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**Agbor, Delta State, Nigeria**

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**2ND**

**International**  
*Conference*

**on Institutional Leadership and  
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GOVERNANCE AND  
ECONOMIC RECOVERY**

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Building in Africa**

With the Theme:  
**Institutional Leadership, Governance and  
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# LEADERSHIP APPROACHES IN MITIGATING SUBSTANTIAL RISK FOR ECONOMY RECOVERY IN NIGERIA FOURTH REPUBLIC

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## ABSTRACT

Economic recovery is considered the process of reallocating resources and workers from failed economy and investments to new jobs and uses after a recession. This paper examined leadership approaches in mitigating substantial risk for economy recovery in Nigeria Fourth Republic. The paper conceptualized leadership and several substantial risk facing the country like; social, ethnic and religious tensions, institutional weaknesses, political risk environment, inconsistent public regulations and corruption that also hinder economy recovery. The paper further revealed the several leadership approaches in mitigating substantial risk for economy recovery, such as; restoring economics, diversifying supply chain/mainstay, combating corrupting, economic challenges for marginalized group and meeting the moment leadership approaches. The paper concluded that economic recovery is seen as a lesser priority in peace consolidation than security/political reform, and when support has resumed through a functional leadership approaches for economic recovery under substantial risk and war-torn countries, there is hope for stable developing countries. A country with substantial risk, government can employ restoring economics, diversifying supply chain/mainstay, combating corrupting, economic challenges for marginalized group and meeting the moment leadership approaches to help recover its economy. The paper suggested that government need to reduce cost of governance and rebalance their sovereign debt portfolio maturities while stimulating growth; as well as take an active role in designing and enforcing economic policies to address various problems that pure market forces cannot, such as externalities and the absence of risk markets.

**Keywords:** Leadership Approaches, Substantial Risk, Economy Recovery, Nigeria Fourth Republic.

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## INTRODUCTION

The economy of Nigeria is a middle-income, mixed economy and emerging market, with expanding manufacturing, financial, service, communications, technology, and entertainment sectors. It is ranked as the 27th-largest economy in the world in terms of nominal GDP, and the 24th-largest in terms of purchasing power parity. Nigeria has the largest economy in Africa. The country's re-emergent manufacturing sector became the largest on the continent in 2013, and it produces a large proportion of goods and services for the region of West Africa. In mid-2014, there was oil price shock which affected the Nigerian economy. In 2015, the economy slowed sharply as annual real GDP growth declined to 2.7%/y/y from 6.2%/y/y in 2014. By 2016, the economy recorded its first recession since 1991, recording a growth of -1.5%/y/y as oil production shortages exacerbated the decline in the oil price. Notably, the underperformance in the oil sector spilled over to the non-oil sector through the exchange rate channel, with the non-oil sector contracting 0.2%/y/y to record its worst performance since 1985 (Ugwu & Ugwu, 2020; Suma, 2007).

By Q2'17, the Nigerian economy exited recession recording a positive growth rate of 0.5%/y/y. The recovery was in part due to a sharp recovery in the oil sector, driven by an improvement in oil prices and production volumes. In addition, the non-oil sector recorded a positive growth for the second consecutive quarter, spurred by ongoing recovery in the manufacturing sector due to improved foreign exchange (FX) liquidity. Besides the improvement in real GDP, the performance across several other macro-indicators suggest that the economy is on track for a broad-based recovery. In 2021, there were bright spots for Nigeria as the economy recovered from the COVID-induced disruptions of 2020 (Ogunode et al., 2021). But there were also some low points that rank Africa's biggest economy more harm than good.

In the same vein, Nigeria's economy has officially nosedived into recession for the second time in the last five years. However, the impact has been visible even before the official pronouncement, with the increase in the inflationary levels and rise in food insecurity, including deficit in health care, education, among others in the country. Unfortunately, these shortfalls are likely to surge concurrently with a spike in the prevalence rate of crimes and criminality, especially, if measures are not drastically taken to forestall a reversal of the trend. The recession might worsen the already alarming poverty and unemployment rates in the country and could lead to an economic depression if the attendant negative implications are not addressed with holistic government policies, spending and economic stimulus packages. Agreeably, a recessed economy comes with a contraction of the Gross Domestic Product, GDP, growth for at least two consecutive quarters and this was unavoidable because the Nigerian economy has been somewhat pressured from March 2020 as a result of the novel coronavirus and the attendant consequences particularly the lockdown and border closures (Onyeaka et al., 2021).

According to the Nigerian Bureau of Statistics (NBS), report, the first quarter of the year 2020 shows a slow-paced growth of -0.68 percent as GDP contracted by 1.87 percent when compared to the fourth quarter of 2019. However, the economy shrank in the second quarter of the year as the GDP fell by 6.10 percent, compared with the growth of 1.87 percent in Q1. Recently the NBS released new information on Saturday, November 21, 2020. The gross domestic product figures released show that the nation's economy recorded a contraction of 3.62 percent in the third quarter of 2020 (Samuel, 2021). Despite the contraction witnessed so far in the year, commendation needs to go to government for being able to close the contraction gap from -6.10 to -3.62 within just a quarter; it gives a glimmer of hope. Even though the contraction

and slide into recession is a long-awaited reality considering the quivering economy and the multi-impact of the novel coronavirus pandemic, which includes a significant downturn in consumer activity, food insecurity, low disposable income, weak consumer spending, inflation, high unemployment, a decline in crude oil demand and drop in price, shrinking government revenue, forex volatility, and the general lull in business and economy activities in the country among others.

An International Monetary Fund (IMF) team led by Ms. Jesmin Rahman held meetings with the Nigerian authorities from June 6-10, 2022, to discuss recent economic and financial developments, and the economic outlook of the country. At the end of the visit, Rahman added that Nigeria economic recovery has continues to gain strength on the back of services and agriculture with GDP growth reaching 3.6 percent (y/y) in Q1 2022. Latest data shows economic growth broadening to all sectors except oil, where production remains weak reflecting continued security and technical challenges (International Monetary Fund, 2022). Rahman further added that inflation has reached 17.7 percent (y/y) in May (2022) led by a renewed surge in food prices, exacerbated by the war in Ukraine, and raising food security concerns as over 40 percent of the population live below the poverty line. To contain inflationary pressures, the Central Bank of Nigeria has recently hiked its monetary policy rate by 150 basis points to 13 percent.

Despite its strong fundamentals, oil-rich Nigeria has been hobbled by inadequate power supply, lack of infrastructure, delays in the passage of legislative reforms, an inefficient property registration system, restrictive trade policies, an inconsistent regulatory environment, a slow and ineffective judicial system, unreliable dispute resolution mechanisms, insecurity, and pervasive corruption. Regulatory constraints and security risks have limited new investment in oil and natural gas, and Nigeria's oil production had been contracting every year since 2012 until a slight rebound in 2017 (Calderon et al., 2019). Meanwhile, the Nigeria state offers investors abundant natural resources, a low-cost labor pool, and a potentially large domestic market. Unfortunately, much of that market potential is unrealized. Impediments to investment include inadequate infrastructure, corruption, an inefficient system of registering property, an inconsistent regulatory environment, restrictive trade policies, slow and ineffective courts and weak dispute resolution mechanisms.

Apart from corruption, difficulties in accessing formal credit from the banking system, high crimes rate and the inconsistent public regulations are cited as obstacles to formal business. Furthermore, business in Nigeria has a bad reputation due to the widely known e-mail based „advance fee frauds“ committed by Nigerians. Social, ethnic and religious tensions have constituted a major deterrent to investors faced with an unfavorable business environment. Political and institutional weaknesses continue to be a substantial risk factor. The state level of governance is reported to be more corrupt than the federal level and has direct control of many areas important to an economy. The state agencies tend to impose a wide range of fees, licenses, fines and taxes arbitrarily. It is therefore, in the midst of the unrest that Nigerians are in quest for visionary leadership (government) with appropriate approach to turn fate of Nigeria around (Yagboyaju & Akinola, 2019). Leadership approaches are the behavioral approach employed by leaders to influence, motivate, and direct their followers. A leadership approach determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder and citizens expectations as well as the wellbeing and soundness of their subjects. Government can employ restoring economics, diversifying supply chain/mainstay, combating corrupting, economic challenges for marginalized group and meeting the moment leadership approaches.

In order to recovery an economy, government can encourage citizens spending with policy responses and also stimulate investments particularly foreign direct investments and inflow of strategic funds for infrastructure investment and development to assist in the reversal of the trend (Ugwu, 2020). As a people, they must invest in capital expenditure expenses and strategic infrastructure to revamp the economy. More so, to cushion the effect of recession, harmonisation of both fiscal and monetary policy is essential. The economic stimulatory measures targeted at taxpayers to save their businesses and investments from collapse should be strengthened by the government. Perhaps, the government might need to consider more accelerated policy reforms and pragmatic palliatives such as Investor confidence supports, Growth accelerates back to trend, social and fiscal policy palliatives, concessions on import trades, duties, and port charges waiver to reduce the value chain disruption. At this time cutting taxes to increase and improve disposable income needs to be considered. Porkodi (2022) who examined leadership approaches for post-covid recovery and employed a systematic literature review methodology. Several other scholars carried out studies on leadership approaches and economy recovery but with different methodology and variable. The researcher perceived that little or no work has been done on leadership approaches in mitigating current risk for economy recovery in Nigeria fourth republic which is the gap this study sought to fill.

## **CONCEPTUAL CLARIFICATION**

### **Leadership**

The leadership question is hinged on the interface of structure and behaviours, dialectic of persons and institutions. It connotes actors who create, implement or interpret the laws that are binding on existing social institutions and play the state roles (Dagaci, 2009). Leadership is one of the concepts that is difficult to be given a universal definition because it is applicable to every facet of life. Leadership and leading activity is obtainable at home, workplace, religious settings and invariably where there are groups of people. However, the orthodox meaning of leadership is for an individual within a group to lead and others follow. But over the time, people's perception of leadership begins to change because of the different roles the leaders have to perform in different places. Consequent upon this, it is often said that some leaders are born while others inherit leadership traits (Shobola & Nicholas-Omoregbe 2012). Leadership is very critical to providing better governance; advances societal development, as well as process of influencing the activities of an organized or structured group towards the setting and attainment of goals (Sharon et al., 2016).

Leadership is therefore, the art of motivating a group of people to act towards achieving a common goal. Leadership is about providing guidance and direction. Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce subordinates to work with confidence and zeal. Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members towards achieving set goal (Kotter, 2017). Leadership in governance is the willingness and ability to take ownership in a part of an

organization and to continually do what is best for the organization. Effective corporate leaders stand on a foundation of solid governance principles in order to attain its objectives.

Leadership is a talent for transformation and the ability to bring out the best in others for the greater good of all. There is recognition of the importance of leadership of people who can instill a sense of moral and social responsibility into their every activity and who can build communities of common ideas and ideologies. It means inspiration and illumination guiding others through personal example and charisma. It also means defining and designing a direction and then enabling others to reach the goal. Leadership is the accomplishment of a goal through the direction of human assistants. The man who successfully marshals his human collaborators to achieve particular ends is a leader. A great leader is one who can do so day after day, and year after year, in a wide variety of circumstances. He may not possess or display power; force or the threat of harm may never enter into his dealings. Leadership may not be popular; his followers may never do what he wishes out of love or admiration for him. He may not ever be a colorful person; he may never use memorable devices to dramatize the purposes of his group or to focus attention on his leadership. As for the important matter of setting goals, he may actually be a man of little influence, or even of little skill; as a leader he may merely carry out the plans of others. Leadership unique achievement is a human and social one which stems from his understanding of his fellow workers and the relationship of their individual goals to the group goal that he must carry out (Goleman, 2017).

### **Substantial Risk in Nigeria**

Nigeria's economic potential is constrained by many structural issues, including social, ethnic and religious tensions which have constituted a major deterrent to investors faced with an unfavorable business environment. Political and institutional weaknesses continue to be a substantial risk factor as well as inadequate infrastructure, tariff and non-tariff barriers to trade, obstacles to investment, lack of confidence in currency valuation, and limited foreign exchange capacity (Altenburg, 2009; Sekkat & Veganzones-Varoudakis, 2007).

**Social, Ethnic and Religious Tensions:** The fact that an average Nigerian is very religious was observed by some sources (Oluduro 2010; 2012; Ekundayo 2013). Religion plays a critical role in Nigerian society and has expressed itself as a potent force in the geopolitical development of the country. This force which has been used to unite Nigerians is the same force that has led to numerous conflicts in the country. Nigeria has been engulfed in numerous religious crises and/or conflicts between 2015 to 2022 (Iwuagwu, 2021). Ethno-religious conflicts have gained notoriety as the most violent crises in Nigeria. Most of these conflicts occur in the middle-belt and along the culturally borderline states of the predominantly Muslim North, and also take place between Hausa-Fulani groups and non-Muslim ethnic groups in the South (Osaghae & Suberu 2005).

**Institutional Weaknesses:** is a function of the extent to which an institution actually matters to social, economic or political outcomes. When an institution is weak, it will hinder efforts to use laws and public policies to combat the multifaceted inequalities that exist in the country (Brinks et al., 2019).



**Political Risk Environment:** Political risk is the possibility that an economy could suffer because of instability or political changes in a country: conflicts and unrest, changes in regime or government, changes in international policies or relations between countries, as well as changes that occur in a country's policies, business laws or investment regulations. Other influential factors contributing to political risk involves any other situation which may have an influence on a country's economy, such as commodity price volatility, liquidity crises and sectoral downturns. Think of conflicts in the Middle Belt, North-Eastern and Southeastern, confiscation of assets by governments, and disputes over natural resources among nations (Mallam, 2019; Babatunde, 2020). These may sound like unique political risks to international business, but they can still affect any economy and one may not see them coming.

**Inconsistent Public Regulations:** Poorly designed regulations may cause more harm than good; stifle innovation, growth, and job creation; waste limited resources; undermine sustainable development; inadvertently harm the people they are supposed to protect; and erode the public's confidence in our government. The National Council on Development Planning (NCDP) recognised the lack of stability and continuity in programmes by succeeding governments as the bane of Nigeria's stunted growth and development (Egugbo, 2020). Very few policies have stood the test of time. The uncertainty and irregularity of government policies also pose a problem for the macroeconomy. Foreign investors are not flooding into Nigeria regardless of the numerous opportunities in the country. Many investors have identified the lack of predictable policymaking as one of the reasons for keeping their distance. But, investors are not the only ones concerned. Nigerians themselves do not trust the system and are reluctant to buy into national government agendas because of the long history of patchiness in government policy (Adinde in Akase et al., 2021).

**Corruption:** Is a global phenomenon that causes poverty, obstructs development and drives away investment. Corruption increases inequality, decreases popular accountability and political responsiveness, and thus produces rising frustration and hardship of citizens of a state (Rose-Ackerman & Palifka, 2016). Corruption undermines the fairness of institutions and processes and distorts policies and priorities. As a result, corruption damages the legitimacy of regimes leading to a loss of public support and trust for state and government institutions

## **Economy Recovery**

Economic recovery is the business cycle stage following a recession that is characterized by a sustained period of improving business activity (Pearce II & Michael, 2006). Normally, during an economic recovery, gross domestic product (GDP) grows, incomes rise, and unemployment falls as the economy rebounds. During an economic recovery, the economy undergoes a process of adaptation and adjustment to new conditions, including the factors that triggered the recession in the first place and the new policies and rules implemented by governments and central banks in response to the recession (Franca, 2021; Amanda et al., 2020). The labor, capital goods, and other productive resources that were tied up in businesses that failed and went under during the recession are re-employed in new activities as unemployed workers find new jobs and failed firms are bought up or divided up by others. Recovery is an economy healing itself from the damage done, and it sets the stage for a new expansion.

Market economies experience ups and downs for several reasons. Economies can be impacted by all kinds of factors, including revolutions, financial crises, and global influences. Sometimes these shifts in markets can take on a pattern that can be thought of as a kind of wave or cycle, with distinct stages of an expansion or boom, a peak leading to some economic crisis, a recession, and subsequent recovery. An economic recovery occurs after a recession as the economy adjusts and recovers some of the gains lost during the recession. The economy then eventually transitions to a true expansion when growth accelerates and GDP starts moving toward a new peak. Not every period of slow growth or even contraction is severe enough to be designated as a recession. In the United States, the most common rule of thumb for a recession is if there are two consecutive quarters of negative GDP growth (The National Bureau of Economic Research, 2021; Kleemans & Thornton, 2021).

Economic recovery, while still an evolving concept, set of practices and the need for greater coherence, is increasingly understood as an approach focused on enabling government and communities to rebuild and economically recover from war and other crises, though doing so in new and transformative ways can facilitate the consolidation of peace (Velenturf & Purnell, 2021). Economic recovery efforts should catalyze development activities. They should build upon and maximize the utility of earlier humanitarian efforts, and lay foundations for sustainable and longer-term development that can bring lasting transformation of the societal economic structures that were part and parcel of the conflict era.

The start of economic recovery activities early in the peace process, part of early recovery efforts, seeks to close the infamous "gap" between relief and development efforts (Coyne, 2013). As such, economic recovery strategies should support the survival needs of local populations and be compatible with the protection of the environment. Economic recovery should build basic capacities for economic governance, support livelihood creation at the community level, and assist in the protection and rehabilitation of productive assets and infrastructures. Increases in production in agriculture, manufacturing, and construction, and the resumption of savings and credit needed for supporting the establishment of small enterprises and commerce, are likely to constitute important priorities. Capacity for raising domestic revenue in such contexts is often low, and demands for expenditure are high, requiring that foreign donors with financial resources play a significant role in economic recovery (Le Billon, 2008).

### **Leadership Approaches in Mitigating Substantial Risk**

During a recession, many businesses fail and go out of business, and many of those that survive cut back activities to reduce costs in the face of decreased demand for their output (Pearce II & Michael, 2006). Workers often get laid off and business assets get sold piecemeal. Sometimes business owners are forced to liquidate an entire business. On that note, leadership can employ the various approaches stated below:

**Restoring Economics:** is the economic activity associated with regenerative land use, such as ecological restoration activities. It stands in contrast to economic activity premised on sprawl, or on the extraction or depletion of natural resources. By restoring the economy, leadership of the state need to initiate ideas, innovations, and creativities that will help to restore the economy as to create jobs and economy stability (Amin, 2017).

**Diversifying Supply Chain/Mainstay:** it involves the act of changing or adopting other form of supply chain/mainstay for the attainment of institutional goal. Diversifying supply chains that cut across multiple geographies will generate significant economic benefits for the countries they connect are central to economic globalization. These complex networks of supply chains have contributed to increased stability and prosperity worldwide. Leadership need to diversifying supply chain/mainstay in order to promote competition, driving down prices, display state interest in and commitment to the economic growth of the state and also gain access to a whole different network.

**Combating Corrupting:** is the act of establishing basic principles of combating corruption as well as the legal and organizational frameworks for preventing and fighting corruption. The law also seeks to minimize the consequences of corrupt offenses by the government of a state. Corruption has a disproportionate impact on the poor and most vulnerable, increasing costs and reducing access to services, including health, education and justice. Corruption in the procurement of drugs and medical equipment drives up costs and can lead to sub-standard or harmful products. Corruption is a form of dishonesty or a criminal offense which is undertaken by a person or an organization which is entrusted in a position of authority, in order to acquire illicit benefits or abuse power for one's personal gain (Kervalishvili, 2022).

**Managing Economic Challenges for Marginalized Group:** referred to disparities in amassing wealth or getting a job. For example, many forms of employment marginalize racial minorities due to harmful stereotypes about what types of people make good managers or workers. Economic marginalization means that people do not have the same chances as others to contribute to and benefit from the economy. They do not have the chance to get a good job, or could not attend a trade school to equip them with the skills to enter a certain sector. The challenges of marginalized group are injustice, poverty, illiteracy, social and cultural boycott, lack of opportunities and non-dominant social identities are some reasons for social exclusion for this marginalized group (Shah et al., 2018).

**Meeting the Moment:** Leadership initiate programmes aimed to help students and others confront “societal, economic and spiritual upheaval” brought on by the recession and other economic crises that rocked an economy. With that said, an increase in government spending onstartegis areas can create a significant boost to the economy. Public work programs and investment in infrastructure help put money in the hands of workers, who are then able to go out and spend it and boost the wider economy. Various reforms of Nigeria economy focal areas were mainly fiscal policy and management, monetary policy, exchange rate management, liberalization of foreign trade and management of external debt, among others (Ikhide & Alawode, 2001).

## CONCLUSION

The paper concluded that economic recovery is considered the process of reallocating resources and workers from failed businesses and investments to new jobs and uses after a recession. Economic recovery is furthers seen as a lesser priority in peace consolidation than security/political reform, and when support has resumed through a functional leadership approaches for economic recovery under substantial risk and war-torn countries, there is hope for

stable developing countries. Nigeria's economic potential is constrained by many structural issues, including social, ethnic and religious tensions have constituted a major deterrent to investors faced with an unfavorable business environment. In a country with substantial risk, government can employ restoring economics, diversifying supply chain/mainstay, combating corrupting, economic challenges for marginalized group and meeting the moment leadership approaches.

## Suggestions

Drawing from the paper, the following suggestions were made:

- Government need to reduce cost of governance and rebalance their sovereign debt portfolio maturities while stimulating growth;
- Governments must take an active role in designing and enforcing economic policies to address various problems that pure market forces cannot, such as externalities and the absence of risk markets;
- Government need to revisit tax exemptions and customs duty waivers, increasing and broadening the base for excise taxes, developing a high-integrity taxpayer register, enhancing digital infrastructure;
- Government need to apply appropriate valued exchange rate and a clear exchange rate policy to help instill confidence and private sector-led recovery;
- Government must expose corrupt activities and risks that may otherwise remain hidden as well as keeping the public sector honest, transparent and accountable.

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# IMPACT OF CHARACTER ON ORGANIZATIONAL LEADERSHIP

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## ABSTRACT

In any and every organisation, there is usually a person or persons whom responsibilities are placed upon, by virtue of their disposition and qualification to manage the affairs of members of that organisation. The position of responsibility has very little to do with what is to be done, it is fundamentally a matter of whom the person is in terms of character. Leadership exists in every organization—there is leadership in Government; leadership in Architecture; leadership in Education; Leadership in Engineering; leadership in Business and Industry. The purpose of this study is to investigate the impact of character on organisational leadership with a view to understand the attributes and personal characteristics of a person that could impact on the leadership of an organisation. This was done by studying great leaders in history. The study concluded that leadership is born out of character and determination to be and express oneself fully, which invariably impacts on the leadership of an organisation.

**Keywords:** Impact, Character, Organisation, Leadership.

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## INTRODUCTION

There are many theories and concepts that have evolved in the attempt to capture the complex nature of this seemingly phenomenon of leadership and character. However, there are some general principles that are common to definitions that are with considering. According to Munroe (2005), there is difference between “leadership” and “the leader.” The leader is the designated position and the individual assuming the position, accepting the responsibility and accountability that accompany the designated position. Leadership is not a technique, a style, or the acquisition of skills, but a manifestation of a spirit (Munroe, 2008). Leadership, on the other hand, is the function of the designated position and the exercise of the responsibilities involved in the position. There are many instances where individuals who are designated and placed in position as leaders fail to function and provide leadership – in a situation like this, the case of the present-day Nigeria national leadership comes to mind.

Character and vision are the way leaders are made, of which leadership is not a gift but a result. Character is both formed and revealed by how one deals with everyday situations as well as extraordinary pressures and temptations. Like a well-made tower, character is built stone by

stone, decision by decision (Josephson, 2015; Munroe, 2008). Character determines how we lead our lives, how we deal with life's unearned fortunes and misfortunes and how we make choices that determine how those fortunes and misfortunes work to make us what we become.

It is pertinent to mention that there are two forms of leadership. The first, and by far most effective is leadership by consent of, and with the sympathy of follower. The second is leadership by force, without the consent and sympathy of the followers. History is filled with evidences that leadership by force cannot endure. The down fall and disappearance of dictators and kings is significant, just as that of Adolf Hitler of Germany, Saddam Hussein of Iraqi, and king Saul of Israel, to mention a few. It means that people will not follow forced leadership indefinitely, because it will not make positive and meaningful impact on an organization. It is then clear from the above that leadership by consent is the one that inspires teamwork from the followers; because the result of followership is teamwork. It is this form of character impact on organizational leadership that this work is all about.

## **LITERATURE REVIEW**

### **Men and Women in History that Exhibited Leadership Qualities that Impacted Organizations**

History is the story of people. Without people there would be no history. This section therefore reveals characteristic attributes of people whose character impacted organisational leadership. These were leaders in exploration, leaders of nations, revolutionary war heroes, leaders in industry and agriculture, leaders in fight for freedom, leaders in arts and science.

#### **Christopher Columbus**

According to Tannenbaum, Geise, and Pauline (2015), the 15<sup>th</sup> and 16<sup>th</sup> centuries offered exciting background to the stories of exploration of the new world. They were times of new inventions, new thinking, new hopes and aspiration and new thirst for knowledge of the world. Christopher Columbus was one among those who explored and discovered America with the display of his character. He was the son of a wool weaver, born in Genoa, Italy, in 1451. As a boy, Columbus watched the ships set sail from Genoa. He loved the sea, and loved to talk with the sailors on the docks. As he listened to the tales of their adventures, he wanted more than anything else to be a sailor. When he was 14 years old, he went to the sea (Appendix A).

As a sailor, Christopher Columbus studied the wind and the tides, and learned how to find his way by the stars. After a few voyages he settled in Lisbon, Portugal, and became a map maker. It was from there that he made short voyages into the mysterious Atlantic Ocean. Columbus was sure that the world was round, and that the only way to reach the Far East (India) by sea was by sailing westward across the Atlantic Ocean. But to prove that he was right, he needed money and men (an organisation) to sail them. After several efforts to get money from areas that were not fruitful, King Ferdinand and Queen Isabella of Spain gave Columbus the money. In August, 1492, Columbus set sail from Palos, in the South of Spain. With three caravels, the wind to push them and the stars to guide them, the ships sailed westward into uncharted seas.

The journey was long and hard. There was no way of canning or storing food in those days except by salting it or packing it in grease. Fresh water soon grew stale. The crew became



discouraged and they were afraid they would never see their homes again. But Columbus was a good leader, and he knew how to take charge of his men. He asked them to have faith and to sail on. Day after day his keen eyes searched the distance. Finally in October 12, 1492, more than two months after leaving Spain, one of the Pinta's sailors cried out, "Land! Land!" They had found an Island. Columbus and his brave men landed and claimed the Island for Spain (Tannenbaum et al., 2015). He named it "San Salvador", meaning Holy Savior in Spanish, to thank God for their safe arrival. Columbus thought he had discovered India; that was why he called the people on the Island Indians.

Columbus with his character explored the area and discovered the Bahamas and the Island of Cuba, which he believed to be Japan or a part of China. He returned to Palos seven months after he had left Spain, and was given great honors by the King and Queen. Based on his restless character, and drawn by the hope of great riches, Columbus made three more voyages to the land he had discovered, but never found the treasure he was seeking. Columbus died without knowing he had found America and had made one of the greatest discoveries of all time (Tannenbaum et al., 2015). Columbus great deed – the day he first landed in America, October 12, 1492, is celebrated every year by Americans.

## **Abraham Lincoln**

Abraham Lincoln, one of the greatest men in the history of America was born in Kentucky, on February 12, 1809. He was among the boys who grew up along the frontier, and did not go to school. The travelling school masters who came by now and then taught Abe how to read and write and to do some arithmetic. Because pencils and paper were hard to get, he wrote on a shovel (Appendix B) with pieces of chalk (Tannenbaum et al., 2015). At age 21, Lincoln's family moved to New Salem in Illinois, where he helped a man in his store. Lincoln was soon known and liked for his character of fairness and honesty. He became known as "Honest Abe." There was a story that Abe once walked many miles to return a few cents of change to a customer. During this time too, Tannenbaum et al. (2015) asserted that he borrowed law books, and once, when rain damaged the cover of a book he had borrowed, Lincoln paid its owner by harvesting all the man's corn for him.

After Lincoln passed his law examinations, he became a young successful lawyer and entered politics where he impacted the United States of American politics with his character. He was elected to the Illinois legislature where he served for eight years, and later was elected to the Congress of the United States. At a time, America and Mexico were at war and he made several speeches against the war because he thought it would spread slavery in the country. The Republican Party was against slavery, so Lincoln became a Republican. Tannenbaum et al. (2015) further asserted that in 1858, the Republicans of Illinois chose Lincoln as their candidate for the United States Senate. He ran against Stephen A. Douglas, senator from Illinois. The two men traveled throughout the state to make speeches, mostly about slavery. On the same platform, people listened to Douglas booming voice and long, flowery speeches. But when they heard the simple, straightforward language of Abraham Lincoln they were even more impressed.

Though Douglas won the election, Lincoln became well known throughout the country. In 1860 the Republican Party chose Abraham Lincoln as their candidate for president of the United States. All over the country people talked about "Honest Abe". Just before Lincoln became president, seven Southern states decided to break away from the United States. They left the Union because they wanted to keep slavery in their states. They argued that each state was

free under the Constitution to make its own laws. They set up their own government and called themselves the Confederate States (Tannenbaum et al., 2015). A month later, Southern soldiers fired on Fort Sumter, and the war between the North and South began. It was called the “War between the States” because Americans were fighting each other. Many Northerners wanted the president to end slavery at once, but some Southerners were in favor of slavery while others were on the side of the Union.

With the tenacious character of Abraham Lincoln as president, he felt that he had two things to do. He had to reunite the country and he had to also end slavery. A day came when Lincoln called his advisors together. On top of a piece of paper laying on his desk was written “Emancipation Proclamation.” It was Lincoln’s plan to free all the slaves in the states fighting against the North. Lincoln thought that if he used it at the right time, it would weaken the South. He knew exactly what he was doing, so he waited for the North to win a big victory. After which he announced his Emancipation Proclamation. It took the nation by surprise – the people did not think that that Lincoln would take such a strong character stand against slavery (Kumar, 2018). The Civil war lasted more than two years longer, all slaves were freed by the 13<sup>th</sup> Amendment to the Constitution in 1865. Lincoln never lived to see all slaves freed, before he died. As long as the nation of America lives, Abraham Lincoln will be remembered for his fight against slavery and for saving the Union.

### **Frank Lloyd Wright**

Frank was born in Wisconsin on June 8, 1869. As a little boy, he was given a box of wooden blocks, he tried to build a house. He grew up to be one of America’s greatest architects, who design and supervise the building of houses. He has a creative character, such that in his spare time he invented things to play with at the lake. He made a velocipede, a sort of bicycle to ride on the water, and an iceboat and a boat-sled to ride on the frozen lake. When Frank was 16 years old, it was time to go to college. But his mother managed to get him a job in the office of the State University. Frank earned a little money but he didn’t learn anything about architecture. So, he sold some of his things and with the money went to Chicago. There, he worked for a firm of architects, learnt so much as he could from them before opening his own office.

At that time, houses were dark, gloomy, and trimmed with fancy wood-work. Frank didn’t like this style; he liked the way Japanese blended houses into the natural background and even brought trees and gardens into the house. As posited by Tannenbaum, et al. 2015, Frank once told a young architect: “Nature is the thing, my man – I spell it with a capital N.” Frank had a chance to design a house after his own ideas. This lovely house is called “Falling Water” (Appendix C) because it hangs over a waterfall. Many of Wright’s house designs were long and low with all the rooms on one floor. His houses had many large windows to let in light – this concept and character influenced modern and post-modern architecture extensively (Sebestyen & Pollington, 2018).

Frank had once seen something that he remembered all his life. He saw the dome of the state capitol building fell, killing hundreds of people (Tannenbaum, et al. 2015). The accident happened because the architect did not design the columns strong enough to hold up the dome. Remembering this when he went to Japan to design a new hotel in Tokyo, the hotel had to be very strong because Japan often had earthquakes that destroyed many buildings. When a great earthquake destroyed much of Tokyo, Frank’s hotel was not damaged, at such that his client sent him a telegram: Hotel stands undamaged as a monument of your genius.

Frank Lloyd Wright designed modern office buildings, he was the first to use air conditioning, glass doors, and metal furniture (Sebestyen & Pollington, 2018; Tannenbaum et al., 2015). His character was such that he believed in the rule that the shape of a building depends on what the building is for. One of his buildings that lives up to this rule, bearing conspicuously the stamp of its creator, and influenced modern architecture is the Guggenheim Museum in New York (Appendix D). This building is meant to be a place where people could see pictures. The land space for the museum was small, so Frank designed a round building with a ramp inside, elevators take people to the top and they walk down the gently curved ramp. Wherever you stand, you can see the pictures on the walls (Jacobs, 2011). Tannenbaum, et al. (2015) further added that Frank Lloyd Wright designed more than 600 buildings, even till he died at the age of 90, he was still planning houses, buildings and even a whole city – a character which has impacted generations of architects. From the above reviewed literature, the following attributes can be said to be some characteristic traits that can impact on organizational leadership:

**Purposefulness:** The attitude of purpose is the first attribute that marks out an influential leader. No matter what position you may hold in life or any organization, you must relate it to your sense of purpose and approach it with passion.

**Passion:** The attitude of passion is the second most indispensable attribute of leadership and serves as a driving force of motivation that sustains the focus of the leader, which impacts an organization. Without passion, one lacks energy, and boredom infects one's mind and life.

**Priorities:** The most important thing in life and leadership is to know what you are supposed to do. Any activity that we undertake that consumes our time, talents, effort, energy, and life. What we do, therefore, determines who we are, and what we become.

**Discipline:** This is self-policing. It is self-imposed standards and restrictions motivated by a desire that is greater than the alternatives. Any study of the characteristics of impactful leaders will reveal that they are prisoners of the passion of their purpose.

**Commitment:** Nothing can be accomplished unless a commitment is made concerning it. Commitment is key to great accomplishment in life, and a strong character that impacts on organizational leadership.

**Vision:** The inspiration of leadership is vision. A vision is a picture of what you want to accomplish. Leaders don't wait for the future to come; they create it. They don't wait for others to do what they should or could do – this is the distinction of leaders.

**Goals:** Goals protect us from undue influence of other people. True leaders are always zealous for and jealous of their goals because these goals represent their lives. This is vital because your future depends on the goals you set – either consciously or subconsciously. Where we end up in life is a result of the goals that we set or did not set for our life. When our goals change, our lives change, so goals must be rightly set, and carefully guarded.

**Initiative:** The attitude of initiative enables you to be your own coach so that you maintain momentum in pursuit of your life's purpose. The creation story is our primary example of the leadership attitude of initiative. The account of creation in the first book by Moses in The Holy Bible. And God said, "Let there be light, and there was light" (Holy Bible, 2004). Before God spoke, the earth was formless, void, and dark. It would have remained that way if He had not initiated the process of creation – leaders don't just dream; they awaken and act on their dreams.

