary. This findings is in agreement with that of (Jaiyeoba & Atanda, 2009) who discovered that sound research can enhance the quality of teaching and raise academic standard generally, therefore both research publication and teaching are complementary

The study revealed that welfare factors (work environment, reward system and career progression) has a significant joint influence on the effectiveness of academic staff in University of Ibadan with an approximately 70% prediction. However, the relative influence reveals that work environment and career progression have higher contribution in influencing the effectiveness of academic staff therefore, are significant, while reward system has the lowest contribution in influencing the effectiveness of academic staff. This means that workers are not likely to yield positively or negatively when motivating them through monetary incentives. Therefore, reward system is not a predicting or a determinant of effectiveness but its absence can bring about dissatisfies. Employees who are well paid but are made to work in environments which are not conducive or made to do repetitive or not recognized will leave for other organizations because of the lack of intrinsic rewards (motivators) just as employees who work in interesting and enabling work environment

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and recognized will leave because they will be dissatisfied with extrinsic rewards (hygiene factors) which reinforces according to Herzberg's Two-Factor theory. This findings is in line with the

result of the results of Chukwunenye and Amgbare (2010) who found out that the work environment influenced the staff performance in his study area, he states that ‘The working environment was poor, in terms of office accommodation and furniture, paucity of working materials, scarcely available and unreliable health and safety facilities, which altogether reduce morale (job satisfaction) and efficiency in job performance.

## **Conclusion**

From the data collected and analyzed, the discussions, the literature reviewed and the findings of the study, the researcher arrived at the following conclusion:

The findings of this study justify the importance of welfare factors to the effectiveness of academic staff. Thus, it can be said that the adequate performance in lecturers’ publication, teaching-learning process and community service depend so much on the welfare of academic staff. In other words, the efficiency of academic staff depends, to a large extent, on welfare factors (work environment, reward system and career progression). The work environment, reward system and career progression of academic staff towards their job play a vital role in determining their performance, productivity and behaviour. These, in turn, determine the success and academic achievement of the students.

## **Recommendations**

The study therefore recommends that;

- University authorities should provide professional development forums (seminars, workshops, conferences, etc) and encourage academic staff to participate. Universities should set aside special funds for sponsoring publication and even marketing of researches conducted by the lecturers. This will help the researchers in their field and enhance publishing within and outside Nigeria.
- University authorities and academic staff should work together in order to pave way for an atmosphere that is conducive to the academic staff performance. The management of the universities should give more attention to work environment of the universities in order to make it more favourable while the academic staff should continue to improve on their job performance. Since the work environment is significantly related to job performance of academic staff.

- Government should encourage the support of parents, students, philanthropists, and corporate institutions in improving the universities' work environment in terms of physical facilities, internet services, authority-staff relationship, and staff development in order to enhance better job performance of the academic staff.

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**Constructivist-Based Instructional Strategies and Pre-Service Biology Teachers Classroom Practices in Ogun State, South/West Nigeria**

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### **Abstract**

Biology has assumed a very prominent place because of its indispensability to building the body of knowledge and national development. Unfortunately poor performance and under achievement of student in biology have become prevalent in recent times due to inadequate training of teachers and dearth of teaching strategies. Over the years, many teaching strategies have being proposed by various educators to improve the pedagogy and classroom performance of biology pre-service teachers. Constructivist-based strategies have emerged as a new paradigm in the training of biology pre-service teachers. The purpose of this paper is to examine the impact of constructivists-based instructional strategies on the classroom practices of pre-service Biology teachers. The study adopted a pre-test protest quasi-experimental design in which Forty (40) randomly selected pre-service biology teachers from two colleges of education in Ogun state participated in the study. These pre-service teachers were grouped into treatment and control groups and the effect of the treatment was determined through their classroom practices in micro teaching exercise. Findings from the study revealed that constructivist-based instructed pre-serviced teachers had improved classroom practices than their control (conventional lecture) group. It is however recommended that constructivist-based instructional strategies be adopted for the training of pre-service biology teachers in teacher training institutions.

**Keywords:** constructivist, pedagogy, classroom practices, under-achievement, conventional.

### **Introduction**

Biology is no doubt one of the core courses required for the preparation of science teachers especially at the tertiary level of Education in Nigeria. Biology which is the study of life has assumed a very prominent place because of its indispensability to building the body of knowledge.

Biology is very central when compared with other courses as it permeates every facet of life. Medical advancement shows the importance of biology in our daily lives. The study of dreaded

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diseases, their causative agents and cure are ways by which biology strives at minimizing human sufferings. Therefore, preparing teachers to handle this all important course therefore becomes a serious business; this is because as an integral part of an established body of knowledge, teaching it will constantly be going through various stages of development and improvement.

Teacher preparation begins from Colleges of Education and later transcends to faculties of Education in Universities. In these institutions, the trainees are referred to pre-service teachers. Akinfe (2012) posited that it is very disheartening and heart -breaking that despite the key role and much emphasis being placed on Biology, students at secondary level of Education are still performing woefully in external and internal examinations. In addition, Animesh and Poonam (2015) attributed the poor performance of students in Biology to numerous factors; some of the factors are teacher-related, while some are student-related. He added that the teacher factors center on teaching methods. The West African Examination Council (WAEC) chief examiners report for (2006, 2007, 2008, 2009 and 2010) leaves no one in doubt about the ineffectiveness of the teaching methods being used by Biology teachers and their teaching pedagogy.

Although, several efforts have been put in place to train Biology pre-service teachers but according to Animesh & Poonam (2015) ‘teacher inefficiency in the teaching of Biology is observable in most of our secondary schools’. Besides, the National Commission for College of Education NCCE (2013) outlined some philosophies for the training of pre-service Biology teachers which states in part “The training of pre-service Biology teachers is aimed at producing knowledgeable, highly motivated professionals and effective teachers of body who will be able to develop in students an appreciation and understanding of biological processes and principles”.

According to Hanifi (2015) none of these objectives have been achieved. Fafunwa (2010) asserted that most untrained teachers point accusing fingers at students rather than themselves when the students are unable to carry out the expected tasks in Biology. In addition, Keith (2011) posited that what the teacher does in the classroom and laboratory is a major determinant of academic achievement in Biology.

Classroom teaching is likely to be more effective when it is informed by an understanding of how students learn. Classroom practices include all activities the teacher does in the classroom when imparting knowledge to the students. Several acceptable domains of classroom practices include knowledge of content, use of instructional materials, and use of time, communication skills and

evaluation procedures. These domains can be assessed during micro teaching or classroom teaching exercise. Constructivist classrooms allow students to actively participate in the learning activities, and construct their knowledge, this keep them engaged during a longer period of time (Lehman & Schwani 2011).

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The question of teachers' efficacy has been overflogged. The teacher represents a jug that fills an empty mug (Animesh & Poonam, 2015). He likened the students to be an empty mug to be filled with knowledge from the teacher's jug. Surprisingly, it is impossible to give what you don't have. That is why the training of Biology pre-service teachers is germane. However, the present scenario is the use of constructivist teaching philosophy in the training of Biology teachers. According to Keith (2011), constructivist teaching philosophy is all about accepting student autonomy where student thinking drives the lesson, whose dialogue, inquiry and puzzlement are valued and assessing students is in the context of teaching.

Hence, the aim of this study is to determine whether the use of constructivist teaching strategies could add value to the pedagogy and classroom practices of Biology pre-service teachers and consequently solve the perennial underachievement of students in Biology.

### **Conceptual Clarification**

Constructivist-based Strategies/emphasizes fact that learning is a process of establishing a link between the new information and the information that exists in individuals, during this process. The individual information is not piled on; individual establishes the basis of information by adding his own comment. By this aspect, teachers have an important role in the constructivist approach in which by adding his own comment. By this aspect, teachers have an important role in the constructivist approach in which the core of learning system is the learner. With this approach, teachers do not directly transfer the information to the students; but they guide and help learners to reach the information and to construct it (Oludipe, 2010). As an intermediary between the students and education programs, teachers help them to learn and to develop their self efficacy (Oludipe, 2010). Teachers organize the learning process according to students' interest and needs, to incite to ask questions, to produce the new ideas, to make estimations and observations, to work in collaboration and to test their ideas (Kim, 2005). In relation with these aspects, constructivism requires the regulation of the academic environment which must be different from the traditional classroom environment.

A teaching and learning environment dominated by the constructivist approach is different from a teaching and learning environment dominated by the traditional approach. In an academic environment dominated by the traditional approach, information is given directly to students and



there are no activities in which students can be active learners. In the constructivist learning environment, debates and activities for the interests and needs of learners, a certain uncertainty and collaboration to provide creative thinking are organized for the learners (Yager ,1991).

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Considering all of this information, it can be conclude that the constructivist learning approach which use a different view in learning activities, have an important contribution on the academic achievement of students and on the durability of the information learned.

According to Kim (2005) there are three fundamental differences between constructivist teaching and other teachings. Firstly, learning is an active constructive process rather than the process of knowledge acquisition. Secondly, teaching is supporting the learner's constructive processing of understanding rather than delivering the information to the learner. Thirdly, teaching is a learning-teaching concept rather than a teaching-learning concept. It means putting the learner first and teaching is second so that the leaner is the center of learning.

Constructivist teaching stands in contrast to traditional teaching practice in the classroom. Traditionally, learning has been thought to be nothing but a repetitive activity, a process that involves students imitating newly provided information in tests. The constructivist teaching practice, on the other hands, helps learners to internalize and transform new information. Traditional instruction leads students to believe they are not interested in particular subject areas. The constructivist paradigm holds disinterest less as a function of a particular subject area than as a function of the ways in which students have been taught. Table 1 summarizes the differences in school environment between traditional classrooms and constructivist classrooms.

**Table 1        The School Environment**

<b>Traditional Classrooms</b>	<b>Constructivist Classroom</b>
Curriculum is presented part to whole, with emphasis on basic skills	Curriculum is presented whole to part with emphasis on big concepts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questioning is highly valued.
Curricular activities rely heavily on textbooks and workbooks.	Curricular activities rely heavily on primary sources of data and manipulative materials.
Students are viewed as “blank slates” onto which information is etched by teacher.	Students are viewed as thinkers with emerging theories about the world.
Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner, mediating the environment for students.
Teacher seeks the correct answer to validate student learning	Teachers seek the student's point of view in order to understand student's present conceptions for use in subsequent lessons.
Assessment of student learning is viewed as	Assessment of student learning is interwoven with

separate from teaching and occurs almost entirely through testing.	teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.
Students primarily work alone.	Students primarily work in group.

**Source: Brooks and Brooks [1993]**

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## **Statement of Problem**

The significant roles of the teachers in students' achievement in Biology cannot be over emphasized. The general decline in students' performance in external examinations in Biology is not an exaggeration as this has been corroborated by the WAEC chief examiners reports in Biology for 5 consecutive years. Many studies have examined why students are not doing relatively well in Biology in school- based and public examinations. For instances, the number of students who had credit pass in WASSCE Biology result from 2006-2012 showed a successive decline from 49.23% in 2006 to 35.66% in 2012. Unfortunately Research findings have shown that the state of underachievement of students in Biology have remained a recurring decimal. Asides, the qualities of Biology teachers and teaching strategies, adopted have been identified as key factors influencing the trend of performance. Despite the fact that training institutions like Colleges of Education and Faculties of Education in Universities have continuously turned out NCE and B.Sc Ed/B.Ed or PGDE teachers, the poor performance of students in Biology is still prevalent. It is against this background the study was carried out to add value to the classroom practices of Biology pre-service teachers using constructivist based teaching strategies.

## **Research Hypothesis**

**H<sub>01</sub>:** There is no significant difference in classroom practices between Biology pre-service teachers who were trained using constructivist instruction strategies in constructivist classroom and those trained using lecture/conventional strategy in traditional classroom environment.

## **Scope of the Study**

This study was limited to pre-service teachers in two colleges of education in Ogun State. Ogun State is located in the South Western Part of Nigeria.

## **Methodology**

A pre-test, post-test quasi experimental design was used to achieve the purpose of this study. The study was conducted in 2 randomly selected Colleges of Education in Ogun State. 40 randomly selected Biology pre-service teachers participated in the study. Selected pre-service teachers were

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assigned to treatment and control groups. The treatment period was 4 weeks. The constructivist teaching strategies was adopted from Yager (1991).

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### **The Research Design is as follows**

	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
	O <sub>3</sub>	X <sub>2</sub>	O <sub>4</sub>
O <sub>1</sub> O <sub>3</sub> :	Pretest of classroom practices		
O <sub>2</sub> O <sub>4</sub> :	Post test of classroom practices		
X <sub>1</sub> -	Constructivist teaching strategy		
X <sub>2</sub> -	Conventional/Traditional teaching strategy		

The following instruments were used for the study.

1. SSCE Biology syllabus from which the following topics were selected (Photosynthesis and Nutrition).
2. An instructional guide with the use of constructivist-based instructional strategy (ICS).
3. An instructional package with the use of conventional/lecture method (IPC).
4. A classroom practice observation scale for pre-service teachers (CPOS) used for measuring the following domains (content knowledge, instructional materials, use of time, communication skills and evaluation). The (CPOS) was adapted from one of the Colleges of Education selected for the study. A split-half method of estimating reliability was used to obtain a correlation coefficient of 0.82.

Selected participants for this study were grouped into 8 micro teaching groups made up of 5 pre-service teachers. The 8 groups were assigned to treatment and control groups. Selected participants carried out microteaching in turns which served as their pre-test. The treatment groups were trained using constructivist teaching strategy for about 4 weeks after which the 8 groups carry out micro teaching exercises again for their post test assessment and grading. Multivariate Analysis of Covariance (MANCOVA) and Estimated Marginal means were used to analyse the data collected and computation of the date was done using SPSS 17.00 package.

### **Results**

To determine the effect of constructivist strategy on the classroom practices of pre-service leaders. Multivariate Analysing Covariance (MANCOVA) was used to analyse the scores obtained from the teaching exercise of the constructivist and conventional/group. The result shows that constructivist teaching strategy has a significant effect on all the subdivisions of the dependent measures (classroom practices) such as content knowledge, use of instructional materials, use of time, communication skills and evaluation.

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**H<sub>01</sub>:** There is no significant difference in classroom practices between Biology pre-service teachers who were trained using constructivist instruction strategies in constructivist classroom and those trained using lecture/conventional strategy in traditional classroom environment.