**Honesty:** If we live by the rule of honesty and accept our problems, we can go far the road of achievements. If leaders are not honest, their deception will soon be discovered; and the morale and motivation of the people will plummet. Ben Carson (2013), in his book "Think Big" illustrated this point with Iraq's Saddam Hussein. Dishonest during the crisis in Kuwait, Saddam stated only days before invading Kuwait that he had no intention of invading Kuwait. Subsequent investigations revealed large amounts of monies he had stashed away for himself from the oil revenues of his country. Consequently, his dishonest dealings wreaked havoc and destruction upon his own country.

**Tenacity:** Persistence is the keynote to success for all great leaders. If you are going to become discouraged at the first sign of opposition or adversity, you will never become a great leader whose character is impactful. True leaders believe that the attainment of their purpose is not optional, but that it is an obligation and a necessity, so they would never think of giving up.

## CONCLUSION

The preceding discourse has been an attempt to justify the impact of character on organizational leadership. It is not exhaustive, but what is paramount is that character, whether on the positive side or negative is the controlling force in the effectiveness or ineffectiveness of a leader that will inspire progress or the contrary, of members in any organization. Therefore, character (both formed and revealed by how one deals with everyday situations) is the way leaders are made, of which leadership is not a gift but a result.

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## Appendices

### Appendix A



Christopher Columbus talking with a sailor on the docks. Source: Tannenbaum, et al. (2015)

### Appendix B



Abraham Lincoln, writing on a shovel  
Source: Tannenbaum, et al. (2015)

### Appendix C



Frank Lloyd Wright's Falling Water  
Source: Sebestyen and Pollington, (2018)

### Appendix D



Guggenheim Museum in New York.  
Source: Jacobs, (2011)

# COMMUNICATION SKILLS AND QUALITY EDUCATION SERVICE DELIVERY IN MEDICAL TERTIARY INSTITUTIONS IN BAYELSA STATE, NIGERIA

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## ABSTRACT

This study investigated communication skills and quality education service delivery in medical tertiary institutions in Bayelsa State, Nigeria. A correlational survey design was adopted for the study. One research question and hypothesis were raised to guide the study. The population of the study consist of all lecturers of the three medical tertiary institutions in Bayelsa State. A sample of 299 which consist of 109 males and 190 females randomly drawn from the population was used in the study. The instrument for data collection was a “Communication Skill and Quality Education Service Delivery Questionnaire (CCQESDQ)” developed by the researcher and validated by specialist. The reliability of the instrument was established using Cronbach Alpha Formula and a coefficient value of 0.92 was obtained. The research question was answered and hypothesis was tested using Pearson Product Moment Correlation (PPMC). It was revealed that communication competence has a strong relationship with quality education service delivery in medical tertiary institutions in Bayelsa State. It was recommended that Stakeholders in the medical field should ensure that effective communication skills are acquired for quality medical service delivery.

**Keywords:** Communication Skills, Quality Education Service Delivery, Medical Tertiary Institutions.

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## INTRODUCTION

Communication remains an indispensable endeavour in human existence. It is a social skill that cuts across all areas of human endeavour. These skills are of particular importance to human focused professions, such as nursing, pharmacy, medical laboratory science, etc. (Truglio et al., 2018). Ineffective communication between a patient and members of a therapeutic team can negatively affect the treatment outcomes. Foronda et al. (2016) reported that deficiencies in communication also lead to conflicts between members of the therapeutic team and increase aggressive behaviour of the staff towards patients. It is worthy to note that the presence of conflicts and aggression promotes the development of avoidance which in turn can cause a deterioration of long-term relationship between collaborators and patients in long term and it is considered as one of the rationales for professional burnout.

Alternatively, Ellison (2015) submitted that good communication can enable better diagnosis, increases patient compliance with treatment recommendations, reduce the medical errors committed by personnel, and stirs positive mood and satisfaction in patients. Sequel on the above, the task to improve the quality of communication between medical practitioners and patients has become a global priority. Manojlovich (2010) averred that service delivery in tertiary institutions includes among others record management, safety and health, extramural activities, and guidance and counselling. Quality service delivery refers to all the activities pertaining to effective teaching and learning provided by the medical tertiary institutions in attaining set standards. Schuermeyer et al. (2017) stated that the rating of a medical institution is premised on the quality of the services it delivers to its patients and one of its major proponents is effective communication.

Many studies have been carried out on communication and quality service delivery of tertiary institutions. Panczyk et al., (2019) translated and validated the Communication Skills Attitude Scale in the Polish language (CSAS-P) and its adaptation for use among registered nurses. A cross-sectional descriptive design was used in order to translate and validate the CSAS-P. Participants were identified and recruited from the Centre for Postgraduate Education for Nurses and Midwives in Warsaw, Poland. Results revealed that the overall content validity index was  $>0.80$ , which was interpreted as indicating validity. The factor structure of CSAS-P differed from the original version, and removing three items from the scale better fit the data. The positive attitude subscale (11 items) and negative attitude subscale (12 items) were characterised by one-dimensionality and high internal consistency (Cronbach's  $\alpha=0.901$  and  $0.802$ , respectively). Test-retest analysis confirmed the stability of the measurement for both subscales and particular items. Nurses with prior participation in communication courses scored significantly higher than those without such education ( $p<0.05$ ) confirming the discriminant validity of CSAS-P.

Kondo et al. (2020) evaluated the interpersonal communication capabilities in basic nursing education and to develop an interpersonal communication skill scale with reference to micro-counselling theory. A quantitative analytical design was employed that involved administering a 28-item self-efficacy survey with reference to micro-counselling techniques to 208s-year female nursing students. Measurement data include the nursing student version of the communication skill preliminary scale draft, the generalized self-efficacy scale, and age. Criterion-related validity was verified through descriptive statistics, exploratory factor analysis, and correlation analysis. The reliability coefficient shows a correlation between the total score of each factor and the total score of the generalized self-efficacy scale at the 1% level.

On the nursing student communication skill scale, the factor structure comprises four factors and 21 items; adjusting the items by confirming the contents of the question sentences realized the structure of the four factors, which show satisfactory reliability, and 20 scale items. Of these, 18 are classified according to micro-counselling techniques. This study revealed that communication skills have a strong relationship with job performance of nurses. The review shows that; the issue of communication skill has been studied to some extent, with authors advocating for inclusive integration of interpersonal skills amongst medical practitioners. However, there is scant evidence in the literature of studies on the extent to which communication skills influence quality service delivery amongst medical tertiary institutions. Moreover, as far as reviewed there have been no study on the lecturers' voice in terms of their opinions and views on the extent to which communication skills influence quality service delivery. Since medical tertiary institutions are at the interface between educational policy and the practitioners for whom the policy is intended, at such, their suggestions and opinions on us the issue must be considered in any education development initiative. Hence, this study is geared towards filling this gap.

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

The main purpose of this study was to determine the relationship between communication skill and quality education service delivery in medical tertiary institutions in Bayelsa State. Specifically, this study investigated the extent to which communication skill influences quality education service delivery in medical tertiary institutions in Bayelsa State.

## **Research Question**

The research question stated below was raised to guide the study:

To what extent does communication skill influence quality education service delivery in medical tertiary institutions in Bayelsa State?

## **Hypothesis**

The hypothesis below was formulated and tested at 0.05 level of significance:

**H<sub>0</sub><sub>1</sub>:** Communication skill do not significantly influence quality education service delivery in medical tertiary institutions in Bayelsa State.

## **METHODOLOGY**

This study adopted a correlational design. Maguire, et. al., (2020) described a correlational survey as a study that involves the collecting of data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. This design is considered appropriate for the study because the study investigated the relationship between the independent variable which is communication skill and the dependent variable which is quality service delivery in medical tertiary institutions in Bayelsa State. The population of the study comprises of all the five hundred and forty-three students (543) and in medical tertiary institutions in Bayelsa State. In order to ensure greater representation of the sample relative to the population and guarantees that minority constituents are well represented, the proportionate stratified random sampling technique with a sample fraction ratio of 0.02 was used to draw out 299 respondents.

The instrument for data collection was a “Communication Competence and Quality Education Service Delivery Questionnaire (CCQESDQ)” developed by the researcher. It consists of three (3) sections, namely; Section A, B, C and D. Section A measured the demographic variables of the respondents, Section B consist of 14-items on the respondents’ communication skill. Section C consist of 14-items on Quality Education Service Delivery. The content and face validity of the instrument was done by one expert in test and measurement. The instrument was trial tested using twenty (20) respondents that did not participate in the research but possess the same characteristics of the population of interest. The reliability co-efficient of 0.92 was obtained using Cronbach Alpha formula which was considered appropriate for this study. The researcher administered questionnaire to the respondents directly. In all, 100% return rate was achieved. The research question was answered using the r-value of PPMC and hypothesis was tested using p-value of Pearson Product Moment Correlation (PPMC).



## RESULTS

**Research Question 1:** To what extent does communication skill influence quality education service delivery in medical tertiary institutions in Bayelsa State?

Table 1: Correlational Analysis on communication style and quality education service delivery in medical tertiary institutions

|                                    |                     | Communication Skill | Quality education service delivery |
|------------------------------------|---------------------|---------------------|------------------------------------|
| Communication Skill                | Pearson Correlation | 1                   | .638**                             |
|                                    | Sig. (2-tailed)     |                     | .006                               |
|                                    | N                   | 299                 | 299                                |
| Quality education service delivery | Pearson Correlation | .638**              | 1                                  |
|                                    | Sig. (2-tailed)     | .006                |                                    |
|                                    | N                   | 299                 | 299                                |

Presented in Table 1 is the Correlational Analysis on how communication skill influence quality education service delivery in medical tertiary institutions in Bayelsa State. The correlation coefficient (r) is .638. The coefficient falls into the range .61–.80 for high relationship, indicating that the extent to which communication skill influence quality education service delivery in medical tertiary institutions in Bayelsa State is high.

### Hypothesis

**H01:** Communication skill does not significantly influence quality education service delivery in medical tertiary institutions in Bayelsa State.

The result in table 1 shows the Pearson Product Moment Correlation analysis on the relationship between communication skill and quality education service delivery in medical tertiary institutions in Bayelsa State. The result revealed that the p-value is 0.006 which is less than 0.05 ( $p \leq 0.05$ ), hence the null hypothesis is rejected. Thus, Communication skill significantly influences quality education service delivery in medical tertiary institutions in Bayelsa State.

## DISCUSSION OF FINDINGS

The result revealed that the extent to which communication skill influence quality education service delivery in medical tertiary institutions in Bayelsa State is high. Also, it was revealed that Communication skill significantly influences quality education service delivery in medical tertiary institutions in Bayelsa State. The finding of this present study is in line with that of Kondo et al. (2020) and Panczyk, et al. (2019) who reported that the interpersonal communication capabilities in basic nursing education has a significant relationship with their job performance in Poland. This may be attributed to the vital role communication plays in all human endeavour.

## CONCLUSION

The study has established that the extent to which communication skill influence quality education service delivery in medical tertiary institutions in Bayelsa State is high. Also, it has

affirmed that communication skill significantly influences quality education service delivery in medical tertiary institutions in Bayelsa State.

## Recommendations

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

- Stakeholders in the medical field should ensure that effective communication skills are acquired for quality medical service delivery.
- Stakeholders should ensure that effective supervisory measures are taken to spur the communication skills.

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# HARVESTING EFFECTIVE LEADERSHIP TRAITS IN A PAPERLESS ENVIRONMENT

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## ABSTRACT

Quite a number of researchers have acknowledged diverse team personality traits for the development of software projects. However, effective leadership traits is still a question. This study purposes to establish the correlation between leadership traits and other team members' personality traits by finding effective nodes of personality type in a paperless environment. To achieve the objective, the study was conducted on respondents in a paperless environment. Myer-Briggs Type Indicator (MBTI) personality assessment tool was used to obtain the personality traits of respondents including leadership traits. Furthermore, degree centrality, betweenness centrality, and closeness centrality metrics measures were used to measure and establish a team most favorable communicative leadership traits and the correlation between leadership traits and other team members' personality traits.

**Keywords:** Harvesting, Effective, Leadership, Traits, Paperless, Environment.

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## INTRODUCTION

According to Kissell (2013), offices which were previously defined by paper-based records management processes that included the handling of physical documents such as typed letters and documents, photocopied materials, receipts and files, as well as the archiving and retrieval of physical documents from a file cabinet are no longer reliable. Technology has advanced significantly during the last few years and has permeated nearly every aspect of contemporary culture. These advancements have significantly increased the means available for producing, storing, retrieving, disseminating, safeguarding, keeping, and disposing of records. The 21st century has brought about the proliferation and integration of Software applications into everyday human existence. It has become a part of almost every aspect of human life. No wonder the increasing demand of software commodity has led to the progress of continual research in the areas of delivering quality and effective product (Watts, 2008).

Over the years the software industry has been plagued with detrimental development failure (Gilal et al., 2016), due to over budgeted (cost overrun), late delivery where only 6% of software under development is being delivered on time and on budget (Gilal et al., 2016). There is also poor quality and unsatisfied user's requirement. The failures are sometimes caused by factors which are usually discovered post-mortem, or only after it is too late to change direction. Till date clients continue to get disappointed because of the unsuccessful completion of reliable software related products within their expected time frame. Unfortunately, the development of high-quality products that is as a result of the effective utilization of electronic records management skills is not cost effective. Sometime, due to the lapses in the performance of the team involved in the entire production process, that includes electronic records creation, storage, retrieval, dissemination, protection, retention and disposition skills, final software related products do not meet performance specifications and are not delivered on time. This continues to be a major struggle to companies employing the paperless system of operations.

Quite a number of past studies have attributed the decrease in delivering successful software related projects at the right time to human factor issues (Capretz & Ahmed, 2010; Gilal et al., 2014). Researchers have shown that human resources have a direct impact in the successful delivering of product (Tsol, 2011) and that human factors are very critical to any project development process than technical factors (Constantine, 2001; Cruz et al. 2018; Gilal et al. 2017). Many research works have been carried out on team formation, team composition, task scheduling, personnel resources, software skills, resource allocation, assigning roles and roles formation (Baykasoglu et al, 2007; Wi et al, 2009; Chi and Cheng, 2009; Egwali and Otokiti, 2019) in the quest to find out the major keys to successful software projects. As the cost of paperless related operations and project development continues to soar, management need to pay more attention to control the progress of the entire development processes.

Research have highlighted that the personality factor of human impacts the overall performance of any software development team and this have an important influence on any team performance (Capretz, 2014). Thus far, ineffective software team composition and team assignments have become recognized as a prominent cause of software project failures (Gilal et al., 2017). Assigning the appropriate roles to software practitioners has become a central issue for improving the quality of software processes (Omar et al., 2015). A number of frameworks and models have been proposed with diverse techniques and solutions for composing effective teams (Gilal et al., 2014; Omar et al., 2011). Based on the best of researchers' knowledge, personality based team composition by using complex network approaches is weakly explored. It is a fact in human psychology that one cannot generalize individual behaviors or personalities of team member. Personality is an element of human behavior and composed complex in nature. According to González et al. (2012), personality is "a system comprising of many intermingling units whose collective behavior cannot be elucidated from the behavior of the individual units". Similarly, any paperless project team consists of quite a number of members to behave like a single unit.

Consequently, researchers have shown an increased interest in the methods for team member selection and roles assignment, especially while selecting a team leader for a specific paperless or software project (Gilal et al., 2016). Team formation always start with allocating a project leader for each project, which then end up with allocating the other human resources. Focusing on this fact, this study's intention is to investigate the correlation of leadership traits and other personality team traits by using network measures. The main objectives are:

- to establish the team most favorable communicative leadership traits among team members
- to establish the correlation between leadership traits and other team members personality traits

## **RELATED WORKS**

Duncan et al (2004) developed a multi-objective optimization model. Competencies of developers were modeled using a categorical variable with five levels. Competency levels were associated with expected productivities per day, and expected numbers of defects per unit of productivity. Chien and Chen (2008) designed a model to recruit the right talents most suitable for a particular organization. Downey (2008) proposed an artifact-oriented approach for building improved job descriptions for teams based on roles in software development. Otero et al (2009) presented a methodology to assign resources to tasks when optimum skill sets are not available. The methodology took into account existing capabilities of candidates, required levels of expertise, and priorities of required skills for the task. Gutjahr et al. (2010) presented a model for project selection and resource allocation while focusing on increasing the competences of the staff through experience.

Andre et al. (2011) developed a model to define several software development job positions and associated each position with a set of required skills. The positions were ordered in a hierarchical fashion, and a number of human resources with the needed skills were mapped to the positions to form a team. Gilal et al. (2017) proposed a technique which includes a set of 24 decision rules for finding effective team resources. The model developed was composed of three predictors: team role, personality types, and gender variables; to highlight the appropriate personality profile for software developers. Apparently not much work have been carried in establishing the correlation of leadership traits and other personality team traits in the software project domain.

## **METHODOLOGY**

To achieve the study objective, the research design adopted for this study was the survey research design. Specifically, the design is an online opinion survey since the researcher sought the perceptions of participants. The instrument used in the study is a questionnaire uploaded into Google Forms. The questionnaires were distributed online via respondents' Gmail accounts using Google forms. The data collection experiments were conducted on 32 (dataset) Computer Science students of the National Open University of Nigeria (NOUN). The study adopted the Role Assignment Methodology for Software Engineering Teams, a technique that relates personality, abilities and team roles in a software related activity. RAMSET consist of a set of personality tests, a sociometric technique and the use of role theory in Software Engineering Developing Team Projects. RAMSET steps consists of: i) Survey for abilities and skills; ii) Implementation of Personality Tests; iii) Execute Personal Interviews; iv) Implementation of the Sociometric Technique; v) Assignment of Team Roles; and vi) Follow up of Team Role fulfillment (Martínez et al., 2010). The RAMSET methodology begins with a survey instrument itemizing related courses in computer science the students have taken, to recognize his or her area of expertise. It was used to ascertain the impact of role assignment methodology on the personality preferences of paperless related activity based on role.

Questions relating to students likes, academic goal, present personal academic assessment, relationship with others, desired participatory role in a team assignment and their desired team leader traits were proffered. The satisfactory (confidence) level of each collated data was established. Next the MBTI Personality Type Test (Myers et al., 1998) was used to extract the leadership traits of respondents. MBTI is a widely used personality inventory based on psychological theories and often used to understand and discover different normal human personalities that is applicable in a variety of applications. MBTI was used to analyse how respondents usually feel or act based on 26 items and to ascertain which word meaning in a set of 24 pairs appeals to them more (24 items). MBTI uses pairs of opposing concepts to identify how introverted or extroverted, intuitive or sensing, thinking or feeling, and judging or perceiving an individual is. Combinations based on these four categories of type preferences result in the following 16 different personality types shown in table 1:

Table 1: MBTI 16 Personality Types

|   |      |                                    |    |      |                                     |
|---|------|------------------------------------|----|------|-------------------------------------|
| 1 | ISTJ | Introverted Sensing with Thinking  | 9  | ISFJ | Introverted Sensing with Feeling    |
| 2 | INFJ | Introverted Intuition with Feeling | 10 | INTJ | Introverted Intuition with Thinking |
| 3 | ISTP | Introverted Thinking with Sensing  | 11 | INFP | Introverted Feeling with Intuition  |
| 4 | ISFP | Introverted Feeling with Sensing   | 12 | INTP | Introverted Thinking with Intuition |
| 5 | ESTP | Extraverted Sensing with Thinking  | 13 | ENTP | Extraverted Intuition with Thinking |
| 6 | ESFP | Extraverted Sensing with Feeling   | 14 | ESFJ | Extraverted Feeling with Sensing    |
| 7 | ENFP | Extraverted Intuition with Feeling | 15 | ENTJ | Extraverted Thinking with Intuition |
| 8 | ESTJ | Extraverted Thinking with Sensing  | 16 | ENFJ | Extraverted Feeling with Intuition  |

Network analysis was employed, in which personality type were position as nodes and confidence level as weights. The derived network was a weighted as one-mode network, due to the fact that some nodes have similar capabilities and properties. This study also adopted the Opsahl's et al. (2010) measures of node centrality in weighted networks. Opsahl's et al. (2010) approach was adopted because of the need for centrality measures that integrate both the number of node/ties and their respective weight, thus generating possibilities for the relative importance of each to be specified as required as is always the case in the original measures. Three measuring metrics were posited: Weighted degree centrality, Closeness centrality and Betweenness centrality see equations 1 to equation 3.

$$C_D^{w\alpha}(i) = k_i \times \left( \frac{s_i}{k_i} \right)^\alpha = k_i^{(1-\alpha)} \times s_i^\alpha \quad (\text{equ. 1})$$

$$C_D^{w\alpha}(i)$$

Equation 1 denotes Closeness centrality where denotes weighted degree centrality,  $\alpha$  is a positive tuning parameter that is set according to the research data. If  $\alpha$  is set above 1, a low degree is favorable, else if  $\alpha$  is between 0 and 1, then having a high degree is taken as favorable,  $i$  is the focal node,  $k_i$  denotes node  $k$ ,  $s_i$  denotes the weighted network, where  $w$  is the weighted adjacency matrix.

$$C_C^{w\alpha}(i) = \left[ \sum_{j=1}^N d^{w\alpha}(i, j) \right]^{-1} \quad (\text{equ. 2})$$

Equation 2 denotes betweenness centrality while equation 3 denotes Betweenness centrality with parameters as defined in Opsahl's et al., (2010). Closeness centrality was defined „as the inverse sum of shortest distances to all other nodes from a focal node“.

$$C_B^{W\alpha}(i) = \sum_j \sum_k \frac{g_{jk}^{W\alpha}(i)}{g_{jk}^{W\alpha}} \quad j \neq k \quad (\text{equ. 3})$$

Betweenness, assess the degree to which a node lies on the shortest path between two other nodes, and are able to funnel the flow in the network. In so doing, a node can assert control over the flow.

## RESULTS AND DISCUSSION

Figure 1 shows a sample sociogram overview of the structure net of interpersonal relationships that resulted in the group survey applying the sociogram technique. The Results of the most favored leadership traits and effective triggering communication traits are presented in Table 2:

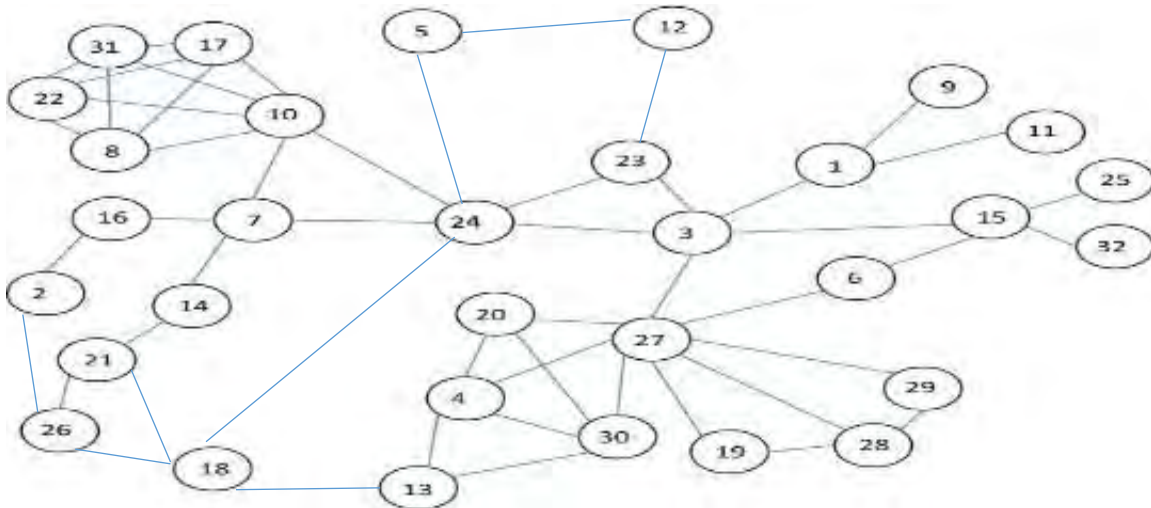


Figure 1: Sociogram Overview.

Table 2: The Results of the most favored leadership traits and effective triggering communication Traits

|    | Personality Type | Weighted degree centrality |                |              | Closeness centrality |                |              | Betweenness centrality |                |              |
|----|------------------|----------------------------|----------------|--------------|----------------------|----------------|--------------|------------------------|----------------|--------------|
|    |                  | $\alpha = 0$               | $\alpha = 0.5$ | $\alpha = 1$ | $\alpha = 0$         | $\alpha = 0.5$ | $\alpha = 1$ | $\alpha = 0$           | $\alpha = 0.5$ | $\alpha = 1$ |
| 1  | ISTJ             | 3                          | 23.71          | 30           | 1                    | 2              | 4            | 0.032                  | 0.039          | 0.023        |
| 2  | INFJ             | 7                          | 49.26          | 90           | 9                    | 1              | 2            | 0.033                  | 0.035          | 0.045        |
| 3  | ISTP             | 3                          | 22.51          | 45           | 24                   | 36             | 24           | 0.041                  | 0.034          | 0.043        |
| 4  | ISFP             | 9                          | 44.16          | 110          | 6                    | 18             | 24           | 0.043                  | 0.040          | 0.041        |
| 5  | ESTP             | 4                          | 21.33          | 50           | 10                   | 15             | 53           | 0.047                  | 0.032          | 0.038        |
| 6  | ESFP             | 7                          | 51.11          | 100          | 6                    | 3              | 0            | 0.045                  | 0.037          | 0.027        |
| 7  | ENFP             | 6                          | 33.88          | 70           | 16                   | 12             | 17           | 0.042                  | 0.041          | 0.032        |
| 8  | ESTJ             | 5                          | 33.22          | 60           | 5                    | 3              | 0            | 0.038                  | 0.033          | 0.028        |
| 9  | ISFJ             | 7                          | 46.21          | 90           | 18                   | 22             | 41           | 0.045                  | 0.033          | 0.044        |
| 10 | INTJ             | 5                          | 31.18          | 55           | 25                   | 18             | 16           | 0.034                  | 0.035          | 0.031        |
| 11 | INFP             | 9                          | 48.24          | 120          | 11                   | 9              | 13           | 0.028                  | 0.047          | 0.033        |
| 12 | INTP             | 4                          | 21.33          | 55           | 3                    | 5              | 2            | 0.032                  | 0.046          | 0.041        |
| 13 | ENTP             | 3                          | 24.44          | 20           | 9                    | 16             | 13           | 0.034                  | 0.038          | 0.042        |
| 14 | ESFJ             | 6                          | 36.21          | 65           | 4                    | 1              | 4            | 0.032                  | 0.041          | 0.029        |
| 15 | ENTJ             | 6                          | 31.43          | 85           | 23                   | 22             | 27           | 0.041                  | 0.033          | 0.044        |
| 16 | ENFJ             | 3                          | 27.58          | 40           | 1                    | 6              | 5            | 0.032                  | 0.048          | 0.037        |

Weighted degree centrality was used to establish the strong personality tie based on degree and strength. This metrics helps to determine the team most favorable leadership traits among team members. From the results as shown in table 2, for the Weighted degree centrality  $\alpha = 0$ , leadership traits INTJ and ENTP were the most favorable leadership traits the respondents appreciated. This is not surprising because the INTJ personality trait lead with vision, rationality, and determination. Similarly, ENTP traits are strategic, enterprising and competitive leaders. They also have a knack for entrepreneurship and they endeavor to challenge themselves and persistently grow. Whereas, ISTJ, and ISTP were the least favorable traits admired in a team leader. For ISTJ, such personality traits can get caught up in the details of an issue that they lose sight of the big picture. They can also have difficulty taking into account the emotions and needs of team members. ISTP sometimes can struggle with seeing a long-term for the team.

In the Weighted degree centrality  $\alpha = 0.5$ , leadership traits ESFP was mostly favored. ESTPs are charismatic, effective, and fun-loving leaders. They are outstanding at searching and discovering opportunities and taking advantage of such opportunities quickly. They are also skilled troubleshooters and inspiring speakers. However, INTP is the least favoured as this personality trait are extremely independent, and will tire of leadership positions that put them in crowded rooms and at the mercy of other people's schedules and whims. They like leading in the background through submissions from others and with sufficient space to think creatively. Closeness centrality was used to establish leadership traits that can flow very well in leading a team, such personality traits easily endears the leader to others in the team, which results in a close bond. From the study ESTP at Closeness centrality  $\alpha = 0$ , was found to be very effective. These personality traits are masters at solving problems on the fly and confronting adversity with courage and optimism. The ESTP also like to be as logical as possible when making decisions. They also tend to identify how to present plans logically in a way that motivate others.

Betweenness centrality was used to establish the personality type that is very effective at triggering communication within team members, a trait which is very effective at bridging the diversified personality traits inherent in a team. From the study, it was discovered that ISTP personality trait is highest in betweenness centrality ( $\alpha = 0.5$ ) among all sixteen leadership traits a frequency of 41. An ISTP trait exhibits a quiet and observant disposition and is a very effective



leader. Their open-mindedness and focus on realistic opportunities, tactics for success and plans makes them good communicators. The ISTP personality trait is followed by ENTJ with a betweenness centrality frequency of 24. Such personality traits inspires the people around them, also their rational logic and swift decisiveness makes them the most driven and intensely focused. Furthermore, during decision making, they always focus on what will work logically and most effectively in the long run. However, the least were INFJ and ESFJ.

## CONCLUSION

Several studies have highlighted the increasing demand of paperless related commodities which and facilities which have led to the progress of continual research in the areas of delivering quality and effective product. These complexities of the paperless operational environment demand the effective amalgamation of different personality profiles. Researchers have shown an increased interest in the methods for team member selection, especially while selecting a team leader for a specific paperless or software project. Team formation always start with allocating a project leader for each project, which then end up with allocating the other human resources. Focusing on this fact, this study investigated the correlation of leadership traits and other personality team traits by using network measures. Degree centrality, betweenness centrality, and closeness centrality metrics measures were used to measure and establish a team most favorable communicative leadership traits and the correlation between leadership traits and other team members' personality traits.

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# IMPACT OF COMMUNICATION IN TEACHING AND LEARNING IN TERTIARY EDUCATIONAL INSTITUTIONS IN RIVERS STATE

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## ABSTRACT

This paper considered impact of communication in teaching and learning in tertiary educational institutions in Rivers State. The paper demystified communication as a key tool in human interaction in any educational institutions. The paper explored the nature of communication, its functions, forms and importance in teaching and learning. It also looked into the types and principles of communication to teaching staff. The paper concluded that communication plays a knowledge transmission role in teaching and learning. That communication is a medium of conveying knowledge and therefore should the appropriate way of using communication should be adopted for effective teaching and learning in tertiary institutions in Rivers State. The paper suggested that communication should be made to have a free flow and staff should be trained and retrained from time to time on the dynamics of school communication in the education sector.

**Keywords:** Teaching, Learning, Communication, Educational Institutions, Teaching Staff.

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## INTRODUCTION

Teachers are leaders who communicate the future via teaching and learning to the younger generation. Communication exists in all human or people activity, including teaching and learning. Communication is a key component of teaching and learning in any school. In today's world, nothing can be achieved without effective communication among employers, employees, clients, suppliers, and customers who basically operate in the school. A look at the most successful business schools in the world, reveals people who have mastered the art of communication. Educational institution all over the world today is very challenging. To stay profitable in the highly challenging and competitive global market economy, all factors of production (i.e. men, machine and materials), should be wisely managed. Among the factors of production, human resource constitutes the biggest challenge because, unlike inputs, employee

management demands skillful handling of thoughts, feelings and emotions to secure highest productivity. Effective organizational communication plays an important role in this challenge.

Communication has crucial impact or influence among work groups in that organizational communication is a channel to flow information, resources, and even policies. School Organizational communication can be broadly defined as communication with one another in the context of an organization (Eisenberg & Goodall, 1997; Shockley-Zalabak, 2006 as cited in Eunju, 2009). This type of communication, in turn, includes activities of sending and receiving message through various layers of authority, using various messages systems, and discussing various topics of interest to the group one belongs to or the company one works for. Organizational communication research has mainly been conducted both in the business management field and in the communication field; however, researchers in the public administration field have provided little knowledge about organizational communication and its roles and effects (Eunju, 2009).

## LITERATURE REVIEW

Ramah (2015) defines communication as the transmission and reception of ideas, feelings and attitudes verbally or non-verbally to produce a favorable response. Draft (2000) defined communication as the process by which information is exchanged and understood by two or more people usually with the intention to motivate or influence behavior. Communication refers to the exchange of information between a sender (source) and a receiver (destination) so that it is received, understood and leads to action (Obamiro, 2008). Obilade (2011) defines communication as a process that involves the transmission of message from a sender to the receiver. Folarin (2003) defined communication as any means by which a thought is transferred from one person to another. Communication is the process by which any person or a group shares and imparts information with/to another person (or group) so that both people (or groups) clearly understands one another (Soola, 2010).

Not just giving information, it is the giving of understandable information and receiving and therefore, the transferring of a message to another party so that it can be understood and acted upon (Ode, 1999). Ugbojah (2013) defines communication as “the process which involves all acts of transmitting messages to channels which link people to the languages and symbols, which are used to transmit such messages. It is also the means by which such messages are received and stored. It includes the rules, customs and conventions which define and regulate human relationship and events. In its simplest form, however, communication is the transmission of a message from a source to a receiver... or the process of creating shared meaning Baran, (2007). It has been shown that there exist various definitions for communication, as there are different disciplines. While some definitions are human-centred, others are not. For example, a communication system may incorporate computers, as well as less sophisticated reproducing devices, such as, photocopiers. A photocopier may see communication as meaning a different thing from the way a marketer preconceives it. Similarly, a gospel preacher may think communication is something, which is of course different from what a journalist thinks it is.

Therefore, there is no single definition of communication agreed upon by scholars. Psychologists, sociologists, medical practioners, philosophers and communication specialists, all define communication based on their orientations and perspectives. Psychologists define communication as “the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviors of the other individuals (communicates)”. This definition describes what many extension workers and change agents hope to achieve.

Sociologists see communication “as the mechanism through which human relations exist and develop”. Some people define communication rather narrowly, saying “communication is the process whereby one person tells another something through the written or spoken word”. This definition, from a book written by a journalist, seems reasonable for those in that field. So, there are definitions of communication as there are various disciplines. Communication is from a Latin word „communis“, which means common or shared understanding. Communication therefore is a purposeful effect to establish commonness between a source and receiver (Schramm, 2011). Whatever is being shared could be associated with knowledge, experience, thought, ideas, suggestions, opinions, feelings etc. For the purpose of this paper, communication is defined as the process of exchanging or sharing information, ideas and feeling between the sender and the receiver.

### **Nature of Communication Teaching and Learning**

Communication is very central to all human activities; this is because everything we do and do not, communicate. Man’s interaction with other human beings is a result of communication. Communication is the key around which human life revolves. Communication is also innate; every man is born with the ability from childhood: we learn to communicate by crying, smiling, kicking, etc. Communication is made up of activities of under- related elements which continue to function as the communication process. The fact is that the word communication is encompassing, ambiguous and pervasive. These three words capture the universal nature of communication and make everyone think they know something about communication. Even though communication could be innate, certain modern kinds of communication in today’s school is however learnt, without which communication will become difficult (Schramm, 2011).

### **Functions of Communication in a School**

Communication performs diverse kinds of functions which include:

- Teaching and Learning: transmission of knowledge is possible because we can communicate. We relate with friends, parents, colleagues, etc, because they share codes that make us understand each other. Without communication, this will not be possible.
- Business and Trade: Communication provides opportunity to transact business and engage in trade. We are able to make known what we are offering for sales and what we want to buy. We also negotiate the prices, mode of delivery etc through communication.
- Exchange of Ideas and Spread of Knowledge: We express freely our ideas, opinions and feelings on issues affecting us. We also share knowledge as we engage in discussion and write books. In a classroom situation, a teacher is able to impart knowledge to students through communication.
- Social-Political Development: Development is made possible through communication. Communication helps to mobilize people to work together for their social and political development.
- Social-Cultural Integration: Communication enables exchange of cultural morals and values. Through music, interaction in communication, we are able to learn one another’s cultures and blend for harmonious cohabitation.

## Forms of Communication

The three major forms of communication commonly used by managers in organization are: Written, Oral, and Non-verbal communication:

- **Written Communication:** This involves the use of letters, memos, bulletin, procedures/ policy manuals, notices, books, etc., to transmit information in an organization.
- **Oral communication:** This refers to verbal conversation between two or more persons in an organization. It is a face-to-face interaction and most frequently used kind of communication channel during conferences, seminars, meetings, interviews, etc. It is rich in content, because there is a high level of interaction between the sender and the receiver.
- **Non-Verbal Communication:** This is the use of any form other than written and oral communication to transmit information. This includes the use of facial expressions, body movement and personal appearance to pass information. Important categories are Kinetic behavior, physical distance, tone of voice and object language.

## Importance of Communication

The importance of communication shall be looked at from the study of Moorhead and Griffin (2012) which states that the manager transmits information for a variety of reasons as highlighted in Obamiro (2008):

- To achieve coordinated action to express feelings and emotion;
- To share information regarding:
  - Organizational goals
  - Task directions
  - Results of efforts
  - Decision making to achieve effective control;
- To encourage staff participation in decision making and to create a good public image and reputation for an organization.

## Types of Communication in a School System

Organizational communication is a system of networks linking the three hierarchical levels (management, union and staff) together in order to enhance productivity. The two major types of communication channel within an organization are formal and informal patterns of communication. Formal patterns of communication are the official paths recognized by management. They follow the established chain of command or line of authority. Formal information can be transmitted internally or externally:

Internal communication takes place within an organizational framework to coordinate organizational resources. In internal communication, information is conveyed through letters, memos, circulars, etc., to employees. It is divided into three broad parts, namely: horizontal, vertical and quasi-vertical:

- **Horizontal Communication:** This is also called lateral communication. It is the transmission of message along the same lateral or similar level in an organization. This

occurs between team members, i.e. between different teams and employees on the same or similar level. The use of horizontal communication is on the increase because of the interactive electronic communication technologies such as e-mail and phone messages that greatly enhance horizontal communication by making it possible to establish learning communities and virtual teams of employees who work together even different locations.

- **Vertical Communication:** Vertical communication is a form of organization communication that involves two different movements, that is, from “up to down” and from “down to up” along the organizational hierarchy. It comprises downward and upward communication. Downward Communication refers to movement of information from the top management to the lowest schools. While upward communication is the pattern through which superiors get necessary feedback on subordinates’ actions.
- **Quasi-Vertical Communication:** Is the type of pattern of communication in which organized body of employees called Labour Union intermediates between management and employees.

### **Informal Pattern of Communication**

Informal channel of communication is an official chain of command which flows in any direction. It is mostly used when there are gaps or barriers to formal communication which disturb the employees from getting the information they require or desire. Common sources are; rumour (an unofficial channel which transmits unreliable information), grapevine (it carries more reliable and valuable information. It can be single strand, gossip or cluster).

- **Principles of Communication:** Certain principles are very essential to effective communication. These principles, according to Mangal and Mangal (2009), include:
- **Principle of Readiness and Motivation:** The communicator and the receiver should be ready and remain motivated throughout the process of communication. Lack of interest, zeal and enthusiasm on the part of either of them may adversely affect the process and product of communication.
- **Principle of Possession of competent communication skills:** The communicator and the receiver should be quite competent and efficient in terms of communicating and receiving the desired information or message. Possession of the required communication skills is crucial, so that the task of communication, in terms of transmission and reception, may be performed by them effectively.
- **Principle of Sharing and Interaction:** Since communication is a two-way process, its success lies in allowing as much as possible exchange of ideas, and keeping mutual interaction between the source of communication and receiver.
- **Principle of Suitability of the Communication Contents:** The content of what is to be communicated should be very suitable and easily understandable. It should be appropriate on the part of both the communicator and the receiver.
- **Principle of Appropriate Media and Channel:** The effectiveness of the process of communication will depend on the type and appropriateness of media or communication channel used.
- **Principle of Appropriate feedback:** Communication flow is deemed to be effective flow if it continues to receive the desired feedback from the receiver and vice versa.



- **Principle of Facilitators and Barriers of communication:** There are many intervening variables lying between the source and the receiver of information in a communication process. The effect of these variables, on the (positive or negative) source and receiver, becomes a decisive factor of the success or failure of communication.

## Teaching and Learning

Communication may occur in varieties of situations or environments. These may be grouped in the following types:

- **One on One Communication:** This form of communication takes place between two individuals. Most of our day-to-day informal or formal communication occurs in this form. Communication between husband and wife, shopkeeper and customer, relations, friends, strangers, colleagues, lovers, are examples.
- **Small Group Communication:** This involves communication among more than two people: examples include family members, classmates, and passengers in a commuter bus or railway coach. It may also take place between groups such as elders and the representatives of youths in a locality.
- **Large Group or Public Communication:** This is the type of communication that takes place within the premises of factories, government schools, police and army barracks, hospitals, etc. The style of this type of communication is formal, systematic, planned and organized.
- **Mass Communication:** This is carried out through different types of mechanical, electronic means. Examples are the mass media, radio, television, video, cinema, films, books, e-mail, internet, teleconferencing, satellite communication and transmission, etc. There may not be face to face interaction between the communicators. It remains the most effective way of disseminating information in contemporary times.

## Communication Process

Communication process components involve the following:

- **Sender:** The sender/encoder is the initiator of the message. The sender can be a group or an individual, group or organization with ideas, desires, needs to transmit to other party or parties.
- **Encoding:** This is a process that selects the appropriate language that the receiver understands. Making signals to another person, using shared symbols or putting one's thoughts into a letter are examples of encoding.
- **Message:** Message refers to idea, thought, needs, emotions etc., put into a symbol, figure, sign, etc. It is the actual physical product being encoded by the source.
- **Channel:** The channel is a means by which a message is conveyed. The sender must make sure that the appropriate channel is used to transmit message. Evans (2008) is of the opinion that the choice of a medium depends upon proximity.
- **Receiver:** The receiver is the person(s) the message is targeted at, that is the recipient(s) of the transmitted information. If the information is not received by the receiver, there is no communication.

- **Decoding:** Decoding is a process that occurs at the reception level where impulses, figures and symbols are interpreted and translated into meaningful information. Effective communication can only occur when both the encoder (sender) and decoder (receiver) attach the same or at least similar meanings to the symbols that make up the message.
- **Noise:** Noise is anything that hinders, disturbs, or interferes with communication whether from the side of the sender, the message channel, or the receiver. Noise can occur either internally (wrong encoding, transmission, interruption, etc.) or externally (confined environment).

**Feedback:** Feedback assures the encoder that the message was received and understood.

### **Communication Networks**

Communication network is the pattern by which information flows between and among employees in organizations. This includes:

- The chain network: Here, information moves up and down along organizational hierarchy. It is simple but it slows communication.
- The Wheel Network: In using this, there is a single person at the center who gives and receives information from others in a group/ committee. Information flows quickly with high accuracy.
- The Circle Network: It is a complete loop, which allows information flow round and round in directions. Each member can communicate with one another on either side. It provides greater opportunity for feedback.
- The Y Network: Here, the employee at the fork of the “Y” usually becomes the central person. It resembles the chain network i.e upside-down formal structure but slower by the fork in the Y.
- A Completely Connected (star) Network: This network permits each employee (member) to communicate directly with every other employee (member).

### **Barriers to Effective Communication in the School**

The following among others are some of the things that affect effective communication:

- Lack of proper planning: inadequate preparation affects effectiveness of presenting and transmitting information. Lack of planning, arises from inadequate thinking, lack of sound objectives, vague words, selecting inappropriate media, etc.
- Organization Barriers: Faulty organization structure such as lack of clarity of responsibilities and authority delegated, too wide spans of control and too long chains of command cause communication breakdown.
- Semantic Barriers: These occur when words are understood and interpreted differently by sender and receiver. This affects the achievement of commonness of thought in communication.
- Technical Jargon: Using words or symbols that are peculiar to new fields such as ICT with recipients who have different educational and social background may cause misunderstanding of message.

- Environmental Barriers: Symbols and innocent remarks may be given different meanings in abnormal environment.
- Information overload: This happens when a person receives too much information within a limited time. g. Noise: Effective communication breakdown is caused by different types of noise namely; physical noise, linguistic noise, grammatical noise, etc.
- Poorly Expressed Messages: Sender using too many assumptions and wrong encoding of messages do not aid effective understanding.
- Poor Listening: Listening requires full attention and self-discipline. Without this, the encoded messages will be decoded wrongly.
- Distrust: Believability and acceptability of messages to a large extent is determined by credibility of the sender. Messages from manager that behaves inconsistently may be given different interpretations by different receivers.

### **Remedies for Communication Barriers**

- Adequate preparation by senders will help in determining the purpose of the message.
- The parties involved (both sender and receiver) should use similar and familiar symbols and language to achieve effective communication.
- Organization should manage the amount of information that will reach one person at a period of time.
- Management should have a clearly defined organization chart with a short chains of command and spans of control.
- Messages should be well constructed and encoded.
- There must be adequate training of employees to acquire effective business communication skills. g. An appropriate channel should be used to convey messages. h. There is need for effective feedback device.

### **School Efficiency**

This comprises of the actual output or results of an organization as measured against its intended outputs (or goals and objectives) in a school system. According to Richard et al (2013), school performance encompasses three specific areas of firm outcomes: (a) financial performance (profit, return on assets, return on investments, etc.); (b) product market performance (sales, market share, etc); (c) shareholder return (total shareholder return, economic value added, etc.). The term business school performance is broad. Specialists in many fields are concerned with organizational performance, for which staff performance aggregate to organizational performance. Organizational performance includes, Strategic Planners, Operations, Finance, Legal, and Organizational Development. In recent years, many organizations have attempted to manage organizational performance using the balanced scorecard methodology where performance is treated and measured in multiple dimensions such as: Financial performance, Customer service, Social responsibility (e.g. corporate citizenship, community outreach), Employee stewardship.

### **CONCLUSION**

Communication plays key role in knowledge sharing and build. The mode of passing information to students should be easy and simple to understand. Consideration should be given to the content and tone of the messages; the languages must be messages the receiver would find valuable; communication with precise messages that are short run often possess long run importance; all interested parties in communication should be encouraged to be good listeners; immediate actions must be accompanied and accomplished with communication; and lastly effective feedback and follow up mechanism process must succeed effective communication in any business school. Communication plays a key role in organizational performance. Any organization that has poor communication culture will definitely perform poorly both at individual staff and the organization in general.

## Suggestions

Following the reviewed literature, the following suggestions have been reached:

- Teaching staff should be made to see communication as the life-wire of the institution.
- There should be training and retraining of staff on the need and dynamics of effective school communication.

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# PRINCIPALS' LEADERSHIP TRAITS AND EFFECTIVE ADMINISTRATION OF SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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## ABSTRACT

The study examined principals' leadership traits and effective administration of public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. Correlational survey design was adopted for the study. The population of the study was all 6,893 teachers in public senior secondary schools in Rivers State. The sample of the study was 1,379 teachers (3,490 males, and 3,403 females) representing 20% of the population. A proportionate stratified random sampling technique was used to select the required sample. The instrument for data collection was the Principals' Leadership Trait Questionnaire (PLTQ) and Effective Administration of Senior Secondary Schools Questionnaire (ESSSQ). The instrument was validated by four experts in the department of educational management and guidance and counselling in Ignatius Ajuru University of Education. A reliability of 0.84 and .73 was obtained for PLTQ and ESSSQ respectively. The research questions were answered using Pearson Product Moment Correlation (PPMC), while the hypotheses were tested using multiple regression at 0.05 significant level. The findings of the study showed that: there was high positive correlation between principals' intelligence, creativity, and competence with effective administration of senior secondary schools in Rivers State. The test of hypotheses revealed a significant relationship between principals' intelligence, creativity, and competence and effective administration of senior secondary schools in Rivers State. On account of these findings, it was recommended that principals should continually attend professional development programmes to make them acquire more knowledge, skills and become more creative and competent in the administration of secondary schools.

**Keywords:** Principals, Leadership, Traits, Effective, Administration, Secondary Schools.

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## INTRODUCTION

The trait approach of leadership was based on early leadership research which assumed that a good leader was born, not made. The reasoning was that if a complete profile of the traits of a successful leader could be drawn, it would be fairly easy to identify the individuals who should or should not be placed in leadership positions. An early study, Stogdill cited in Spector (2016) summarized and documented traits of successful leaders. One of such traits summarized and concluded that successful leaders tend to possess the following characteristics: intelligence, including judgment and verbal ability; past achievement in scholarship and athletics; emotional maturity and stability; dependability, persistence and a drive for continuing achievement; the skill to participate socially and adapt to various groups; and a desire to status and socio-economic position. Leadership phenomenon cannot be fully explained by traits approach.

The idea that leaders are born not made may probably not be tenable. This however does not rule out the fact that certain characteristics are necessary for successful leadership under certain situations. Rather, it means that such personal characteristics are not sufficient enough to explain leadership behaviour. However, the great man theory of leadership” propounded by Thomas Carlyle in 1840 is still relied in leadership studies. This theory asserts that leaders in general are born and not made. According to this theory, leadership qualities are carried in the genes and can neither be taught nor learnt in a formal sense. These qualities include: intelligence, charm, persuasiveness, commanding personality, high degree of intuition, judgement, courage, aggressiveness and action orientation. It implies that there was something in their anatomy, physiology and personality which marked them out from the common mass of mortals. This theory portrays leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time of postulation of this theory, leadership was thought of as a male quality, especially military leadership. However, in contemporary times, leadership is not considered as gender sensitive. Leadership traits are both embedded in male and females who are found in principalship positions to implement policies and programmes of senior secondary schools in Rives State.

The need to enhance the administrative effectiveness of secondary schools through the leadership resourcefulness of principals has become an issue of concern in secondary school administration in Nigeria. This has become necessary in view of the challenges and complaints trailing the leadership traits of principals of secondary schools in recent time. Education per say cannot be achievable without the leadership portraying some qualities that are capable of enhancing the job performance and that of subordinates. Recall that education is being planned through institutional leadership to meet the developmental goals of human resources in Nigeria (Nwankwo & Luisggel, 2012), a leader ought to possess some leadership traits like empathy, communication skills, willingness to collaborate and the ability to listen, to trigger the co-operation of their subordinates (teachers). Nichols and Cottrell (2014), noted that the traits most commonly associated with great leadership include: adaptability and flexibility, assertiveness, capability to motivate people, courage, intuition or creativity, decisiveness, emotional stability, intelligence, competence, and action-oriented judgment, perseverance, self-confidence, task competence, trustworthiness and understanding their followers and their needs.

Adaptability and flexibility refers to the ability to think outside of the box and adapt quickly to changing situations in an organization towards the achievement of set goals. Assertiveness is a trait of being able to direct and show self-confident on issues toward the achievement of set goals. Capacity to motivate people is a leadership trait of being able to inspire

others to achieve best results in an organization. Courage is a leadership trait of being brave and committed to the goals of an organization. Courageous leader do not shy away from challenges. Intuition or creativity refers to Intuition or creativity means being imaginative in the work place to achieve unprecedented results. It is the number one soft-skill in short supply at the workspace. Creative leaders solve problems in unique and innovative ways. They seek the best solution, even when it is not the typical one.

According to Arop, Owan and Ekpang (2018), creative leaders do not try to be the lone genius, instead they tap into the innovative potential of other people. Creative leaders are ready to adjust and create new options or approaches based on gaining new information on an evolving situation. When an idea or plan is not working out, intuitive or creative leaders look for new ways to use resources and bring their teams together to develop innovative new perspectives and approaches to the problems they are trying to solve. Steve Jobs cited in Onyiri and Walson (2022) stated that “innovation distinguishes between a leader and a follower, because for a leader to be adorned, exceptionalism in experience and talents counts in doing things.

Decisiveness is also a leadership trait which denotes the capacity to take rightful decisions without regretting the choices. Emotional stability is another leadership trait concern with the ability of being dependable to control their emotions and avoid overreactions on issues especially while working under stress and experiencing challenges in an organization. Intelligence is another trait of effective leaders. Intelligence is another trait of effective leaders. Intelligence is the capacity to construct ideas, logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem-solving for the achievement of organizational goals.

According to Veldmans (2016), intelligence allows leaders to evaluate others' opinions and hypothetically place them into the plan and see if they fit in. Using valuable inputs that work out for the better often boosts employee morale and allows for better efficiency A highly intelligent leader is one who is flexible in their thinking and can adapt to changes, they think before they speak or act, and they are able to effectively manage their emotions. Veldman noted that “The world today is characterized by increasing variety, interdependency and connectivity; complexity, change, ambiguity, seamlessness and sustainability. There’s no doubt that more intelligent leaders are needed to deal with these emerging challenges and demands. This is applicable to administration of schools. He further stated that “the world is relentlessly fast and dynamic, which means that leaders face a real risk of becoming merely the sum total of unreflected, undigested, constantly and rapidly accumulating experiences and information. There’s too little time for reflective living – the sort that provides sufficient „quiet time” so intelligent leaders can constantly transform experiences into information, information into knowledge, and knowledge into wisdom. In school administration, intelligent leaders need to constantly reflect on solving administrative problems are will deter the achievement of set goals.

On the other hand, competence is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job. It is also referred to the ability to solve problems in unforeseeable contexts using knowledge and other resources by individuals in an organization. Competence is a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or is the state or quality of being adequately or well qualified, having the ability to perform a specific role (Naddler, 2011). Competence is a measure of both proven skills and proven knowledge. According to Tobin (2014), competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Trustworthiness is another trait expected of principals. It involves the virtue of being reliable in handling issues and management

of resources for the achievement of set goals. Ngwala (2014) posited that trustworthiness which is synonymous to credibility is a key indicator of leadership effectiveness characterized by such traits as being honest, forward-looking, inspiring, and competent. In this study, the relationship between intelligence, intuition or creativity, and competence and effective administration of senior secondary schools will be investigated.

The importance of principals' leadership traits on effective administration of secondary schools in Nigeria cannot be overemphasized. In the study carried out by Oakleaf (2016), it was found that a significant correlation exists between the principals' leadership traits and motivation of teachers in schools. It was further shown that there was a significant relationship between leadership traits and teachers' job performance, and that supportive leadership traits affect teachers' job performance. Despite the laudable influence of leadership traits on teachers' job performance, there is still perceived principals' ineffectiveness in the administration of senior secondary schools in Rivers State due to public outcry arising from indiscipline among staff and students and causes of reported examination malpractice which has led to seizure of results by examining bodies like WAEC and NECO in recent time. If principals' leadership traits are found to enhance teachers' job performance in public secondary schools in Rivers State, there is also the perceived propensity that it will influence the administration of secondary schools, yet no study has examined the perceived relationship empirically in Rivers State. Several studies have also suggested investigation in factors relating to performances of teachers included human resource management practices, principals' leadership traits and administration of secondary schools (Roul, 2012 & Ngwala, 2014). It is on this premise that the researcher decided to delve into investigating principals' leadership traits and effective administration of senior secondary schools in Rivers State.

### **Statement of the Problem**

Recent studies have shown that secondary school teachers and students are performing below expectation probably due poor leadership style. Researches have also shown high level of indiscipline among teachers and students in secondary schools. The trait theory of leadership stated that the possession of certain leadership traits enhances leadership effectiveness of organizations. Leadership effectiveness also relates to organizational effectiveness according to the trait theory of leadership. However, no study to the knowledge of the researcher has examined the extent principals' leadership traits related with effective administration of senior secondary schools in Rivers State. Therefore, there is need to examine the relationship between leadership traits and effective administration of senior secondary schools in Rivers State to provide plausible empirical evidence. The problem of the study is: To what extent do principals' leadership traits relate with effective administration of senior secondary schools in Rivers State.

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

The aim of this study is to determine the relationship between principals' leadership trait and effective administration of senior secondary schools in Rivers State. Specifically, the sought to:

- Examine the extent principals' intelligence relates with effective administration of public senior secondary schools in Rivers State.
- Examine the extent principals' ingenuity relates with effective administration of public senior secondary schools in Rivers State.



- Determine the extent principals' competency relates with effective administration of public senior secondary schools in Rivers State.

### Research Questions

The following research questions were posed to guide the study:

- What is the relationship between principals' intelligence and effective administration of public senior secondary schools in Rivers State?
- What is the relationship between principals' ingenuity relates with effective administration of public senior secondary schools in Rivers State?
- What is the relationship between principals' competency relates with effective administration of public senior secondary schools in Rivers State?

### Research Hypotheses

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

**H<sub>01</sub>:** There is no significant relationship between level of principals' intelligence and effective administration of public senior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant relationship between principals' ingenuity relates with effective administration of public senior secondary schools in Rivers State.

**H<sub>03</sub>:** There is no significant relationship between principals' competency relates with effective administration of public senior secondary schools in Rivers State

### METHODOLOGY

The study adopted a correlational survey design. The population of the study was 6,893 teachers which comprised 3,490 males, and 4,403 female) in all public senior secondary schools in Rivers State. A sample of 1,378 (698 males, and 680 female) teachers representing 20% of the total population of the study. However, 1,355 representing 98% of the administered instruments were fully filled returned, and used for data analysis. A proportionate stratified sampling technique was use to select the required sample of the study. The instruments used for data collection were: Principals Leadership Trait Questionnaire (PLTQ) and Effective Senior Secondary School Administration Questionnaire (ESSAQ). The PLTQ was divided into two sections, A and B. Section A dealt with the demographic data of the respondents such as age, class, gender, name of the school, and years of working experience of the respondents.

Section B contained 15 items or statements that elicited information on principals' leadership traits in three clusters namely intelligence, intuition or creativity, and competence in line with the research questions and hypotheses that guided the study. The ESSAQ ALSO contained 15 question items related to effective administration of senior secondary schools. Both instruments were designed on a four-point rating scale of VHE (4points), HE (3points), LE (2points), and VLE (1point). Face and content validity of the instruments was done by four experts, two from the Department of Educational Management, and other two from the Department of Educational Psychology, Guidance and Counselling of Ignatius Ajuru University of Education. Their comments were reflected in the final copy that was administered to the respondents. The test-retest method was used to ascertain the reliability of the instrument. A reliability of 0.84 and .73 was obtained for PLTQ and ESSSQ respectively. Pearson Product

Moment Correlation Coefficient (PPMC) was used to and the research questions. The Dunn’s degree of correlation classification was used to classify the correlation indexes of the variables as follows:  $\pm 0.80-1.00$  for Very Strong Correlation;  $\pm 0.60- 0.79$  for Strong Correlation;  $\pm 0.40-0.59$  for Moderate Correlation;  $\pm 0.20-0.39$  for Weak Correlation; and  $\pm 0.00-0.19$  Very Weak Correlation. The null hypotheses were tested using multiple regression at 0.05 significant level.

## RESULTS

**Research Question One:** What is the relationship between principals’ intelligence and effective administration of public senior secondary schools in Rivers State?

Table 1: Correlations between principals’ intelligence and effective administration of public senior secondary schools in Rivers State

|   |                     | Intelligent | Effective Secondary School Administration |
|---|---------------------|-------------|---|
| Intelligent                               | Pearson Correlation | 1           | .632**                                    |
|   | Sig. (2-tailed)     |             | .000                                      |
|   | N                   | 1355        | 1355                                      |
| Effective Secondary School Administration | Pearson Correlation | .632**      | 1   |
|   | Sig. (2-tailed)     | .000        |   |
|   | N                   | 1355        | 1355                                      |

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

Table 2: Pairwise Pearson Correlation Coefficient between principals’ intelligence and effective administration of public senior secondary schools in Rivers State

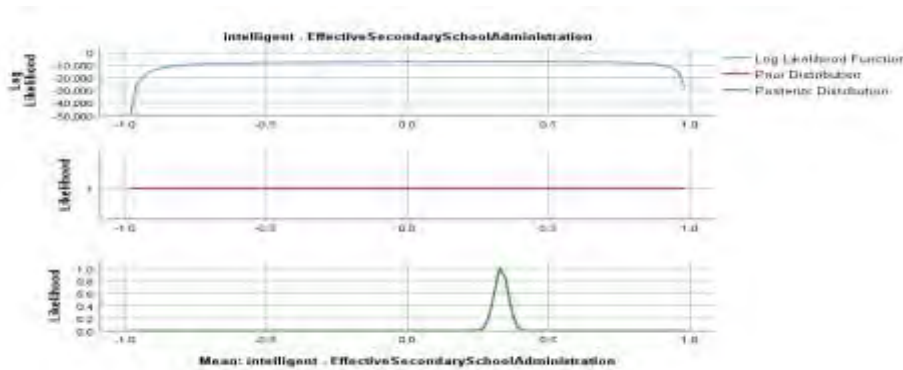


Table 1 showed the relationship between principals’ intelligent and effective senior secondary school administration in Rivers State using Pearson Product Moment Correlation Co-efficient. It showed a correlation co-efficient of .632\*\* which implies a positive correlation between principals’ intelligent and effective senior secondary school administration in Rivers State. The positive sign implies a positive relationship between the variables. Based on the Dunn’s correlation classification, the relationship between the variables is a **Strong Positive correlation** which was reflected in the log likelihood function, prior, and posterior distributions of the pairwise correlation in table 2.

**Research Question Two:** What is the relationship between principals’ intuition and effective administration of public senior secondary schools in Rivers State?

Table 3: Correlations between principals’ intuition and effective administration of public senior secondary schools in Rivers State

|  |                     | Intuition or creativity | Effective Senior Secondary School Administration |
|--|---------------------|-------------------------|--|
| Intuition or creativity                          | Pearson Correlation | 1                       | .453**   |
|  | Sig. (2-tailed)     |                         | .000   |
|  | N                   | 1355                    | 1355   |
| Effective Senior Secondary School Administration | Pearson Correlation | .453**                  | 1  |
|  | Sig. (2-tailed)     | .000                    |  |
|  | N                   | 1355                    | 1355   |

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

Table 4: Pairwise Pearson Correlation Coefficient between principals’ intuition and effective administration of public senior secondary schools in Rivers State

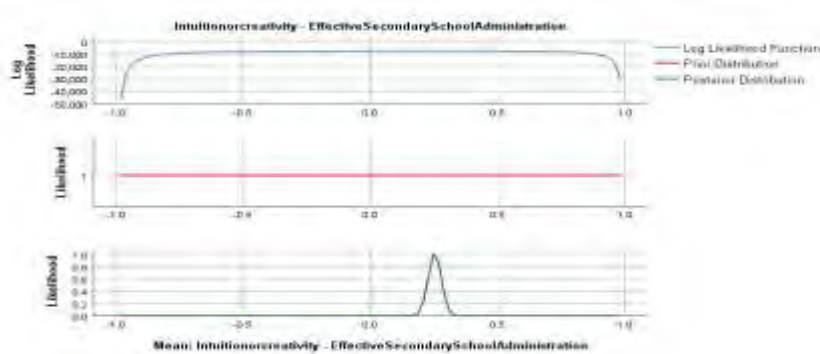


Table 3 showed the relationship between principals’ intuition and effective senior secondary school administration in Rivers State using Pearson Product Moment Correlation Co-efficient. It showed a correlation co-efficient of .253\*\* which implies a positive correlation between principals’ intuition and effective senior secondary school administration in Rivers State. The positive sign implies a positive relationship between the variables. Based on the Dunn’s correlation classification, the relationship between the variables is a Moderate Positive correlation which was reflected in the log likelihood function, prior, and posterior distributions of the pairwise correlation in table 4.

**Research Question Three:** What is the relationship between principals’ competence and effective administration of public senior secondary schools in Rivers State?

**Table 5:** Correlations between principals’ competence and effective administration of public senior secondary schools in Rivers State

|   |                     | Competence | Effective Secondary School Administration |
|---|---------------------|------------|---|
| Competence                                | Pearson Correlation | 1          | .670**                                    |
|   | Sig. (2-tailed)     |            | .000                                      |
|   | N                   | 1355       | 1355                                      |
| Effective Secondary School Administration | Pearson Correlation | .670**     | 1   |
|   | Sig. (2-tailed)     | .000       |   |
|   | N                   | 1355       | 1355                                      |

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

Table 6: Pairwise Pearson Correlation Coefficient between principals’ competence and effective administration of public senior secondary schools in Rivers State

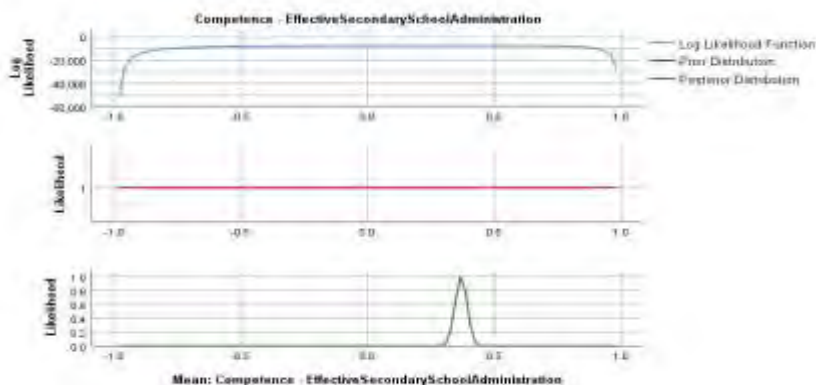


Table 5 showed the relationship between principals’ competence and effective senior secondary school administration in Rivers State using Pearson Product Moment Correlation Co-efficient. It showed a correlation co-efficient of .670\*\* which implies a positive correlation between principals’ competence and effective senior secondary school administration in Rivers State. The positive sign implies a positive relationship between the variables. Based on the Dunn’s correlation classification, the relationship between the variables is a Strong Positive correlation which was reflected in the log likelihood function, prior, and posterior distributions of the pairwise correlation in table 6.

### Test of hypotheses

**H<sub>01</sub>:** There is no significant relationship between principals’ intelligence and effective administration of public senior secondary schools in Rivers State

Table 7: Model Summary for principals’ intelligence and effective administration of public senior secondary schools in Rivers State

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .632 <sup>a</sup> | .110     | .110              | 4.76234                    |

a. Predictors: (Constant), intelligent

Table 7 showed that the coefficient of determination ( $R^2$ ) is 0.110. This indicates that 1.1% of the variance in effective administration of public senior secondary schools in Rivers State is caused by variations in the predictor variable. Therefore, 1.1% of the variance in effective administration of public senior secondary schools in Rivers State is predicted by principals' intelligent. This implies a 1.1% effect of principals' intelligence on effective administration of public senior secondary schools in Rivers State.

**Table 7:** Analysis of Variance of Regression on the relationship between principals' intelligence and effective administration of public senior secondary schools in Rivers State

| ANOVA <sup>a</sup> |            |                |      |             |         |                   |
|--------------------|------------|----------------|------|-------------|---------|-------------------|
| Model              |            | Sum of Squares | df   | Mean Square | F       | Sig.              |
| 1                  | Regression | 3801.326       | 1    | 3801.326    | 167.608 | .000 <sup>b</sup> |
|                    | Residual   | 30685.823      | 1353 | 22.680      |         |                   |
|                    | Total      | 34487.148      | 1354 |             |         |                   |

a. Dependent Variable: Effective Senior Secondary School Administration  
b. Predictors: (Constant), intelligent

Table 7 showed that F-value of 167.608 is significant at .000. This indicated that principal's intelligence was significantly related to effective administration of public senior secondary schools in Rivers State. Therefore, the null hypothesis of no significant linear relationship between principals' intelligence and effective administration of public senior secondary schools in Rivers State was rejected.

**Table 8:** t-Values on principals' intelligence and effective administration of public senior secondary schools in Rivers State

| Coefficients <sup>a</sup> |             |                             |            |                                   |        |      |
|---------------------------|-------------|-----------------------------|------------|-----------------------------------|--------|------|
| Model                     |             | Unstandardized Coefficients |            | Standardized Coefficients<br>Beta | t      | Sig. |
|                           |             | B                           | Std. Error |                                   |        |      |
| 1                         | (Constant)  | 34.669                      | .801       |                                   | 43.298 | .000 |
|                           | Intelligent | .636                        | .049       | .332                              | 12.946 | .000 |

a. Dependent Variable: Effective Senior Secondary School Administration

To determine if the predictor variable was significantly related to or predicted effective administration of public senior secondary schools in Rivers State, the t-value was presented in table 8. The t-value for effective administration of public senior secondary schools was (43.298,  $P > 0.000$ ). Principals' intelligence had significant relationship ( $P < 0.05$ ) with and predicted effective administration of public senior secondary schools in Rivers State. It implies that principals' intelligence enhanced effective administration of public senior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant relationship between principals' intuition and effective administration of public senior secondary schools in Rivers State.

**Table 9:** Model Summary for principals' intuition and effective administration of public senior secondary schools in Rivers State

| Model Summary |  |
|---------------|--|
|---------------|--|

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .253 <sup>a</sup> | .064     | .063              | 4.88456                    |

a. Predictors: (Constant), Intuition or creativity

Table 9 showed that the coefficient of determination ( $R^2$ ) is 0.064. This indicates that 6.4% of the variance in effective administration of public senior secondary schools in Rivers State is caused by variations in the predictor variable. Therefore, 6.4% of the variance in effective administration of public senior secondary schools in Rivers State is predicted by principals' intuition. This implies a 6.4% effect of principals' intuition on effective administration of public senior secondary schools in Rivers State.