**Table 2: Multivariate Analysis of Covariance of the effect of Constructivist Strategy on Biology Pre-service Teachers.**

**Multivariate Analysis of Covariance**

Effect		Value	F	Hypothesis	Error df	Sig.
Intercept	Pillai's Trace	.369	3.397 <sup>a</sup>	5.000	29.000	.015
	Wilks' Lambda	.631	3.397 <sup>a</sup>	5.000	29.000	.015
	Hotelling's Trace	.586	3.397 <sup>a</sup>	5.000	29.000	.015
	Roy's Largest Root	.586	3.397 <sup>a</sup>	5.000	29.000	.015
PRCK	Pillai's Trace	.173	1.215 <sup>a</sup>	5.000	29.000	.327
	Wilks' Lambda	.827	1.215 <sup>a</sup>	5.000	29.000	.327
	Hotelling's Trace	.209	1.215 <sup>a</sup>	5.000	29.000	.327
	Roy's Largest Root	.209	1.215 <sup>a</sup>	5.000	29.000	.327
PREINM	Pillai's Trace	.046	.279 <sup>a</sup>	5.000	29.000	.921
	Wilks' Lambda	.954	.279 <sup>a</sup>	5.000	29.000	.921
	Hotelling's Trace	.048	.279 <sup>a</sup>	5.000	29.000	.921
	Roy's Largest Root	.048	.279 <sup>a</sup>	5.000	29.000	.921
PRECSK	Pillai's Trace	.182	1.287 <sup>a</sup>	5.000	29.000	.296
	Wilks' Lambda	.818	1.287 <sup>a</sup>	5.000	29.000	.296
	Hotelling's Trace	.222	1.287 <sup>a</sup>	5.000	29.000	.296
	Roy's Largest Root	.222	1.287 <sup>a</sup>	5.000	29.000	.296
PRETIM	Pillai's Trace	.168	1.174 <sup>a</sup>	5.000	29.000	.346
	Wilks' Lambda	.832	1.174 <sup>a</sup>	5.000	29.000	.346
	Hotelling's Trace	.202	1.174 <sup>a</sup>	5.000	29.000	.346
	Roy's Largest Root	.202	1.174 <sup>a</sup>	5.000	29.000	.346
PREV	Pillai's Trace	.265	2.091 <sup>a</sup>	5.000	29.000	.095
	Wilks' Lambda	.735	2.091 <sup>a</sup>	5.000	29.000	.095
	Hotelling's Trace	.361	2.091 <sup>a</sup>	5.000	29.000	.095
	Roy's Largest Root	.361	2.091 <sup>a</sup>	5.000	29.000	.095
Treatment	Pillai's Trace	.928	74.916 <sup>a</sup>	5.000	29.000	.000
	Wilks' Lambda	.072	74.916 <sup>a</sup>	5.000	29.000	.000

	Hotelling's Trace	12.917	74.916 <sup>a</sup>	5.000	29.000	.000
	Roy's Largest Root	12.917	74.916 <sup>a</sup>	5.000	29.000	.000

Source: survey 2015

As stated in Table 2:  $\lambda = 0.072$ ;  $F(5, 29) = 3.91$  at  $p < 0.005$ . The Wilks' Lambda  $\lambda = 0.072$ ; show the significant main effect of treatment (constructivist teaching strategy) at  $p < 0.005$ .

The result of the study also implied that the intervention of constructivist teaching enhanced improved performance of pre-service teachers' classroom practices across the 5 subdivisions of content knowledge, use of instructional materials, communication skills, use of time and evaluation. The pre-test scores of these subdivisions are represented in the table as PRECK, PREINM, PRECSK, PRETIME and PREV in respective order. This is in line with the submission

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of Animesh & Poonmar (2015) who observed that Biology pre-service teachers perform better when exposed to constructivist teaching strategies.

However between the subjects treatment analysis shows that the treatment (constructivist teaching strategy) has significant effect on each of the subdivision of Biology Pre-service Teachers.

**Table 3: Tests of Between-Subjects effects for the Treatment and the Subdivisions of Classroom Practice**

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Treatment (Constructivist Teaching Strategy)	Content Knowledge	87.217	1	87.217	53.598	.000
	Use of Instructional Material	63.465	1	63.465	44.531	.000
	Use of Time	177.670	1	177.670	181.208	.000
	Communication Skill	132.312	1	132.312	147.430	.000
	Evaluation	146.161	1	146.161	199.483	.000

Source: survey 2015

According to table 3, for Content Knowledge [ $F_{(6, 40)} = 53.598$ :  $P < 0.005$ ], Use of Instructional Materials [ $F_{(6, 40)} = 44.531$ :  $P < 0.005$ ], Use of Time [ $F_{(6, 40)} = 181.208$ :  $P < 0.005$ ], Communication Skill [ $F_{(6, 40)} = 147.42$ :  $P < 0.005$ ], Evaluation [ $F_{(6, 40)} = 199.483$ :  $P < 0.005$ ]

The result indicates that each sub-division of classroom practices has significant effect when Biology pre-service teachers were exposed to constructivist teaching strategies. Collaborating this view Keith (2011) found out that majority of the teachers improved their classroom practices when trained with constructivist teaching strategies, also, another study conducted by Osinubi (2014) revealed that there is a significant difference in the post classroom practices scores of students when exposed to constructivist teaching strategies.

**Table 4: Estimated Marginal Mean for the Sub-Divisions of Classroom Practices of Biology Pre-Service Teachers**

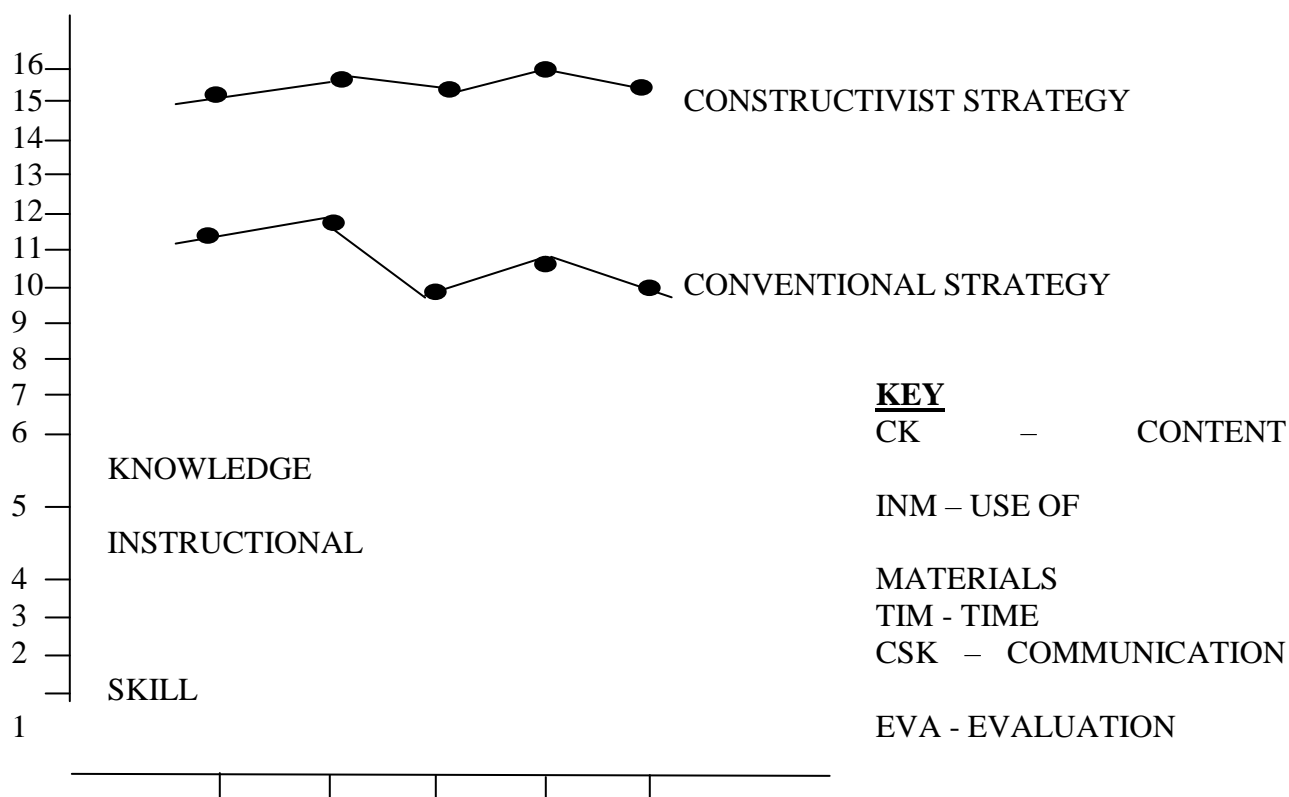
Dependent Variable	Treatment	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Content Knowledge	Constructivist	15.609 <sup>a</sup>	.341	14.916	16.302
	Conventional	11.591 <sup>a</sup>	.341	10.898	12.284
Use of Instructional Materials	Constructivist	15.139 <sup>a</sup>	.319	14.490	15.787
	Conventional	11.711 <sup>a</sup>	.319	11.063	12.360
Use of Time	Constructivist	15.267 <sup>a</sup>	.264	14.729	15.805
	Conventional	9.533 <sup>a</sup>	.264	8.995	10.071
Communication Skill	Constructivist	15.874 <sup>a</sup>	.253	15.360	16.389
	Conventional	10.926 <sup>a</sup>	.253	10.411	11.440
Evaluation	Constructivist	15.025 <sup>a</sup>	.229	14.560	15.490
	Conventional	9.825 <sup>a</sup>	.229	9.360	10.290

Source: survey 2015

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As stated in table 4, the estimated marginal means for content knowledge is 11.591 conventional and 15.609 (constructivist). Use of instructional materials is 15.139 (constructivist) and 11.711 conventional, use of time 15.267 (constructivist) 9.533 conventional), communication skill 15.874 (constructivist) 10.926 (conventional) and evaluation is 15.025 (constructivist) and 9.825 (conventional).

The graph in fig 1: Illustrates the estimated marginal mean for the treatment and control groups in the 5 subdivisions of the Biology pre-service teacher's classroom practices.



**Fig 1: Graph of Estimated Marginal Mean of Constructivist and Conventional Strategy on the Dependent Variables**

The estimated marginal mean further confirms the significance of the treatment on the classroom practices of pre-service teachers. In support of this trend of performance, Osinubi (2014) found that constructivist strategies indeed have a marked effect on pre-service teacher classroom practice.

### **Conclusion**

This study provides ample evidence that constructivist teaching strategy enhances better teaching pedagogies of biology teachers' classroom practices as well as the subdivision of classroom practices such as content knowledge, use of instructional materials, and use of time, communication skill and evaluation.

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This is because in constructive teaching strategy, knowledge construction is strongly influenced by prior experience which affords biology pre-service teachers the opportunity to perform as experts or professionals in their chosen field.

### **Recommendation**

As regards to the findings of this study, the following recommendations will really be useful to add value to the teaching of Biology by pre-service teachers.

- There is need to review the teacher education curriculum and update teachers' knowledge on the use of constructivist teaching strategies.
- This could be possible by organizing workshops, seminars and conferences for lecturers of teacher training institutions saddled with the responsibilities of training Biology pre-service teachers.

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**Managing Higher Education for Development of the Total Person: The Nigerian University Experience**

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## Abstract

Universities unarguably are centres where learning and character development are moulded. The development of the total person is the aggregate of all efforts towards providing a holistic educational pursuit for the Nigerian child. This paper brings into focus the importance of total education for the development of excellence, expertise and knowledge, leading to over all development of humanity and economic well being of the Nigerian child. Thus, the vehicle for which the essence is encapsulated is the higher education. The paper examines the goals, historical development of higher education, management strategies as well as problems of managing higher education for the benefit of the total man. Conclusion and recommendations are also made.

**Keywords:** Higher Education, Development, Total Person, Nigeria University experience.

## Introduction

In the discourse, the authors' perspective is that a total man is one who is physically, mentally, morally, socially and emotionally stable. These are all attributes addressed by Bloom's (1956), Taxonomy of Educational Objectives which he classified under cognitive, affective and psychomotor domains (Jeroh, 2012). The building of total man thus, would be predicated on higher education in the training process.

Managing higher education for the development of the total person in Nigeria is the aggregate of all efforts towards providing a holistic educational pursuit for the Nigerian child, (Okeke, 2001). The importance of

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education for the development of excellence, expertise and knowledge, leading to over all development of humanity and economic wellbeing cannot be undermined (Murad & Rajesh, 2009). In order to fuel the socio-economic development of the country, higher education in Nigeria and indeed the world over, must be seen as a vehicle for development of human person.

Higher education including the universities is unarguably the highest institutions of learning and therefore most countries consider these institutions as critical to over all national development (Asiimwe, 2012). According to Asimiran and Sufean, (2009) university is a fascinating institution with many faces: academic, scientific, social, cultural, economic, political, religious and evidently commercial. It is a universe of its own entity where learned people educate scholars, professionals, scientists, researchers, teachers, leaders and so on. Subsequently, whatever it is, the noble visions and missions of the university are to generate, expand and disseminate knowledge in all discipline for the development of human person (Asimiran & Sufean, 2009).

Developed countries have made giant strides in scientific, technological, and economic and of course, political gains because of the quality of manpower derived from their universities, (Ukase, 2011). Mgbekem (2004) holds that, university education prepares people through teaching and learning for acquisition of

knowledge and skills for job performance in the civil service, business organization private enterprises as well as individual enterprises as a means of producing higher level manpower for the country's economy. In the same vein, Onokerhoraye and Nwoyen, (1995) posited that, universities are major vehicles for economic and social development in Nigeria and elsewhere. The authors maintain that, universities have the responsibilities for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government and the private sector. Universities and effective educational systems are development factors and agents of change in their communities (Zabadi, 2013).

Tertiary education, according to the World Bank in Mamman, (2012) is central to the creation of intellectual capacity on which knowledge production and utilization depend on the promotion of lifelong learning practices necessary for updating people's knowledge and skills. It reiterated further that, for tertiary institutions to fulfill their educational, research, information and functions in the 21<sup>st</sup> century, they should be able to respond effectively to changing education and training needs and adapt to a rapidly shifting tertiary education landscape, (World Bank, 2002).