**Table 10:** Analysis of Variance of Regression on the relationship between principals' intuition and effective administration of public senior secondary schools in Rivers State

| ANOVA <sup>a</sup> |            |                |      |             |        |                   |
|--------------------|------------|----------------|------|-------------|--------|-------------------|
| Model              |            | Sum of Squares | df   | Mean Square | F      | Sig.              |
| 1                  | Regression | 2205.992       | 1    | 2205.992    | 92.460 | .000 <sup>b</sup> |
|                    | Residual   | 32281.157      | 1353 | 23.859      |        |                   |
|                    | Total      | 34487.148      | 1354 |             |        |                   |

a. Dependent Variable: Effective Senior Secondary School Administration  
b. Predictors: (Constant), Intuition or creativity

Table 10 showed that F-value of 92.460 is significant at .000. This indicated that principal's intuition was significantly related to effective administration of public senior secondary schools in Rivers State. Therefore, the null hypothesis of no significant linear relationship between principals' intuition and effective administration of public senior secondary schools in Rivers State was rejected.

**Table 11:** t-Values on principals' intuition and effective administration of public senior secondary schools in Rivers State

| Coefficients <sup>a</sup> |                         |                             |            |                           |        |      |
|---------------------------|-------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model                     |                         | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|                           |                         | B                           | Std. Error | Beta                      |        |      |
| 1                         | (Constant)              | 37.251                      | .806       |                           | 46.196 | .000 |
|                           | Intuition or creativity | .496                        | .052       | .253                      | 9.616  | .000 |

a. Dependent Variable: Effective Senior Secondary School Administration

To determine if the predictor variable was significantly related to or predicted effective administration of public senior secondary schools in Rivers State, the t-value was presented in table 11. The t-value for effective administration of public senior secondary schools was (46.196,  $P > 0.000$ ). Principals' intuition had significant relationship ( $P < 0.05$ ) with and predicted effective administration of public senior secondary schools in Rivers State. It implies that principals' intuition enhanced effective administration of public senior secondary schools in Rivers State.

**H<sub>03</sub>:** There is no significant relationship between principals' competence and effective administration of public senior secondary schools in Rivers State

Table 12: Model Summary for principals' competence and effective administration of public senior secondary schools in Rivers State

| Model Summary                         |                   |          |                   |                            |  |
|---------------------------------------|-------------------|----------|-------------------|----------------------------|--|
| Model                                 | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |  |
| 1                                     | .370 <sup>a</sup> | .137     | .136              | 4.69102                    |  |
| a. Predictors: (Constant), Competence |                   |          |                   |                            |  |

Table 12 showed that the coefficient of determination ( $R^2$ ) is 0.137. This indicates that 13.7% of the variance in effective administration of public senior secondary schools in Rivers State is caused by variations in the predictor variable. Therefore, 13.7% of the variance in effective administration of public senior secondary schools in Rivers State is predicted by principals' competence. This implies a 13.7% effect of principals' competence on effective administration of public senior secondary schools in Rivers State.

Table 13: Analysis of Variance of Regression on the relationship between principals' competence and effective administration of public senior secondary schools in Rivers State

| ANOVA <sup>a</sup>  |            |                |      |             |         |                   |
|---|------------|----------------|------|-------------|---------|-------------------|
| Model   |            | Sum of Squares | df   | Mean Square | F       | Sig.              |
| 1   | Regression | 4713.503       | 1    | 4713.503    | 214.195 | .000 <sup>b</sup> |
|   | Residual   | 29773.645      | 1353 | 22.006      |         |                   |
|   | Total      | 34487.148      | 1354 |             |         |                   |
| a. Dependent Variable: Effective Senior Secondary School Administration |            |                |      |             |         |                   |
| b. Predictors: (Constant), Competence                                   |            |                |      |             |         |                   |

Table 13 showed that F-value of 214.195 is significant at .000. This indicated that principal' competence was significantly related to effective administration of public senior secondary schools in Rivers State. Therefore, the null hypothesis of no significant linear relationship between principals' competence and effective administration of public senior secondary schools in Rivers State was rejected.

Table 14: t-Values on principals' competence and effective administration of public senior secondary schools in Rivers State

| Coefficients <sup>a</sup>  |            |                             |            |                           |        |      |
|--|------------|-----------------------------|------------|---------------------------|--------|------|
| Model  |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|  |            | B                           | Std. Error | Beta                      |        |      |
| 1  | (Constant) | 35.209                      | .674       |                           | 52.223 | .000 |
|  | Competence | .634                        | .043       | .370                      | 14.635 | .000 |
| a. Dependent Variable: Effective Secondary School Administration |            |                             |            |                           |        |      |

To determine if the predictor variable was significantly related to or predicted effective administration of public senior secondary schools in Rivers State, the t-value was presented in table 14. The t-value for effective administration of public senior secondary schools was (52.223,  $P > 0.000$ ). Principals' competence had significant relationship ( $P < 0.05$ ) with and predicted effective administration of public senior secondary schools in Rivers State. It implies that principals' competence enhanced effective administration of public senior secondary schools in Rivers State.

## **DISCUSSION OF FINDINGS**

### **Principals' intelligence and effective administration of public senior secondary schools in Rivers State**

The findings of the study in this regard showed that principals' intelligence had a strong positive correlation on effective administration of public senior secondary schools in Rivers State. There was a significant relationship between principals' intelligence and effective administration of public senior secondary schools in Rivers State. These findings corroborates with that of Adeniyi (2014) who carried out a study on personality traits and administrative effectiveness of secondary schools in Southwestern, Nigeria and found that the mostly exhibited personality trait as reported by principals was conscientiousness. Also, the result showed that there existed a significant relationship between personality traits and administrative effectiveness of secondary school principals.

Conscientiousness is a virtue which depicts diligence and industriousness as tenets of intelligence. In a similar vein, Ayo (2017) in a study on principal leadership traits and effective administration of secondary schools in South-West, Nigeria and found a significance relationship between intelligence, honesty, and ingenuity and effective administration of secondary schools. This means that principals who are intelligent, honest, and resourceful are more effective than those who do not possess such traits in an organization. In our educational system, principals who show resilience in these traits are achievers of set goals. Nwokocha (2021) stated that general intelligence encourages one to discover some new information, improve relational abilities, improve essential and systematic abilities, and enhances our abilities to understand and interact effectively with others. Nwokocha noted that teachers and social workers who exhibit interpersonal and intrapersonal intelligence excel their peers and are leaders among their peer who are also good at communicating and seem to understand other people's feelings and motives. The findings of the study also corroborates with that of Adeniyi (2014) in a study on personality traits and administrative effectiveness of secondary schools in Southwestern, Nigeria and found that among the personality traits of principals, creativity or intuition was more valued in decision making.

### **Principals' intuition and effective administration of public senior secondary schools in Rivers State**

The findings of the study in this regard showed that principals' intuition had a moderate positive correlation on effective administration of public senior secondary schools in Rivers State. There was a significant relationship between principals' intuition and effective administration of public senior secondary schools in Rivers State. These findings corroborates with that of Moemeka (2017) who carried out a study on analysis of desirable teachers attributes as perceived by principals in public secondary schools in Delta State and found that innovative teaching methods had a high mean score of 3.89. This implies that educational administrators who possess innovative skills can attain exceptional results. Duru (2017) noted that intuition underpins major decisions in an organization. Leaders who are creative or intuitive, takes organizational decisions that are lofty for the achievement of set goals. In the words of Yukl (2010), leaders who demonstrate intuition through their actions set pace for organizational growth and performance excellence.



## **Principals' competence and effective administration of public senior secondary schools in Rivers State**

The findings of the study in this regard showed that principals' competence had a strong positive correlation on effective administration of public senior secondary schools in Rivers State. There was a significant relationship between principals' competence and effective administration of public senior secondary schools in Rivers State. These findings corroborates with that of Akinfolarin (2017) who carried out a study on analysis of principals' managerial competencies for effective management of school resources in secondary schools in Anambra State and found that secondary school principals have managerial competencies in prioritizing financial allocation according to school needs, keeping accurate financial information of the school, ensuring accountability in all school expenditures, carrying out periodic auditing of school budgets and adopting cost-saving strategies for effective financial resource management. Contrary to the above, it was also found that principals in Anambra State do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture for effective managerial resource management.

The findings this study are also in line with that of Udu and Odo (2016) who carried out a study on principals' quality assurance competencies in the management of public secondary schools in Ebonyi State and found that principals of public secondary schools in Ebonyi possess enough quality assurance competencies for personnel management, managing instructions, finances and information and technology. Similarly, the finding of Alexander (2022) in a study on principals digital competence for administration of public secondary schools in Rivers State showed that principals digital operational competence, problem solving competence, and technological competence enhanced the administration of public senior secondary school in Rivers State. Besides, the test of the hypotheses showed that there was no significant difference between the mean ratings of principals and vice principals on the various digital competence like: digital operational competence, digital instruction supervision competence, digital resource management competence, and digital problem solving competence and the administration of public senior secondary schools in Rivers State. These findings implied that the competence of school principals is a veritable tool for the achievement of set goals.

## **CONCLUSION**

It can be concluded in this study that principals' leadership traits is a correlate for effective administration of senior secondary schools in Rivers State. The principal leadership traits variables which are correlates of effective administration of senior secondary schools include intelligence, intuition or creativity, and competence. The study has made a humble effort to generally explain principals' leadership traits in the administration of senior secondary schools in Rivers State. However, there is still the need for this study to be replicated in other parts of Nigeria to see what the results would look like since Rivers State is situated in South-South, Nigeria with a different culture.

## **Recommendations**

It is recommended on account of the findings of this study that:

- Since intelligence, creativity, and competence are traits related to the application of knowledge and skills, professional development programmes should be provided for principals to attend to acquire the skills, and knowledge to foster the right type of decisions for the achievement of set educational goals at the senior secondary school level.
- Adequate budgetary financial provisions should be made for the education sector to train and retrain school principals to be more professionally competent in the administration of schools.

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# SELF-EFFICIENCY AS A MOTIVATION FACTOR FOR TEACHER EFFECTIVENESS IN THE SECONDARY SCHOOL SYSTEM IN NIGERIA

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## ABSTRACT

This paper is hinged on the self-efficacy theory. It examines the role self-efficacy plays as a motivational strategy for high quality job performance. Self-efficacy, as propounded by Bandura (1977), is the belief in one's ability to perform tasks even in the face of difficulties related to the task. The features associated with self-efficacy such as how to build it up, its domains, how it can be measured, are all discussed. What make up teacher effectiveness are also highlighted thereafter. The paper highlights the significant relationship between self-efficacy and job performance; self-efficacy and motivation as well as self-efficacy and teacher effectiveness. The paper suggests that since self-efficacy is associated with high level job performance, teachers in the school system as well as the school management should give attention to it.

**Keywords:** Self-efficacy, Sustentive Motivation, Teacher Effectiveness, Secondary Schools

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## INTRODUCTION

Education is one of the vital tools for emancipating mankind, such that each society allocates a lot of capital on it to ensure that the young ones at all times acquire the necessary skills, knowledge and the desired attitudes critical for present and future survival. Teachers are crucial to the education system, and schools are only as good as the teachers within them (Darling-Hammond, 2015). However, owing to its value, the extent to which education is measured greatly anchors on examining the educational outcomes which is greatly dependent on effective teachers' job performance. For this study, teacher effectiveness was defined as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement (Stronge et al., 2011). Evaluating the factors responsible for effectiveness of teachers has changed over the years particularly with the complexity of teaching and learning (Guajardo, 2014; Lisbon et al., 2018; Canrinus et al., 2010).

The school system as an organization is very unique and different from all other production organizations. Education is a lifelong process which deals with the entire human life

which ranges from childhood to adulthood, thus making educational services a complex system. The effectiveness of any education system depends very much upon the competence and capabilities of the various categories of human resources that man the multifarious educational services. However, the most important of these are the teachers at the operational level. They are the ones involved in developing knowledge, lifelong attitudes, values and skills amongst students. For the school system to function effectively, the teachers, in addition to being competent are expected to be highly motivated so as to be moved to action, in this case, effective teaching.

Teachers work with students who are like tender seeds that must be well-watered through effective teaching so they could blossom into articulate, vibrant, knowledgeable, skilled and capable young men and women either fit for the labor market or as future intake into the tertiary education system (FRN, 2014). The teachers in performing this task may face demotivating factors that may negatively impact on effective job performance. These demotivating factors could be related to job demands that are present in occupational setting such as overwork, teamwork, role conflict and routine. Teachers also have additional job demands such as feeling responsible for the present and future academic and social success of the students entrusted to them to teach. If this turns out to be so at all times without any stress or setbacks, teachers will experience the real satisfaction in their job performance. In that case, there will be no need to research into factors that motivate effective job performance because they are already motivated, engaged and self-efficacious doing their job. However, the reality is quite the opposite. The schools and the classroom where educational services are rendered to students have become very complex and dynamic since the late 20<sup>th</sup> century and getting increasingly so in this 21<sup>st</sup> century (Byrd and Rashberry, 2011).

For effective teaching and learning to occur in the school system, teachers are required to be more engaged, self-efficacious and show a greater degree of active performance (Griffin, Neal & Parker, 2007). This is however not peculiar to the school system. Other organizations require such workforce. This has led to researchers focusing on the factors that combine to contribute to human functioning for optimum job performance. Foremost amongst these is Bandura's (1997) Social Cognitive Theory (SCT). The SCT has two basic assumptions which are (1) human functioning is the product of the interaction among personal factors, behaviors and environment and (2) efficacy beliefs are the basis of human agency that influences individuals' motivation to engage in specific behaviors that eventually lead to high performance. Hence it is within the SCT that the Self-Efficacy Theory (SET) is framed. It is within this SET that Bandura (2001) postulated that self-efficacy was the foundation of agency which influences individuals' motivation to engage in specific behaviors which was very highly related to high performance (Bandura, 2008).

In the light of this, employees' behavior is seen as a combination of personal resources (self-efficacy beliefs) and contextual resources (job or organizational characteristics and well-being). The major focus of this paper is on self-efficacy which is regarded as the main personal resources which motivates employees to extra role performance for effective work engagement which eventually leads to attainment of organizational goals. Self-efficacy is defined as one's perceived ability for learning and performing actions at designated levels (Bandura, 1997). In other words, peoples' belief in their efficacy has diverse effects as well as influencing the selection of both the conducts the individuals will engage in and the resources of the actions they will do. Expanding further on this, Bandura (2009) opined that unless people believe that they can produce the desired effects and forestall undesired ones by their actions, they will have little

incentive to act or to persevere in the face of difficulties. This in effect translates to the fact that an employee possessing the skills and knowledge related to the task to be performed can only be successful in this venture with high self-efficacy.

In addition, self-efficacy is also seen as influencing the amount of effort that individuals will invest in activities, how much they will persist, how they endure and adapt to adverse situations (Bandura & Locke, 2003). It is also opined that self-efficacy plays a motivational role in that the higher the efficacy, the more effort the individuals would exert and devote to the task they engage in (Prieto, 2009). In the school system, it is the responsibility of teachers to promote academic learning. Using the self-efficacy theory as a framework, teachers can meet the other demands associated with teaching students such as correct faulty beliefs and habits of thinking, raise their academic skills and self-regulation as well as alter the school and classroom structures to ensure students success. This could be regarded as part of the extra role performance which is also termed as organizational citizenship behavior (OCBs). This is seen as an individual's behavior that is purely discretionary; not directly or explicitly recognized by the formal reward system, but on the aggregate, promote effective functioning of the organization. Teachers who are highly motivated work hard thereby making them more effective in their job hence influence students to better academic performance (Job, 2017; Nyakongo, 2015). It thus become an endless cycle of self-efficacy, putting extra effort at teaching, students' success and motivation.

Motivation plays an important role in the school because it increases teachers' morale and performance and school goals can be achieved in an efficient way. The behavior of teachers can be changed through motivation in any school. From situation to situation and from time to time, the level of motivation differs within an individual (Robbins et al., 2005). Literature has confirmed that if in schools the teachers do not have sufficient motivation then they would be less committed which will negatively impact students learning and the education system as a whole. (Mustafa & Othman, 2010). It has been asserted that there is a significant relationship between self-efficacy and motivation (Lisbona et al., 2018).

Motivation can be defined as a driving force that compels an individual to take actions with a view to achieve certain goals (Maslow, 1993). This implies, motivation is a force that drives one to do things that one would not normally do. In its more technical usage, motivation is a complex psychological process that facilitates the organization of personal behavior towards achieving some specific goals. In a workplace for example, motivation embraces all factors that employees deploy toward the achievement of organizational goals. Teacher motivation encompasses forces both within and external to the individual. The internal teacher motivation comprises of the needs, wants and desires which exist within an individual, influence the teacher's thoughts and in turn lead to a positive change in behavior toward improving teaching and learning. The external is outside the control of the individual but exert such positive force as to stimulate the individual to action.

Regardless of the presence or absence of extrinsic and intrinsic motivational factors, many researchers are now delving into the role that self-efficacy plays in motivating individual employees in actually engaging in activities that will lead to the achievement of stated or identified goals. In the school system, the classroom is the teachers very important and complex factory where several pedagogical and administrative strategies have to be applied and or combined to the exercise of teaching and learning so the students can actually get the best from the classroom activities. Thus self-efficacy theory becomes a primary and explicit explanation for motivation as well as teacher effectiveness. This study therefore sought to investigate self-efficacy as a motivational factor for teachers' effectiveness in the secondary school system.

As Bandura (2000) noted, among the mechanisms of self-influence, none is more focal or pervading than belief of personal efficacy. People with high self-efficacy believe they can produce the desired effects necessary for quality performance leading to achievement of goals hence the push to action. Researchers have long recognized the importance of an individual's self-efficacy in their ability to sustain performance (Bandura & Lock, 2003). Since the sustainability of any organization is contingent on the performance of its employees, the development and management of human resources are of paramount interest to researchers in management of human resources. Researchers in human resources development in various fields including education, have delved into finding out the various motivating factors that stimulate employees into high level performance. This is what researchers refers to as in-service motivation. This does not in any way refer to the motivation that teachers get in the course of being paid but a complex phenomenon that the individuals develop which induces them to greater performance. Self-efficacy has been seen and explored as a motivational strategy for effective teaching in the school system.

### **Theoretical Framework**

This paper is based on Bandura's Self-Efficacy Theory (SET) (1977). This theory was considered suitable since it was based on motives that drive employees to perform tasks in certain ways which was also Bandura's major preoccupation in the theory. Self-efficacy theory was first propounded by Albert Bandura in 1977. Bandura (2009) saw people being similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities to succeed. In other words, it is one's capability to organize and execute the courses of action required to manage prospective situations." Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (2001) described these beliefs as determinants of how people think, behave, and feel. In the workplace for instance, employees can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, there is the realization that putting these plans into action is not quite so simple. Bandura and others have found that an individual's self-efficacy plays a major role in how these goals, tasks, and challenges are approached (Bandura, 2009; Lopez-Garrido, 2020).

The theory further emphasizes that individuals with strong sense of efficacy develop deeper interest in whatever activities that they are engaged in, form a stronger sense of commitment to the activities, bounce back quickly when results from the activities fall below expectation as well as view challenging problems as tasks which must be mastered. The opposite is the case with individuals with weak sense of self-efficacy. This assertion in effect points to the significance of self-efficacy as a desirable force or resource which employees must possess (Bandura, 1995 in Cherry, 2020). The theory is relevant to this study because Motivation is based on an individual's desire to achieve a certain goal while self-efficacy is based on an individual's belief in the personal capacity to achieve set goals. While in most cases individuals with high self-efficacy often have high motivation and vice versa, it is essential to understand that this is not always so. To illustrate, motivation is like what makes one get out of bed while self-efficacy is one's conviction that he or she has the necessary strength to get out of bed – the two terms go hand in hand but are certainly not exchangeable. Of course, logically speaking, it still remains true that when individuals maintain or increase their level of self-efficacy that usually tends to make these individuals get a boost in motivation to continue learning and

making progress. This relationship can go both ways. When individuals are highly motivated it means that they are likelier to achieve whatever goals they set out for themselves. That motivation, in turn, contributes to increase in their level of self-efficacy.

## **CONCEPTUAL CLARIFICATION**

### **Self-efficacy**

Bandura's (1977) cognitive theory holds that self-efficacy is an important determinant of motivation. According to Bandura, self-efficacy is a product of four components; physiological and emotional well-being, verbal encouragement from others, learning from one's own experience and learning from others' experience. These four components are strongly related to Maslow's hierarchy of needs and the interplay between extrinsic and intrinsic sources of motivation. It is the belief in one's capability to organize information and execute a course of action to navigate a prospective situation. It is not an inborn characteristic. It is a personal resource and part of the self-system which consists of attitudes, abilities and cognitive resources. An individual with high self-efficacy for a given task will be resilient and persistent even in the face of challenges and set-backs.

### **Teacher Self-Efficacy**

This is the teachers' personal belief about their capability to help students learn and succeed

### **Motivation**

The term motivation is derived from the word „motive”. Therefore, motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Therefore, management must provide motives to people to make them work for the organization. Motivation may be defined as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. In any work environment, its success very much depends on the performance of the employees. This can only be realized if the employees are sufficiently stimulated to work through motivation. It is through such motivation that individual employees can embark on extra-role performance in the course of job performance. It is also imperative for managers to be “motivation providers” by creating “motivation stimulants”. It is as a result of these that this paper explains motivation as stimulating forces which propel or move an individual towards performing identified tasks so as to attain set goals that bring satisfaction, well-being and contentment. When this is applied to the school system, for example, the teachers experience contentment when they see the students they have taught succeed academically, possess sound values and equipped with skills for self and societal advancement. This again acts as motivation to them. Figure 1 illustrates this idea. It shows the endless cycle of motivation, job performance and student success – motivation improves job performance which affects or improves student performance. When students' performance improves teachers are further motivated.



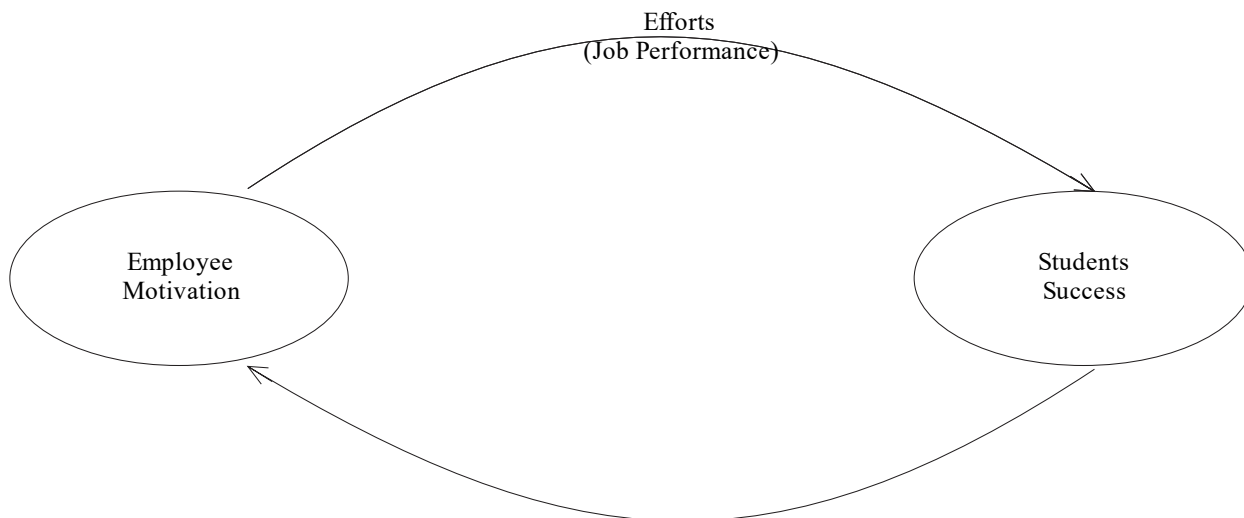


Figure 1: The continuous cycle of motivation, job performance and students’ success.

This type of motivation is what this paper has termed “Sustentive Motivation (SM)”. Sustentive motivation therefore implies these inner forces or yearnings that stimulate teachers to explore and apply all and any pedagogical and managerial strategies to ensure effective teaching and learning in the classroom so as to ensure the students success. Sustentive Motivation helps the teachers to keep doing and enjoying their classroom teaching despite classroom challenges, thereby meeting the increasing demands of education.

### Source(s) of Substantive Motivation

Self-efficacy is regarded as the most important source and determinant of sustentive motivation.

### Sources of Motivation

**Goal Setting:** It is an important source of motivation. Goal setting has to be in the stretch zone of achievement. This will tax one’s ability thus stimulating self-efficacy. When individuals set goals they determine an external standard to which they will internally evaluate their present level of performance. Setting goals improves self-motivation and performance to a great extent. When employees such as teachers set goals, self-efficacy becomes the catalyst that sets the chain to achievement of goals-in this case, students’ success.

### Teacher effectiveness

This refers to the teacher employing both formal and informal pedagogical and administrative strategies to bring about effective teaching and learning in the classroom. The ultimate goal is to ensure the students’ academic success as well as success in their life after schooling (life endeavors).

**Secondary School System-** In Nigeria, this refers to post elementary education and it is segmented into two. The first comprises 3 years of Junior Secondary Education (which is the last 3 years of Basic Education) and 3 years of Senior Secondary and Technical Education. It is also known as post-basic education. In most cases this prepares the graduates for either tertiary education or into the apprentice system so as to acquire skills for self-employment (FRN, 2014).

### **Self-Efficacy Theory (SET)**

SET is a subset of Bandura's (1986) social cognitive theory. According to the theory, the two key determinants of behavior are perceived efficacy and outcome expectations. Self-efficacy is seen as a key internal motivation process (Schunk & DiBenedetto, 2016). Self-efficacy is a theory itself as well as a construct of social cognitive theory. It is the power of believing that one „can“ with no room for „can't“. The theory emphasizes the importance of the individual as well as the individual's perception of his/her personal capabilities as key determinants of successful outcomes (Khalique & Singh, 2019). It assumes that all individuals are capable of being successful provided they set their mind and heart to carrying out the actions that will produce the desired expectations (Gallager, 2012).

The theory emphasizes that all individuals including employees are competent and capable of being successful provided they have the opportunities and self-efficacy necessary to pursue their goals. In the light of this, the theory focuses on how individuals, communities and organizations can be empowered with the will to facilitate goal attainment. The theory asserts that it should not be presumed that those who have succeeded are inherently better than those not as successful, rather, the theory postulates that those struggling to succeed have not been provided the opportunities at developing high levels of efficacy. As such, it is the responsibility of government, organizations and society to provide such opportunities.

The theory further emphasizes that there will be greater outcome where there is constant interplay between self-efficacy, behavior and environmental factors (Schunk & DiBenedetto, 2016). The theory reiterates that people will only attempt ventures they can accomplish and will not attempt that which they believe they will fail. The theory emphasizes that efficacious people set challenging goals and against all odds, maintain strong commitment to them (Brown et al, 2015). On the other side of self-efficacy are the set people without self-efficacy or low level of it. These doubt their ability to accomplish difficult tasks. They avoid these tasks because of their own personal weakness and give up quickly in the face of difficulties.

### **Concept of Self-Efficacy**

Self-efficacy refers to an individual's belief in his or her capacity to act in a way necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. This cognitive self-evaluation influences all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and the likelihood of attaining particular levels of behavioral performance. Unlike traditional psychological constructs, self-efficacy beliefs are hypothesized to vary depending on the domain of functioning and circumstances surrounding the occurrence of behavior. Other synonyms of self-efficacy are personal-efficacy, direct-personal efficacy (Bandura, 2009). Bandura (1997) in Lisbona et al. (2018) defined personal (self) efficacy as beliefs in one's capabilities to organize

and execute the course of actions required to produce given attainments. It is an individual's belief in the personal capability to perform a task. It can be regarded as potential effectiveness when individuals' perceptions and beliefs about themselves play a pivotal role. Self-efficacy is an attribute or construct unique to the individual and which develops from the gradual acquisition of complex cognitive, social and or physical skills arising from experience (Bandura, 1982). It thus facilitates quality performance of tasks. Human resource management has always been concerned with improving work force performance which is key to improving the quality of production.

Originally, self-efficacy was a concept in psychology propounded by Bandura in 1977 (Bandura, 2009). However, its relevance has spread to other disciplines such as education, sports and health. This is due to the fact and realization that there cannot be organizational performance or achievement of goals without individual work performance (Abun et al., 2021). Hence the focus of human resources management now uses personal efficacy as a factor to increase work performance of workers especially in difficult situations through proper training programs that not only increase the skills of workers but also their self-efficacy. Self-efficacy has been proved to be directly correlated to positive work performance of individual employees. Self-efficacy has been found to be a better predictor of subsequent performance than past behavior. It has also been applied to teachers and students as well.

Teacher self-efficacy refers to the teachers' personal beliefs about their capability to help students learn and succeed while student self-efficacy is the students' beliefs in their ability to succeed academically (Klassen, 2004). In other words, teacher self-efficacy implies the teacher being able to favorably or positively influence students learning outcomes by offering quality professional services to the students, regulate relations in the process of teaching and educating the students, perform other tasks in the school and become an integral party of the school's political and social system thus contributing to institutionalizing excellence in the school. Self-efficacy is a personal resource that is readily available to its owner and which the individual combines with an organization's resources for effective job performance.

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression (Shi, 2018). Self-efficacy also involves determination and perseverance thereby helping one to overcome obstacles that would interfere with utilizing those innate abilities to achieve goals (Lopez-Garrido, 2020).

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on

the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

Self-efficacy is a personal resource that is readily available to its owner and which the individual combines with an organization’s resources for effective job performance. Figure 2 illustrates this assertion



Figure 2: The combination of personal and organizational resources

Self-efficacy consists of two “selves” – the decision-making self and the performative self (Bandura, 2000; Bandura, 2009). The combination of both lead to success or goal achievement. It is the combination of both “selves” that results in the manifestation of self-efficacy which in turn leads to job or task performance. Except performative self-acts, the decision made cannot be implemented. Therefore, the performative self must complement the decision-making self for self-efficacy to be a reality. This is illustrated in figure 3 below.

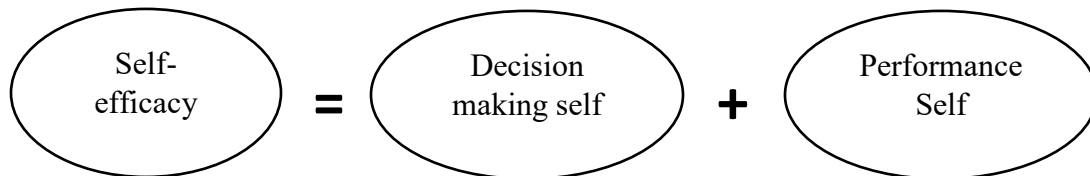


Figure 3: The two “selves” in self-efficiency

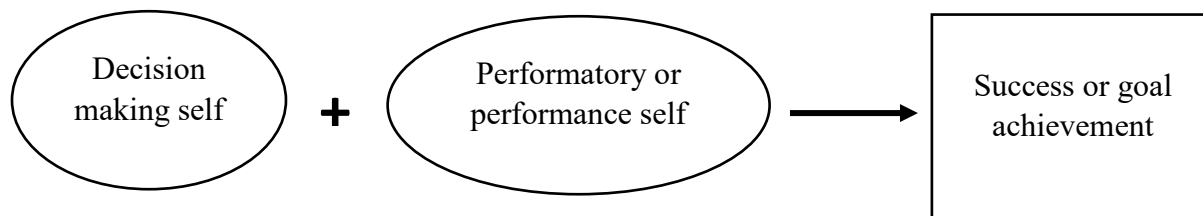


Figure 4: *Success due to the combination of two sets*

**Domain of Self-Efficacy** - Self-efficacy although a unitary construct and captured by a single concept has three domains – these are magnitude, strength and generality. Magnitude refers to the level of task difficulty that the individuals believe they can attain. Strength refers to whether the conviction regarding magnitude is strong or weak while generality refers to the degree to which the expectation is generalized across situations. Since self-efficacy is intrinsic and peculiar

to the individual, how is it developed? The extent of these three domains determines whether self-efficacy is low, medium or high.

**Measuring self-Efficacy:** There are different models that can be used but for this paper, the General Self-Efficacy Scale (GSE) developed by Jerusalem and Schwarzer (2012) in Lopez-Garrido (2020) is reproduced here. The General Self-Efficacy Scale (GSE) can be used to measure self-efficacy. It comprises of only 8 items and rated on a scale from 1 (strongly disagree) to 5 (strongly agree). Below are the 8 items as reproduced by Lopez-Garrido (2020).

- “I will be able to achieve most of the goals that I have set for myself”
- “When facing difficult task, I am certain that I will accomplish them”
- “In general, I think that I can obtain outcomes that are important to me”
- “I believe I can succeed at most endeavor to which I set my mind”
- “I will be able to successfully overcome many challenges”
- “I am confident that I can perform effectively on many different tasks”
- “Compared to other people, I can do most tasks very well”
- “Even when things are tough, I can perform quite well”

The scores are calculated by taking the average of all 8 responses. The higher one’s scores are, the greater the level of self-efficacy.

**Development of Self-Efficacy:** Self-efficacy is not an inborn characteristic but it can be developed. It thus becomes imperative for employees and managers such as teachers and school heads to be conversant with and understand the various sources of developing effective self-efficacy. Whereas this will make the employees to be more productive, managers of human resources will succeed more in their leadership position (Khalique & Singh, 2019). Bandura (1982) identifies four sources of information from which personal-efficacy is developed while Maddux (2013) identified a fifth source. These are:

- Enactive mastery;
- Vicarious experience;
- Verbal persuasion;
- Perception of physiological state;
- Imaginal Experiences/Visualization

**Enactive mastery**—the most important conduit channeling resources to self- efficacy is enacted mastery. Enacted mastery is accomplishment which results from repeated performance (Bandura, 1982). Mastery is facilitated as a result of gradual task accomplishments which build up skills, coping mechanisms and the exposure to factors relevant and necessary for task performance. In the opinion of Gist (1987), positive mastery experience increases self-efficacy while negative ones tend to decrease it. Thus, an individual builds up resilient self-efficacy through enacted experiences when the individual puts in perseverant effort and learn from setbacks and mistakes.

**Vicarious Experiences:** Vicarious experiences contribute to self-efficacy through modelling. This involves the positive influence of a model. When the model succeeds after overcoming difficulties and produces clear and positive results or consequences, this contributes to the

individual's self-efficacy particularly when the subjects and model have certain features such as age, capability and other personal characteristics in common. An individual who distrusts his ability to successfully perform a task, may fail to act or do so half-hearted. As such, the characteristics of models, the types of problem they cope with, the situations in which they apply the skills should be as similar as possible to that of the individuals own circumstances (Bandura, 2000).