It is in recognition of the above phenomenon, that Federal Ministry of Education,(FME, 2003) observes the status of higher education in Nigeria thus:

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*Tertiary institutions have failed to perform optimally in varying degrees....  
Students complete degree programmes without actually becoming  
knowledgeable in the course undertaken..., the quality of those turned out  
are suspected to be very low (pg 58).*

Tertiary or higher education is defined by the National policy on Education (NPE, 2004) as 'the education given after secondary education in universities, Colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses. To capture the essence of developing the total person in Nigeria, the Federal Government of Nigeria through the instrumentality of the National Policy on Education, enunciated the following goals of tertiary education including the universities; the goals of tertiary education shall be to: Contribute to national development through high level relevant manpower training; develop and inculcate proper values for the survival of the individual and society; develop the intellectual capability of individuals to understand and appreciate their local and external environments; acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful

members of the society; promote and encourage scholarship and community service; forge and cement national unity; and promote national and international understanding and interaction.

In furtherance of these noble goals, the NPE (2004) maintains that, tertiary or higher education shall pursue these goals through: Teaching; research and development; virile staff development programmes; generation and dissemination of knowledge; a variety of modes of programmes including full time, part time, block release, day-release, sandwich etc; access to training funds such as those provided by the Industrial Training Fund (ITF); Students Industrial Work Experience Scheme (SIWES); maintenance of minimum educational standards through appropriate agencies; inter-institutional co-operation; dedicated services to the community through extra mural and extension services (Ojedele & Ilusanya, 2006).

For the avoidance of doubt, the national policy on education alludes that, ‘University education shall make optimum contribution to national development; intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation; making professional courses to reflect our national requirements; making all students, as part of a general programme of all-round improvement in the university education, to offer general policy courses such as history of ideas, philosophy of knowledge and nationalism’.

To develop the total person through the university education, the Nigerian government asserts that, university education through it’s “research shall be relevant to the nations development goals”. In this regard, universities shall be encouraged to disseminate their research results to both government and industries; university teaching shall seek to inculcate community spirit in the students through projects and action research (NPE, 2004).

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Higher education in Nigeria was poorly accentuated and developed before the 1930’s (Adekunle, 2004). Prior to this time, higher education was of sub-vocational and sub-professional type (Adekunle, Olugbenro & Subair, 2012). It is unarguable that, Yaba Higher College, which was established in 1932, was for some time, the only higher educational institution in Nigeria (Korgba, 2011). The programmes of the college were however not satisfying to Nigerians who felt that, the standard at Yaba College was low compared to those overseas, (Adekunle, Olugbenro & Sabir, 2012; Korgba 2011). The authors further posit that, Nigerians also frowned at the discriminatory practices against African members of staff.

Consequently these grievances and other problems led to the setting up of two commissions in 1943. These commissions were: the Asquith and Eliot Commissions. The Asquith commission was specifically mandated to ascertain the principles which should guide the British Administration in establishing university Colleges in the colonies of Africa; while Elliot commission was mandated to report on the organization and facilities for existing centres for higher education in British West Africa and make

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recommendations regarding future university development in that area. (Korgba, 2011). Thus the reports of these commissions facilitated the establishment of University College Ibadan in 1948, (Ejiogu, 1997). To all intent and purposes, the management of the University College Ibadan was almost completely in the hands of university of London.

In the 1950s, the need for professional manpower began to grow and it was clear that more university institutions would be needed (Korgba, 2011). As a result of this, the Federal Government set up, in 1959 the famous Ashby Commission; To conduct an investigation into Nigerians needs in the field of post secondary school certificate and higher education over the next twenty years (1960-1980).

Thus, following the Ashby report and with the political independence in 1960 as well as the listing of education under the concurrent legislative list, Regional Governments in Nigeria went all out to establish their own universities. Consequently, the university of Nigeria, Nsukka became the first indigenous university to be established in Nigeria in 1960 (Korgba, 2011; Ajayi & Adeniji, 2009). This was followed by the University of Ife (now Obafemi Awolowo University) in 1962, established by the Western Region, while the Northern Regional Government established Ahmadu Bello University, Zaria in 1962. The Federal Government also established the University of Lagos in 1962, at the same time Ibadan became a full fledged university in 1962, (Babalola et al 2007). Subsequently, many other universities sprang up. Korgba (2011) posits that, with the rise in the population of Nigeria and the liberalization of admission criteria, the demand for university education rose astronomically and therefore the number of university institutions increased from 5 universities in 1960s, to 40 federal universities, 39 state universities and 61 private universities making a total of 140 universities in Nigeria (NUC, 2015). Ekwevhghe, (2005) notes that the Decree No 16 of 1985 as amended by Decree No 9 of 1993, made provisions for private higher education in Nigeria possible. This therefore led to the emergence of private universities, polytechnics, and colleges of education (Adekunle, 2004).

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This culminated into what we can call today the emergence of first, second, third, fourth and fifth generation universities etc. (Hartner, 2000). This trend ultimately followed the liberalization of Nigeria University space. Today, we have Federal, State and private universities. This without doubt has contributed immensely in achieving holistic development of the total person as higher institutions inculcate into their graduates, saleable knowledge and skills (Akerele & Odekunle 2011). This is because higher education not only prepares individuals who are intellectually sound but also skillful in one profession or the other (Ajayi & Adeniji, 2009). No society can thrive well in any human endeavour without quality education; and the quality and content of the system determine the utility value of the sector in the society, (Uchechukwu, Morrison & Ogor, 2015). The content of the curriculum determines an all round development in a human person. It is in this respect that, Ayorinde (2013) posits that, around the world, education is seen as one social asset that nations can utilize to achieve and maintain all round socio-economic development. The

height of this asset is higher education, especially the universities, colleges of education and the polytechnics.

Higher education according to Mehmood and Raziq (2012) has grown beyond academic excellence to performing multitasks for the development and progress of a nation. It prepares and trains not just the work force, but also all round leaders for the challenges of the 21<sup>st</sup> Century. This the authors add that;

Higher education has broadened the fields of knowledge due to which different changes are occurring in every field of life as well as in the field of higher education and invites the academic leaders to integrate these changes and innovations for effective working in the global age (p 194).

### Conceptual clarifications of the Major Terms of Discourse

#### 1. Managing:

Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively (Adetoro, Oladipo & Adekunle, 2012). Ogunu (2000) posits that, management is the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives. The structures of university management include: academic management (academic functions); educational services management, (acceptance and maintenance of students; business management: (finance, accountancy, procurement and support services); and Public relations management which deals with institutional relationships with the media, former students, companies, government entities and other stakeholders (Sofoluwe, Akinsola & Kayode, 2012).

Management of university education can be looked at from two dimensions. Ekundayo and Ajayi (2009) identify the dimensions as external and internal dimensions. At the external level, the federal government through the National Universities Commission (NUC) coordinates universities in the

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country. This is why Ibukun (1997) asserts that, the main objectives of the NUC are to ensure the orderly development of university education in the country, to maintain its high standard and to ensure its adequate funding. Okojie (2007) alludes that, the NUC activities in improving quality of university education in Nigeria include: Accreditation of courses; Approval of courses and programmes; Maintenance of minimum academic standards; Monitoring of universities; Giving guidelines for setting up of universities; Monitoring of private universities; Prevention of the establishment of illegal campuses; and implementing appropriate sanctions.

On the other hand, the internal management of each university is represented by a simple organogram from the visitor who is usually the head of state or government down to chancellor,

(Tsav, 2014). Besides, at the apex of the management of each university is the governing council, headed by the vice chancellor and the registrar as secretary (Utile, 2004). The senate regulates the academic activities of the university following the general guidelines provided by the NUC (Mgbakem, 2004). Mgbakem further states that, the universities are run through committee systems which are either responsible to the council or the senate. Among these committees are: Finance and General Purpose Committee (F&GPC); Development Committee; Appointments and Promotion Committee (A&PC); Admission Committee; Academic Planning Committee; Committee of Deans; Research Grants Committee; and Ceremonies Committee, among others.

Relatedly, Babalola (2008) asserts that university management in Nigeria could also include selection of students; determination of the number and standards of academic programmes; determination of course contents; selection, appointment and retention of teachers, rewards systems for teachers and scholars; selection of what to teach and areas of research and graduation from degree programmes.

2. Higher education:

Tertiary or higher education according to the national policy on education FGN (2004), is the education given after secondary education in universities, colleges of education, polytechnics including those institutions offering correspondence courses. The goals of the tertiary education as spelt out by national policy on education are to contribute to national development, through high level relevant manpower training.

3. Development:

For the purpose of this paper, development is examined in the context of educational changes that occur in an individual that can benefit him or her and the society. The primacy of education as the most predictable and significant tool for sustainable human and material development cannot be underestimated (Agu, 2012). For education including the tertiary or higher education provides the needed mechanism for the transmission of skills and values that promote scientific and

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technological innovations, cultural reforms of human organizations for over all progress which is essential for the holistic development of the learner.

No nation can develop successfully, the capacity of transforming its environment towards meeting the needs of the people unless the physical and mental infrastructure for the transmission of knowledge is set in place. This explains why many nations seeking for development attach a lot of attention and priority to education on the strength of the fact that, it changes the whole individual

for the better and makes him an effective agent in the struggle to transform nature and capture environment to meet the material needs of the society (Niyi, in Agu, 2012).

It is in recognition of the over-riding importance of education and indeed higher education, that developed nations like, the USA, Britain, China, Cuba etc have achieved significantly in technology and scientific progress, national unity, patriotism, discipline, purposeful and visionary leadership, commitment to democratic principles based on ethics, accountability, rule of Law, transparency, which are hallmarks of a total person in the society (Edoh, 1986). In similar vein, Ake and Akawe in Agu (2012) maintain that, development involves various kinds of structural and institutional changes, social changes and individual total transformation which build up the capacity of the society and its members to realize higher levels of production and welfare. Development is thus a man-centred activity through which man struggles to achieve a better life for himself (Agu, 2012). Furthermore, Agu (Ibid) puts it succinctly that:

*A nation develops when it requires the capacity and creative ability or skills of its people to effectively harness and transform the natural resources available in its environment with goods and services through the imagination and practical application of her people's creative talent and productive labour power (p. 36).*

True development, we then say, involves the actualization of a people's upholding needs and the realization of their creative potentials, enabling them to improve on their material conditions through the use of resources available to them. This then underscores the relevance of Nigeria education and specifically the tertiary or higher education on the need for developing a total person in the Nigeria state.

It is evident that, the justification for any activity rests in its relevance. Relevance here is seen in terms of usefulness and pertinence; usefulness in terms of serviceable and matching reality; in terms of conformity with existing circumstances (Adewale, 1980). The question on the lips of many is; is Nigerian education therefore relevant to its development needs that can prepare the Nigerian child totally or holistically? Almost all official reports and recommendations from the 1960s to date, have

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accentuated to directing the curriculum of Nigeria's education towards the basic needs of the society (Udoh, 1988).

The question of relevance centres on the curriculum and it is this problem which led to the various conceptions of the forms of curriculum ranging from subject centred, society centred, child centred,



core curriculum etc (Udoh Ibid). For higher education to be relevant to the needs of the total person, it has to be tailored towards presenting the necessary knowledge and able to discover how to apply that knowledge and skills more directly to solving political, economic and social problems of the society. This then calls for a holistic education that prepares the Nigerian child for a better tomorrow.

With scanty budgetary allocation to education, particularly the higher education sub-sector, we may not be able to develop the Nigerian person totally, eradicate illiteracy, adapt education to our technological requirements, produce a stable economic and political system, functional and accountable leadership, energize the economy to expand its productive base to contain not only unemployment, poverty, destitution, hunger but provide basic solutions to agricultural and entrepreneurial problems (Agu, 2012).

#### 4. Total person:

The core focus of this discourse is the total person. Who then is the total person? From the writers' perspective, a total person should be one who is physically, mentally, morally, socially and emotionally stable (Jeroh, 2012). These are all attributes addressed by Bloom's (1956), Taxonomy of education objective (TEO), which he classified under cognitive, affective and psychomotor domains. Thus, the building of a total man would be predicated on the higher education in the training process.

Total man concept is a unique and holistic concept of human development that is new in Africa, (Covenant University, 2016). Covenant University presents the concept that, the fundamental philosophy of TMC is premised on accessing the total makeup of man from the spirit, soul and body dimensions. Covenant University asserts that, the focus of total man concept is on physical, mental and spiritual needs of man. It states further that;

*It is not just enough to offer an education/learning package designed to equip students for life's task but rather to present a package that is integrative in terms of relating to the needs of mankind in all aspects of life. This forms a part of the objectives of promoting and establishing a sustainable connectedness with the realities of life outside the ivory towers which in some sense is lacking in the curriculum of Nigerian universities at the moment (p. 2).*

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The total person is essentially cognitive, affective and psychomotor in nature. A maximized life is dependent on our ability to manage ourselves, relationships and resources and in its totality. The aim of this paper is to challenge you to be the total man that God intended (Covenant University

2016). Conversely, the total person philosophy can best be explained using simple mathematical expression presented below:

$$TP = \frac{CD+AD+PD}{ES} \times \frac{100}{1}$$

Where

TP = Total person;

CD = Cognitive Domain

AD = Affective Domain

PD = Psychomotor Domain

ES = Enforcing Strategies

Source: Authors' research initiative

To enforce this formula, higher education should observe the following strategies: Adequate funding of higher education; Functional Curriculum reform that will involve entrepreneurship; Adequate planning; Effective leadership; Employee motivation; Quality and standard of staff and students; Knowledge and skills acquired; Adapting to this programme demands of the society; Availability of adequate infrastructure and facilities for teaching; Learning and research; Active national policies and nonpolitical interference in the running of the university (Okebukola in Mamman, 2012); and Stability of academic calendar

### **Implication of the Formula on the Total Person**

Development of the total person must be seen through the lens of the holistic education. Holistic education addresses the broadest development of the whole person at the cognitive and affective levels (Mahmoudi, Ebrahim, Hasan & Mohmud 2012). The authors' assert that, holistic education aims for the fullest possible human development enabling a person to become the very best or finest he can be and develop fully those capacities that together make up a human being (Forbes, 2003).