**Self-modelling:** is a special type of vicarious experience. This involves videoing the work performance of the individual employees. The video is then edited by deleting the mistakes made by the subject(s) leaving only the positive actions. The edited video is then given as a feedback whereby the individuals see themselves performing that task correctly (figure 5 illustrates this concept). The empirical findings of Gonzales and Dowrick (1982) in Guha (2021), confirm that self-modeling leads to improved performance and improved performance in turn enhanced personal efficacy. The research findings by Brown and Inouye (1978) in Guha (2021), confirm that negative modelling of negative performance, reduces self-efficacy. In essence, self-modeling has to be positive to positively contribute to the building up of self-efficacy.

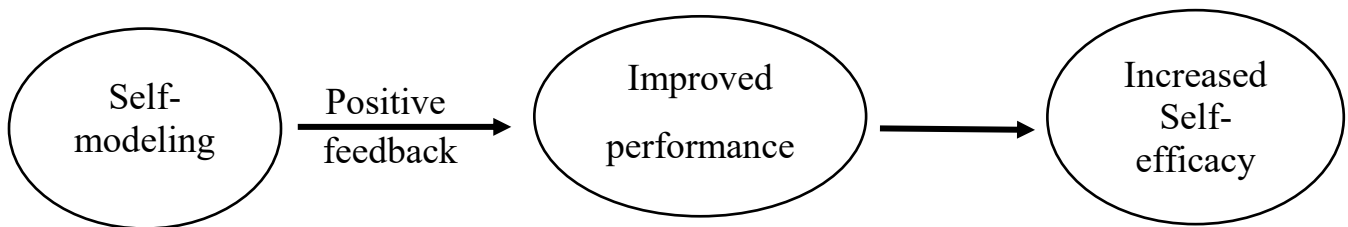


Figure 5: Relationship between Self-Modelling and Self-efficacy

**Vicarious experiences:** as Bandura (1977) posits, “seeing people similar to oneself succeed by sustained effort raises observers’ beliefs that they too possess the capabilities to master comparative activities to succeed (Bandura, 1977 in Garrindo, 2020). Vicarious experiences involve observing other people successfully complete a task.

**Verbal Persuasion:** this involves convincing individuals of their ability or capability to perform a task (Guha & Chakraborty, 2021). When individuals receive encouraging and positive comments in achieving a goal or performing a task, the recipients are likely to feel good and overcome self-doubt and would thus focus on putting in their best effort in performing the task on hand (Khalique & Singh, 2019). Verbal persuasion could come from parents, colleagues or mentors. However, over persuasion is counter-productive in that it reduces self-efficacy.

**Perception of physiological state:** this has to do with an individual's emotional and physical experiences. Thus, the present mental and physical states exert influence on self-efficacy to some extent (Khalique & Singh, 2019). Hence depressed individuals or individuals fighting a debilitating illness may not feel confident or optimistic about their ability to perform a given task. On the other hand, a happy mind as well as a healthy body make individuals feel good about themselves. Hence, Bandura (1977), infers that the cues that individuals receive from their mind and body at any given time shape their sense of self-efficacy. In essence self-efficacy at a particular point in time may be impacted by an individual's mood, emotional state, stress level as

well as physical reactions. For example, a person may become extremely nervous before speaking in public, thus developing a weak sense of self-efficacy. When individuals learn to minimize stress and elevate mood in the face of difficulties or challenging tasks, their sense of self-efficacy not only improves but also increases.

**Imaginal Experiences/Visualization** – this fifth route as suggested by Maddux (2013), is that self-efficacy can be enhanced through the act of visualizing oneself behaving effectively or successfully in a given situation. Imaginal experience involves an individual attempting to portray goals as achievable. The illustration in figure 6 summarizes the five sources of self-efficacy

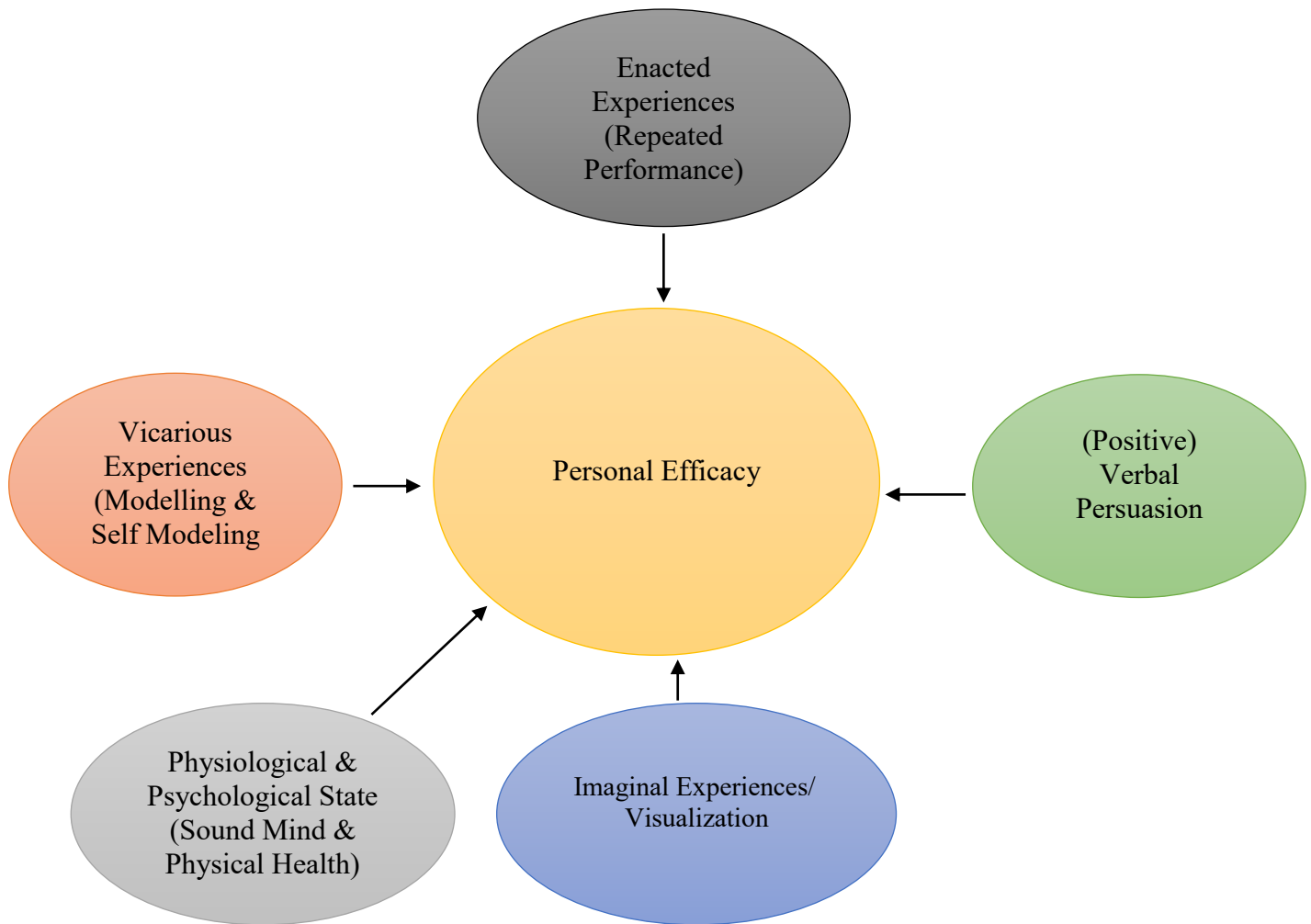


Figure 6: *Five Sources/Contributions to Personal-Efficacy*

### **The Significance of Self-Efficacy and Work Place Performance**

As mentioned at the onset, human resources are the most valuable resources in any organization including the school system and self-efficacy is the potential and predisposition quality of an

individual which enable him/her to effectively perform a given task. Self-efficacy could be regarded as personal resource that an individual could deploy and use in order to accomplish a task. Based on many findings by researchers, the following are some of the benefits of an employee's self-efficacy. It is also critical for managers e.g. school heads to understand the role of self-efficacy in the workplace. Since self-efficacy is a personal resource an individual having it complements job resources with it, thus leading to high productivity. Self-efficacy acts as a buffer in the presence of stressors in the work place (Grant et al, 2001). Hence people with higher level of self-efficacy will not perceive demands as threats but rather as opportunity to develop their skills so as to overcome the challenge. The resulting success will give them joy knowing that the success is as a result of personal effort (Bandura, 2001 in Prieto, 2009). Such success not only increases positive evaluation of self-efficacy but also contributes to the individual's well-being and job performance (Prieto, 2009).

In an organization, every employee has the capability to identify goals they aspire to accomplish, things that they would like to turn around or change as well as things they wish to achieve. Putting all these to action is easier thought than put into reality (actions). It is at this point that self-efficacy comes in. This is because it will play a major role in how the goals, tasks and challenges are approached (Khalique & Singh, 2019). As opined by Khalique and Singh (2019), self-efficacy is a "more important asset than skill, knowledge or even experience". With self-efficacy, an employee can make tough decisions and also develop leadership qualities. Self-efficacy increases the resilience and persistence of employees. A resilient sense of efficacy produces in the employee the necessary stay power in the tortuous pursuit of innovation and excellence (Bandura, 2009).

Personal efficacy is a strong factor in employee motivation and decision making. Apart from setting the slate of options for consideration, it also regulates their implementation. Bandura (2009) notes that a "a psychology of decision making requires a psychology of action grounded in enabling and sustaining efficacy of beliefs". As such, with self-efficacy an individual possesses "two types of self-efficacy" – the decision making self and the performance making self. These two must complement for a task to be accomplished. This is important because making a decision does not mean that the individual will make the necessary effort to execute the decided course of action successfully; and/or stick to it in the face of difficulties. This failure is thus eliminated not only in an individual's work life but also in all spheres of the individual's life.

Since the late 20<sup>th</sup> century, the world of science and technology have experienced rapid growth. The digital technology has brought about rapid and wide change in how work is being done in places of work (Haralambos & Halborn, 2008). Organizations now require effective workforces that are receptive to these innovations that are required for improved quality and productivity. It is only individuals possessing high self-efficacy that will be receptive and readily adopt these new technologies. For example, e-learning and e-teaching is currently gaining attention as modes of teaching and learning. The teacher without self-efficacy will certainly find it difficult to be abreast with these. The beneficial effects of an individual's self-efficacy is also positive at the group level. It has positive group level effects in that a team comprising of members with high efficacy perceptions exhibits greater levels of sustainability and productivity (Mustafa & Othman, 2010). Collegial or collaborate academic exercise – teaching, learning and researching have been found to be highly successful due to contributions from individual teachers with high self-efficacy.



Individual performance is more than just executing a specific task. It often involves a whole variety of organizational activities and it is often an important part of job performance. Personal initiative plays a significant role in job performance. Self-efficacy and initiative are both seen as dependent variables (Lisbon et al, 2018) and are priceless assets which all organizations including institutions of learning, want to enhance and optimize for achievement of organizational goals (Sonnetag & Frese in Lisbon et al., 2018). Self-efficacy has also been identified as directly influencing motivation.

### **Self-Efficacy and Motivation**

For any organization to succeed, highly motivated employees are a must. An individual who is highly motivated is likely to achieve whatever goals they may desire to achieve. This in turn contributes to increase in their level of efficacy. Likewise, self-efficacy could be a motivational strategy for teacher effectiveness in the classroom and in the school system as a whole. The excellent academic accomplishments of the students are also the teachers' accomplishment (Byrd & Rasberry, 2011). Since self-efficacy, ingenuity and resilience are significantly related, when teachers are committed to their teaching job they succeed in helping the students adapt socially and psychologically. The teachers' accomplishments thus become motivational factors that contribute to self-efficacy.

**Motivation:** It is a noun derived from the Latin word „movere“ and translates as „motivate“ in English language. It is defined by scholars in so many different ways, dimensions and perspectives. For example, Wikipedia (2022), defines it as “what explains why people initiate, continue or terminate a certain behavior at a particular time. Pakdel (2013) sees it as “the stimulation of any emotion or desire operating upon one’s will and promoting or driving it to action”. Byrd and Rasberry (2011) define motivation as the “complex of forces starting and keeping a person at work in an organization. To Berelban and Steiner (2000), it is “...an inner state that energizes, activates or moves and directs or channels behavior towards goal attainment. These various definitions have a common thread running through them – a stimulating force that moves an individual towards performing an identified task in order to attain goals that will give the individual satisfaction.

As psychologists have generally noted, motivation could be stimulated from two sources external (outside self) and internal (from within self). The motivation from external factors are referred to as extrinsic while the one from within self is known as intrinsic. The extrinsic factors are those factors outside the individuals concerned, but act as incentives and stimulate the individual to performance. In the workplace for example, such factors as satisfactory conditions of service, the provision of a conducive and peaceful environment, provision of quality and sufficient materials for effective job performance are some factors that could motivate a worker for effective job performance. Intrinsic motivation are those factors that stimulate an individual to undertake an activity, a hobby without any external incentive but purely for personal satisfaction and enjoyment (Scott, 2017). Guajardo (2011) identifies specific goals and self-efficacy as some sources of intrinsic motivation.

Motivation is thus a latent force or a well of energy which endows an individual with the drive and direction required to engage with the environment in an adaptive, open ended and problem-solving sort of way. Motivation thereby acts as dynamic force that propels an individual to move and take a action. Nevertheless, it should not be assumed that motivation is so simple to

understand and explain. In fact, it is seen as very complex concept by some researchers (Donye & Ushioda, 2011 in Yan & Yin, 2016). As a result of this, Williams and Burden (1997) differentiated two aspects of motivation: initiating motivation and sustaining motivation. Initiating motivation is concerned with reasons for embarking on something while sustaining motivation refers to the effort for sustaining or persisting in doing something. This paper refers to the sustaining motivation as sustentive motivation. Self-efficacy is therefore regarded as a sustentive motivation in teacher effectiveness. Motivation has the following characteristics:

- Motivation is a good thing hence it is desired;
- It plays a positive role in the performance of individuals;
- Motivation which exists can exit and vice versa;
- Motivation is a tool that human resource managers use to stimulate employees to greater job performance which invariably leads to organizational goals;
- Motivation and success influences each other.

The concern of early researchers in the field of education has been on initial teachers' motivation in choosing teaching as a career. The interest of researchers has grown beyond this, particularly with the monumental complexity in education as well as the challenges facing the education industry in the 21<sup>st</sup> century. In the school system teachers are the largest and most important employees because they are directly in charge of training. Sustentive motivation can be regarded as the foundation for teacher motivation as well as the foundation upon which the successful school system is built. A school where all the teachers are excited to be, have a common goal and work together is sure to contribute to student achievement. As Dybowski et al. (2017) noted, motivated teachers create classroom environments that use situation motivation to directly impact students learning. The researcher opines further that there is a significant relationship between motivated teachers and students success. In fact, many research findings assert that higher motivation leads to higher quality of education and lower motivation to lower quality of education.

Amongst the factors stimulating intrinsic motivation for teachers are specific goals, teacher voice and self-efficacy, but with self-efficacy as the most important determinant of sustentive motivation moving teachers to effective teaching (Dybowski et al., 2017). This paper is in agreement with this assertion that self-efficacy could be compared to the enzyme that stimulates the hunger for food in an individual. Nobody else can feel the hunger that makes one not only search for food but prepare and eat it except the individual affected. Self-efficacy acts likewise in teachers; stimulating them to achieve teacher effectiveness. The implication of this is that motivation (which in this case is arising from self – efficacy) and performance are very significant factors in terms of school success and aspects of teacher effectiveness.

**Teacher Motivation:** This is an issue which has been of great interest to many researchers since the late 1990s and which has gained momentum in past decades in the field of educational research all over the world (Han & Yin, 2016). This therefore means that teacher motivation is a crucial issue which must be reckoned with given the challenging responsibility of imparting knowledge and skills to the learners in the school system. Teacher motivation is regarded as the bedrock or foundation for a great school and many great schools make for a successful and great education system. The implication of this is that all members of staff are enthusiastic to be in school, have a common goal of effective teaching and learning and work collaborate in order to

ensure student achievement. It is argued that motivated teachers create classroom environments that use situational motivations to directly impact student learning (Huangfu, 2012).

**Teacher Effectiveness:** Teacher effectiveness, although important and studied for many years, an all-embracing definition still eludes educators (Baltrinic, et al, 2017). A common and shared definition of teacher effectiveness is needed to begin to understand and implement all it encompasses. The best of what is known about excellent teaching and the work of highly effective and accomplished teachers is yet to reach or fully penetrate the schools and school communities to the students who need it the most – students who have traditionally been underserved by schools (King & Watson, 2010). For this write-up, teacher effectiveness is defined as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement (Job, 2017). “Effective teachers are defined as those who had student learning gains in the top quartile; ineffective teachers are defined as those with student learning gains in the bottom quartile”. Whether schools rely on proficiency or growth indicators, teachers often reflect on the achievement scores of their students. This practice stimulates teachers to refine their instructions as they see their students responding to learning opportunities can help educators to ensure students are learning.

Researchers agree that the most important school-based resources in determining students’ academic success and lifetime outcome, are the teachers (Burroughs et al., 2019). In effect students learning is enhanced through teacher effectiveness. Teacher effectiveness is defined as growth in students learning which is typically measured by students standardized assessment results (Joe, 2007). In that case, in Nigeria here, the academic performance in such examinations as the Junior Secondary School Certificate Examinations (JSSCE) and Senior Secondary School Certificate Examinations (SSCE), can be used as a yardstick in measuring teacher effectiveness. Some other researchers used some other criteria in measuring teacher effectiveness. Other researchers such as Chetty et al (2014) in Burroughs et all (2019) assert that students taught by highly effective teachers are more likely to further their education in higher institutions, earn more, live in higher income neighborhoods, save more money for retirement and for the girls less likely to have children during their teenage years. In essence, the effective teacher significantly enhances the lives of the students. Teacher experience, teacher knowledge and teacher behavior are factors influencing teacher effectiveness. In the findings of Aina, Olanipekun and Guruba (2015), amongst other characteristics, an effective teacher is one who has the following extra role performance, which constitutes part of the classroom teachers’ extra role-performance:

- Show concern for students’ academic goals
- Have high expectation for students learning
- Abreast with the use of modern technologies for teaching
- Assess students and expect feedback
- Provide positive environment for learning
- Have good rapport with students
- Knowledgeable and proficient in their area of specialization
- Committed to upgrading knowledge through personal search for more knowledge and must possess high self-efficacy (personal efficacy).

These research findings point to an undeniable fact – students in the school system are the beneficiaries of the services and actions of the teachers in the school system. However, there could be factors that could negatively hinder the effectiveness of the teacher in the school system in Nigeria. Amongst these are overload, underfunding, poor and often times delayed monthly remuneration. Meanwhile, modern workplaces including schools in this rapidly changing and growing social and technological environment demand a high level of employee flexibility, rapid innovation as well as implementation of new ideas and forms of work (Frese, 2000). Other researchers such as Graftin et al (2007) are of the view that the changing work environment require employees who are self-efficacious so as to be more active in their work performance. In other words, self-efficacy becomes a motivational factor for work performance.

### **Self-Efficacy and Teacher Effectiveness**

Teacher self-efficacy should influence the same type of activities that student self-efficacy affects. The choice of activities, effort, persistence and achievement. The theory of self-efficacy predicts that teachers with high self-efficacy will be more apt at developing strategies to surmount challenging activities, assist students to succeed and persist with students that may have learning difficulties. Teachers having higher self-efficacy will create a positive classroom environment that will stimulate students to want to come to school and learn. Such a teacher can easily support students' ideas as well as meeting their academic, social and emotional needs. The teacher with self-efficacy thus turns both the class and the school to child friendly or learner friendly places that attract students to school and stimulate them to learn. There is a significant relationship between teacher self-efficacy and instructional quality, the higher the teacher self-efficacy, the higher the instructional quality (Skunk & DiBenedetto, 2016). This results from exercising initiative, and being adaptive to new ideas. For example, the use of ICT in teaching and learning.

Research findings have also proved that teachers with high self-efficacy are efficient at classroom management, get greater job satisfaction and at the same time, are able to collaborate with other colleagues to improve the quality of instruction (Klassen & Tze, 2014). Thus, contributing to collective teacher self-efficacy which ultimately leads to the desired workforce required for the attainment of educational goals. Considerable research has shown that teachers with high levels of self-efficacy experience higher levels of job satisfaction, lower levels of job-related stress and face less difficulties in dealing with students' misbehavior (Caprara et al., 2006). Teaching by its very nature involves solving ill-defined problems that are complex, dynamic, and non-linear. Consequently, teacher effectiveness is largely dependent on personal agency, or how teachers define tasks, employ strategies, view the possibility of success, and ultimately solve the problems and challenges they face. It is this concept of personal agency the capacity of teachers to be self-organizing, self-reflective, self-regulating and proactive in their behavior that underlies the importance of self-efficacy as a critical component in teacher effectiveness. The link between personal agency and a teacher's efficacy lies in personal experience and a teacher's ability to reflect on that experience and make decisions about future courses of action (Bray-Clark & Bates, 2003; Barni et al., 2019). Thus, understanding the main antecedents of self-efficacy may have important payoffs in working for teachers' well-being and school effectiveness and improvement.

## **The Role of the School in Teacher Self-Efficacy**

Self-efficacy can only be realized when the work environment is supportive of it – guided mastery experiences, effective co-workers as models and enabling performance feedback (Bandura, 2009). Perceptions of self-efficacy are not formed in a virtual vacuum (Mustafa et al, 2018) rather it occurs in organizational context. Therefore, it is imperative for organization such as institutions of learning to foster a high sense of self-efficacy among employees. The school as a formal organization should reflect this fact. This is because research findings have identified the significant positive relationship between formalization and positive self-efficacy. Formalization ensures a clear understanding of the task activities and performance expectations as well as by providing information about the individual's effectiveness. This requires a transformational leader.

The school should provide a certain amount of freedom (autonomy) and opportunity in defining the teacher's roles. As teachers make decisions to work on challenging tasks and make use of their competencies, their self-efficacy increases (Mustafa et al, 2018). The school should encourage each teacher to set their own goals for the assignment they have been given. Periodically, the school should ascertain individual's performance, highlighting the positive ones (vicarious experience and modeling) and collaborate in suggesting how to improve on mistakes. This will encourage the feeling of importance in each teacher in the school. It is imperative that heads of departments and/or subject supervisors assist the relatively younger teachers through continuous interaction, feed-back, guidance and review performance. The school should create an open non-threatening school climate where teachers can express their views as well as enabling them realize their capabilities to the fullest. This contributes to high self-efficacy. The school should reward positive accomplishments and strengths of the teachers; mistake should not be criticized rather it should be seen as a challenge that must be surmounted.

## **CONCLUSION**

Self-efficacy is a personal resource that when combined with the available resources in any enterprise will lead to high level performance. Self-efficacy is the belief that one has the ability to perform a certain task – it is a task or performance related construct. In addition, many research findings point to the fact that there is a significant relationship between self-efficacy and motivation as well as commitment to an endeavor. Anyone with self-efficacy does not run or shy away from difficult task but sees it as a challenge that must be solved. All of these facts prove that self-efficacy is a positive attribute that every teacher should possess and keep on improving because it is possible for it to be acquired and enhanced. If the education system, particularly the secondary school, is to succeed it is imperative for the system to have such types of teachers. Moreover, due to the fact that there have been so much socio-economic and social political difficulties, being a teacher in this level of education is challenging. Societal expectations of the teachers in respect to their children schooling has become very high. Even the demands of education is on the increase, teachers with high self-efficacy can successfully meet all these challenges

## **Suggestions**

Since the early writings on Bandura of self-efficacy, research on it has made tremendous advances. It has been made clear that self-efficacy is correlated and influences academic motivation and learning. The following suggestions are made:

- The need for research studies that will shed more light on the dynamic nature of self-efficacy in settings with diverse learners as well as diverse socioeconomic environments.
- The school and educational authorities must ensure careful recruitment of applicants with high self-efficacy. They should ensure careful hiring practices and utilization of specific interview questions that will probe the applicants general level of self-efficacy.
- The management of educational institutions should improve training and professional development practices. Employee's self-efficacy expectations can be increased through guided experience, mentoring and role modelling. Schools should therefore assign a team leader who exemplifies self-efficacious behaviour and identify them as role models
- Employees should be encouraged to set realistic personal goals, delineate clear priorities, be well organized and develop time management skills.
- Employees who have done exceedingly well should be promoted and rewarded with leadership or mentoring positions. This will increase their self-efficacy.
- Self-efficacy is a strong catalyst of teacher effectiveness as such should be a central focus in the professional development of teachers.
- Enhancement of self-efficacy could be achieved by incorporating it into capacity building and teacher professional development programmes.

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# INTEGRATING GOOD CHARACTER IN ORGANIZATIONAL LEADERSHIP

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## ABSTRACT

The purpose of this study was to explore integrating good character in organisational leadership. The study reviewed organizational leadership and its Importance. Great and successful leaders in organizational leadership have such qualities and features such as trust worthiness, honestly, reliable, virtue-driven, dynamic, transformational, motivating and inspiration were highlighted. This study also reviewed leadership qualities that make good leaders. This study investigated integration of good character to organisational leadership. Concepts such as understanding character, nature and growth of character, dimensions of character, Klan's five approaches to character development, character and leadership were discussed. The study identified attributes of good character, the role of character in organisational leadership and the relationship between leadership character. It recommends that institutional leadership should be integrated with good or ethical character to ensure provision of good working conditions for achievement of desired results.

**Keywords:** Character, Leadership, Integrity, Organization.

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## INTRODUCTION

Character-driven leaders are no longer a luxury. The moral integrity of a leader is becoming increasingly important in organizational leadership. The Josephson Institute for Advancement of Ethic's president, Michael Josephson, says: More than our education or talents, our character the set of traits, behaviours, and attitudes that make us who we are will determine what we will accomplish as executives and leaders'. The fate of an organization depends on the leadership's moral character, just as the fate of an individual depends on their personal character. Essential character traits and actions that cut across cultural and ideological divides are necessary for successful organizations.

Great leaders throughout the history of man have won battles, called the command of nations and won the respect and admiration of their followers based on their character. People today are seeking to follow leaders that not only demonstrate the necessary organisational leadership competencies, but also leaders that exhibit character, integrity, courage and consideration (Covey, 1997). Character communicates consistency, potential and respect to followers (Maxwell, 1998). Followers then emulate their leaders, which inevitably contributes to the building of character at all organisational levels, and ultimately strengthens the organisation and its bottom-line (Turknett et al., 2006). This provides the impetus for this study's exploration of integrating good character in organisational leadership.

Character is viewed by Johnson & Johnson (J&J), the largest producer of healthcare products in the United States, as being crucial to leadership. People of high character are actively sought after by the organization for recruitment and representation. Research reveals that good character counts in leadership, which is in line with Johnson & Johnson's position. Results-oriented leadership goes beyond how to be and shifts focus to how to do; this style of leadership is completely centered on character. In other words, one must first connect with their character in order to accomplish goals both personally and organizationally. Genuine leaders demonstrate consistency in their values, ethical reasoning, and actions; they are aware of who they are and what they stand for; they cultivate in themselves and those around them positive psychological states like self-assurance, optimism, hope, and resilience; and they are well-known and esteemed for their moral character.

## REVIEW OF RELATED LITERATURE

In the early 5th century BC the Greeks held that character was a distinguishing mark of an individual's ideals and conduct as judged in terms of values and strength of will (Halsey & Friedman, 1981). The great Greek philosopher Aristotle held that there are two kinds of human excellences: excellences of thought, and excellences of character. Excellences of character – *ethikai aretai* is usually translated as “moral virtue(s)” or “moral excellences.” The Greek word *ethikos* (ethical) is the adjective cognate with *ethos*, which is character (Stanford Encyclopedia of Philosophy, 2003). Aristotle also viewed good character as the life of right conduct – right conduct in relation to other persons and in relation to oneself (Lickona, 1994). This view is supported by Nucci (1997) and Wynne and Walberg (cited in Huitt, 2004). Aristotle held that character consists of moral virtues, these being self-oriented virtues (such as self-control and moderation) as well as other-oriented virtues (such as generosity and compassion) (Lickona, 1994).

Thomas Lickona (1994), a moral educationist, also supports the Aristotelian notion of character. He argues that character consists of operative values, being values in action and that people progress in their character as a value becomes a virtue (a reliable inner disposition to respond to situations in a morally good way). This notion of operative values is supported by leadership writers Manning and Curtis (2003), they state that “character is based on a value system that is known, cherished, stated and lived habitually. According to Komalasari, character is defined in two ways: first, character is innate condition and people cannot avoid it. Second, character is an individual's competence to be able to handle such conditions (Komalasari, 2012). In addition, she believes that character is not static, by contrast it is dynamic because it can change. It may well be perceived that people are born with character and it is also utilized to deal with conditions that are brought at birth. It is added that character changes during one's lifetime. In other words, it is not stable and one can hope that it could be improved as it is very likely to change as time goes by.

Ecclestone argued that the revival of an old discourse of “character” incorporates concerns with morals and virtues within a psychological depiction that embraces all the constructs of well-being within a more inclusive set of character capabilities. She concludes that capabilities and skills include moral choices, attributes, dispositions, behaviours and virtues (Ecclestone, 2012). From this argument, it appears to be comprehensible that character involves wellbeing in general and furthermore, it has close connections with both virtues and morals. Here, the key words are virtues and morals because a good character is virtuous and moral. In other words, morals and virtues exist in good nature.

Lewis indicates that “for Aristotle, to be a person of character is to be a person who, over the course of a lifetime, cultivates the virtues, i.e., those habits of thinking, feeling and doing that enable persons to flourish (Lewis, 2012). He further affirmed that these intellectual

and moral virtues are learned mostly by imitation of exemplars and they enable people to live in genuinely human ways. That is to say, good character necessitates virtues and role models are essential to imitate so as to learn these virtues. Virtues are vital as people can succeed in living as real human beings thanks to the existence of the virtues. Hence, as Ecclestone discussed above too, virtues and a combination of admirable and valuable qualities are inseparable in Lewis's view.

Davis (2003) declared that character is defined as "an enduring feature of the person, a settled disposition, something that must exist over more than a small part of one's life to exist at all (Davis, 2003). This definition suggests that character stays with an individual for a long time and it is a determined temperament. It needs to exist within an individual for longer than a short period of that person's lifetime. It should be mentioned though that according to Davis, character is settled; "not likely to change". Thus, this meaning of character considers character as unchanging, remaining the same. In Arthur's view, character is who we are actually and who we turn into, either someone good or bad. He continued that normally, character is made up of the whole of personal values that are connected and that guide our actions (Arthur, 2003). Constitute our own character. Marshall et al. give the definition of character as: Character is an acquired human quality derived from learned practices that achieve intrinsic outcomes, devoid of external rewards (Marshall et al., 2011). From this meaning, one can understand that character is not innate; on the contrary, it is obtained.

Furthermore, the motivation does not originate from other people or outside factors. Instead, it is the person himself or herself who aims at reaching results of his or her own actions. As someone succeeds at internal goals by taught acts, she or he possesses character. Thomas Lickona (1994), a moral educationist, also supports the Aristotelian notion of character. He argues that character consists of operative values, being values in action and that people progress in their character as a value becomes a virtue (a reliable inner disposition to respond to situations in a morally good way). This notion of operative values is supported by leadership writers Manning and Curtis (2003, 93), they state that "character is based on a value system that is known, cherished, stated and lived habitually." Character refers to positive and cultivated traits that become habits by which the whole person is judged to be exemplary.

## **Organizational Leadership**

Organizational leadership is a management approach in which leaders help set strategic goals for the organization while motivating individuals within the group to successfully carry out assignments in service to those goals. Organizational leadership involves having the right combination of skills and abilities that are used to make an organization more efficient and effective. Organizational leadership skills range from understanding data-driven decision-making to communicating well and setting proper expectations.

Organizational leadership is a dual focused management approach that works towards what is best for individuals and what is best for a group as a whole simultaneously. Organizational leadership is about management and by itself is transformative. It is about shifting priorities in workers and creating followers through the articulation of a vision. It is also an attitude and a work ethic that empowers an individual in any role to lead from the top, middle, or bottom of an organization. It is all about understanding the organization to the extent of manager can manage change within the system without disrupting.

## **Importance of Organizational leadership**

**Motivates team members:** Team members respond in kind to the leader. They will be motivated to mirror the growth mindset for their teams and themselves and consider how they can personally contribute to the forward momentum of the organization as a whole.

**Allows for a problem-solving and decision-making mind set:** In a psychologically safe atmosphere where people are not afraid to speak up, great ideas can emerge. When a leader entrusts the individuals hired into their roles to develop solutions and make decisions, exponential growth is possible.

**Promotes communication, ethics, inclusion, and respect:** The highly emotionally intelligent organizational leader communicates in all ways that every employee's contributions are respected, as every role is vital to the organization's forward movement as a whole. The leader shares the organization's values and models the communication, ethics, inclusion, and respect expected of each individual.

**Allows organizational leaders to remain goal-oriented:** With individuals empowered to fulfil their roles and develop innovative solutions, the organizational leader may focus on the larger picture: moving the mission forward with an eye on navigating the challenges ahead.

### **Leadership Qualities That Make Good Leaders**

**Honesty and Integrity:** The 34th President of United States, Dwight.D. Eisenhower once said, –The supreme quality of leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.” Honesty and integrity are two important ingredients which make a good leader. Leaders succeed when they stick to their values and core beliefs and without ethics, this will not be possible.

**Confidence:** Organisational leaders should be confident enough to ensure that others follow commands. A leader should be oozing with confidence, show some swagger and assertiveness to gain the respect of the subordinates. This does not mean that a leader should be overconfident, but should at least reflect the degree of confidence required to ensure that the followers trust their leader.

**Inspire Others:** Probably the most difficult job for a leader is to persuade others to follow. It can only be possible if they inspire their followers by setting a good example. When the going gets tough, they look up to their leaders and see how they react to the situation. A leader, should think positive and this positive approach should be visible through their actions. Stay calm under pressure and keep the motivation level up. As John Quincy Adams puts it, –If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” If you are successful in inspiring your subordinates, you can easily overcome any current and future challenge easily.

**Commitment and Passion;** Teams look up to the leader and leaders are expected to be passionate about their dealing with team members too.

**Good Communicator:** Until a leader clearly communicate organisational vision to the team and tell them the strategy to achieve the goal, it will be very difficult to get the desired results. Simply put, if leaders are unable to communicate messages effectively to the team,

you can never be a good leader. A good communicator can be a good leader. Words have the power to motivate people and make them do the unthinkable. If you use them effectively, you can also achieve better results.