Furthermore, the main element of holistic education is its focus on the "interconnectedness" of experience and reality. Holistic education attempts to develop a pedagogy that is interconnected and dynamic and thus is in harmony with the cosmos, (Miller, 2006). What is so important in this connection is that, holistic education which includes the higher education claims that it wants to 1. Educate the whole child (all parts of the child) 2. Educate the student as a whole, not assemblage of parts, and 3. See the child as part of a whole (society, humanity, the environment from which it is not meaningful to extract the student (Miller, 2004).

This paper holds that, to develop the total person, holistic education should be encapsulated in the higher education curriculum to be able to train the Nigerian child for the challenge of the moment.

### **Management strategies towards Effective Higher Education for the Total Person in Nigeria**

The accomplishment of goals of higher education especially, as regards the contributions of making effective management of the total person in Nigeria will no doubt be hinged on effective management strategies (Onah 2012; Adetoro, Oladipo & Adekunle 2009; Adekunle, Olugbenro & Sabir). Therefore, the following strategies are examined in this paper.

1. Adequate funding: The achievement of educational goals is largely dependent on adequate financial resources (Ajayi, & Adeniji, 2009). The authors further submit that, tertiary educational institutions are expensive to run, especially in the face of economic recession, since it has been established that, government grants and subventions to institutions can no longer be adequate (Odebiyi & Aina, 1999). This is why Awe (2009) observes that, Nigerian universities are expanding and the financial burdens of operating them are also expanding correspondingly and that it is becoming increasingly difficult for the universities to fulfill these obligations of developing humanity as enshrined in their statutes. It is therefore very strategic for universities to explore alternative strategies of funding higher education in Nigeria so as to be able to provide education necessary for developing the total person.

2. Curriculum diversification

The new trend in education is entrepreneurship education which provides graduates the training that enables them to be creative, innovative, self employable and self reliant to contribute to national development (Adekune, 2012). Managers of higher education should ensure that, the curriculum continues to be diversified to accommodate the changing trends in our educational sector. Furthermore, entrepreneurship education as a process of inculcating knowledge and skills to assist a person assemble resources, innovations, finance, business acumen and effort to transform should be encouraged in our higher institutions (Obinne, 2013).

Conversely, entrepreneurship should turn an individual ability into action and therefore a key competence for all, helping young people to be more creative and self confident in whatever they undertake (Shanchez, 2010). Thus, the entrepreneur brings together creative and innovative ideas, combines them with other factors of production to meet identified needs through production of goods and services, thereby creating wealth, (Obunadike, 2011). Developing the total person, curriculum must be taken into account to navigate the total environment in which education takes place in which the subject matter should be teacher, learner, physical and psychological environment. Entrepreneurship development thus, has become a veritable means by which individuals can become productive citizens holistically.

3. Effective leadership

Leadership is particularly of huge importance in groups, societies, management and organizations because of its far-reaching effects on the attainment of objectives and goals, (Peretomode, 2012). Again, the success or failure of organizations or nations is often attributed to effective or poor leadership. Leadership according to Middlemist and Hitt (1981), it is a process of providing direction and influencing individuals.

Outstanding leadership qualities are very important in effective management of higher or tertiary institutions. This will influence the social behaviour of the total man. Adetoro, Oladipo and Adekunle, (2009) observe that, a good and effective leader needs to frequently monitor the school activities, supervise instructions and encourage staff inputs into decision making.

4. Autonomy in Higher Education

The role of universities in human capital development, research and technological innovation cannot be underestimated. All over the world investment in the university education is a critical component of national development effort (Ekundayo & Adedokun, 2009). Oni (2008) states that, most nations today depend increasingly on knowledge, ideas and skills which are produced in the universities. University autonomy and academic freedom are sine-quo non in moulding the complete individual within the society. If the total man concept is to be maintained, higher institutions should be given the freedom to mould the character of students at their whims and caprices. University autonomy and academic freedom are highly significant substructures that are integral to the idea of a university (Onyeonoru, 2004).

Onyeonoru (2004) further contends that, universities have always regarded the two ideas as indispensable values and have defended them as such to their inestimable values. Autonomy protects the corporate rights of self-regulation, which the state confers upon the university as an institution in the law setting it up. It is in realization of these facts that, higher education through these institutions will be able to develop a total person that can face the challenges of the moment.

**Problems of Managing Higher Education for the Total Person in Nigeria**

The challenge of Nigerian University has been a source of worry among stakeholders (Ahmed. 2013). The concerns principally are in the areas of poor funding, lack of planning, instability of the academic calendar, infrastructural decay, quality of staff and students, as well as shortage of staff among others (Mamman, 2012). According to Sofoluwe, Akinsola and Kayode (2002), the story of university education in Nigeria today has largely been a story of mixed fortunes. This is why Ibukun (1997) observes that, the university governance in Nigeria today is nothing but crises management. Accordingly, Idogho and Imonokhe (2012)

observe that the challenges facing universities also include the problem of carrying capacity, economic constraints, labour market failure and the problem of curriculum delivery.

## 1. Funding

Tamuno (1987) identifies under-funding as one of the underlying factors of the inadequacies within the Nigerian university system. Thus, this explains why Nigeria's budgetary provisions for education have not met 26% bench mark recommendation of the United Nations Education Scientific and Cultural Organization (UNESCO) for developing countries. For a recommendation that, reportedly, countries like Ivory Coast and Senegal have met and even gone beyond, it is most appalling that the most populated black country, until recently, the biggest economy in Africa and the largest exporter of crude oil in Africa is yet to meet the UNESCO benchmark (Ibukun, 2016). In analysis of Nigeria's education budget, Amaka, (2012) made the following observations, that:

*There is no denying the fact that, education is very poorly funded in Nigeria, which is yet to comply with the UNESCO recommendation that 26% of annual budget be spent on education. Nigeria spends less than 9% of her annual budget on education. Botswana spends 19.0%; Swaziland, 24.6%; Lesotho, 17.0%; South Africa, 25.8%; Cote d'Ivoire 30.0%; Burkina Faso, 16.8%; Ghana 31.0%; Kenya, 23.0%; Uganda, 27.0%; Tunisia 17.0% and Morocco, 17.7%.*

*Source: (Vanguard 22 September. 2012; Kpolovia and Obilor 2013; World Bank 2012; Odiaka, 2012).*

Funding is a perceptual problem in managing university education (Akomolafe, 2011). Ajayi and Ekundayo (2006) corroborated by Ahmed and Adepoju (2013) as well as Ahmed (2015) observe that, the Nigerian government over the years has not been meeting the UNESCO recommendation of 26% of the total budgetary allocation to education sector. A cursory illustration of Nigeria's education budget from 2012 to 2016 is as below:

Table 1: Share of education on the national budget 2012-2016

Year	Total National Budget	Allocation to education	Percentage share on education
2012	4,749,100,821,171	400,148,037,983	8.43
2013	4,987,000,000,000	426,530,000,000	10.21
2014	4,600,000,000,000	493,458,130,268	10.63

2015	4,358,000,000,000	492,000,000,000	10.7
2016	6,077,480,000,000	369,000,000,000	6.08

Source: Budget Office, Ministry of Budget & National Planning, Abuja (2016)

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The illustration shows that the five years of national budget there seemed to be a steady increase up to 2015 and suddenly a sharp fall in 2016 even when there was increase in the national budget.

## 2. Brain drain syndrome

The brain drain syndrome refers to wide spread migration of academic staff from the country's universities to overseas universities or equivalent institutions, where their services are better rewarded (Mamman, 2012). According to Akindutire, (2004), institutional deterioration and salary erosion during the past decade have prompted substantial "brain drain" of academic staff and impeded the university progress of developing the total person in Nigeria, (Olagbemi, 2007).

## 3. Secret Cultism Phenomenon

One of the dreaded challenges in Nigeria universities today is the menace of secret cults in our university campuses. Ogunbameru (2004) expresses this concern that never before has the potential for the destruction of lives and property on campuses been so great or escalated as fast and horrible as now. Smah (2007) holds that, where cults exist, there is no guarantee that academic programmes and activities would run normally, hence the university may run the risk of being constantly closed or disrupted.

## 4. Political Interference

University autonomy has been a subject of discussions among Nigerian scholars. Universities these days are purely regulated from outside the campuses by politicians (Akpakwu, 2014). Governments especially State owned universities interfere a lot in terms of selection and choice of principal officers, deans, heads of department, directors of programmes etc (Tsav, 2014).

## 5. ICT Revolution and Compliance

Managing higher education for the development of the total person should be a prerequisite for improving the quality of teacher education in the higher institutions (Uwazurike & Ike-Obioha, 2008). Through the diversification of contents and methods as well as promoting innovation and sharing of information and best practices should be the watch words of all teacher education participants because education systems around the world are now under pressure to use the new information and communication technologies (ICT) to develop students knowledge and skills, required of them in the 21<sup>st</sup> Century (HEIRA, 2001).

The 1988 UNESCO world education report on “teachers and teaching in the changing world” describes the radical implication of the teaching – learning process and the way teachers and learners should gain access to knowledge and information through the means of information and communication technology as very important with the emerging new technologies. This is because,

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the teaching profession is gradually evolving from an emphasis on teacher-centred, lecture based instruction to students-centred, interactive learning environments which the ‘would’ be educators and teachers should be completely aware of (Uwazurike & Ike Obioha 2008).

It is therefore imperative to state that, teacher education institution at the tertiary level should assume a leadership role in the transformation of education sector by rapidly integrating the usefulness of ICTs in their curriculum and methodologies. These new possibilities such as information communication technologies exist largely as the result of two converging focuses, both the products of the general development process and quality of information available in the world, which is relevant to the survival and wellbeing of the Nigerian child. The authors assert that, to effectively harness the power of the new information and communication technologies, in the teacher education in order to improve learning, certain essential conditions must be met; such as: Students and teachers must have sufficient access to digital technologies and the internet in their classrooms, schools and other education centres.

Mehmood and Raziq (2012) observe that,

*Higher education has broadened the fields of knowledge due to which different changes are occurring in every field of life as well as in the field of higher education and invites the academic leaders to integrate these changes and innovations for effective working in the global age (p. 194).*

## 6. Corruption

Corruption has undoubtedly eaten deep into the fabric of the Nigerian Society (Nwosu, 2015). It is endemic and has been more or less embedded as a culture that poses threat to the Nigeria’s quest for political and socio-economic development (Abdullahi, 1982; Jega, 2005). The authors are of the view that, this scenario has contributed greatly to the down fall of Nigeria towards entrenching good governance and consolidating democratic values.

The extant educational system has failed to inculcate and create for the educated citizenry the necessary ethical environment due to deliberate frustration by corrupt government officers resulting in unethical conducts (Nwosu, 2015). This unbridled behaviour has affected all facets of our society

leaving nobody as an exception. Stakeholders in education project like teachers, parents, students are not free from the blame.

Corruption has made many government institutions to perform below expectation in terms of satisfying and meeting the basic needs, wishes and aspirations of the governed, as many public institutions in health sector as well as infrastructural facilities such as water, electricity, good and

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accessible roads are in a state of disrepair. Public schools from primary to the tertiary levels are not spared (Fabayo and Abiola, 2004). It is this pitiable state of affairs that Nwosu, (2012) posits that, corruption pervades through all social institutions including family, health, economy, religion, politics, education in the society either directly or indirectly.

## **Conclusion**

This paper has provided an insight into the challenges of managing higher education for the development of the total person in Nigeria.

The total person has been examined to be one who is physically, mentally, morally, socially and emotionally stable. This paper believes that, building a total person would be predicated on the higher education in training process and is achievable via proficient strategies of adequate funding, curriculum diversification, effective leadership, granting universities autonomy and leveraging on the capacity of the universities to clean up the ills of infrastructural decay, corruption, cultism, among others. The challenges of poor funding, instability of the academic calendar, infrastructural decay, quality of academic staff and students, among other factors are expressed in this paper. It is through these parameters that the development of the total person can be achieved.

## **Recommendations**

Based on the analysis of this discourse, the following recommendations are suggested:

1. Higher education institutions should be more interested on developing the quality educational system for the benefit of students and society as a whole through a functional education system.
2. Quality is the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. To achieve this outcome, students should acquire values and skills that will help them play positive roles in their societies.
3. Stakeholders in education sector should press for the attainment of 26% UNESCO recommendation on education to between 26-40%.



4. Higher institutions including the universities should strive for alternative sources of funding of the sub-sector to guarantee the attainment of the goals of developing a total person in Nigeria.
5. Education generally should not be left in the hands of bureaucrats and corrupt politicians who are not ready to improve the sector and who are not aware of the implications of quality of education.

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6. Holistic education should be encouraged in our higher institutions to develop the total person.
7. Adequate funding of higher education is again solicited to meet the education budgetary demand.
8. There should be a complete over haul of educational curriculum to make it more functional to involve entrepreneurship as a catalyst for the development of the total man.
9. Quality and standards of staff and students must be the concern of educators in Nigeria.
10. Intellectualization of the de-intellectualized academics enunciated by J.B. Babalola for the university should be encouraged through seminars, workshops etc.
11. Availability of adequate infrastructure and facilities for teaching, learning and research should be encouraged.
12. Avoidance of political interference in the running of the universities from within and outside and active national policies on education be encouraged.
13. University autonomy should not be mere propaganda in Nigeria. It should be done with commitment.

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*African Higher Education Review (AHER), Vol. 10(1&2), November 2016, ISSN: 2141-1905*

**Entrenching Entrepreneurial Scheme in Nigerian Tertiary Institutions: A tool for the Development of a Total Person**

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## **Abstract**

This paper made a case for an honest entrenchment of entrepreneurial scheme programme in Nigerian Tertiary institution curriculum. This is borne out of the mismatch between the present university and other higher education curriculum and the need and requirements of the nation's economy and the world of work. Most graduates from higher institutions in the country at present are almost out rightly unemployable in any sector of the nation's economy or elsewhere around the globe. Unemployment rates and poverty indices keep soaring high in a country of abundant human and natural resources. The paper therefore examined entrepreneurial scheme across the nation's tertiary institutions, strongly advocating for its improvement and effective implementation as the only viable means of solving the problem of unemployment in the country. The paper thereafter recommended guidelines for policy-making organs and other stakeholders in education industry on how to fully establish entrepreneurial scheme into Nigeria's higher education curricula

**Keywords:** Entrepreneurial Scheme, Tertiary Institution, Unemployment.

## **Introduction**

The essence of education is for meaningful social, political, technological and economic development of the individual and the society. The need for adequate management of tertiary education in Nigeria for rapid development and economic security has become very imperative. Education at the tertiary level could be described as being effective and functional if it

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results in bringing about the expected transformations in the attitude, skill, knowledge and employability of the recipient over a period of time. Moreover, effective learning should result in producing graduates who are adequately informed, technically equipped and morally prepared to become productive workers, self reliant entrepreneurs, and responsible individuals. Government across the globe are seeking to develop entrepreneurial economies where competitiveness and growth can thrive and innovation and creativity can drive new ways to improve the social and economic well being of its citizenry. In an environment where entrepreneurial skills lead to high value added, graduates from tertiary institutions are key to national growth. Inspired, self confidence, talented and enterprising graduates are more likely to function and lead dynamic new venture and transform self and any organization they join or manage. Developing entrepreneurial skills in tertiary institutions is therefore essential to the nation's future success.

## **Growth profile of unemployment rate in Nigeria**

Over the past three decades, Nigerian graduates from various levels of education have increasingly been facing the dilemma of prolonged period of joblessness (Trading Economics 2017). The

Webportal developed by [www.bertatechsolutions.com.ng](http://www.bertatechsolutions.com.ng)

unemployment rate in Nigeria increased to 14.2 percent in the last quarter of 2016 from 10.4 percent a year earlier. It is the highest jobless rate since 2009 as the number of unemployed went up by 3.5 million to 11.549 million while employment rose at a slower 68.08 million to 69.6 million. The labour force increased by 4.194 million to 81.151 million and those detached from it declined by 625.7 thousand to 27.439 million. The unemployment rate was higher for persons between 15-24 years old (25.2 percent), women (16.3 percent) and in rural areas (25.8 percent). In the previous quarter, the jobless rate was 13.9 percent. Unemployment Rate in Nigeria averaged 9.76 percent from 2006 until 2016, reaching an all time high of 19.70 percent in the fourth quarter of 2009 and a record low of 5.10 percent in the fourth quarter of 2010.

In table 1 below, the growth of unemployment by states in Nigeria is shown in which Abia, Adamawa, Bauchi, Delta, Kebbi and Zamfara are among the states with the highest level of unemployment in Nigeria.

**Table 1: Unemployment Rates by states in Nigeria 2002- 2011**

<b>State</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
N Abia	14.8	11.4	9.7	7.9	13.5	10.9	14.5	14.5	15.5	11.2
Adamaw	12.9	11.9	16.7	21.4	17.9	11.9	29.4	29.4	31.4	18.4
A/Ibom	12.3	14.4	14.4	14.4	15.3	13.5	34.1	34.1	36.1	18.4
Anambra	6.6	9.1	9.5	9.8	10.8	11.1	16.8	16.8	17.8	12.2
Bauchi	10.4	20.5	25.1	29.7	23.9	7.3	37.2	37.2	39.2	41.4
Bavelsa	3.5	7.1	14.0	20.9	16.0	6.9	38.4	38.4	40.4	23.9
Benue	8.2	4.8	11.7	18.6	10.8	67.4	8.5	8.5	9.5	14.2
Borno	6.4	0.8	3.6	6.3	5.8	7.8	27.7	27.7	29.7	29.1
C/River	7.9	12.0	11.5	11.1	16.9	11.8	14.3	14.3	15.3	18.2
Delta	14.9	17.1	10.8	4.5	13.8	18.9	18.4	18.4	20.8	27.2
Ebonyi	2.8	16.7	11.8	7.0	10.9	11.5	12.0	12.0	13.0	23.1
Edo	4.8	3.1	6.5	9.9	8.6	5.1	12.2	12.2	13.2	35.2
Ekiti	17.5	8.2	7.9	7.5	8.7	15.6	20.6	20.6	22.6	12.1
Enugu	15.2	16.5	21.6	27.4	20.0	11.5	14.9	14.9	15.9	25.2
Gombe	13.4	7.6	15.2	22.8	15.6	10.5	32.1	32.1	34.1	38.7
Imo	19.9	22.1	19.3	16.5	21.5	7.6	20.8	20.8	22.8	35.9
Jigawa	6.1	20.5	19.8	19.1	21.6	17.4	26.5	26.5	28.5	35.9
Kaduna	8.4	19.6	15.9	12.1	14.1	5.9	11.6	11.6	12.6	30.3
Kano	12.8	25.9	22.5	19.1	19.4	12.7	27.6	27.6	29.6	21.3

Katsina	10.4	20.3	22.1	23.8	19.3	5.8	37.3	37.3	39.3	28.1
Kebbi	12.3	19.8	19.9	19.9	15.2	11.8	12.0	12.0	13.0	25.3
Kogi	19.9	14.9	11.8	8.7	12.5	16.5	19.0	19.0	21.0	14.4
Kwara	8.8	5.4	4.2	2.9	7.5	16.4	11.0	11.0	12.0	7.1
Lagos	8.0	25.6	16.1	6.5	15.5	10.2	19.5	19.5	20.5	8.3
Nasarawa	1.6	5.1	6.9	8.7	8.1	7.6	10.1	10.1	11.1	36.5
Niger	6.3	6.7	3.5	0.2	3.6	17.0	11.9	11.9	12.9	39.4
Ogun	9.2	1.3	1.9	2.5	2.3	3.9	8.5	8.5	9.5	22.9
Ondo	16.8	7.3	6.8	6.2	6.7	5.8	14.9	14.9	16.9	12.5
Osun	1.0	0.4	1.2	1.9	2.7	6.3	12.6	12.6	13.6	3.0
Oyo	7.0	0.8	3.1	5.3	4.3	6.5	14.9	14.9	15.9	8.9
Plateau	11.8	0.4	1.6	2.8	2.9	8.7	7.1	7.1	8.1	25.3
Rivers	6.6	15.3	11.2	7.0	25.0	4.7	27.9	27.9	29.9	25.5
Sokoto	4.1	4.9	4.5	4.1	6.4	12.1	22.4	22.4	24.4	17.9
Taraba	16.8	23.8	13.6	3.4	14.0	5.9	26.8	26.8	28.8	12.7
Yobe	15.0	12.1	10.7	8.0	13.6	19.9	27.3	27.3	29.3	35.6
Zamfara	46.4	71.5	61.3	51.1	50.8	12.8	13.3	13.3	14.3	42.6
FCT	14.4	5.3	5.9	6.5	16.4	16.4	21.5	21.5	23.5	21.1
Nigeria	12.6	14.8	13.4	11.9	13.7	14.6	19.7	19.7	21.5	23.9

**Source: NBS (2010); CBN Annual Report and Statement of Account (various issues)**

### **The concept of human capital**

Suffice to assert that in any effort and input injected at developing the nation, it is the human resource that harnesses other resources for the development of the country in all ramifications. For this to manifest, there must be quantitative and qualitative production of human resource at the highest level possible. This is why successive governments in Nigeria have recognized the indispensable role of higher education in achieving this feat, hence, the priority being place on it. The economic prosperity and functioning of a nation depend on its physical and human capital stock. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. Based upon the work of

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Schultz (1971), Sakamota and Powers (1995), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the skilled workforce and production capacity of a productive population. In short, human capital theorists argue that skilled and educated population is a productive population. The human capital theory, according to Ayeni (2003), ensures continuous improvement in the acquired knowledge, abilities or skills of the recipient in his/her point of employment. It also contributes to the process of economic development and transformation Schultz (1971). In addition, Odekunle (2001) affirms that investment in human capital has positive effects on the supply of entrepreneurial activity and technology innovation. According to Babalola (2003), the rationality behind investment in human capital is based on three arguments:



- (i) That the new generation must be given the appropriate points of the knowledge, skills and value system which have already been accumulated by previous generations.
- (ii) That the new generation should be taught to acquire both physical and intellectual skill which will enable individual to be self reliance and useful member of the society; and
- (iii) The people must be encouraged to develop entirely new ideas, skills, products, processes and methods through creative approaches.

### **Entrepreneur and Climate Required for Ideal Entrepreneurial Scheme**

The term entrepreneur refers to individual, who are seeking opportunities for adding values for current and potential economic activities Adebisi (2013). The entrepreneur is someone who ventures, by taking risks into a business involving planning, organizing and coordinating use of materials and money to make profit by producing goods or rendering services. The entrepreneur is a risk taker and it is envisage that the risk taking behavior is informed through training and understanding of the business terrain. An entrepreneur is someone that is never satisfied with the status quo, someone who is willing and able to convert new ideals or invention into a successful innovation. By and large, the entrepreneur is the person who receives a business opportunity through risks analyses and takes advantage of the situation to make a profit. Entrepreneurship on the other hand, is the service rendered by the entrepreneur (Ogundele, Sofoluwe & Kayode, 2012).

Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Characteristics of entrepreneurship policies include the willingness to take calculated risks in terms of time, equity, or career; ability to formulate effective venture teams; evolvement of creative skills to marshall needed resources; and fundamental skills of building solid business plan. Recognising opportunity where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship driven policies (Kuratko & Hodgetts, 2004). These are expected in the long run to help create business and thus enhance economic development. Other characteristics such as seeking opportunities, taking risks beyond security, and having the tenacity to push an innate idea through to reality generally permeate entrepreneurs (Kuratko, 2005).

A functional, result oriented and profitable entrepreneur cannot be properly developed in a bad entrepreneurial environment. This section is primarily to compare the expected with the actual entrepreneurial climates in Nigerian universities with the hope of identifying the gaps for policy actions. Entrepreneurial environment is characterized by creativity and critical

rewarding creativity, resourcing creativity, innovations and inventions, volunteering, vision helpers and champions, and experimentation. Each of these characteristic are discussed as follows:

### **Creativity and critical thinking**

Creativity has to do with inspiration, imagination, originality, ingenuity and resourcefulness. Entrepreneurial spirit strives best where inventiveness is encouraged and there is no opportunity parameters inhibiting creativity. Creativity requires that old assumptions are criticized and broken. It requires that traditions be challenged in attempt to break a new ground.

### **Team spirit**

An open approach with participation by needed individuals regardless of area of specialization is crucial in any institution making efforts to develop entrepreneurs. This approach should cut across all areas of life in the university [administration, teaching, learning, consultancy and research] besides encouraging team work, the institution should establish a long time horizon for evaluating the success of each individual contributions.

### **Resourcing creative Activities**

There is need to adequately provide needed resources for creative activities. Any institution of learning wanting to encourage the spirit of entrepreneurship should be ready to invest in experimentations and innovations. Staff and students who take their time, efforts and risks to create new ventures should be well resourced. In Nigeria and in Nigerian universities, it is common to put money and people resources on the line to solve problems that have immediate effect. It seems little consideration is given to investment on experimentation and innovation, even when resources are available.

### **Ideals, innovation and inventions**

Research and Development [R & D] are key sources for successful new product ideals; the university must operate on the frontiers of knowledge and cutting edge of technology. Any university wanting to establish entrepreneurial spirit must encourage and support new ideals instead of discouraging them.

### **Volunteering**

It is important that both staff and students should be encouraged to imbibe the spirit of entrepreneurship. Yet, the spirit of entrepreneurship cannot be forced on people who are not interested in doing business. One major challenge in entrepreneurial education is that it has to be voluntary and people have to go through a self-selection process. In Nigeria, most of the public universities have adopted the voluntary approach while private universities like the Covenant University have adopted the mandatory approach for entrepreneurial education among students. In Covenant University where entrepreneurship education is made compulsory, as a general course, studies are involved. However, teachers from other non-business departments are not compelled to have corporate entrepreneurial skills.

### **Experimentation**

The last but perhaps the most important of the success factors for entrepreneurial education is encouragement of the culture of experimentation in any institution wanting to entrench entrepreneurship spirit. Successful new products and services usually evolve experimentation, trial and error, and sometimes failures. A university wanting to develop entrepreneurs must establish entrepreneurial spirit in which people are not afraid of mistakes and failures in developing new and innovative products. Nigerian universities still operate the traditional career and promotion system which frowns failures and mistakes among teachers and students. Although, failure is an option in the grading system, but in practice, nobody wishes to fail because failure is seen as a stigma in Nigerian schools.

### **Challenges of Entrepreneurship Education in Nigerian Universities**

Within the framework of the National Policy on Education (FRN, 2013), the primary goals of university education in Nigeria are to:

- a. Contribute to national development through high level relevant manpower training;
- b. Develop the intellectual proper values for the survival of the individual and society;
- c. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- d. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- e. Promote and encourage scholarship and community service;
- f. Forge and cement national unity; and
- g. Promote national and international understanding and interaction.

The first three items of the preceding goals are specific to development of entrepreneurship skills among undergraduates. The efforts of the National Universities Commission (NUC) and Industrial Training Fund (ITF) in this regard are a formidable driving force for entrepreneurship education. University education is under extreme pressure to explicitly prove to society that it can make effective and efficient usage of their resources and that their activities must be relevance to the labour market and equip the student with marketable skills that will make them relevant in the world of work. (Hintea, Ringsmith, & Mora, 2006). This is the area universities have to demonstrate entrepreneurship capabilities in their programmes so that their graduates would largely become job creators and not job seekers.

There are invariably many inherent challenges currently face Nigerian universities in their bid to properly entrench entrepreneurship education as important curriculum issue across all disciplines. According to Amoor (2008), these challenges include:

1. Lack of lecturers with practical entrepreneurial training and consciousness. Although lecturers' awareness of entrepreneurship education has grown in the last five years and attitudes towards the new curriculum has become more positive, majority of lecturers still do not know enough the aims, contents and work method of entrepreneurship education. Consequently, this may invariably affect their service delivery to effectively impart the desired knowledge and entrepreneurial skills to their students.
2. Lack of enabling institutional environment that has clarity of purpose and outcomes, and builds capacity for entrepreneurship education across the whole institution. This has implications for resources, the nature of performance targets, and leadership and educator development; it also requires cultural change at an institutional level.
3. Entrepreneurship education is capital intensive and both lecturers and students need money to practice the theory of initiating, establishing and running enterprises. This undoubtedly constitute constraints which subsequently frustrate the integration of the entrepreneurship in academic programmes in Nigerian universities.