**Decision-Making Capabilities:** Apart from having a futuristic vision, a leader should have the ability to take the right decision at the right time. Decisions taken by leaders have a profound impact on masses. A leader should think long and hard before taking a decision but once the decision is taken, stand by it. Although, most leaders take decisions on their own, but it is highly recommended that you consult key stakeholders before taking a decision. After all, they are the ones who will benefit or suffer from the decisions.

**Accountability:** When it comes to accountability, a leader needs to follow the approach highlighted by Arnold H Glasgow when he said, “A good leader takes little more than his share of the blame and little less than his share of the credit.” Make sure that every one of the subordinates is accountable for what they are doing. If they do well, give them a pat on the back but if they struggle, make them realize their mistakes and work together to improve. Holding them accountable for their actions will create a sense of responsibility among your subordinates and they will go about the business more seriously.

**Delegation and Empowerment:** A leader cannot do everything, right. It is important for a leader to focus on key responsibilities while leaving the rest to others. By empowering the followers and delegating tasks to them. If a leader continues to micromanage the subordinates, it will develop a lack of trust and more importantly, will not be able to focus on important matters, as should be. Organisational leaders should delegate tasks to the subordinates and see how they perform. Provide them with all the resources and support they need to achieve the objective and give them a chance to bear the responsibility.

**Creativity and Innovation:** According to Steve Jobs, the greatest visionary of our time emphasized that “Innovation distinguishes between a leader and a follower.” In order to get ahead in today’s fast-paced world, a leader must be creative and innovative at the same time. Creative thinking and constant innovation is what makes you and your team stand out from the crowd. Think out of the box to come up with unique ideas and turn those ideas and goals into reality.

**Empathy:** Leaders should develop empathy with their followers. Unfortunately, most leaders follow a dictatorial style and neglect empathy altogether. Due to this, they fail to make a closer connection with their followers. Understanding the problems of the followers and feeling their pain is the first step to become an effective leader. This is not enough until the leader work hard and provide the followers with the suitable solution to their problems.

**Resilience:** When the going gets tough, the tough gets going. Leaders are resilient and have a positive attitude. Irrespective of how difficult the circumstances might be, a leader will find them rallying their followers. While most people are busy in complaining about the problems, great leaders always focus on solutions, not the problems.

**Emotional Intelligence:** Good leaders always have higher influence but how do they increase their influence on the point where people accept what they say. They do this by connecting with people emotionally. That is where emotional intelligence comes into play. Here are some of the reasons why a leader should be emotionally intelligent.

## **Understanding Character**

Character is the core component of humanity. According to Collins Gem English Dictionary, character means combination of qualities distinguishing an individual; moral strength, reputation or person represented in a play, film or story. Character can be defined as doing the right thing despite outside pressure to the contrary (Lickona, 1991). Character is also marked throughout our lives as we partake in great divides in our nation's history or solve moral dilemmas throughout our lives. In the early 5th century BC the Greeks held that character was a distinguishing mark of an individual's ideals and conduct as judged in terms of values and strength of will (Halsey & Friedman, 1981). The great Greek philosopher Aristotle held that there are two kinds of human excellences: excellences of thought, and excellences of character. He also viewed good character as the life of right conduct – right conduct in relation to other persons and in relation to oneself (Lickona, 1994). This view is supported by Nucci (1997) and Wynne and Walberg (cited in Huitt, 2004). Aristotle held that character consists of moral virtues, these being self-oriented virtues (such as self-control and moderation) as well as other-oriented virtues (such as generosity and compassion) (Lickona, 1994).

Character is described by Hillman as "deep structures of personality that are particularly resistant to change" and a "invisible source of personal consistency." Other definitions range from explaining character as an individual set of traits that deal with "doing the right thing despite pressure from the outside to the contrary" to defining character as a socially embedded tri-phasic construct made up of moral knowing, which includes moral awareness and moral reasoning, and choosing the right course of action; moral feelings, which is a concern about doing the right thing. Conscience, self-worth, empathy, and humility make up moral feeling. Character reveals our true selves on the inside. According to this viewpoint, the fundamental quality of character is integrity. Our definition of character is "personal integrity"; it "is the strength and conviction to stand one's ground and make the morally right decision even when it is difficult. Character is also the individual is undivided in his or her fundamental beliefs and attitudes, presenting those values to everyone.

## **Nature and Growth of Character**

The course of the character formation is mainly gradual growth rather than inborn. It grows through activity, through effort, through taking responsibility, through the making of hard choices. The growth process is greatly affected by personal and social influences. The growth of character brings it an increasing integration, an integration that manifests itself, among other ways, in resistance to the various influences to which neurotic disorders of many kinds are due. Finally, it is agreed that character may properly be distinguished from intellect. When character and intellect grow side by side and reciprocally influence one another, the two growth- processes and the resulting organisations are largely independent of one another. "Simply to be able to say of a man: 'he has character' is not only to say a great deal of him, but also to extol him; for that is a rare attribute, which calls forth respect and admiration for him (Roback, 1927). Stout (1927) defined character is just the constitution of the self as a whole. Character exists only in so far as unity and continuity of conscious life exists and manifests itself in systematic consistency of conduct.

## **Klan's Five Es Approach to Character Development (Five Es Approach)**

Example

- Leaders should lead by example, by displaying the character ethic in their organisations.
- Create an environment of trust with their followers.
- Provide guidelines and be the first to follow them.

#### Education

- Formal and informal training, through the use of leadership development programmes
- Personal leadership development programmes, that develop character-based, principle-centered, inside out leaders.
- Emotional intelligence facilitation Environment
- Build an ethical culture.
- Develop an ethical code of conduct.
- Disciplinary codes and the enforcement thereof.
- Build a learning culture through the use of teams.
- Promote spirituality in the workplace

#### Experience

- Experiential training, through job-related experiences with managers, colleagues, community investment projects and customers
- Coaching and mentoring processes that provide career and psychosocial support

#### Evaluation

- Personality assessment
- Feedback on developmental experiences that focuses on most important character elements for one's leadership role.
- Reinforcement through the use of positive and negative rewards.

### **The Six Pillars of Character**

The Six Pillars of Character are: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The acronym is "F.R.R.F.C.C." (terrific).

#### **Trustworthiness**

Be honest in communications and actions • Do not deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country • Keep your promises

#### **Respect**

Treat others with respect and follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements.

#### **Responsibility**



Do what you are supposed to do • Plan ahead • Be diligent • Persevere • Do your best • Use self-control • Be self-disciplined • Think before you act • Be accountable for your words, actions and attitudes • Set a good example for others • Choose a positive attitude • Make healthy choices

### **Fairness**

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

### **Caring**

Be kind • Be compassionate and show you care • Show Empathy • Express gratitude • Forgive others and show mercy • Help people in need • Be charitable and altruistic

### **Citizenship**

Do your share to make your home, school, community and greater world better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbour • Obey laws and rules • Respect authority • Protect the environment • Volunteer.

## **The Role of Character in Organisational Leadership**

Matter of Trust: Leadership must be trusted to make the smartest decisions and do the right thing, especially in difficult conditions. Trust is achieved by demonstrating competence and through strong character. Hiring executives must believe they can trust the leader as must employees who follow her. Once a leader's character is proven untrustworthy, her ability to lead will diminish. Keeping leaders who have poor character and can't be trusted will diminish morale.

Commands Respect: Good character in leadership commands respect. Besides being trusted, these leaders have the respect of their teams and even the competition. A person with good character is courteous, never demeaning. He is accepting of others and appreciates hearing opposing viewpoints. As a result of his willingness to listen and accept, his respect increases. People with poor character aren't respected because they have shown that they will not make good choices or make decisions that are in the interest of the team.

Brings Excellence: Leadership with good character brings a spirit of excellence to a small business. These leaders expect more than the status quo from themselves and the people they lead. This character attribute encourages team members to learn more and do more. With excellence comes responsibility. This leader takes responsibility for their actions, even when it means owning up to mistakes. They have a strong sense of accountability and expect the same from their team members.

Genuine Care: People with good character genuinely care about the people they work with. While a respectful distance must be maintained in working relationships, genuine concern for others is important for small business. Teams are often smaller than groups in large companies, commanding a greater need for stronger inner-company ties. This character attribute may manifest as caring concern, helpfulness and compassion.

## The Relationship between Leadership and Character

The character of good leaders typically shows in the ways they interact with employees and how effectively they motivate a staff to embrace the company missions. Effective leadership is best measured in the success of the organization as a whole, according to the Harvard Business School. Quality leadership requires specific characteristics that vary greatly from necessary frontline management skills:

**Characteristics:** Characteristics commonly attributed to a competent and successful leader include the ability to inspire and motivate people. Effective leaders form relationships based on mutual trust. They are able to form connections with workers who then develop a desire to emulate the leader and follow her direction. Good leaders lead by example, which instills a sense of confidence in employees that the leader, and thus the company, operates with integrity. A sense of pride and loyalty results from the experience.

**Skills:** Effective leaders know how to frame their objectives and provide direction to employees on how to fulfill the company mission. They are specific in their requests and provide details when necessary. Effective leaders are consistent in their message that is complemented by their actions. Leaders don't have to micro-manage employees like the managers whom they utilize for those skills. While they don't necessarily need the technical skills required of the industry in which they land, they do need to use universal people skills that translate into effectiveness in any work environment. Skills such as listening, showing compassion, being able to communicate well with all levels of employees and stakeholders and maintaining a relatively stable demeanor are valuable tools leaders must develop.

**Behaviours:** Leaders must be able to develop a company's vision and mission, though they don't necessarily have to design the tools to implement those goals. Instead, leaders look beyond the daily mundane work with a perspective that takes in the complex set of influences driving the economy in general and your industry in particular. Instead of taking credit for the direction a company assumes, effective leaders strive to develop and enable others to become successful.

***Development:*** Doing something because it's right and not just out of fear of punishment or negative consequences is a basic rule the effective leader must maintain. Defining those values is the first step toward developing that ability. Strong leadership characteristics can be learned, though much of the process is internal and relies on self-confidence and strong moral beliefs. Books, classes, seminars and mentors can help you fine-tune your leadership abilities. It is important to have good character in order to be a great and successful person. Without having good character, you will not be able to gain the trust and respect of people around you. It is important to be truthful about everything including little things, as it reflects your honesty and integrity towards others.

### **Character Provides the Link of Trust between Leaders and Followers**

Followers who have trust in their leader action that trust by contributing to the organization. It is through trust that individuals bond to a leader and an organization. But that trust is fragile. It can be easily damaged. A topic example is bureaucratic compliance. Burdensome compliance is counterproductive - it destroys trust and reduces commitment and willingness to accept responsibility. The casualty is volunteerism - a willing to contribute to the well-being of others or an organization. Volunteerism is about "going the second mile." As

compliance increases volunteerism decreases. It is far better to build trust, respect followers and encourage the acceptance of responsibility.

## **Ways of Integrating Good Character into Organisational Leadership**

Good character expected from organisational leaders should involve the practice of ethical behaviour, servant leadership as Jesus Christ instructed His disciples, the principles of authentic leadership as well as those of transformational leadership styles:

***Ethical Behaviour:*** Leaders of organizations have a responsibility to uphold the highest standards of ethical behaviour (Li & Madsen, 2011). A person who demonstrates ethical behaviour has evidence of a strong moral code and a consistent set of values. Ethics can be rooted in belief or the pursuit of making the world better. Those who exemplify ethical behaviour do the right thing regardless of whether they get credit for it. This sort of behaviour is not limited to the workplace; it can be present in every facet of life. A high ethical standard extends to customers as well. A reputation for positive ethical behaviour entices more potential clients, customers and partners to work with you. It also builds customer loyalty over time, creating a loyal customer base that is likely to refer your business to others. A person who demonstrates ethical behaviour has evidence of a strong moral code and a consistent set of values. Ethics can be rooted in belief or the pursuit of making the world better. Those who exemplify ethical behaviour do the right thing regardless of whether they get credit for it. This sort of behaviour is not limited to the workplace; it can be present in every facet of life. In a business setting, ethical behaviour applies to any employee, team lead or supervisor. They should display behaviour that is honest and fair in their relationships with co-workers and their clients. Displaying good ethical behaviour has an effect on company morale and client relations. It's easier for a business to retain employees when they work for a company that they believe in. Employees want to work for companies that treat everyone and their clients fairly and have good and ethical business practices. A high ethical standard extends to customers as well. A reputation for positive ethical behaviour entices more potential clients, customers and partners to work with you. It also builds customer loyalty over time, creating a loyal customer base that is likely to refer your business to others.

**Servant Leadership** L Servant leaders do many special things for their organizations. One of their major contributions is setting the stage for other people to succeed. Because high numbers of followers achieve success, servant led organizations accomplish great things.

### **Servant Leadership Characteristics**

A servant leader actively contributes in the personal development and performance of their team. Here are some characteristics and traits that distinguishes a servant leader from the more traditional ones.

**Empathy:** A servant leader has the ability to recognize and understand feelings and emotions that are experienced by their team. Such a leader will care for other people and will deeply experience emotions that match what others are feeling. Since they understand others so deeply, their actions are motivated by a genuine desire to help others.

**Listening:** By paying complete attention to what others are saying, servant leaders are able to get a complete understanding of all interpersonal situations that they are dealing with. They use active listening to resolve conflicts, counsel others, and also to impart training.

**Awareness:** Many people in positions of power are blissfully ignorant of their shortcomings, but not the servant leader. They are completely aware of their strengths, weaknesses, values, emotions, and feelings. This self-awareness allows the servant leader to understand personal biases and set them aside while making decisions.

**Healing:** Followers typically desire for a leader who has a sincere interest in fostering their emotional and spiritual well-being. By taking an active role in promoting the mental and emotional strength of their employees, servant leaders typically inspire an exceptional level of trust and faith from others.

**Conceptualization:** An important quality of a servant leader is their ability to conceptualize, or imagine the possibilities of future and reconcile it with current realities. This ability helps the leader visualize a bright future, and take the necessary steps to get there.

**Persuasive:** It is easy for a servant leader to influence the opinions and actions of others through persuasive skills. This quality comes in handy in negotiations with business partners, customers, and stakeholders. Since servant leaders are committed to the welfare of others, they use this ability only to influence others positively.

**Stewardship:** A servant leader acts as a steward for the organization's resources. They assume complete responsibility for planning and managing all available resources for the betterment and prosperity of the organization, employees, and stakeholders.

**Foresight:** Everything is connected – the past, the present, and future. Servant leaders have an intuitive ability to predict what is likely to happen in future, based on the past and the present. This foresight enables these leaders to plan ahead.

**Community building:** Under a servant leader, people come together for a common purpose. They are able to create a feeling of belonging to something bigger than each individual, and foster team spirit and a sense of community. Servant leaders also deeply care for this community that they create.

**Committed to growth of others:** A servant leader takes it upon themselves to develop others. They are likely to help employees chart out a clear career path and provide them with resources to progress from one level to the next.

**Authentic Leadership:** Leaders who relate to their teams and inspire effective action are critically important to business success. An effective leader will choose their management style based on their strengths and the needs of their team. Authentic leadership is one type of management style in which leaders practice transparent behaviour in order to build strong relationships.

### **Authentic Leadership Characteristics**

***Sense of purpose:*** Being a leader that is authentic involves demonstrating sense of purpose in order to seem real and approachable. Often, having a sense of purpose will come out as a

sense of passion in practice. Passionate leadership involves caring about the work they are doing, and seeing leaders care makes employees more interested in caring about their work too. Leaders that have authenticity connect to their employees by showing interest in what they do, an interest in the large picture for the organization, and a passion for helping create success. They demonstrate a good attitude to followers and show positive behavior as part of their leadership and passion. When an employee sees a passionate leader, they can catch the vision for what success can look like. A sense of purpose can look different based on the leader, but ultimately authentic leaders won't need to fake a sense of purpose, they already are passionate about their work, and followers can see that in their behaviour and in their practice.

***Distinct values:*** Authentic leaders have specific values, and they don't compromise on them for anything. This is also known as integrity. Integrity is crucial behaviour for leadership to truly be successful. A leader behaves in a way that is always in line with their values, and expect high ethical standards and integrity in employees as well. Employees that see leaders who have values and things that are important to them will find respect and appreciation for their leader. The values of an authentic leader will vary based on their specific beliefs and morals, and they can be shaped by their company policy as well. Ethical leadership and authentic leadership go hand-in-hand. This kind of leadership means that a manager will have their own personal standard of ethics and values that they will stay by no matter what.

***Relationship building:*** Authentic leaders build relationships with their employees and colleagues, and try to establish real connections with the people around them throughout the organization. They are willing to share things about themselves, communicate, and actually listen to others. Employees react better to managers who they believe really care about them and remember things about their lives. When an employee has a manager that they know actually cares about them and their life outside the office, they're more invested in staying and having a good relationship with that manager. Management that is genuine and real will always listen, as well as make connections by sharing details of their lives as well. This can be as simple as talking about a game or show they watch, or go deeper in sharing about their children or family. Team members are much more likely to respect and like leaders who they can connect with in a real way.

***Goals and self-discipline:*** Goals and self-discipline helps authentic leaders have the focus they need to move forward, no matter what comes their way. Consistent, cool, calm—that is the kind of leader you want during a storm or stressful times. Having goals in mind, and the self-discipline to get there is what makes an authentic leader easy to follow. Employees feel confident and calm when they see a leader that has that self-discipline as well. It also encourages their own self-awareness for their reaction and response, encouraging them to be calm and relaxed as well. An organization can thrive when leadership demonstrates patience and calm no matter what.

***Genuine heart:*** Authentic leaders are willing to show compassion to their employees. They are sensitive to the needs of others, and are willing to help them get what they need. This self-awareness is important to help team members really trust leadership. There are many positive effects that can come from this kind of self-awareness and leadership. This genuine heart helps employees feel that they are more than just a cog in the machine—they know that their leader sees them as a person and cares about them as a person. Mental health, emotional intelligence, self-awareness, and sensitivity are all important to this kind of leadership. An

authentic leader shows their genuine heart, self-awareness, and compassion in many ways. One way they show this is by checking in on employees regularly. For example, during a busy time in the office an authentic leader will check in with their employees often for one-on-one time to ensure they are feeling OK, and find out if they can do anything for them. An authentic leader will make sure relationships between co-workers are going well, be sensitive to personal issues employees may be facing. Authentic leaders show genuine concern and ask because they want to know and help, not out of politeness.

## **Transformational Leadership**

Transformational leadership focuses on empowering others and inspiring change. To achieve these ends, transformational leaders instill a sense of ownership and participation—in their teams and in themselves by utilizing the four “I’s” of transformational leadership:

- Intellectual stimulation encourages innovative thinking by emphasizing new experiences and growth opportunities.
- Individual consideration builds positive relationships by mentoring employees and helping each person understand their value and potential.
- Inspirational motivation models a vision for the organization, the team and for employees to emulate and make their own.
- Idealized influence models expectations and actions for employees, earning their trust and respect.

These four “I’s” provide the foundational philosophy of transformational leadership, helping to differentiate it from leadership philosophies with a similar style, such as visionary leadership, and even complement those styles with opposite approaches, such as transactional leadership.

## **Characteristics of a Transformational Leader**

**Openness to New Thinking:** Transformational leaders are constantly open to innovation wherever it may arise. They constantly look for opportunities to do things differently and are always open to new ideas, no matter where those ideas may present themselves.

**Talent for Broadening Minds:** Transformational leadership often involves shifting people’s views on how things should work. To do so, it’s necessary to understand the rationale behind people’s current mindsets and how to shift their thinking. The transformational leader needs to understand where people are coming from and convince them to step outside of their comfort zone. This requires two separate skills: empathy and the ability to inspire confidence.

**Commitment to Active Listening:** It’s not enough for transformational leaders to request — or even inspires — ideas. They also need to make their colleagues and team members feel bold enough to share those ideas. Transformational leaders hear ideas with an open mind and respond without judgment or finality. They commit to employing active listening techniques so that their team members feel seen, understood and respected. With these methods in place, they inspire others to share their thoughts without self-censoring.

**Tolerance for Intelligent Risks:** No transformation happens without some risk of failure. A transformational leader needs to be willing to consider those risks and what they might mean for the future of the organization. If the benefits of an idea outweigh the risks, the leader must

be willing to pursue it further if it seems feasible. The leader also has to recognize when the risk is too great, and a different approach is needed.

**Willingness to Accept Responsibility:** Any innovator who ventures into uncharted territory must be willing to own the results of doing so, good or bad. No leader inspires confidence if they demand that others take the fall when an idea fails. Transformational leaders must assume responsibility for each of their decisions, including green lighting the ideas of others.

**Trust in Team Members:** People need autonomy to develop and shape new ideas. The transformational leader understands this and trusts team members to define their own steps to success.

**Ability to Inspire Participation:** For innovation to happen, it needs to be part of a team's culture. The transformational leader needs to expect creativity from everyone — not just one or two “idea people.” The leader's job is to model universal creativity and innovation. There needs to be an established expectation that everyone — including the leader — will think outside the box, recognizing thoughts and ideas, even when they don't generate paradigm-shifting results. Transformational leaders create transformational teams where everyone is an idea person.

### **Elements of Transformational Leadership**

**Individualized Consideration:** The degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self-development and have intrinsic motivation for their tasks.

**Intellectual Stimulation:** the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn.

**Inspirational Motivation:** the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

**Idealized Influence:** Provides a role model for high ethical behaviour, instils pride, gains respect and trust. As a development tool, transformational leadership has spread already in all sectors of western societies, including governmental organizations. As an example, the Finnish Defense Forces is using widely Deep Lead© Model as basic solution of its leadership training and development. The Deep Lead© Model is based on the theory of transformational leadership, and research in the area when researching transformational.

## CONCLUSION

Character is defined as the qualities and features that make a person what he is and leadership is the process of influencing, inspiring, motivating and stimulating group activities towards achieving desired results. Organisational leadership, combined with good character provides opportunities for proper training of leaders and conducive conditions necessary for leaders to perform their best. This study recommends that institutional leadership should be integrated with good character and good working conditions that are motivating, stimulating, value-driven, inspiring, dynamic and transformational to ensure effectiveness and efficiency in the workplace.

## Suggestion

- Organisational leaders should from time to time organised training on character and personality building for everyone within the organization; and
- Organisational leadership should intentionally integrate good or ethical character to ensure provision of good working conditions for all.

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# GOOD GOVERNANCE AND ITS EFFECT ON DEMOCRACY: THE NIGERIA FOURTH REPUBLIC

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## ABSTRACT

This paper examined the concept of good governance and its effect on democracy, as it relates to Nigeria fourth Republic. This is derived from the observation that the Nigerian citizens over times are yet to experience fulfillments of their desired expectations of good governance. Abinitio, the electorate had great expectations from the potential leadership come 1999 general elections. These expectations were expressed obviously in the manner in which they heralded and participated in the process. Despite their high involvement, the people's expectations are cut short as a result of lack of good governance at all levels of government. The paper therefore examines some factors responsible for the short comings of good governance in the system, which has led to the disenchantment of the citizenry. The findings reflect as follows: there are inadequate basic infrastructure to cater for the ever increasing population of Nigeria citizens, there is high and alarming level of unemployment in the system, the system is bedeviled with issues of insecurity, the economy of the system is being looted through corrupt activities by the ruling elites, there is absence of transparency and accountability in governance at all levels and the predominance of ethnic politicization in the system amongst others. In the course of these, the paper depends solely on qualitative data which includes books, journals, internet materials and others that are carefully analysed. The political culture perspective is used as the foundational analysis for the paper. This paper also provides some recommendations in line with the identified problems, these includes, the need for the government to invest massively on basic social infrastructure such as roads, power supply good health facilities, etc., there should be a more robust security architecture, which involve premium on human security, to tackle the high incidence of terrorism, insurgency and banditry, transparency and Accountability are elements that depicts the hallmark of democracy and good governance, therefore, the government at every level must imbibe these virtues, finally, the multi- ethnic nature of the Nigeria state must be taken into consideration at every sphere of government, in terms of accessing public goods, benefits and appointments.

**Keywords:** Democracy, Good governance, fourth Republic, peace and security, Ethnicism and social infrastructure.

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## INTRODUCTION

In recent time, most Africa, South America and Asian states are categorizing as states that have embraced and keyed into the new wave of Democratic governance. Omoregie and Anetekhai (2019) referred to Nigeria as one of those African states that once again embraced democratic experience after series of struggles, arising from insincere military mid-wife transition to civil rule programmes. These efforts identified in many quarters as insincere moves has always ended in fiasco even at its embryonic stage, except that which was truncated in 1993 at a matured stage by same military government that floated the transition program, this action was vehemently resisted and aroused criticisms both at national and international level. The 1993 factor and resistance may not have yielded immediate result then, but then groups and individuals at various levels registered their grievances against those individuals and political leaders perceived to be responsible for the annulment of the June 12 elections, which ordinarily was acclaimed to be relatively peaceful and fair. June 12 became a national movement, symbol and platform in Nigerians for agitating and demanding for Democratic rule and an end to military dictatorship.

However, the transition to civil rule programm that ushered in the Nigeria fourth Republic was put together also by the military regime of General Abubakar, who took over the helm of affairs as leader after the death of Gen. Abacha who was alleged to have died mysteriously. Omoregie and Anetekhai (2019:27) noted that at this period, both the domestic and external sphere where still charged over the truncated democratic process which happened in 1993, consequently, there where pressure at every side for democracy to be entrenched. This resulted in the move by the regime therefore; to set the political apparatus in place in ensuring the smooth democratization process. Calls were made for the formation of political parties, which inter- alia would be major players in the democratic arena in 1998. After this initial signal, the people got themselves involved in the process, paving the way for all political activities to kick start and usher Nigeria into what Larry Diamond (1997) referred to as the third wave Democracies. This culminated to the Democratic journey in 1999 that marks the political phase now referred to as the fourth Republic.

At the core of the struggle for a change of regime from the protracted military form of government to democracy generated high expectations of the people, this is based ordinarily on the elements that defines and differentiates both regime type in principles, the Nigerian citizen struggled and opted for the Democratic regime for so many reason which includes; respect for fundamental human rights of the citizens, respect for the citizens' rights to Association, the entrenchment of the rule of law among others. In fact, citizens enjoy a lot of rights and liberty in Democratic regimes as compared to that of the military or authoritarian regime. At the nucleus of the Democratic expectations was, for Democracy to entrench Good governance that will guarantee happiness for the greater majority of the Nigeria citizenry through good and well refined public policies and programs that will reflect positively on the lives of the citizens. Democratic principles are anchored on the positive side of the utilitarian elements. These are happiness and pains (Roskin et al., 2010). The corollary of this assertion is that man by nature is attracted to the concept of happiness rather than pains. Therefore, Democratic rule is seen as a rule that will entrench Good governance that will translate to greater happiness amongst the people in the system.

Though it is argued in many quarters that, no government can really be good, unless such has full consent and support of at least, the majority of its citizens and it is difficult if not impossible to envisage how that consent can be obtained outside a democratic rule. So a call for

good governance can never be in support for dictatorship, rather, it is equally a call for democracy. This implies that, good governance is not obtainable outside democratic norms, by this, it implies therefore that, good governance and democracy are axiomatic concepts, in that, they both reinforces themselves in the system. The three major foundational keys to achieving good governance in the system are; first, the closeness of the government to the people, secondly, its ability to coordinate and bring into a democratic balance, the many functions and often competing sectional institutions which groups of people have created to serve their particular interest and thirdly the efficiency of the institutions (official and unofficial) by means of which its decisions are made known and implemented throughout the country. All of these form the foundation on which good governance is laid in the system. Though it is more fundamental to argue that, this foundation can only be laid effectively, on a democratic structure.

The crave for Democracy and expectations of Good governance that led to the struggle and subsequently heralded the Fourth Republic in Nigeria at its inception in 1999, was historical and of monumental magnitude, but more than twenty years along the line, the question is, has the people been able to reap the dividends of Democracy which among others is Good governance, in the Fourth Republic? If the answer to the aforementioned is of the negative side of the pendulum, then, what are the factors responsible for this and why are the populaces still yearning for a change in the leadership style that will guarantee the desires of their long expectations, which in this case bothers on Good governance.

## CONCEPTUAL CLARIFICATION

### Democracy

The concept of democracy can be said to have floods of definitions because individual and political leaders' likes associating with the usage of the word. Christenson, Engel, Jacobs, Rejai and Waltzer (1981) observed that, even the Nazis Germany under Adolf Hitler claimed that its government was practicing a form of democracy He referred to as a "*centralized democracy*" Mao Tse-Tung of China and Nasser of Egypt both claimed to be practicing another form of democracy they referred to as "*party less democracies*" Sekou Toure of Guniea branded his leadership style as "*democratic dictatorship*" Ayubkluan of Pakistan and Fidel Castro of Cuba claimed their governments were another form of democracy which they christened as "*Basic Democracy*" and "*True Democracy*" Respectively.

In the literature on democracy, there are basic elements which must be observed or present in a system before such can be termed has been democratic. These are part of the indices present in Hoffman and Graham (2009) these authors acknowledged the confusion inherent in the effort of giving an acceptable meaning to the concept. Hence, they argued that democracy entails where the people or citizens directly or indirectly consent to and are major participant in their government. The implication of this conceptualization focuses on the people, by implication the electorate as the factor with the ultimate power in democracy. In other words, the system of democracy is a self-determination concept, this is why Baber and Watson (1988) opined that, Democracy is a charming form of government, they anchored their belief on the fact that, it has the ability to improve the quality of the system and government through citizens' participation, this is part of the norms inherent in democratic settings. Jega (2007) argued that democracy must be deeply rooted in participation and/or representation and that government in democratic systems derive its power and legitimacy from the people. In this sense, government exercises authority

within the framework or bodies of supreme law called constitution and right of the citizen to vote and be voted for in the system.

## **Good Governance**

Governance entails a structured culture and institution through which the leadership of a state exercises its authority. These consist of even the process through which government is selected, monitored, sustained and replaced. Governance reflects the capacity of government to effectively formulate and implement policies and programmes. Ogege (2013:35) conceptualized governance as the capacity of the political leadership to effectively formulate and implement sound policies and the respect of citizens and the state including the institutions that governs the economy and social interaction amongst others. While this conceptualization captures to a large extent, the major functions of government in systems are that, it paves the way to a large extent to the definition of good governance.

Odock (2006) referred to Good governance as a system of government based on good leadership, respect for rule of law and due process, accountability/transparency of the state leadership to the citizens. The implication of the aforementioned definition connotes that good governance entails numerous factors as earlier stated in this paper, cumulatively, this area focuses on the ability of the political leadership of the state, to project happiness and good living condition for its citizens, through the provision of infrastructure, being transparent and accountable to the citizens, creation of job opportunity to curb the high incidence of unemployment in the system, the ability of the state through its leadership to perform its core Weberian functions of engendering security of lives and property of its citizens, amongst others.

Good governance therefore can also be viewed as the use of Democratic culture and principles by the political leadership of a state in the effective performance of state and governmental functions to its citizens. The basic assumption here is the capacity of the political leadership in using the machinery and resources within its disposal to create and implement policies and programmes that reflects the overall interest of majority of its citizens, through an institutionalized structure. The political leadership gathers more confidence and legitimacy from the citizens while the citizens enjoy more freedoms and better living standard from the system.

## **The Fourth Republic**

The Nigerian state, since independent in 1960 has gone through series of political engineering, democratic experiences and trajectories, all in an attempt to fashion and sustain a democratic culture in the state. (Omoriegbe & Atigan 2019) The terminology derived from these attempts marks the various phases of democracy that the country has gone through in history. Immediately after Nigeria became a sovereign state in 1960, it adopted the parliamentary form of democracy which came to an end via a military coup on the 15<sup>th</sup> of January 1966. Amucheazi (2008:9) categorized the period 1960-1966 when the military ceased power as the First Republic. Again, the country embarked on another democratic journey, this time a taste of the presidential typology of democracy between October 1st 1979 up to the 31<sup>st</sup> of December 1983, after which the military again struck and suspended all political activities and the existing social order, this period marked the second Republic.

The period between the years 1992 to June 12<sup>th</sup> 1993, a period many Nigerians regarded as an insincere transition to civil rule programme that culminated to the infamous annulment of the

June 12 general election. This phase is regarded as the Third Republic. The Phase of political activities which emerged from 1999 to date, where Nigerians again welcomed and celebrated the opportunity to experience another democratic rule, after decades of uninterrupted military rule. Therefore, the period between 1999 to date is regarded as the Fourth Republic; this is the period that this discourse covers.

## **THEORETICAL FRAMEWORK**

This study deploys the political culture theory as its explanatory perspective. Though other perspectives such as the system, sustainable development and elite theories can very well explain some aspects of the study but the political culture theory gives a more holistic explanation to the discourse under study. The prominence of the political culture theory in contemporary study of comparative politics became highly valued in the 1960s. Chilcote (1994) argued that this theory has its origin from anthropology, socialization, small group's studies and personal study in psychology. Political culture refers to a form of national or nation's culture, in this sense; it represents a re-casted notion of national character, which consists of political belief, symbols, values, norms amongst others. These indices are germane in the explanation and definition of political situations and occurrence of actions with political implication.

Varma (2007) generated familiar indices or parameter through which political culture can be used to measure political actions and attitudes, these they termed as types of political culture. The characterization is in tandem with the level at which individual and groups in the system react to political objects or participate in political activities. These are parochial, subject and participant political cultures. Lim (2010) also captured the political culture perspective as a world view that explains why and how individuals and groups behave as they do. It is a shared learned and symbolic system of values, ideas, belief and practice that shapes and influences our political perception and behaviour.

In relation to the issues in this paper, political culture explains the behaviours of the ruling class in Nigeria as it relates to power acquisition, uses of political power and power relations with the electorates. Taking an in-depth view of the history and political trajectory of democratic rule in the country and the reasons adduced by the military for its incursion in the body polity of the Nigeria state from the first Republic all through the third, three factors has always played out. These are corruption, absence of accountability/ transparency and underdevelopment which is as a result of endemic poverty, inadequate basic infrastructure and unemployment. Omoregie and Atigan (2019) posited that the military observe these factor all through the series of Republics as constant behaviours of political leadership hence, they are always used as excuse to cease power and pretend to assume power as correctional regimes. Though, history has shown that, even the military regimes are not different from those of democracy in Nigeria, as it concerns leadership style.

The political culture theory is a mental blueprint or mental code of what we collectively think or perceive of politics, it reflects some basic assumptions as it concerns this discourse, these includes, the fact that political leaders and politicians in Nigeria perceive the notion that, assuming leadership is an opportunity to loot the economy of the state and show no signs of accountability/ transparency to the people rather than seeing leadership as service to the people. Little wonder why even the fourth Republic having been on for over twenty years, the people are yet to enjoy the benefits of Good governance. Considering the fact that, political culture forms attitudes that plays prominent role in the political life of individual, groups and institutional

behaviours in the process of nation building. Also, this theory emphasizes stability and pattern of continuity in the political life of a people in a given system.

### **Elements of Good Governance in a Democracy**

As stated earlier in the course of this paper that, democracy and good governance are concepts that do not stand alone, rather they are axiomatic in nature, this implies that, they reinforce and beautify each other. Also, Scott B.R. (2004) argued that democracy is not enough to ensure that the governed reap the gains of their own efforts. This implies that democracy must be positioned side by side with good governance for the people to enjoy the effects of democracy in the system. This part of the paper therefore, attempts to identify some salient elements that should reflect in the system before such is regarded as enjoying good governance in a democracy.

**Development:** Development is central to the discourse of Good Governance and Democracy. Ordinarily, economic development enhances Democracy and Good Governance in any system. Todaro (1997) views the concept of development as that which takes issues such as per-capital income, capital accumulation, National income, level of unemployment, level of material resources available, standard of living of the people etc into cognizance. In this case, all the aforementioned indices are pointers to the conceptualization of development. Rostow Cited in Wilber (1984) sees economic development as the widening of the ranges of alternatives, open to people as a discernable rise in total and in per-capital income widely diffused throughout occupational and income groups.

However, contemporary scholars has argued that development indices are useful in the definition of economic or other forms of development if only it takes the humans factor as its core concern, consequently, Dudley Sear cited in Todaro and Smith (2009 ) opined that development must be treated in relations to a universally acceptable aim ,which is, the realization of the potential of human personality, he therefore, asked these pertinent questions, what has been happening to poverty, unemployment and inequality in the society and that if these questions are answered, then, we must have given a meaning to the concept of development. Finally, Denise Goulet cited in Wilber (1984) conceptualized Development simply as a means to the human economic improvement. In tandem with the conceptualization of Dudley Sear, where some issues are raised which bothers on poverty, unemployment, inequality, also basic infrastructure like good roads, well equipped and effective health services etc. are all part of the elements of good governance that must be seen to be present in a system to improve the standard of living and make life more meaningful for the generality of the people in a democracy.

**Security:** it can be classified as consisting of the following concerns; peaceful co-existence, food security, sustainable socio-economic development, and domestic development. This involves strengthening the rule of law, creating a democratic political culture and nurturing civility, suitable for democratic sustenance. (Jega 2007:133). It implies therefore that security stands as an inevitable element of development and good governance which is more guaranteed under a democratic dispensation. Nabon (2012:223) captured security as the capacity to achieve reconciliation among diverse groups in the society. This conceptualization takes into consideration, the mosaic nature of some states as been made up of multiple ethnic groups that are constantly in conflict over state resources, like the case in Nigeria (Omoregie et al. 2019). This is derived from the fact that, groups by nature involve themselves in conflicts over many issues

prominent amongst them is conflicts that arise in relation to power acquisition, benefits of state resources and public goods. The ability of the state, to put machinery in place in ensuring reconciliation among these groups, shows how effective the leadership is, in making the people enjoy good governance in the system.

Nweze (2004) emphasized that security entails the preservation, protection and guarantee of the safety of life, property, wealth of the citizenry and measure of guard against threat to national security. The vital nature of security in contemporary states cannot be over-emphasized; this is sequel to the fact that, it is the foundation on which development is laid. It implies therefore that, development is practically impossible in periods of insecurity. It goes with the popular maxim of; no meaningful development can be achieved in a state of rancor and acrimony. Though, Omoregie et al. (2020) argued that total security may be a mirage in contemporary states, yet, they advocated that, it is the responsibility of states through it relevant agencies to show commitments in achieving its core state function of protecting the lives and property of its citizens. This is one of the means through which political leadership show-cases Good governance and development in a democratic system.

**Accountability/Transparency:** Democratic governance are emphasized by high level of accountability and transparency of political leadership at all levels, to this ends, democracy as a form of government emphasizes that leaders be accountable to its citizens (Agara & Aisedion, 2018). Under a democratic regime, it is assumed that the people do not rule themselves directly; rather, they are governed through elected accountable representatives who are expected to be transparent in their dealings. Accountability and transparency are twin concepts that play pivotal roles in ensuring good governance in democratic systems.

The demonstration of accountability on the part of leadership toward the people earns such political leadership, political legitimacy and when such a government is adjudged transparent, then, the system will not be bedeviled with all forms of prebendalism and corrupt behaviours which may hinder the development of the democratic system, thereby hindering the reflection of good governance in the democratic regime. Nigeria Fourth Republic democratic experience is said to be immersed in corrupt activities to the extent that the citizenry no longer trusts its political leadership. This has on the long run hampered good governance in the political system.

**Political Integration:** States with diverse ethnic, cultural, language and religious colorations like Nigeria must renew its efforts politically to unite these forces and differences, in order to achieve peace and enhance good governance in its democracy. It is believed in many quarters that the most effective machinery for achieving this function is through non-involvement of the political leadership in any form of ethnic or religious favoritism especially when it comes to public appointments and access to public goods. Mohammed (2007) argued that the task of political integration involves efforts at engendering national cohesion to achieve unity in the quest for nation building. It is assumed therefore that, the capacity to drive this factor effectively lies in the commitment of the state and its leadership to pursue policies that are not divisive in nature but those that will integrate all forces in the system. Some of the ways of achieving these are: (i) by strengthening and maintaining communication and sense of shared stakes among different groups in the system. (ii) By undertaking recruitment techniques that reflect all shade of opinion during employment promotions in the system, socialization, and popular education in politics and civics even in the informal certain amongst other. The adoption of the aforementioned, in tackling



integration crisis within the democratic space, would enhance good governance in the democratic system.

### **Factors that Hinders Good Governance in Nigeria Fourth Republic Democracy**

**Inadequate Infrastructure:** The shortage or nonexistence of basic infrastructure like constant supply of power, portable water, good and well-constructed network of roads, good and affordable health facility, efficient educational system among others in the system will certainly hinder good governance in any democracy. Since the commencement of the Nigeria fourth republic in 1999, one of the cry of the average citizen has been on the government to give adequate attention to these basic factors, but more than twenty years down the line, the successive governments are still grappling with this same issues. In the developed clime these and many more are what citizens enjoy which makes life more meaningful for them. Road across the country are more like dead traps causing accidents resulting in the loss of lives and properties. The hospital or health facilities are in a very bad shape; this make people lose confidence in the capability of the Nigeria health worker to administer to their health needs. The corollary of these is of serious hindrances on good governance.

**High Rate of Unemployment:** The high rate of unemployment, under-employment and the likes in the system, possess grave challenges to good governance in democracies. The inability of state to create job for the teeming school leavers who in most cases are youths are on the high side in developing countries like Nigeria. The resultant effect of these lapses has ridicule democratic regimes and cannot be said to have made the people enjoy good governance. Todaro and Smith (2009) drew a rectangular relationship between unemployment, poverty, inequality and under-development in the system. The import of these relationships is centered on the final outcome, which are the challenges of not achieving the goal of good governance in the democratic system. With this general foundation already laid, the Nigeria fourth Republic Democratic system has so far failed in its efforts in creating jobs or providing employment opportunities through putting in place enabling environment through the provision of some basic facilities like power, social security, health insurance scheme amongst others, to the citizenry, this ordinarily will enhance entrepreneurial zeal in the people and also lesson the level of poverty in the system, bridge the level of inequality and enhance the development of the state.

**Insecurity:** Good governance and Development strives in Democracy under a secured environment. There are factors that induce insecurity in most developing states like Nigeria. These includes political instability, lack of social trust among various ethnic groups that makes up the system, crises arising from religious intolerance, bad government, inability to effectively exercise jurisprudence over state territory, thereby, leading to the recent conceptualization of ungoverned territory. The coast of factors that militates against effective security in the system has also been expanded by Dudley cited in Tudaro and Smith (2009) who argued that under-development in itself is a factor that arose from bad government, in expressing this belief, he inferred that development cannot be discussed without firstly answering these three fundamental questions which are: what is happening to inequality, poverty and unemployment in the system.

In all, good governance breeds human development and happiness amongst the citizens of a state. Omoregie et al. (2020) pointed to the fact that there are a whole lot of other factor like individual frustration as a result of not being able to actualize one's self within the system, bad

government policies that do not go down well with the people, poverty as a result of unemployment among others, which may constitute insecurity in the system. These factors are evidently the root causes of the insurgency and terrorism presently being experienced in contemporary Nigeria, thereby hampering development which would have made the citizens enjoy the effects of good governance in the democracy of the fourth Republic.

**Corruption:** This is one of the factors that dwarf efforts aimed at ensuring good governance in any democratic system. When government institutions act outside the stipulated rules or their actions or inactions are propelled by selfish gains, based on illegal gratification. Transparency international (2004) conceptualized corruption as the abuse of entrusted power for private gains. This implies that, all action and inactions of public official that are carried out in a way to reflect selfish or private gains is classified as corruption. Also the World Bank (2013) enlarged the scope of corruption as comprising all actions involving the abuse of public power for private benefit. Taking these conceptualizations into consideration, it is in the public domain that political institutions of the Nigerian fourth Republic are conceived to be immense in corruption.

This includes those in the Executive arm of government, the legislators and judiciary. Their action includes excessive hiking of contract sum for projects, padding of budgets to suit personal interest and pervasion of justice for financial gains amongst other. Though successive government regimes since 1999 had in one way or the other pretended to be fighting corruption with the creation of institutions such as the economic and financial crime commission (EFCC) and the independent corrupt practices commission (ICPC), but these has empirically not seen to have abated the issue. Though it is being argued in many quarters that it is as a result government insincerity on the issue, these behaviours are part of those issues negatively affecting the fourth republic democracy and hindering the people from enjoying good governance.

## CONCLUSION

This paper examined the strong relationship between the twin concepts of Democracy and Good Governance, showing their axiomatic nature, furthermore, it emphasizes the belief that democratic form of government that is well endured with developmental projects, leadership that is accountable, where there are physical and social security amongst others are bound to reflect good governance, which will be enjoyed by the people. The absence or low level of security, infrastructural development and lack of accountability/transparency amongst others as in the case of Nigeria fourth Republic has spelt doom for the people as far as good governance is concern. Evidently, the level of unemployment is soaring high on daily basis thereby becoming a threat to security, resulting to high incidence of terrorism, insurgency, banditry and other sundry crimes in the system. Also the low level of infrastructural growth in the system coupled with the high rate of corruption among public office holder is of negative consequence in the nation's body polity. All these put together and others, has dwarf good governance and its effect in the country, especially in the fourth Republic.

## Suggestions

- The Nigeria political leadership must place more attention on massive infrastructural creation to enhance the living condition of its citizenry

- There is the need for a more robust security architecture, aimed at tackling the present high level of insecurity in the country
- Government at all levels must be transparent in formulation/implementation of policies and accountable to the people at all times.
- The need for job creation cannot be overemphasized as this will take care of the employment needs of the people.
- The war on corruption should be pursued and fought sincerely; offenders should be seen to be punished in accordance with the existing laws.
- The multi-ethnic and religious nature of the country must be considered by the political leadership in the distribution of public goods as well as appointments into public offices

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# EFFECTIVE LEADERSHIP AND EMPLOYEE MOTIVATION AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN RIVERS STATE

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## ABSTRACT

The study investigated effective leadership and employee motivation among public secondary school teachers in Rivers State, using a correlational research design and three research questions and one hypothesis as guide. The population was 8079 staff, 237 principals and 7842 teachers in the study area. The sample was 381 respondents, 95 principals and 286 teachers, determined using Taro Yamen formula and selected using stratified simple random sampling technique. Two instruments used for data collection were: “Effective Leadership Questionnaire” (ELQ) and Employee Motivation Questionnaire” (EMQ), validated by three expert lecturers in Ignatius Ajuru University of Education, Port Harcourt. Using Pearson Product Moment Correlation Coefficient, the coefficients of 0.76 and 0.72 were obtained for ELQ and EMQ. Pearson Product Moment Correlation Coefficient was used to answer research questions and test the hypothesis at 0.05 level of significance. Results showed that there is: moderate positive relationship between leader responsibility and employee motivation; moderate positive relationship between effective leadership leader capacity and employee motivation and between leader behaviour and employee motivation. Furthermore, the hypothesis revealed a moderate positive significant relationship between effective leadership and employee motivation. The study concluded that there is moderate positive significant relationship between effective leadership (leader responsibility, leader capacity and leader behaviour) and employee motivation. It was recommended that secondary school principals should be responsibility-conscious and endeavor to equip themselves with these capacities to trigger the motivation of their employees in school setting.

**Keywords:** Effective Leadership, Employee, Motivation, Public, Secondary School, Teachers.

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## INTRODUCTION

Leadership is as old as human existence. Leadership operates in both formal and non-formal settings. Therefore, leadership is necessary e in all human endeavors, more so in organizations and institutions. Onuma (2013) pointed out that leadership is a process of social influence that enables leaders to induce followers to channel their energies and resources to attain collective goals. Similarly, Unachukwu (2014) said that leadership is the ability of an individual to have vision, strategize effectively, control and coordinate resources, select the right kind of staff and then influence them in working in harmony to achieve organizational goals. So, in simple term,

leaders is perceived as the way through which humans and their resources are coordinated to motivate them to act towards the achievement of set common goals in an organization. This then suggests that there must be approaches to leadership.

Approaches to leadership are the various ways and perspectives from which headship is viewed and understood in an organization. Common leadership approaches are: the Trait (Great Man) Approach, the Behavioural Approach, the Situational Approach and the Contingency Approach (Unachukwu, 2014). The major position of the Trait Approach to leadership is that it stipulated that leaders are born and not made; and possesses certain traits that distinguish them from non-leaders. This implies that some persons are born with traits such as capacity (intelligence, alertness, verbal facility, originality and judgment), achievement (scholarship, knowledge and athletic accomplishment), responsibility (dependability, initiative, persistence, aggressiveness, self-confidence and desire to excel) participation (activity sociability, cooperation, adaptability and humour) and status (socio-economic position and popularity) and so must lead others (Okpe, 2016; Okorie, 2016; Ekesionye & Modebelu, 2016). So, leadership in school organization may be carried out using appropriate approach in order to motivate the teachers who are part of the employees.

The view of the Behavioral Approach to leadership is that for people to lead, they must possess capability and behavior of the leader: maintenance of cordial relationship with workers dimension and employee involvement in decision making with task dimension. The emphasis is on leader-acceptable behavior which may be discovered through observation or responses from followers (Unachukwu, 2014 & Okorie, 2016). In other words, leadership in schools must exhibit cordial relationship with their workers and involve them in decision making to motivate them for greater output. Considering the Situational Approach to leadership, it is paramount to identify the situations that the leader's behaviour can be attributed to.

Okorie (2016) and Unachukwu (2014) emphasized that the situational leadership perspective has two components: classical approach which upholds that it is the situation that produces the leader and neo-classical approach that believes that despite the situation, the personality of the leaders is of great essence. Thus, school leadership must understand the situation and apply personality traits that will endear the subordinates to them for compliance and motivation. Furthermore, the Contingency Approach maintains that there is no best way of managing people and operations but believes that managers must have insights that would enable them diagnose the peculiarities of their organisations, to be able to apply appropriate leadership practices (Unachukwu, 2014). This can be achieved through the elements of leadership-member relations, task structure and position power.

The Path-Goal Approach combines situational leadership and contingency leadership perspectives. In this approach, leadership increases employee motivation based on their perceived expectations of achieving personal desired goals (Okpe, 2016). According to Unachukwu (2014), noted that a leader's behavior is dependent on motivation, satisfaction and performance of subordinates. So, leaders must influence their subordinates in terms of work goals and the path they follow to attain the goals. In other words, leaders have to identify, clarify the tasks subordinates are to perform, assist them in using the best approach (path) in achieving the goals and rewarding their high performance appropriately.

For leadership to be effective and efficient, it must utilize a number of styles to be appropriate in all circumstances. These styles are dominant behaviours of those who occupy leadership positions, classified as autocratic, democratic, laissez-faire and charismatic (Unachukwu, 2014). In autocratic leadership, the head makes unilateral decisions which he

passes on to the subordinates to implement without giving them any room to contribute to decision-making. The democratic leadership allows followers to contribute to organizational decisions by exchanging ideas with them, on the basis of consultation by the leader (Ekesionye & Modebelu, 2016). Laissez-faire leadership permits subordinates to approach their tasks the way they desire, neither does he assert any form of authority or control, initiate decision-making or emphasize performance (Okorie, 2016). In charismatic leadership, the leader possesses natural personality traits, intelligence and physical attributes which he exhibits, endearing him to the followers (Unachukwu, 2014). Hence, he is able to inspire the subordinates to work towards the attainment of set organizational goals, good methods and endearing personality.

Motivation is relevant to all of society but is especially important to business and management because a motivated employee is more productive, and a more productive employee is more profitable. According to Petri (2022), motivation is the forces acting either on or within a person to initiate behaviour. Sands (2021) posited that motivation focuses on what drives a person to work towards a particular goal or outcome. Geek (2021) defined motivation as inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives. Thus, motivation is a psychological phenomenon, a continuous process, caused due to anticipated perceived value from an action, varies from person to person and time to time and may be positive or negative. It is also the drive for human actions intended to attain desired goals.

Numerous branches of motivation theory exist; however, they boil down to two factors: extrinsic factors which are external factors such as bonuses for hard work or a sanction if targets are not met that motivate people (Geek, 2021 & Sands, 2021). The other factor is intrinsic factors which are internal forces that might include a desire to please their boss or to achieve certain professional or personal goals. It is important to point out that most people are motivated by a combination of extrinsic and intrinsic motivation factors. Hence, leadership must understand the tools that can be deployed to attain employees' motivation. These tools include reward, trust, recognition, career advancement, purpose, office environment, feedback and talk-and-listen. Badubi (2017) stated that for organizations to make employees their biggest asset and retention purposes, motivation should be a priority it plays a key role in driving employees towards achieving their goals, organizational goals and to a certain extent the dreams of their nations. Theories of motivation are all linked, in that they lead to serving satisfaction in employees. Some theories are based on content of motivation while others on process of motivation. The use of both content and process theories must be put into practice to motivate employees effectively (Sanders, 2019). Leadership must therefore be able to learn how best to use them to motivate their employees to achieve higher productivity.

Ihua (2021) argued that productivity and good service delivery cannot be achieved where the administrators' leadership style do not encourage staff morale and job satisfaction of workers; since it is the quality of the administrator's leadership that differentiates effective organization from ineffective organization. Edoka (2012) posited that factors such as lack of good office, equipment, insufficient funds and poor work environment affect organizational performance. Since employee motivation plays a vital role in job performance, management should evaluate employee suggestion scheme and use the feedback from the workforce to improve organization's environment and fulfill the needs and skills of their employees (Nwachukwu et al., 2019). So, the motivation of the employees by leadership is important and in school organizations, principals are duty bound to ensure the motivation of their teachers.

## **Theoretical Framework**

This study is based on Path-Goal Approach Theory, developed by Robert House (1971) which combines situational leadership theory and contingency leadership theory. The theory states that leadership increases employee motivation based on their perceived expectations of achieving personal desired goals. Also, a leader's behaviour is dependent on motivation, satisfaction and performance of subordinates (Okorie, 2016; Unachukwu, 2014). So, leadership in schools must influence their subordinates in terms of work goals and the path they follow to attain the goals. This implies that principals of secondary schools must identify and clarify the tasks teachers should perform. It is also demanded of them to assist them in using the most excellent approach (path) in realising the goals and rewarding their high performance appropriately. Thus, this theory is relevant for this study as it provides the insight on how leadership ought to act in relation to employee motivation for school effectiveness.

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

The aim of this study was to investigate effective leadership and employee motivation among public secondary school teachers in Rivers State. Specifically, the objectives are to:

- Examine the extent of the relationship between leader responsibility and employee motivation in public secondary schools in Rivers State.
- Determine the extent of the relationship between leader capacity and employee motivation in public secondary schools in Rivers State.
- Evaluate the extent of the relationship between leader behaviour and employee motivation in public secondary schools in Rivers State.

## **Research Questions**

The following research questions were raised to guide this study:

- What is the relationship between leader responsibility and employee motivation in public secondary schools in Rivers State?
- What is the relationship between leader capacity and employee motivation in public secondary schools in Rivers State?
- What is the relationship between leader behaviour and employee motivation in public secondary schools in Rivers State?

## **Hypothesis**

There is no significant relationship between effective leadership (leader responsibility, leader capacity leader behaviour) and employee motivation in public secondary schools in Rivers State.

## **METHODS**

The study was a correlational survey. As a correlational survey, this study sought to establish whether there is any relationship between effective leadership and employee motivation in



secondary schools in Rivers State. The population for this study consisted of all the 8079 principals and teachers in 237 public senior secondary schools in Rivers State (State Ministry of Education, 2021). This population was made up of 237 principals and 7842 teachers in the study area. The sample size was 381 principals and teachers, made up of 95 principals and 286 teachers. It was determined using Taro Yamen formula. Stratified simple random sampling technique was used to select the sample. Three strata were created which comprised the three senatorial districts in the state, namely: South-East senatorial district, East senatorial district and West senatorial district. 127 respondents were selected from each district. In all, 32 principals and 95 teachers were selected from each of the districts, to make up the sample. Two questionnaire instruments were used for data collection. The questionnaire were titled “Effective Leadership Questionnaire” (ELQ) and Employee Motivation Questionnaire” (EMQ), constructed by the researcher. This questionnaire was divided into two parts, A and B. Part A of the questionnaire contained personal information such as: name of school, location of school (district) and status of the respondents (principal or teacher).

The part B of the questionnaire ELQ with 18 items concentrated on these variables: leader responsibility, leader capacity leader behaviour. Each variable had six items under it. The second questionnaire EMQ, consisted of two parts, part A elicited personal information such as name of school, location of school (district) and status of the respondents (principal or teacher) while section B , with 10 items elicited information on employee (teacher) motivation. 4-point Likert scale of: Strongly Agree (SA, 4), Agree (A, 3), Disagree (D, 2), Strongly Disagree (SD, 1) was adopted by the researcher. Both face and content validity was carried out on the two questionnaires by three expert lecturers in the Department of Educational Management, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt. They were given the developed questionnaires to check for the appropriateness of the questionnaires in addressing the research questions and to make suggestions for improvement. The remarks of these experts were used to improve upon the questionnaires before using them for data collection. The reliability of the instruments was ascertained through the use of test-retest method. The instruments were administered to 20 secondary school principals and teachers who were not part of the study, on two different occasions.

The results of the tests were correlated using Pearson Product Moment Correlation Coefficient (PPMC). The correlation coefficients obtained were 0.76 and 0.72, for ELQ and EMQ respectively, which indicated that the instruments were reliable. The two instruments were administered to principals and teachers and collected on the spot. In all, 381 copies administered were all retrieved (100% return rate) and found fit for use for data analysis. Pearson Product Moment Correlation Coefficient was used to answer the research questions and to test the null hypothesis at 0.05 level of significance.

## **RESULTS**

**Research Question 1:** What is the relationship between leader responsibility and employee motivation in public secondary schools in Rivers State?

Table 1: Coefficient of Relationship Between Leader Responsibility and Employee Motivation in Public Secondary Schools

| Variables             | N   | Coefficient of Relationship (r) | Remark                |
|-----------------------|-----|---------------------------------|-----------------------|
| Leader Responsibility | 381 | 0.602                           | Moderate relationship |
| Employee Motivation   | 381 |                                 |                       |

The correlation result in Table 1 above shows a correlation coefficient (r value) of 0.602. This means that there is a relationship between leader capacity and employee motivation in public secondary schools in Rivers State. A correlation coefficient of 0.82 at 0.05 significant level means a moderate relationship. Therefore, in answer to research question one, there is positive relationship between leader capacity and employee motivation in public secondary schools in Rivers State.

**Research Question 2:** What is the relationship between leader capacity and employee motivation in public secondary schools in Rivers State?

Table 2: Coefficient of relationship between leader capacity and employee motivation in public secondary schools

| Variables           | N   | Coefficient of Relationship (r) | Remark                |
|---------------------|-----|---------------------------------|-----------------------|
| Leader Capacity     | 381 | 0.633                           | Moderate relationship |
| Employee Motivation | 381 |                                 |                       |

The correlation result in Table 2 above shows a correlation coefficient (r value) of 0.633. This means that there is a relationship between leader capacity and employee motivation in public secondary schools in Rivers State. A correlation coefficient of 0.633 at 0.05 significant level means a moderate relationship. Consequently, in answer to research question two, there is positive relationship between leader capacity and employee motivation in public secondary schools in Rivers State.

**Research Question 3:** What is the relationship between leader behaviour and employee motivation in public secondary schools in Rivers State?

Table 3: Coefficient of relationship between leader behaviour and employee motivation in public secondary schools

| Variables           | N   | Coefficient of Relationship (r) | Remark                |
|---------------------|-----|---------------------------------|-----------------------|
| Leader Behaviour    | 381 | 0.627                           | Moderate relationship |
| Employee Motivation | 381 |                                 |                       |

The correlation result in Table 3 above shows a correlation coefficient (r value) of 0.627. This means that there is a relationship between leader behaviour and employee motivation in public secondary schools in Rivers State. A correlation coefficient of 0.627 at 0.05 significant level means a moderate relationship. Hence, in answer to research question three, there is positive relationship between leader behaviour and employee motivation in public secondary schools in Rivers State.

**Hypothesis:** There is no significant relationship between effective leadership (leader responsibility, leader capacity and leader behaviour) and employee motivation in public secondary schools in Rivers State.

Table 4: significant relationship between effective leadership (leader responsibility, leader capacity and leader behaviour) and employee motivation in public secondary schools

| Category                    | N   | r     | r-crit. | Sign.  | Remark      |
|-----------------------------|-----|-------|---------|--------|-------------|
| <b>Effective Leadership</b> |     |       |         |        |             |
| a) Responsibility           |     | 0.602 |         | 18.843 | Significant |
| b) Capacity                 | 381 | 0.633 | 0.105   | 20.342 | Significant |
| c) Behaviour                |     | 0.627 |         | 21.255 | Significant |
| <b>Employee Motivation</b>  |     |       |         |        |             |

In Table 4, the calculate values of  $t=18.843$ ,  $20.342$  and  $21.255$  are greater than the table value of  $t=0.105$  with correlation coefficients  $r=0.602$ ,  $0.633$  and  $0.627$  at  $0.05$  level of significance. This means that the null hypothesis that stated there is no significant relationship between effective leadership (leader responsibility, leader capacity and leader behaviour) and employee motivation in public secondary schools in Rivers State is rejected. This suggests that leader responsibility, leader capacity and leader behaviour enhance employee motivation. Hence, there is moderate positive significant relationship between effective leadership (leader responsibility, leader capacity leader behaviour) and employee motivation in public secondary schools in Rivers State.

## DISCUSSION

The study revealed that there was moderate positive relationship between leader responsibility and employee motivation in public secondary schools in Rivers State. This finding supports that of Gupta (2020) that found evidence for positive relationships between leadership, employee autonomous motivation (intrinsic and integrated extrinsic motivation) and employee-level innovation and that extrinsic motivation is positively related to innovation only when the value of rewards is integrated to one's sense of self (integrated extrinsic motivation). Also, Okoro (2022) noted that good leadership behaviors are indispensable in the achievement of students' academic performance by directing and monitoring teachers' tasks performance. However, Nweneke (2019) revealed that there is a strong relationship between teachers' remuneration and teacher job performance; found positive relationship between working condition and teachers' performance and also a strong positive correlation between teachers' promotion and their teaching performances. This means that factors associated with leader responsibility relate with the motivation of employees of the school. Making them available will surely enhance the employees' motivation at task perform to improve on general productivity.

Also, the study indicated that there was moderate positive relationship between leader capacity and employee motivation in public secondary schools in Rivers State. This finding collaborates that of Dialoke and Edeh (2019) which found that transformational leadership (in terms of idealized influence, inspirational motivation, intellectual stimulation and individual consideration) has a positive significant relationship with employee performance in private secondary schools in Rivers State. Similarly, Accariya and Khalil (2016) revealed that the most influential factor on the motivation of teachers is the principal's leadership as the great majority

teachers is influenced primarily by their direct manager, rather than from the work environment. In addition, Nwafor and Opuene (2021) found that motivation (provision of study leave, attending both local and international conference, organizing of internal conference and seminar for staff academic updates, organization of workshop and symposia) has a significant effect on the development of academic staff. This means that a leader with the capacity of influence, inspiration, intellectual stimulation and individual consideration will likely cause employees' motivation than one who lacks these capacities. Therefore, leadership in schools should endeavor to equip themselves with these capacities to trigger the motivation of their employees in school setting.

Furthermore, the study showed that there was moderate positive relationship between leader behaviour and employee motivation in public secondary schools in Rivers State. The above finding is in collaboration with that of Nwamae and Kayii (2018) which revealed that principals' use of democratic leadership style in public secondary schools in Port Harcourt Local Government Area greatly contributes to the motivation of teachers while the use of autocratic leadership style by the principal was not adequate for the teachers in the same area. Similarly, the study of Ihua (2021) found that there can only be high productivity and good service delivery in Rivers State civil service through an effective leader who practice effective communication, motivation and human relation to avoid systemic collapse. Also, the result of Edoke (2012) revealed that there was positive and significant relationship between effective leadership and organizational performance in Kogi State. Equally, Sapele and Idoniboye-Obu (2019) pointed out that there is a strong link between motivation and job satisfaction for efficient service delivery in the various organizations and that wages, bonuses also play an important part of motivating employees which increases job satisfaction within organizations. This implies that leader behaviour is a determinant of whether employees will be motivated or not. Leadership with positive behaviour towards employees will often motivate them unlike leadership with negative behavior.

## **CONCLUSION**

Based on the foregoing findings, the researcher concludes that there is moderate positive significant relationship between effective leadership (leader responsibility, leader capacity and leader behaviour) and employee motivation in public secondary schools in Rivers State. In other words, leader responsibility, leader capacity and leader behaviour are leadership aspects that relate to employee motivation in public secondary schools. They are likely to enhance employee motivation for greater productivity. This is mainly when these leadership elements are positively oriented. Thus, public secondary school leadership becomes more effective when the leader is responsible, capacitated and well-behaved.

## **Recommendations**

- Secondary school principals should be responsibility-conscious. When the subordinates discover that their leader is responsible, they will surely become mindful of their doings in the organisation which will in turn enhance the employees' motivation at task perform to improve on general productivity.
- This means that a leader with the capacity of influence, inspiration, intellectual stimulation and individual consideration will likely cause employees' motivation than one who lacks these capacities.

- Principals in their respective schools should lead by showcasing good organisational behaviour that will be able to motivate their subordinates. This will possibly elicit positive actions from the subordinates who will become happy and work towards goal attainment.

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# COMPETENCE: AN ANTIDOTE FOR EDUCATIONAL LEADERSHIP EFFECTIVENESS IN THE ADMINISTRATION OF SCHOOLS IN NIGERIA

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## Abstract

In any organization, when people are assigned specific duties, they achieve the set goals at different rates. The ability to successfully carry out duties is built on certain competencies which differ from one another. This is applicable to organizations where leaders differ in abilities and the will to achieve. Individual differences in approach to solve problems in a given situation make some people great achievers than others in similar endeavors. The competency of a leader is imperative in the achievement of set goals in an organization. In the educational system, exceptionality in leadership competence enables educational administrators to be successfully or efficient towards the achievement of set goals. Competence is state of being proficient: such as the quality or state of having sufficient knowledge, judgment, skills, or strength (as for a particular duty or in a particular respect). Competence could be a set of individual performance behaviors which are observable, measurable, and critical to successful individual for organizational performance. For educational leaders from primary to tertiary levels to effectively perform their roles in the administration of schools, it is expected that they possess a high level of competence in task areas. This paper therefore explored the skill theory, dimensions of competencies, and required educational leadership competencies in task areas of administration of schools in Nigeria.

**Keywords:** Competence, Antidote, Leadership, Administration, Effectiveness, Schools.

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## INTRODUCTION

Every organization has its aimed and objectives that guide the nature of its activities. Leaders are named sometimes by the type of organization they manage. Hence, one will find leadership in academic setting, in business, in churches, in family, community, in volunteer organizations, in public affairs and in the larger society. Leadership in academic setting is referred to educational or institutional leadership. It involves the influence of leaders at the helm of affairs who ensure that available resources are utilized effectively towards the achievement of set goals at the

various educational institutions. Educational leadership exists at the various levels of the educational institutions such as primary, secondary, and tertiary institutions.

At each of these levels, educational leaders like headmasters or headmistress in primary schools, principals of secondary schools, Vice-Chancellors of universities, Rectors of Polytechnics, and Provost of Colleges of education carry out various duties/task on daily basis towards the achievement of set goals stipulated for each of the levels of education as enshrined in the National policy on Education of the Federal Republic of Nigeria. Stoner (2002) classified the duties into critical aspects task areas of school administration such as: instructional supervision, decision-making, financial management communication, record keeping, plant management, public relations, students' personnel management, staff personnel management, and compliance to legal stipulations. On daily basis, school administrators implement policy issues in the above stated task areas in the administration of schools in Nigeria. However, it has been observed that the performance of school administrators/leaders to a low extent in some task areas in the administration of school has resulted to public outcry.

Mgbodile (2000), Ukeje, (2000), and Ibukun (2003) for instance, reported that the problem of Nigeria does not tie with the knowledge and adequate policies but effective planning and sustained implementation which perhaps is attributed to lack of administrative competencies of school administrators. Adegbemile et al. (2011) also noted the repeated failure of laudable educational programmes introduced in Nigeria could be attributed to poor administrative skills. These assertions all ascribed to the competency and effectiveness of school administrators in ensuring the implementation of school policies for goal attainment. It is trite to note that in all countries of the world, education has been considered very important for personal and societal development. Its indispensable role in the development of man and modern society has warranted various declarations on education at the global level and in keeping with the requirements of section 18 of the constitution of the federal republic of Nigeria. School administrators are expected to possess the necessary competencies to carry out their duties on daily basis for the achievement of set goals in the education system, which is why Adegbemile et al. (2011) asserted that the success of any human endeavor depends on the competencies and skills possessed by the personnel who performance the task necessary for the achievement of purpose or objectives. Competence means the ability to do something successfully or efficiently. It is also described as the quality or state of being competent: such as having sufficient knowledge, judgment, skill, or strength as for a particular duty or in a particular respect (Udochukwu, 2013).

Competence could be a set of individual performance behaviors which are observable, measurable and critical to successful individual and company performance. It also means individual characteristics of a person which result in an effective and superior performance in a job. Educational leaders are expected to be competent in communication skills, conflict resolution skills, interpersonal skills, administrative skills, negotiation skills, and a variety of others to effectively carry out their functions in school in the pursuit of educational goals. This paper explored the skill theory, dimensions of competencies, and the requisite competencies in the task areas of school administration in Nigeria.