Brown (2012) highlighted nine basic factors that hinder entrepreneurship education in our universities in Nigeria. These are poor knowledge based economy and low spirit of competition; poor enterprising culture; lack of entrepreneurship teachers, materials and equipment; unavailability of relevant funds; non-inclusion of entrepreneurship program in the general school curricula; poor societal attitude to technical and vocational education development; inadequate facilities and equipment for teaching and learning in practical-related courses; insensitivity of government to enterprise creation and expansion strategy; and poor planning and execution of process of action

## **The Way Forward**

The problem of unemployment in Nigeria as identified earlier is not that of policy per se, but the mechanism behind its implementation. Any sustainable programme such as entrepreneurial scheme must ensure that implementation constraints are adequately addressed. For entrepreneurship in Nigeria tertiary institutions to evolve from the present stage of imitation into the critical stage of innovation, the following initiatives are recommended:

### **More Nigerian students need to engage in entrepreneurial activity**

Entrepreneurship education is currently taught primarily through modules in business school courses and extra-curricular activities. But Nigerian students need more opportunities to participate in it. In the light of this, tertiary institutions (TIs) need to enhance the perception and relevance of entrepreneurship education, so that both students and staff will recognize the value of its combination of innovation, creativity, collaboration and risk-taking skills to a wide range of disciplines. Major structural, cultural and attitudinal barriers that are making it hard to embed entrepreneurship education should be suppressed.

### **Developing Entrepreneurial Graduates' is a call for action**

The paper urges universities and other tertiary institutions to institute a systematic overhaul of academic disciplines so that entrepreneurship education is embedded in every subject. This can be put in place by;

- An enabling institutional environment that has clarity of purpose and outcomes, and builds capacity for entrepreneurship education across the whole institution. This has implications for resources, the nature of performance targets, z leadership and educators development; it also requires cultural change at an institutional level.
- Engaging internal and external stakeholders both at national, regional and local government, funders and employers, as well as those within tertiary institutions. Stronger relationships between entrepreneurs and university

leaders, lecturers and tutors are particularly important if entrepreneurship education is to be rigorously grounded in academic theory, while drawing on the fast-changing realities and practice of commercial and social entrepreneurship.

- Developing entrepreneurial teaching and learning practices demands a shift from transmission models of teaching (learning ‘about’) to experiential learning (learning ‘for’) and offers students techniques that can be applied in the real world. This will call for learning approaches that incorporate practical examples from outside the university into the classroom, and offer reflective practice, ownership and opportunity to students.

### **Vice-Chancellors can provide visible leadership**

Achieving this requires co-ordinate action on campus – starting from the top. Vice-Chancellors should do more to encourage academics and entrepreneurship educators to work with Entrepreneurs and students to overcome any barrier to creating an entrepreneurial culture in our TIs. They should champion entrepreneurship education across campus and ensure that it becomes a core part of university life. Vice-Chancellors can also encourage leading entrepreneurs to bring new thinking to their TIs, drawing on the entrepreneurs’ life experience, to enliven the theoretical base of entrepreneurship education. Vice-Chancellors need to reward those academics who engage in entrepreneurship education. They should use their influence to encourage Research management of their institutions to ensure that entrepreneurial outcomes are given proper recognition in those impact indicators that measure the social and economic value of research and knowledge exchange.

### **Academics are the enablers of change in the curriculum**

The relevance of entrepreneurship education should be increased across a more diverse range of subjects and disciplines. Academics can also encourage curricular innovation from other subjects disciplines and learn through networking. As course leaders, tutors and careers advisers, faculty members can encourage students to take up



entrepreneurship education opportunities. They can also demonstrate the importance and relevance of the skills, it fosters to wider academic achievement. Students should have the chance to experiment, discover new ways of thinking, and meet successful entrepreneurs. They should be encouraged to explore both theory and practice; building commercial awareness and developing venture creation skills. Entrepreneurship education can both accentuate individual achievement, and provide opportunities for team-work and the development of other ‘soft’ skills that are so valuable to business and society today.

Centre for entrepreneurship education should mandatorily be established in every Nigerian university and should constantly organize workshops for the students as well as invite successful businessmen and women to give talk on how to initiate, source for funds, start and run a business successfully.

Undergraduate students should be mandated to go for internship with a successful entrepreneur for at least a period of two months. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation. The internship training may not necessarily be a full two months but 8–10 hours in a week.

### **Business and social entrepreneurs must be fully involved**

Strong links with and input from entrepreneurs in all sectors are essential to align university curricula to the needs of employers. Such links will also enable students to learn from those with up-to-date expertise. Doing so will give them the knowledge, experience and abilities to link theory and practice. Entrepreneurs may become Entrepreneurial Fellows, guest lecturers, entrepreneurs-in-residence, mentors, role models or Professors of Practice. They can draw in turn on the expertise of academics by hosting academic placements in their organisations and can contribute to future employee development by providing student placements and offering company projects as case studies.

## **Conclusion**

The relevance of any educational system lies in its strength in addressing responsibility of those who undertake to manage it. This is because policy, plan and programme design are the panacea to any successful educational programme. In providing education that will reduce poverty, educational managers need to be judicious with funds, manage partnership initiatives properly, ensure standards that meet international requirements and are relevant to community needs. It is also imperative to encourage the full participation of critical stakeholders to help stabilize the effort toward sustaining entrepreneurship education in Nigerian tertiary institutions.

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## **Supervision of Information Technology Utilization for Staffs Development in University of Calabar, Calabar, Nigeria**

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### **Abstract**

The study investigated the relationship between the Supervision of Information Technology Utilization and Staff Development in University of Calabar, Nigeria. This study adopted a correlation survey research design. The study comprised one thousand four hundred and sixty four (1464) academic staff of the twelve faculties of the University. A simple random sampling technique was used in selecting 200 academic staff representing approximately 14%, having a breakdown of twenty academic staffs from each of the ten selected faculties. A questionnaire Supervision of Information Technology Utilization and Staffs' Development Questionnaire (SITUSDQ) was used to collect data. Pearson Product Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r' 0.60 and 'r' 0.75. Three research questions and three hypotheses were stated and answered in the study. Pearson product moment correlation coefficient was used in analyzing the hypotheses. The result of the findings revealed that supervision of information technology utilization significantly relates to staff development in this era of computer technology. Presentations and conclusion were drawn in line with the result of the findings. The analysis from the tables one, two and three revealed that, the calculated r-value of 0.61, r-value of 0.72, and r-value of 0.63 were greater than the critical r-value of 0.138 when tested at  $p < 0.05$  level of significance with 198 degree of freedom respectively. Therefore, the null hypotheses were rejected and the alternates were retained. It was recommended that the Vice Chancellor, Deans and Heads of Departments should supervise information technology utilization on a

regular basis, organize regular seminars, workshops and conferences on information technology utilization for staffs in order to enhance their administrative effectiveness, research and development of the total person in the university.

**Keywords:** Supervision, Information, Technology, Utilization, Development.

## **Introduction**

Educational supervision as earlier conceived in Nigeria was inspection as workers had to be closely supervised in terms of scientific management approach. However this later metamorphosed to the modern concept of supervision as a result of a human relation movement which is linked to the democratic concept of education. Supervision has been identified as a means of ascertaining how well assigned or assumed responsibilities are being carried out. This process takes place when a person assumes the responsibility for supervising others in order to advise, introduce innovations and assist the teachers to teach better (Giwa, 2016)

Educational supervision is a whole mechanism systematically designed to accomplish the goals of education. This cuts across supervision of personnel, infrastructures, equipment, laboratories, library, records and other school facilities so as to identify problem areas and then recommend solutions to solving the identified problems for the school system (Eregie & Ogiamen, cited in Emmanuel, Gbadegesin & Olabisi, 2014). Supervision as first phase of management in an organization requires that facilities in institutions of learning are functional to enhance the development of the total person. This is to preserve their property value, enhance proper utilization of the facilities, and minimize the total cost of facilities' sustainability in areas of frequent repairs and replacement (Ehiamitalor, 2001).

## **Staff Development**

There is need to develop teachers through training in order to raise awareness for the successful implementation of the new innovation. This can be done through in-service seminars and school-based sessions (UNESCO, 2001:xiii-xiv). There are various ways in developing staff in the educational setting. Some of these ways may include the following: having a good professional training, in-service training, on-the-job training, having a good induction programme at the start, continuous supervision and support services, continuous

assessment and appraisal of staff, good conditions of service, conducive work environment/operational climate, fair and consistent system of reward, sanction or equal and unjust treatment for all, and recognition for excellent service (Ojedele, Oyekan and Oresajo, 2015)

From the above ways of developing staff personnel, suffice to state here, that for the sake of this study on supervision of IT utilization and staff development, the aspect of continuous supervision and support services in line with other related ways is to guide the study for identifying training needs and utilization of available staff. This can be realized through observations made by inspectors and supervisors. The recent observations by the researchers in this study from order memo or the list of selected staff; detailing members of staff who are to take short courses in specific areas of IT which staff have not attained before at the University of Calabar computer centre, is a pointer to the need for proper supervision and the development of the total person in the utilization of IT if sustained. In order to promote IT utilization and development, Oketunji (2000) confirmed that it is evident from the study that teachers are familiar with some principles of research works but are not proficient in most of the operational procedures of research to present accurate records which is very essential to good practice of continuous assessment on which the National Policy on Education recommended that the progress of the Nigerian child should be based. For instance, most of the teachers considered research works to be very important to primary education but in terms of noting past events or for future reference, the results of such findings are not utilized in solving similar problems of higher education. The importance of research works in terms of utilizing its interface with continuous assessment for monitoring students' achievement cannot be overemphasized.

### **Supervision of Information Technology Utilization and Staff development**

The supervision of ICT facilities and staff development is very important in schools in our present day technological world of computer education. According to Anekwe & Izuchi (2012) ICTs best practices if adopted in School Based Assessment (S B A) would achieve quality assurance. This can only be achieved through proper supervision and management of ICTs' facilities and support in the teaching –learning process. Their findings indicated that all

the respondents unanimously agreed that all the listed items were the mechanisms for using ICTs in SBA for quality assurance. The respondents were of the consensus that there should be lecturers' development in various aspects of e-assessments. This findings is in line with White (2007) who asserted that all employable teachers at all levels of education should undertake mandatory training and retraining of ICTs programmes to provide them with practical and functional knowledge of the computer, internet and associated areas of ICTs with the hope of integrating them in instructional methods and above all in e-assessments.

In recent times, the issue of information technology has not been fully utilized due to poor funding in the education sector by the government and lack of infrastructures to support the utilization of information technology by academic staff towards enhancing effective teaching-learning process in the education systems in Nigeria. The political terrains as well as other fronts are not left out in this discuss. This has prompted political parties to have included ICT utilization in schools or educational institutions in their manifestoes. Therefore, to improve on the utilization of information technology in education at all levels 'if voted into power' has become campaign statements to make party manifestoes more attractive to the prospective voters with bait: if voted into power. In fact, education is not just to be provided for its own sake but now with much emphasis on information technology utilization in education system (Ajayi, 2010).

Information Technology Utilization (ITU) has become the rave of the moment in global socio-economic affairs. It has become so important that every country, organization or institution no matter how highly or lowly placed want to identify with and embrace it. The world presently is knowledge-driven and information age has taken the centre stage in virtually everything. Utilization of ICT facilities is therefore a sine qua non for qualitative and effective staff development in the universities (Okorie, 2005). This can be sustained through proper supervision, which is lacking in almost every organization or institution.

Education is one of the most important needs for the well being of individual and that of the society. Thus as a process of social, political and economic advancement, individuals or society cannot attain professional growth without considering information and communication technology (ICT) as an indispensable part of the contemporary world. In fact

culture and society have to be adjusted to meet the challenges of the information age. Therefore, information technology utilization (ITU) is the force that has changed many aspects of people's way of life considering such fields as medicine, tourism, travel, business, law, banking, engineering and architecture has become more expansive in our modern society. The ways disciplines operate today are vastly different from the way they were operated in the past. But if one look at education sector, there seems to be a little impact of ITU compared to what other fields have experienced in terms of proper supervision of information technology utilization. It is based on this that, the study aimed at determining the relationship between supervision of information technology utilization in e-teaching learning process, data record keeping, electronic communication and staffs' development in University of Calabar, Nigeria.

### **Supervision of Electronic Aided-teaching learning Process and Staffs' development**

Essien (2007) states that e-teaching learning is also a supreme version of ecological accountability since it economizes energy and pollution through the elimination of lengthy communities and the maintenance required for an elaborate training centre. Likewise, e-teaching learning has the potential to reduce the amount of paper and printed materials associated with traditional classroom instruction, saving organizations hundreds of dollars while simultaneously impacting the environment and the local community.

Ajayi (2002) conducted a study on teachers' information technology utilization in e-teaching learning and job performance in university of Nigeria Nsukka. A sample of 300 academic staff was randomly selected for the study. The result of the findings reveals that teacher information technology utilization in e-teaching performed better than those without e-teaching learning knowledge. The study also revealed that teachers with e-teaching knowledge process facilitate teaching and learning. The study also found out that, most Nigerian universities have little or no infrastructure for cyber centres, computer equipped classrooms or high speed internet and do not even have the funds to implement such infrastructures on their own. In addition to these the problems of no regular power supply, dysfunctional telephone lines, lack of requisite telecommunications infrastructure, low level of internet, connectivity amongst others has contributed to teachers poor information technology utilization in e-teaching learning process.



In today's hyper-connected world, the value of the World Wide Web to the world of business is no secret (Essien, 2007). So why do so many companies and organizations fail to fully utilize the potential efficiencies and cost savings of e-teaching learning to develop and retain its staff? Perhaps the biggest problem is not having learned all the benefits that this educational tool can provide, but the role of proper supervision of information technology utilization is to ensure that facilities in institutions of learning are functional to enhance the development of the total person and sustain the operational value of facilities.

### **Supervision of Electronic Data Record Keeping and Staffs' development.**

Okorie (2005) defined school record as a unified, comprehensive collection of documentation concerning all services provided to a student which may include intake information, evaluation(s), assessment(s), release of information forms, individual learning plan, all written notes regarding the student, all collateral information regarding the student, etc. Alobi (2003) conducted a research on the application of information technology on school record keeping in secondary schools in Obudu Local Government Area of Cross River State. 200 teachers were used as the population of the study, and a sample size of 120 teachers were selected for the study. The study found out that, teachers information technology utilization in data record keeping helps in knowledge sharing throughout Obudu LGA of Cross River State. The study also found out that, the data record keeping of information technology helps both the teachers and the administrators to have up-to-date records and knowledge of the records, because accurate records bring about effective administration. The study further added that, application of information technology by staff helps students to be independent in their studies. The students can also decide about their studies, learning time, place and resources in a better way. Also, students can work in a more supportive environment, seek help from teachers or colleagues and share their learning experiences and ideas in friendly manner.

Alausa and Adagunodo (2001) identified record keeping as a cardinal problem of continuous assessment implementation as records have to be accurately and meticulously kept over a long period of time in a form that will enhance easy retrieval, if the assessment technique is to be effective. They also posited that continuous assessment is generally known to be accompanied by the use of many more instruments of evaluation and hence implied more

marking, grading and recording. It is compulsory and all inclusive, that record keeping may constitute a stronger challenge to teacher performance and educational management in Nigeria and other countries where similar programmes are executed. The challenge posed is not having all the benefits of record keeping accurately and meticulously kept over a long period of time, but what regular supervision of the utilization of records is carried out to update records for research from time to time? Proper and regular supervision of electronic data record keeping would ensure the utilization of e-record keeping to achieve best practices for the education system.

### **Supervision of Electronic Communication and Staffs' development**

According to Marrow (2010) electronic communication (mobile phones) are being extensively used by academic staffs at all levels, doctors, engineers, service man, jobbers and common man and women in their day-to-day activities. Today, business activities seem to be impossible without the use of electronic communication. Starting from the aviation industry to service sector including our education sector, electronic communications are playing an important and vital role in staff job performance. According to Dede (2014) the focus in educational technology has appropriately turned from artificial intelligence to amplifying the intelligence of teachers and students. Thus leading to the development of higher performance computing and communicating is creating new media, enables new type of messages and experiences such as inter-personal interactions. Other facilities like online chatting, conferencing, sending text, e-mail, transferring MMS information by an electronic communication device are compatible with a computer.

Samuel (2011) posited that teachers may only use electronic communication for which access is approved. Teachers are to notify their supervisors if they have access to electronic that are not functional to perform their job, for which the staff's authorization had expired or if mistakenly given to them or is otherwise unauthorized so that a functional updated electronic communication is made accessible for use. Ottong (2010) was of the view that teachers should not have an expectation of privacy regarding any information transmitted on communication systems or stored on electronic systems.

In the light of the above, it is worthy to mention that information technology utilization can play a vital role in improving staff job performance. It is also important to state that academic

staffs' knowledge of information technology utilization and its applications by staff can improve teaching and learning, data record keeping and communication.

However, the study only focused on provision of information technology utilization facilities and acquisition of information technology knowledge by staff in order to improve their job performance. Emphasizes is not place on other strategies such as the provision of a conducive environment and proper supervision of information technology utilization process and staffs' development of the total person. The recent observations by the researchers of order memo detailing members of staff to take short courses in specific areas which staffs have not attained before at the University computer centre is a pointer to the need for proper supervision and the development of the total person.

As Nigeria is striving large to play a leading role in Africa, particularly in this period of pragmatic and competitive science and technology, there is an urgent need to pay more prominent attention to the improvement of staff's teaching learning process in Nigeria's tertiary institutions in particular. This entails the adoption of information technology utilization (ITU) in the university. The ITU is an invaluable intervention in teaching-learning process and administration in this modern time. Its inherent attribute such as accuracy, high speed performance reliability and capability to store very large amount of data have made it possible for its applicability to all human endeavors including teaching, learning and research in educational institutions administration, examinations and records.

There has been a lot of study on Information Technology (IT) or Information Communication Technology (ICT), and stakeholders are interested in it. Despite the huge resources placed on it in Nigeria, it has been observed that IT is not used to the optimum because of no proper supervision. While people or stakeholders are interested in procuring and acquiring this IT equipment, they are not too much concerned about its utilization. Where they are concerned about its utilization, it is observed that there is no proper supervision among stakeholders. The pertinent question here is; why do so many companies and organizations fail to fully utilize the potential efficiencies and cost savings of e-teaching learning to develop and retain its staff? Perhaps the biggest problem is not having learned all the benefits that this educational tool can provide, but the role of proper supervision of

information technology utilization to ensure that facilities in institutions of learning are functional to enhance the development of the total person and sustain the property value of facilities. Therefore, the University of Calabar as a citadel of learning cannot be isolated in this environment where IT utilization is in operation. Hence, this study is determined to investigate the supervision of IT utilization and Staff development.

### **Research Questions**

The following research questions were stated to guide the study:

1. To what extent does supervision of information technology utilization in e-teaching learning process relate to staff's development?
2. What is the level of supervision of information technology utilization in data record keeping in relationship to staffs' development?
3. In what does supervision of information technology utilization in electronic communication relate to staff's development?

### **Research Hypotheses**

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between supervision of information technology utilization in e-teaching learning process and staff's development.
2. There is no significant relationship between supervision of information technology utilization in data record keeping and staff's development.
3. There is no significant relationship between supervision of information technology utilization in electronic communication and staff's development.

### **Research Methodology**

The research design adopted for this study was a correlation survey research design. This was applied to determine the relationship between supervision of information technology utilization and staff development in University of Calabar, Nigeria. The study comprised one thousand four hundred and sixty four (1464) academic staff of the twelve faculties of the

University. A simple random sampling technique was used in selecting 200 academic staff representing approximately 14%, using the balloting method of hat-and-draw to randomly select the sample with a breakdown of twenty academic staff from each of the ten selected faculties namely; Agric forestry and wildlife resource management, Allied medical science, Arts, Basic Medical Science, Education, Law, Management sciences, Medicine and Dentistry, Science, Social sciences for the study. A questionnaire titled: Supervision of Information Technology Utilization and Staffs' Development Questionnaire (SITUSDQ) was used to collect data. The questionnaire was presented to experts to validate the instrument on face validity to ensure that the instrument measures what it was designed to measure. The questionnaire had two sections (A and B); Section A was on personal information: (age, sex, qualification position and years of experience) while section 'B' had 30 items for responses to the variables that were raised for three null hypotheses. The four (4) point Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) rated 4,3,2,& 1 point(s) on positively worded items respectively and on reversed for negatively worded items for the study was used. The reliability of the instrument was determined by using a test re-test method which involves 20 teachers outside the study sample. Pearson Product Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r' 0.60 and 'r' 0.75. Pearson product moment correlation coefficient was used to test the hypotheses on relationship between supervision of information technology utilization and staffs' development in University of Calabar.

## **Results**

**Research Hypothesis One:** There is no significant relationship between supervision of information technology utilization in e-teaching and staff's development.  
learning process

**Table 1: Pearson Product Moment correlation analysis on the relationship between supervision of information technology utilization in e-teaching learning process and staff 's development.**

Variables	N	M	SD	R	P
Supervision of e-teaching process utilization	15.14	3.87			
200				0.61*	0.05
Staffs' development	26.60	3.00			

Significance at 0.05, df=198; critical r-value=0.138.

The analysis from the table revealed that, the calculated r-value of 0.61 is greater than the critical r-value of 0.138 when tested at  $p < 0.05$  level of significance with 198 degree of freedom. Therefore, the null hypothesis which states that, there is no significant relationship between supervision of information technology utilization in e-teaching learning process and staff's development is rejected and the alternative form is retained.

**Research Hypothesis Two:** There is no significant relationship between supervision of information technology utilization in data record keeping and staffs' development.

**Table 2: Pearson Product Moment correlation analysis on the relationship between supervision of information technology utilization in data record keeping and staff's development.**

Variables	N	M	SD	R	P
Supervision of e-record keeping utilization	12.92	2.48			
200				0.72*	0.05
Staff's development	26.60	3.00			

Significance at 0.05, df=198; critical r-value=.138.

The analysis above shows that the calculated r-value at 0.72 is greater than the critical r-value of 0.138 when tested at  $p < 0.05$  level of significant with 198 degree of freedom. Hence, the null hypothesis which states that, there is no significant relationship between supervision of information technology utilization in data record keeping and staff's development is rejected and the alternative form is retained.

**Research Hypothesis Three:** There is no significant relationship between Supervision of information technology utilization in electronic communication and staff's development.

**Table 3: Pearson Product Movement correlation analysis on the relationship between supervision of information technology utilization in electronic communication and staff's development:**

Variables	N	M	SD	R	P
Utilization of e-communication	200	13.12	2.55	0.63*	0.05
Staff job performance		26.60	3.00		

Significance at 0.05, df=198; critical r-value=0.138.

The table above revealed that, the calculated r-value of 0.63 is greater than the critical r-value of 0.138 when tested at  $p < 0.05$  level of significance with 198 degree of freedom. Therefore, the null hypothesis which states that, there is no significant relationship between supervision of information technology utilization in electronic communication and staff's development is rejected and the alternative form is retained.

### **Discussion**

The result of hypothesis one indicated that, supervision of information technology has a significant relationship with staff's development. This is because the result of the null hypothesis which states that, there is no significant relationship between supervision of information technology utilization in e-teaching process and staffs' development revealed that, the calculated r-value of 0.61 is greater than the critical r-value of 0.138 at 0.05 level of significance with 198 degree of freedom. Therefore, the null hypothesis is rejected. This result is in line with the findings of Ajayi (2002) which states that, information technology utilization improve e-teaching learning process of students in school. He added that teachers with e-teaching learning perform better than those without e-teaching knowledge.

The result of this hypothesis two shows that, supervision of information technology in data record keeping has a significant relationship with staffs' development. This is because the result of the null hypothesis which states that there is a significant relationship between supervision of information technology utilization in data record keeping and staffs' development revealed that, the calculated r-value of 0.72 is greater than the critical r-value of

0.138 at 5% level of significance with 198 degree of freedom. Hence, the null hypothesis is rejected.

This result is in consonance with the findings of Osakwe (2010) who stated that utilization of information computer technology brings about efficient and effective job performance. He recommended that school management should endeavour to provide computers to schools in order to have reliable records in the school system. He added that adequate funds and regular power supply should be provided to schools in order to improve school record keeping process of the school. This can only be realized under proper supervision of the programme.

The result of hypothesis three revealed that supervision of electronic communication utilization has a significant relationship with staff's development. This is because the result of the null hypothesis which states there is no significant relationship between electronic communication and staff job performance revealed that, the calculated r-valued of 0.63 is greater than the critical r-value of 0.138 at 0.05 level of significant with 198 degree of freedom. Thus, the null hypothesis was rejected. Supporting this findings is the assertion Marrow (2010) electronic communication (mobile phones) are being extensively used by academic staffs at all levels, doctors, engineers, service man, jobbers and common man and women in their day-to-day activities. Today, business activities seem to be impossible without the use of electronic communication. While Dede (2002) corroborated this view, that the development of higher performance in computing and communicating is creating new media utilizations such as; new type of messages and inter-personal interactions like online chatting, conferencing, sending text, e-mail, transferring MMS information by an electronic communication device are compatible with a computer and further enhance staff development in the University

### **Conclusion**

The study was carried out using correlation survey. The population of the study consists of all academic staff in the University of Calabar, where a sample size of 200 academic staff was randomly selected and used for the study. Three null hypotheses guided the study from which items for the instrument were raised. The instrument was questionnaire used for data



collection. Pearson's product moment correlation statistics was used in analyzing the data. Each hypothesis was tested at 0.05 level of significant with 198 degree of freedom

The result of the findings revealed that, there was a significant relationship between supervision of utilization of information technology in e-teaching learning process, data record keeping, electronic communication and staffs' development in University of Calabar, Nigeria.

Supervision of Information Technology utilization (ITU) has been observed in this study as a means of ascertaining how well assigned or assumed responsibilities are being carried out and a process that takes place when a person assumes the responsibility for supervising others in order to advise, introduce innovations and assist the teachers to teach better. Therefore, supervision of information technology utilization covers the utilization by staffs of any product or products that can store, retrieve, manipulate, transmit or retrieve information electronically in a digital form. These technologies have revolutionized learning, resolving some of the knowledge creation and sharing, but also creating new challenges for institutions. There is increasing evidence of how information technology utilization has bridged the gaps in education between the less and more privileged learners, and provided opportunities for learners and educators to present their skills in a variety of ways. Therefore, the findings of this study are clear indications that supervision of information technology utilization is a means for effective and efficient job performance and staffs' development in University of Calabar and in other similar climes.

### **Recommendations**

Based on the findings it is recommended for effective supervision and staffs' development that:

1. Vice chancellor and heads of department should organize regular seminar and conferencing on information technology utilization for its staffs in order to enhance their administrative effectiveness.
2. University authorities should urgently put in place a proper mechanism for supervision of information technology utilization training for its entire staff, and to improve on the quality of information communication technology facilities provided for academic staff in universities.

3. Information technology utilization in education is touted by governments as essential, if universities are to compete successfully in the global information economy, they should increasingly invest in information technology to deliver educational material, in both on and off campus to increase educational outcomes. This is particularly important as they provide opportunities to compete competitively with other institutions.
4. The government should see the need to provide computers and other devices to lecturers, as well as ensure stable power supply, and provide technical support for maintenance of ICT facilities and adequate funding of universities.
5. In view of the uniqueness of information technology utilization, academic staff in universities should measure up to the demands of new technology for staff job performance. They should harness the benefits of information technology utilization in teaching and learning, and for personal use in research, publication of articles, communication within and outside their universities, social interaction etc. Also, they should develop tangible ability to utilize devices and software packages that will enhance more effective teaching - learning delivery.
6. The government should fund the utilization of information technology to sustain its operational capacity and prompt maintenance of technological facilities.

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## **Strategic Use of Audio-Visual Resources in Higher Education to Produce A ‘3-Domain Person’**

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### **Abstract**

This paper reports the strategic use of Audio-Visual Resources in higher education to produce a 3-domain person. The term audio-visual resources are seen as those resources which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources; sight as in visual resources; or through a combination of senses as in audio-visual resources. Indeed, the variety of such resources is a striking characteristic. It is important to note that a textbook or reference material does not fall within the description of audio-visual materials but an illustration in charts and pictures does. The strategic use of audio-visual resources in the field of education is really significant. They make an individual possess the ability of high cognitive intelligence to recall facts; it also produces a high level of affective intelligence of an individual which aids in application of knowledge; and to produce an individual with equipped psychomotor skills in carrying out an activity. The strategic use of audio-visual resources in producing a 3-domain person, makes powerful and lasting impression in the minds of the learners thereby leading to high academic performance of students; bridges the distance and communication gap between countries and cultures of students, retain the interest of learners to learn; allow individualized learning in the classroom, enhance active participation of students during lessons and above all makes learning permanent.

**Keywords:** Audio-Visual Resources, Higher Education, Strategic, Teacher, Students

## **Introduction**

The Webster's Encyclopedia Dictionary (1994), defines Audio-Visual as ‘using both sound and pictures as audio-visual aids for the classroom’. This implies that audio-visual materials need to serve as an aid in the classroom for teaching and learning to take place. Also, the above definition shows that audio-visual aids are materials that the information contents can only be received through the ears and eyes. That is to say, information contents can be received through the sense of hearing with the aid of the sounds – referring to the audio resources; or information can be received through the sense of sight in form of pictures or objects – referring to the visual resources. The combination of audio and visual (audio-visual) implies that information can be perceived with the ears and eyes at the same time. Therefore, the term ‘audio-visual’ refers to both audio materials, visual materials and audio-visual materials. They include phonographs, films, film-strips, micro-phones, speakers, slides, projectors, posters, chalkboard, charts, models, diskettes, television, audio-video machines, computers, cell phones, etc (Aina, 2004).

According to George (2003), the following are forms of audio-visual resources; computers, television, tapes projectors, posters, cartoon strips, costumes and models. The above mentioned natures of the forms of audio-visual resources are explained below:

- i) Computers: this type of resource is audio-visual. This is because, their information contents are perceived with the ears and eyes at the same time
- ii) Television: this is also audio-visual resource. Their information contents is perceived with the ears through the sound it generates and visible to the eyes at the same time
- iii) Tapes: this belongs to audio resource. It produces sound that can be perceived through the ears
- iv) Projectors: this belongs to visual resource. Its content is visible to the eyes. It produces no sound

- v) Cartoon Strips: this belongs also to visual resource. They are series of drawings inside boxes that will tell a story and are often printed in newspapers
- vi) Costumes: this belongs to audio-visual resource. Its information contents is perceived with the ears and visible to the eyes through the display of films and actors who wear clothes or make-ups that depicts information
- vii) Models: this is a visual resource. It can be in form of a carved item with artist painting. Its information contents is perceived with the eyes
- viii) Microphones: this belongs to the audio resource. It is used to facilitate teaching and learning through producing audible sound
- ix) Chalkboard: This belongs to visual resource. It is used to facilitate teaching and learning through making information seen clearly with the eyes
- x) Textbook: this belongs to the visual resource. It is the illustration and charts in a textbook that is referred as visual resources because they enhance learning

The basic tools for audio-visual services are the hardware and software of computing and communications. These are implemented as information technology systems through use of systems engineering process. While information technology and information systems engineering does indeed enable better designs of systems and existing organizations, it also enable the designs of fundamentally new organizations and systems such as virtual corporations (Fitzmaurice, 1994).

Acquisition of audio-visual resources ranges from specification to conceptual and functional design and development of communication and computer-based systems for information support. These activities include integration of new systems into functionally operational existing systems and maintenance of the result as user needs change over time.

In his view, Bronzino (1995), states that, “in an organization, audio-visual resources is concerned with the improvement in a variety of human and organizational problem-solving

endeavours through the design, development and use of technologically based systems and processes that enhance the efficiency and effectiveness of information in a variety of strategic, tactical and operational situations.

Ideally, effective audio-visual services is accomplished through critical attention to the information needs of humans in problem solving tasks and in the provision of technological aids, including electronic communication and computer-based systems of hardware and software and associated processes.

The term audio-visual materials has been further explained by (Dike, 1993) as, “those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources; sight, as in visual resources; or through a combination of senses”. Indeed, the variety of such resources is a striking characteristic.

According to Anzaku ( 2011), “the term audio-visual material is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”. Thus according to the above definition, audio-visual aids does not need dependence on any written or spoken words in any language; which then means that a learner can assimilate whatever instructions he/she receives as far as the knowledge is presented in a pictorial, diagram or illustration form. Hence, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or a procedure. Some of the audio-visual materials like the motion pictures require the use of electronic equipment to bring out their value. Some do not need equipment at all like an exhibit or a study print.

### **Evolution of Audio-Visual Resources**

Prostano and Prostano (1982) asserted that from time immemorial, audio-visual materials existed but were not incorporated into educational system. According to them, the advent of audio-visual materials is long but it is the use that has been limited until in the 1960s and 1970s that libraries realized the use of these materials and started incorporating them into the



library collections for future use. Before man developed speech as a means of communication, he expressed himself in terms of drawings, signals and symbols. The point here is that the use of audio-visual materials started as early as man's civilization began. This is evident in their attempt to communicate ideas. Green (1965) has this to say; "in time of antiquity, man carried pictures on rocks for conveying ideas".

Ani (1990) supporting the introduction of audio-visual aids observed that as far back as the 1920s audio-visual materials came to be used in teaching in the United State of America. According to Dike (1993), the various methods of teaching informally such as observation, participation and the use of the senses were forms of audio-visual resources in our indigenous Nigerian education. The child is asked to observe carefully without verbal instructions and to participate in domestic science, craft, and agriculture, the child is able to grasp knowledge from different fields unconsciously. Thus every child has the right to knowledge and information especially that which concerns his cultural heritage. It is imperative therefore that in cultures whose traditions are essentially of the oral rather than the writer kind, knowledge and information transfer be carried out by using verbal instructions and the preservation of their cultural arts. This is the meaning of the story telling sessions in our indigenous African education.

In modern times, the value of instructional materials has been realized of late in this country and attempts are being made by all organs connected with education to see that audio-visual materials are used in teaching and learning situations. For examples, University of Nigeria, Nsukka has established Curriculum Development and Instructional Materials Centre (CUDIMAC) to promote the utilization of various types of audio-visual resources and media in the school.

In advances in librarianship, (Hallett & Faria, 2006) points out that, books are not the only way the libraries can extend the available information to the public but other means such as pictures, filmstrips, slides, recording etc. should be acquired to supplement book resources and to substitute for books when they are not available on a particular topic. That is, in the modern educational methods modern technologies have given rise to various means of

teaching which make it easier for both the teacher and learner to achieve their aims of teaching and learning.

### **The Relevance of Audio-Visual Resources in the Production of A ‘3-Domain Person’**

The necessity of the use of audio-visual materials in education is being justified by Irwin (2005, p.18) who said, ‘...the use of audio visual materials in the field of education is really significant. They make powerful and lasting impression in the minds of the learners; thereby leading to high academic performance of the students. A student can be able to exercise high cognitive intelligence by recalling facts especially when needed in examinations, also by effective application of the knowledge due to high level of affective intelligence and of course, high psychomotor skills in constructing diagrams, charts, maps, etc due to the great impact of audio-visual materials used in learning.

Below are other areas that the use of audio-visual resources can enhance in providing a 3-domain person:

- 1) **Basing learning in sense experience:** stressing the importance of audio-visual materials; Ngozi, Samuel, and Isaac (2012) agreed that audio-visual materials are very important and useful in education because, the normal learner in so far as the function of his preceptor mechanisms are concerned, gain understanding in terms of multiple impression recorded through the eye, ear, touch and other senses. Swank (2011), stressing the effectiveness of visual materials in leaning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste sensation. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching and learning processes. This is because they bring the different senses contributions together to get 100% clarity. By implication, the better the learning, the better an education product will be and hence, a better all-round person in what we refer to in this paper, as a 3-domain person.
- 2) **Encouraging Participation:** Natoli (2011, p.37), emphasize that, “audio-visual

materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems”. In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will aid their understanding of the concept in asking of questions or when they join the teacher in dramatization of an event or a process.

- 3) **It serves as a source of information:** Audio-visual materials serve as a good source of information, because, the information can be gotten from the good use of perceptual instructional materials especially those provided from our locality. When they are used in the class, their familiarity gives a background for understanding the information. Mcnaught (2007) observed that audio-visual materials are very useful in teaching and instruction as well as learning promotional aids. He further stressed that where consistency of presentation is desirable, audio-visual materials become even much more useful because, they provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.
- 4) **Making learning permanent:** Audio-visual resources can play a major role of making learning permanent. Gopal (2010, p.42) stressed that “the use of audio-visual materials facilitate the acquisition, the retention and the recall of lessons learned, because they seem to evoke the maximum response of the whole organism to the situations in which learning is done. And perceptual materials readily associate themselves with the unique experiential background of each individual”. Natoli (2011, p.45), further explained that audio-visual materials are important in the teaching and learning processes because “having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely”. Dike (1993) had earlier noted that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned. Thus the saying:

*What I hear, I forget*

*What I see, I remember*

*What I do, I know*

The discussion above points to the need for higher institutions administrators to strategize to avail the requisite audio-visual teaching-learning materials if they are to produce a total person.

### **The Effects on Students in Producing a 3- Domain Person**

A 3-domain person refers to a total person which possesses the characteristics of a total person which are cognitive, affective and psychomotor skills. They are explained below:

***Cognitive skills:*** This refers to the intellectual ability of an individual to recall facts or reproduce knowledge. Hence, this skill is intellectual because it has to do with the head where the brain is located. The brain if well developed can be able to produce knowledge that was learnt or be able to recall facts that were accumulated in the brain. Hence, a student is said to possess cognitive intelligence if the student can be able to produce knowledge that was learnt by recalling facts.

***Affective skills:*** This refers to the ability of an individual to draw inference or conclusions of what was learnt and see how best applied to situations at hand. This kind of skill has to do with the heart. The heart is the center of motivation and the seat of decision making. Hence, a student is said to possess affective skills if the student can be able to apply what was learned in situations and circumstances surrounding the students especially after lessons are taught the student is asked to explain concepts, ideas or facts.

***Psychomotor skills:*** This is the ability of an individual to create, design, or manipulate what was learned in the present condition the individual found him or herself. This skill also significantly involves the use of the hands. A student possesses psychomotor skills if he can reproduce what was learnt in the classroom into creative manner or even in diagrammatical way.

Below are some of the areas by which the efficient and effective use of audio-visual materials by lecturers in higher institutions of learning can enhance the production of a 3-domain person:

- 1) **Extending Experience:** Gopal (2010), stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because, according to Dike (1993, p.27) “once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent to the students”. Hence, the ability of the students to feel, imagine and deduct from the reasons can be achieved. At this point, the affective domain of the students is being applied.
- 2) **Stimulating Interest:** According to Katherine (2009, p. 7), “learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials”. During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught and his interest is also won and he is ready to learn. Hence, the cognitive aspects of the students are heightened and sharpened.
- 3) **Individualize Instruction:** Lestage (1959) asserted that audio-visual materials provide a means of individualizing instruction. This, he said, is possible through programmed learning and tapes which enable the learner to learn at his pace and also to work on his own. Moreover, according to Dike (1993) the machine frees the teacher to work with individual students, since he or she is not now required to carry out routine drills. This individualized learning through tapes calls for a child creativity of the mind which enhance the psychomotor aspect of the mind.

## **Strategic Use of Audio-Visual Materials in Producing a 3-Domain Person in the Classroom**

Recognizing that the curriculum is geared towards producing the 3-domain of an individual student – Cognitive, Affective and psychomotor; the lecturer is expected to ensure that the three behavioral objectives of students are achieved at the end of a lesson or in the entire course within the semester or session. All these helps a professional or any individual in his or her career of learning to be fully equipped in his or her profession both by head, by heart and by hand. Hence, a strategic use of audio-visual resources in higher education entails that the lecturer in the classroom always use marker-board, maps, charts or any other visual aid in the classroom to ensure that all in the classroom whether the underachiever, slow learner or fast learner can be able to learn with the application of the three intelligent domain – cognitive, affective and psychomotor. It is also important that the lecturer in assessment looks up to ways of ensuring that the assessment of students is geared towards applying the 3-domain. It will be of benefit that the lecturer in the classroom directs students interest activities or engagements that seeks to affect the whole total person of an individual – cognitive, affective and psychomotor domain.

## **Conclusion**

The development of a 3-domain person in higher education with the use of audio-visual materials requires the effort of major key players that are involved in the teaching and learning process of students. This means that, the university administrators should make policies that encourages the acquisition of audio-visual materials in the university library so that students no matter their individual differences in learning either can be able to sharpen their intelligence skill in learning cognitively, affectively and psychomotor. However, the university librarian should ensure that proper audio-visual materials are acquired, classified and catalogued for effective retrieval of these materials in the library by students of the higher education.

The classroom lecturer who has a primary and direct role in the teaching and learning process of students should ensure that all means are explored in utilizing audio-visual materials in

enhancing the development of a 3-domain person. This calls for using the marker-board with bright colourful marker when explaining procedures or practice; asking questions in the class whereby the cognitive, affective and psychomotor intelligence of students are sharpened and developed; ensuring that when conducting examination/testing of the students, the whole cognitive, affective and psychomotor aspect of the students are affected to produce a 3-domain person.

### **Recommendations**

1. The lecturers should produce books that has illustrations, charts and diagrams which serves as visual in aiding understanding and enhancing learning
2. The lecturers should always use marker-board and its writing materials as visual aids when imparting knowledge for permanent retention of knowledge
3. Lecturers should always use micro-phones with good sound speakers during teaching and learning process to enhance listening and understanding especially in the large class setting
4. The university administrators should give policies that ensure the acquisition of enough audio-visual materials in the library for students consumption in enhancing a 3-domain person
5. The university librarian should ensure that the audio-visual materials are well classified and cataloged for easy retrieval by students.
6. Lecturers should ensure that students use illustrations and charts when doing assignments especially in areas of specialization that demands that.
7. The classroom lecturer should ensure that when conducting examinations/testing, the cognitive, affective and psychomotor domain of the students should be affected. This involves asking questions such as using words like “Explain”, “Expanciate”, “Examine”, etc and using phrases like “in your own view”, and “what do you understand”, among others

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