## **Skills Theory**



This theory states that learned knowledge and acquired skills are significant factors in the practice of effective leadership in an organization. The proponents of this theory are of the view that inherited traits would not make effective leaders rather learned skills, a developed style, and acquired knowledge are preferred attributes for effective leadership in organizations. The implication of this theory is that leadership performance is enhanced by training and re-training to acquire relevant knowledge for more performance effectiveness. It means that acquired knowledge make one competent in job performance for the achievement of set goals.

### **Concept of Competence**

Competence is a set of individual performance behaviour which are observable, measureable and critical to successful individual and company performance. Competence can be considered as measurable knowledge, skills, abilities, and behaviours critical to successful job performance. It is also referred to the individual characteristics of a person which results in an efficient and superior performance of a job (Alfahad et al., 2013). Competence is a set of fully responsible intelligence actions that an individual must have as a condition to be considered compatible in carrying out tasks in a certain field of work (Kouali, 2017). Competence can also be said to be a condition that describes a person's ability or quality which is manifested in the form of rational behavior in accordance with the expected conditions and goals required according to the applicable legal provisions.

As a consequence of the definition of competency, the meaning of competence refers to a person's ability to fulfill the requirements of his current or future role. Thus, competence can also predict future performance because competence is a sustainable characteristic that generally cannot be lost. The rationale for competence in schools is to ensure the effective running of a good education system. Educational leaders are required to be able to mobilize all existing resources in their school so that they can be maximally utilized to achieve predetermined educational goals. Therefore educational leaders are expected to have a level of competency such as adequate reasoning abilities, and drive competence, which are not limited to the following:

- Ability to think and control the school organizations or work team they lead;
- Ability to motivate, be enthusiastic, honest, disciplined, and have integrity;
- Ability to formulate policies and understand the people they lead (Collie et al., 2012).

If reasoning ability is possessed, the educational leader at a particular level of education will be the key to moving the educational goals effectively and efficiently (Saiti, & Papadopoulos, 2015). To drive educational goals, educational leaders are expected to meet competency standards related to their shrewdness in organizing the people they lead. The competence of a principal for instance is the competence that refers to the standards contained in the Minister of National Education Regulation No. 13 of 2007. These competencies consist of: Personality competence, Managerial, Entrepreneurship, Supervision and Social competence. The school leader decides the strategies to follow in order to achieve educational goals. As a school administrator, the educational leader performs managerial functions concerning management activities such as planning, organizing, and controlling activities (Tobin, 2014).

Ghasemizad, Amiran and Bagheri, (2012) investigated the administrative competencies required by secondary school principals in South-East of Nigeria, and found that principals in the Zone required a variety of administrative competencies relating to: ability to maintain effective instructional leadership by allowing staff to participate in selecting learning experiences; skills in having good personnel management by involving staff in decision-making and communicating freely with them; ability to manage school plant through effective utilization and maintenance of physical facilities and equipment; knowledge of ICT and its applications. Similarly, Fashiku, (2016) investigated the influence managerial competencies and lecturers' job performance in Kwara State Colleges of Education, Nigeria. The results of the investigation revealed that: a significant relationship existed between managerial competencies of administrative staff and lecturers' job performance.

From the foregoing, it adduced that educational leaders' competency is their ability to carry out task roles that will culminate to success or efficiency in the attainment of set goals. Therefore, educational leaders' competency can enhance their job performance. In the same vain, lack of competency can lead to performance below expectation. Competency ranks high on the list of desirable traits followers want to see in their leaders. Competency instills confidence in followers, and it transcends to organizational activities. Leaders need to focus on their ability to truly lead and improve this critical competency. When this area of competency is the focus, many other areas tend to take care of themselves. Exceptional leaders never stop improving. They continue to take classes, read books, learn from others and look for ways to make themselves and their departments better in every way possible. They take input from followers, other leaders, other departments and anyone who can teach them something new. They are not too arrogant to think they can't learn from everyone. Educational leaders excel in competency through continued education, training and experience. To effectively relate competency in to performance as in administration of schools, it is important to understand the domains of competency.

### **Dimensions of Competency**

The dimensions of competency are the attributes for competent performance of duty by an individual. Competency has to do with „Skills“ related to the ability to do Physical work, „Knowledge“ which reflects information Cognitive work, „Attitudes“ which relates to qualitative aspects, personal characteristics or „Traits“ Affective dispositions, and „Outstanding“ which reflects collaborative performance of task or activities Psychomotor dimension (Onyiri & Walson, 2021). See Fig. 1: Attributes or dimensions of competency.

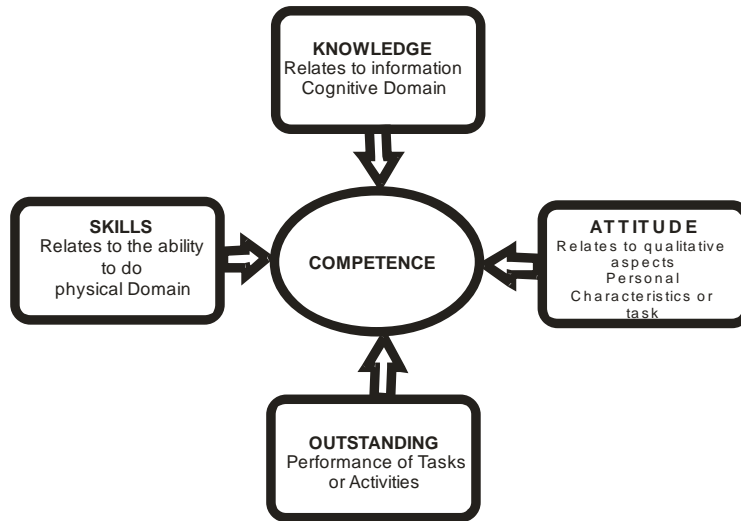


Figure 1: Competency framework (<http://www.managementstudyguide.com/what-are-competencies.htm>).

Competence is an attribute of the following domains namely:

**Knowledge** (Cognitive dimension);

**Attitude** (Affective dispositions);

**Skills** (Physical work); and

**Outstanding** (Collaborations in performance of task).

- **Knowledge** (Cognitive dimension): This is the quality of having sound acquaintance of your work and carrying them out confidently. A school administrator does not necessarily need to have all the technical expertise for school administration. But he is expected to have the basic professional knowledge from training about the task areas of school administration. However, if it is possible for him to have the technical competence the better to achieve reboots results. It's that kind of expertise that lets an exceptional leader craft an intelligent and achievable vision. An educational leader should also be very precise knowing the nature of work of his subordinates because it is then he can win the trust and confidence of his subordinates.
- **Attitude** (Affective disposition): Attitude is the state of the mind of mind or feeling with regard to some matters. According to Keith (2005), attitude is an outward reflection of what resides on the inside of you. The attitude that you carry around makes an incredible difference in your life. It can be a powerful tool for positive action. Or it can be a poison that cripples your ability to fulfil your potentials. School administrators are expected to exhibit attitude which respect for values, mutual networking, inspiration, and motivation

to be able to win the cooperation of subordinates to achieve set goals. Attitude relates to exhibited behaviour which are in the affective domain of learning:

- **Skills** (Physical work): Skills are talents possessed by individuals that differentiate them from others in efficient task performance. Skills are manifested or demonstrated in task performance. Having the right type of skills is important for school administrators to excel. Skills are an attribute of competence because it enables one to carry out assigned duties easily. Obaka (2021) identified administrative skills (technical, human, and conceptual skills) as major prerequisites for effective performance of duties by school administrators.
  - **Administrative Skills:** Administrative skills are the abilities of leaders to use their knowledge and competencies to achieve a set of goal and objective. These skills according to Katz cited in Onyiri and Walson (2021) are different from traits or qualities of leaders. Administrative skills are special abilities of a leader, while traits are about the character of the leader. Administrative skills can be acquired through training and leaders can be trained to possess them. It means that such skills can be developed over time through education and experience. Katz classified administrative skills into three categories: technical, human and conceptual skills.
  - **Technical skills:** Technical skill is the knowledge and proficiency that one in a specific field of work has. It is the ability to use the tools, procedure and specialized knowledge and techniques of one's field to perform a given job. It includes ability in a specialized area, ability to have and the ability to use correct tools and techniques (Nakpodia, 2012). For example, it includes competence in financial management techniques, computer software packages, data analysis, technical writing, coding and programming. In a school organization, technical skill enables school heads to use different machines and tools that are necessary for the different task and jobs that they or their staff have to perform in the day-to-day affairs of the schools. They don't have to be specialist in the use of these machines, but it is only proper that they have an idea of the machines work and what they can be used for. It requires high-level technical problem-solving skills in the administration of schools. The students, teachers and other individuals depend on the school leader to solve certain problems. The implication of this is that the educational leaders or administrators need to have extremely good analytical skills to provide solutions to all kinds of problems, including budget and disciplinary issues. When leading a school, you cannot just make unilateral decisions, it is important to include the views and concerns of other individuals when developing solutions and work with the people involved so they feel ownership over the solution. To arrive at these solutions, you must have good technical skills and be a creative problem solver.
  - **Interpersonal Skill (Human Relations Skills):** Human skills are the skills required to work and relate well with people. This has to do with working on objects or things (Obaka (2021). Human skills are "people skills". They are the abilities that help a leader to work effectively with subordinates, peers, and superiors to accomplish the organization's goals. Human skills enable a leader to support team members in working supportively as a group to achieve collective goals. Vishwanath (2012) held

that the ability to work with people, understand and motivate them as individual members of a group is a feature of Human skill. It demonstrates compassion toward issues and concerns of subordinates and others. Therefore, human skills are the ability to know oneself, know and work with people of different background. Human skills involve self-awareness, coaching, counselling, motivating, managing personal stress, conflicts resolution and helping others.

- **Human skills:** These are skills that enable institutional leaders to differentiate different categories of people to be able to understand, work, motivate and inspire them towards the achievement of set goals. It also helps the school administrators to lead, encourage and build team spirit. Human relations skills are very necessary for educational leaders since they have to work with subordinates to achieve school goals. With human skills, institutional leaders create an environment of trust where subordinates can feel safe and secure and where they can feel motivated and involve in providing solutions to things that will affect them.
- **Conceptual skills:** Conceptual skill refers to the mental ability to coordinate and integrate the entire interests and activities of the organization and more importantly, it also implies that the leader has the ability to practically apply information and concepts. Conceptual skills generally refer to the ability of a leader to work with ideas and concepts of an organization. Whereas technical skill refers to things and human skills refer to people, conceptual skills refer to the ability to work with ideas within and outside the organization. A leader who possesses conceptual skills finds it pleasurable discussing about the ideas that can shape an organization and the detailed requirement. An educational leader with conceptual skills works with generalization hypothetical notions to visualize the organization the school as a whole system. It includes analytical, creative and initiative skills (Vishwanath, 2012). Generally, with conceptual skills, educational leaders can supervise the school, enhance school community relations, and understand how the various parts of the school depend on one another and how a change in any one of them can affect the entire system.

**Outstanding** (Collaborations in performance of task). This relates to the ability to perform task easily. Task can be carried out with ease if school administrators create synergy with available people (experts) who are technically inclined. This is also known as collaboration. Competence through building the right expert team. These attributes enable school administrators to make the right decision which will be of benefit to institution and the entire staff.

### **Requisite Competencies in Task Areas of School Administration**

In a study on demographic and personality correlates of principals' performance in the management of secondary education in South-South, Nigeria, Walson (2015) identified critical task areas of school administration such as: instructional supervision, decision-making, financial management communication, record keeping, plant management, public relations, students personnel management, staff personnel management, and compliance to legal stipulations. It is implied that school administrators at various levels of educational system are expected to exhibit

some level of competencies in the following task area to effectively achieve educational objective: instructional supervision competencies, decision-making competencies, financial management competencies, communication competencies, record keeping, school plant management competencies, conflict management competencies, public relations competencies, students personnel management competencies, staff personnel management competencies, and digital competencies. These competencies in relation to the task areas of school administration and leadership effectiveness are presented in figure 2.

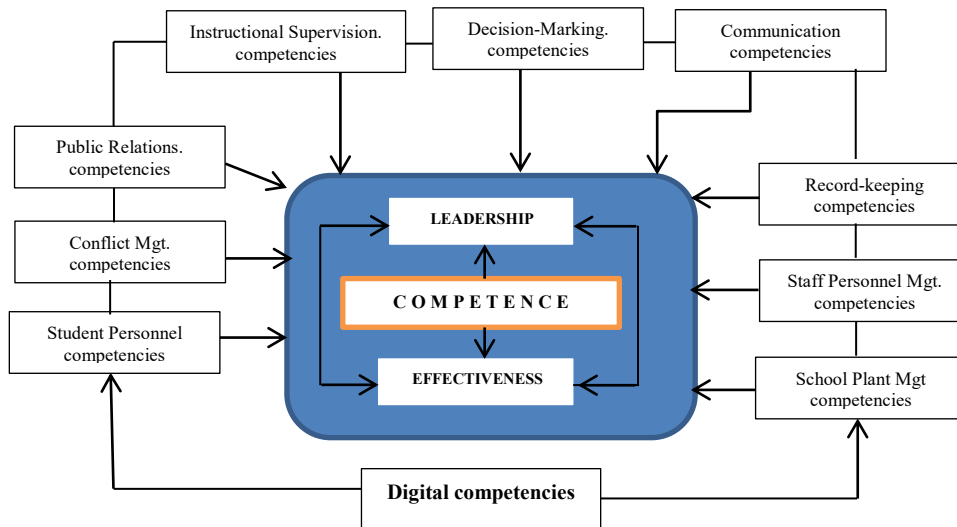


Figure 2: School Leadership Effectiveness Competency Model (Author's Conception)

In figure 2 above, competence of educational leaders will influence their effectiveness in school administration. Besides, leadership competency in the various task areas of school administration influences leadership effectiveness in the educational system, while digital competencies will strengthen the competencies of educational leaders in the task areas of school administration. The competencies required of educational leaders in the various task areas are discussed as follows.

**Instructional supervision competencies:** Instructional supervision has to do with what the principal does to promote or direct teaching and learning in the school. This according to Mgbodile (2004) involves the task of ensuring that organized teaching and learning is effective in the school system. To effectively carry out instructional supervision in secondary schools, Smith (2015) identified the following competencies:

- Inspection of teachers' notes of lesson to see if they are properly written;
- Examine students note books during class visits;
- Conduct unscheduled informal visits to classrooms;
- Points out specific strengths and weaknesses in teacher's instructional practices;
- Assignment of teachers to classes according to their qualifications;

- Classroom observation of instructional delivery by teacher;
- Providing instructional resources for teachers.

**Decision-making Competencies:** Decision-making is also a critical aspect of an administrator's responsibility in the management of schools. It is simply the process of choosing from among alternatives ways of providing a solution to a problem towards achieving objectives (Mgbodile, 2004). Decision-making involves making choices. In the school system, the educational leaders make informed decisions that guide whatever the school does. Oboegbulem and Onwurah (2011) noted that decision-making is vital in such managerial functions as planning, organizing, influencing and controlling. Competencies required for effective decision-making by school administrators according to Olaleye (2013), are:

- Involvement of teachers in decision-making;
- Involvement of students' representatives in taking decisions concerning them;
- Involving parents in decision-making to discuss salient issues of school improvement;
- Taking decisions based on available resources;
- Considering school programmes in taking decisions;
- Taking decision after due consultation as the need arises.

**Communication Competencies:** Communication is another task area school administrators are required to have necessary competencies for effective of educational institutions. Communication is the transfer of information from the sender to the receiver with the information being understood by the receiver. Okoye (2016) stated that communication is the process of meaningful interactions among human beings which involves the transmission of information, direction, ideas, feelings and understanding. According to Hoy and Miskel (2005), the influence an executive has over his subordinates is partly a matter of his position on the hierarchy and partly a question of his competence which is partly dependent on the existence of a complete and sensitized communication system. The authors outlined competencies required of school administrators as:

- Ability to discuss the school's goals and mission with teachers at meetings;
- Ensuring that meetings are held with stakeholders to discuss salient issues of school improvement;
- Encouraging subordinates to discuss their problems with superior officer for solutions;
- Sending out information about students to parents and guardians;
- Using different channels to share information to subordinates;
- Creating platforms to receive information from the public;
- Creating platforms to reach out to teachers and student.

**Financial Management Competencies:** Financial management is the practice of sourcing and effective utilization of education funds for the achievement of set goals. Managing school funds is one of the major tasks of the school administrators which accounts for their performance in the

administration of school. According to Mgbodile (2004), effective financial management is the pivot of effective implementation of policies and programmes in schools. The success of any school programme depends very much on the way the financial inputs are managed and this, in turn affects the overall performance of each school. The Federal Ministry of Education (1993) observed that it is important that all school administrators should have sufficient knowledge of financial management to be effective. It also noted that financial management is one of the areas where many practicing school administrators have neither pre-service, nor in-service training prior to their appointment. This has contributed to the failure of many school programmes. Without good measures of financial management, educational programmes will not be properly implemented. Judicious management of funds ensures availability of funds for procuring instructional media for promoting teaching and learning. Aitken cited in Walson (2015) identified behaviours that demonstrate the competence in financial management to include:

- Knowledge of financial terms;
- Keeping close check on financial matters;
- Prioritizing financial allocation according to needs;
- Ensuring budgets agree with goals and objectives working within the confines of budget; knowledge of appropriate financial system;
- Delegating the mechanism of financial matters to capable staff;
- Keeping close checks of financial matters delegated to staff;
- Regular reports of progress against budgets figures;
- Preparing realistic budgets;
- Exploring sources of revenue generation to provide some essential needs of the school;
- Keeping proper accounts of receipts and disbursed school funds;
- Working within the confines of school budget.

**Record keeping competencies:** The documented information on students, staffs, school plant, curriculum and instruction is referred to as school records. Records and record keeping is very significant in schools, as it helps in the retention of information. According to Onyiri and Walson (2022), records may be in casual or formal form, ranging from scribbled notes, memos, sketches, voice mail, mails photographs, video and audio recordings, sketches made on paper, placemats and publications. Records are not limited to signed, sealed or official documents. There is no specific format for recording, the important thing is that it should be readily available whenever it is needed or retrievable. The rationale for keeping school records, according to Nyege (2020), hinges on its importance to the smooth running of schools. Keeping school records is a must to school heads who rely on the important information from records that will assist them in the compilation of useful facts and figures relating to staff and pupils and to carryout objective appraisal of performances in their schools, including the need to buttress request for more staff and facilities. Record keeping in school helps school heads to collate information about pupils and teacher's for decision making by government, law courts or any authorized agent, as well as for providing statistics for educational planning and to provide solutions to various educational problems. While admonishing school leaders to effectively keep school records for reference purposes, McNamara (2016) identified some record keeping competencies like:



- Effective classification of yearly records of students records;
- Keeping of students' class attendance;
- Ensuring that class registers are properly marked;
- Keeping of staff personnel records according to departments to enhance staff audit;
- Keeping records of school facilities;
- Keeping records of notable school events;
- Ensuring that records are stored in retrievable forms;
- Preventing loss of school records;
- Using modern facilities to store school records;
- Ensuring that stored school records are backed-up regularly.

**Staff personnel management competencies:** Staff personnel are the human resources in any organization like schools. Human resources are the most important factor of production. The human resources in any organization according to Hunter (2006), is the fulcrum upon which all other resources revolve. Igwe cited in Walson (2015) pointed out that in the educational system, the teachers are the most important elements. This according to him is because with the best of all facilities, books, infrastructure and other materials and equipment, the aims and objectives of education may still not be achieved if the teachers as the organizers of all these are incompetent. Due to the importance of staff in the school system, Mgbodile (2004) maintained that they must be handled very adroitly. School administrators should understand how to deal with teachers and students to get the best out of them. Kanabe (2013) posited that to make a teacher committed, the school management must motivate them by showing that they are cared for by listening to them and assisting them in their personal problems. Continuing, Kanabe noted that frequent acknowledgement of teachers and students whose performance are outstanding will make them consistent and spur others work hard to the lime light. Teachers must be handled with care and encouraged to do their work. Their feelings and problems must be understood by extending love and friendship towards them as this will add value to their welfare, and repudiate the notion of treating them as mere working tools for achieving school goals. Nwune et al. (2016) identified some staff personnel competency needs of school administrators for the effective administration of school as follows:

- Ability to identify what motivates staff;
- Effective communication with staff;
- Delegation of duties to staff and supervising them;
- Involvement of staff in decision-making process;
- Ensuring staff professional development;
- Having concern for staff welfare;
- Ensuring that necessary working incentives for staff are available;
- Ability to resolve staff conflicts;
- Providing safe work environment;
- Being accessible by staff;

- Building a sense of teamwork to nurture an earnest effort to help each staff achieve his or her potential;
- Ensuring that staff meetings are held to share ideas or information about school activities.

### **School Plant Management Competencies**

Plant management is another crucial area of school leaders' responsibility. School plant refers to the school site, the building, the playground ground, the equipment and other materials provided for effective teaching and learning. According to Onwurah (2004), school plant refers to school facilities which enhance teaching and learning such as classrooms, staff offices, compound, laboratories and libraries. The importance attached to school facilities as a vehicle for effective teaching and learning cannot be over emphasized. Anyaogu and Lawrence (2016) noted that school plant if not properly managed and utilized could dilapidate and wear out to the extent that the school would not derive optimum benefits from it. Consequently the educational goals for which such educational facilities are acquired would not be achieved. Proper utilization of facilities through an effective maintenance culture is a prime means of reducing the total cost of school operation and make achievement of objectives effective and efficient. Principals who lead schools that have dilapidated structures stand the risk of answering question of poor performance in examination and regular accidents as well as damages within the schools (Amadike, 2002). Similarly, most causes of anti-social behaviour by students could be traced to the state of the school or the school environment. This is so because a cozy environment can kindle the behaviour of students as well as staff. Bryce (2006) noted that school compound where property are defaced, esthetics destroyed, classrooms not swept and machines rendered unproductive, leaves students unsecured, frustrated, discomforted and may encourage indiscipline and wanton destruction of property and total disorder in the school. Fadekemi and Isaac (2011) identified some competencies required for educational leadership effectiveness. These competencies are:

- Ensuring that needed infrastructures are provided for use in the school;
- Effective maintenance culture to reduce accidents and stress;
- Procurement survey analysis;
- Effective use of fire prevention and safety gadgets;
- Ensuring that gardeners tidy the plants and flowers through regular pruning for esthetics

**Public relations competencies:** Public relations function is another area of responsibility of the school administrator. It underscores the need to establish good rapport and human relations between the school and the various stake holders especially the parents, government and philanthropists. Sherlekar (2005) pointed out that the performance of this duty demands that the administrator seeks appropriate ways of relating with the public on issues of mutual interest. The performance of this function, according to Wali (2007), requires the administrative competencies of relating with the public in the following ways:

- Operating an open door policy where administrator can easily be accessed;

- Regularly sending out newsletters that address school and student progress over the course of the time indicating dates of special events and volunteer opportunities;
- Helping to establish rapport and working co-operatively with them by holding regular meetings where parents, teachers and community stakeholders discuss salient issues as well as correct the views people hold against the school;
- Making appeals to philanthropists in the locality to track down needed supplies in the school;
- Inviting the community to important school functions such as prize giving day, annual sports competition and end-of-year events;
- Allowing the public use school facilities for events.

**Conflict management competencies:** Conflict management and resolution is an important task area of principals in the management of secondary education. Conflict ordinarily is an inescapable reality for workers in organization which takes any form. It may be a disagreement about how to complete a task, allocate resources, personality clash between associates, misunderstanding among students, or differences in individual value system (Oboegbulem & Onwurah, 2011). Leah (2008) posited that in whichever level conflict manifests in the school of organization, be it intra-personal, inter-personal, inter-organization and community related, if not properly diagnosed or left unchecked can be a highly destructive force. Good conflict resolution and management strategies in the school system bring about an enviable and productive environment for the achievement of school goals. Hence school administrators are expected to apply conflict management competencies to control and prevent conflict from becoming destructive. These competencies according to Ikediugwu (2016) include:

- Not taking side with any party in a dispute in the school;
- Creating cordial relationship with and among teachers;
- Ensuring proper school organization to define staff roles to avoid a clash;
- Treating everybody equally;
- Fostering strict disciplinary measures to defaulting staff and students to serve as a deterrent to others;
- Allowing fair hearing to parties in an issue before taking decisions.

**Students' personnel management competencies:** Student personnel management refers to all the activities that are carried out by the school administrators to ensure that the students derive the best from the schools curricular and co-curricular activities. Emetarom (2002) stated that schools are not set up for teachers, parents or educational administrators but they are set up for students. Students' personnel management according to Ikegbusi et al. (2016), comprised administrative and supervising functions and services other than classroom instruction given to students for their well-being in school. This shows that students are the determining factor of setting up a school because without them there will be no school even if there are teachers and educational managers. Nwazue (2021) noted that the effective performance of educational leaders' in schools depends to a high extent the comfort provided to their major clients

(students). Nwazue identified the following administrative roles required for educational leadership competency on students' personnel management.

- Provision of adequate hostel accommodation that are spacious, and secured;
- Provision of sufficient conveniences in the classroom buildings for students use;
- Effective maintenance of hostels for durability;
- Regular water supply for students;
- Provision of recreational facilities to cater for their physical and emotional needs;
- Provision of health facilities to cater for their health needs;
- Provision of safe, secured, and conducive learning environment for students;
- Involving students in decision-making on issues related to their welfare.

**Digital competencies:** This is referred to as a person's ability to perform tasks in a digital environment using computers and related accessories. It is not a task area in school administration, but a viva which enhance effectiveness in job performance in contemporary times in the world. In the school system, digital competence is referred to as the ability of individuals to integrate Information technology to solve educational problems. Digital competence according to Ferrari (2012), is a set of knowledge, skills and attitudes to ensure critical and creative use of Information and Communication Technology (ICT) and digital media for the purpose of achieving organizational goals. Educational leaders needs digital competencies in their administration activities in this technological era to effectively and efficiently achieve set goals. Alexander (2022) identified the following digital competencies required of school administrators for effective implementation of policies and programmes in schools.

Digital operational competencies like:

- Connecting and installing peripheral devices;
- Using self-help resources to dragonize and correct common hardware problems;
- Effective use of word processors;
- Recognizing different files and adjusting file format for easy exchange;
- Starting an application, creating and saving document using save and save as command.

Instructional supervision competencies like:

- Ensuring that teachers use digital facilities during instructional delivery;
- Supervising teachers digital device utilization;
- Promoting digital technology rich learning environment for teachers;
- Monitoring how digital technologies and related practices are infused into the curriculum;
- Evaluating the use of technology among departments.

Digital problem solving competencies like:

- Ability to diagnose and resolve common start-up IT facilities problems;
- Applying digital facilities to take critical decisions through data analysis;

- Creating digital repositories of teaching and learning resources;
- Choosing IT facilities that help solve management problems e.g result management.

Technological competencies like:

- Promoting the use of digital technologies for communication and collaboration among departments, students, parents, and the school community, e.g creating social media platforms.
- Improving digital technologies equipment to support teachers and enhance their teaching effectiveness.
- Using digital technologies to assess and evaluate teaching and administrative staff.
- Ensuring that digital technology resources are allocated fairly and in accordance with the needs of students and teachers.

Possession of the aforementioned competencies by educational leaders is expected to enhance their leadership effectiveness in the administration of schools in Nigeria.

## **CONCLUSION**

The paper has critically discussed the concept of competence as a preserve for the effectiveness of educational leaders in school administration in Nigeria. In the administration of schools educational leaders carry out several functions which are considered as critical task areas. The effective and efficient execution of policies and programmes in these areas requires high level of competencies in their respective categories as discussed in the paper. Educational leaders need to display leadership savvy by establishing sound vision, culture and setting high goals and ways of attaining them. To meet global expectations in the implementation of policies and programmes in schools, educational leaders also need to be digitally competent to have access to a wide access to relevant information for the diverse needs of staff, students and general administration of schools.

## **Suggestions**

In the light of discussion on the dimensions on leadership competencies in school administration, the following suggestions are made to strengthen leadership effectiveness in school administration in Nigeria.

- Educational leaders should continually attend professional development programmes to acquire needed skills that will make them more competent in the administration of schools in Nigeria.
- Funds should be provided adequately through enhanced budgetary allocation to education to enable educational leaders attend available professional development programmes to acquire necessary skills for effective school administration.
- Laws or educational policies geared towards ensuring sustained continuous professional development of educational leaders should be made and implemented effectively in Nigeria.

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# STUDENTS' ACADEMIC PERFORMANCE AMONG UNDERGRADUATE STUDENT OF ENVIRONMENTAL EDUCATION

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## Abstract

The paper examined the influence of physical facilities and academic performance among undergraduate students of Environmental Education, University of Calabar, Calabar-Nigeria. Three research questions and hypotheses was formed by the researchers to achieve the aim of this research. The study made use of ex-post facto research design alongside stratified and simple random sampling techniques. The study population consisted of all the undergraduate students of the Environmental Education Department, University of Calabar; from where a sample of 300 respondents was selected as the sample for the study. A structured questionnaire titled, „Physical Facilities and Students“ Academic Performance (PFSAP) is the instrument utilized in collecting data for the study. The collected data was analyzed with simple regression and multiple regression. The result from the three hypotheses analyzed indicated a significant influence of availability and adequacy of physical facilities on academic performance among undergraduate students in Environmental Education. Sequel to the study findings, a conclusion was reached that availability and adequacy of physical facilities have positive correlation on students“ academic performance. The study recommended that basic facilities should be put in place before commencement of any academic activities; Maintenance culture should be imbibed by the authority so that available physical facilities can stand the test of time; The University should project whatever physical facilities are available during accreditation for government intervention; The alumni of the university should put their resources together to support the university in terms of facilities; and the university should corroborate with other universities with good facilities, within and outside the country for exchange programmes.

**Keywords:** Physical Facilities, Environmental Education, Academic Performance, Students.

Reference to this paper should be made as follows:

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## **INTRODUCTION**

Lecturers are alarmed at the deplorable level of academic performance of students in the department of Environmental Education, University of Calabar in Nigeria today basically because students' performance appears to be dwindling both in continuous assessment and examinations. For example, in some courses, students scored D to F grades which are unacceptable as minimum grades of C. This may deter their continuity of their academic programme. The poor academic performance may be attributed to unavailability and inadequate physical facilities as observed by the researchers. Those available seem to be of low standard, lack maintenance culture and some in a very bad shape. It seems the facilities have been used over time, maybe due to the increased population of students admitted overtime. This assertion is buttressed by Ab Razak, Baharom, Abdullah, Hamdam, Aziz and Anuar (2019) who stated that students' needs must be provided by the institution for effective teaching and learning. Facilities have great impact on academic performance of students and inadequate facilities translate to poor performance (Fareo & Ojo, 2012).

Most physical facilities that are necessary for actual learning and students' academic performance may not have been sufficient in the University of Calabar today. University of Calabar lacks the useful equipments which can facilitate teaching and learning as a result student hardly put in their best which in turn affect their performance. For example, Environmental Education students do not have classrooms of their own. Sometimes lectures are taken in the pavilions and in very deplorable conditions. The shared facilities that are meant for students of Environmental Education and others are nothing to write home about. The seats are bad, no white board for lecturers to write and interact effectively with the students and the classroom environment lacks lighting. This can deter learning and leads to poor performance. Laboratory and other basic facilities are lacking as well which may also lead to poor performance. It is based on this that the researchers decided to carry out the study on the influence of physical facilities (availability and adequacy) on Environmental Education students' academic performance in the University of Calabar, Calabar-Nigeria.

### **Statement of the Problem**

It is true that the Nigerian educational system has played a very significant role in supporting the economy of her dear country by providing quality manpower and acquired skills and knowledge needed to boost the economy. It has been observed that recently the students' enrolment rate is very high with little or no consideration for the increased on the facilities in the school. This may be as a result of the biting economy as well as the geometry rise in prices of goods in the country. This has helped to stressed the existing facilities and exert much pressure on them. Facilities to a greater extent have a significant correlation to students' performance. The lecturers as well as stakeholders of the Department of Environmental Education have expressed their dissatisfaction about the availability and adequacy of physical facilities found in the University vis-a-vis Environmental Education Department. The researchers also observed that this may be the reason of poor academic performance seen in the students of Environmental Education. It is observed that the academic performance of the students in Environmental education had witnessed a deplorable trend over the years. The researchers' observation from 2020-2022 have continually revealed poor academic performance both in the continuous assessment given to them and the examination as well.

Lecturers in Environmental Education are crops of seasonal academics who put in their best in teaching these students, still the students' academic performance have left the researchers with some worries which have given rise to graduands with poor performance. Adequate physical facilities have a very strong correlation with the quality of education given to the students as well as the environment where the learners learn. The non-availability of these facilities always pose some questions by the lecturers, students, parents, stakeholders as well as the society at large, as to the quality of pedagogy going on in such an environment. This may have informed the Digital Vice Chancellor of the University of Calabar, Prof. Florence Banku Obi to embark on massive development of infrastructures (lecture theatres, lecturer offices, laboratories, renovation and redesigning of the existing library to meet up with best practices), maintenance of faulty equipments as well as provision of new equipments and library holdings.

### **Aim and Objectives of the study**

The major objectives of this research work were to examine the influence of physical facilities on Environmental Education students' academic performance in University of Calabar, Calabar, Nigeria. This research objective specifically sought to:

- Determine the influence of availability of physical facilities on environmental education students' academic performance;
- Examine the influence of adequacy of physical facilities on environmental education students' academic performance; and
- Ascertain the composite effect of physical facilities on environmental education students' academic performance.

### **Research questions**

These questions below were forwarded to give direction to the present study:

- To what extent does availability of physical facilities influence environmental education undergraduate students' academic performance?
- To what extent does adequacy of physical facilities influence environmental education undergraduate students' academic performance?
- What is the joint effect of physical facilities on environmental education undergraduate students' academic performance?

### **Hypotheses**

The outcome of this study was based on the analyses of the following hypotheses:

- There is no significant influence of availability of physical facilities on environmental education undergraduate students' academic performance.
- There is not significant influence of adequacy of physical facilities on environmental education undergraduate students' academic performance.
- There is no significant joint influence of physical facilities on environmental education undergraduate students' academic performance.

## CONCEPTUAL CLARIFICATION

### Physical Facilities

Nigeria is reckoned as the giant of the African continent and the most populous black nation in the world with the population of 214.560 million (World Population Review, 2022). The nation was undoubtedly rich with abundant human as well as material resources. Some of which have been harnessed for national development. In her quest to catch up with the developed world, the country saw education to be a tool per excellence for effective growth of the nation (FRN, 2014). This is on recognition of the reality that no meaningful socio-economic, political and technological transformation can take place if the citizens are not given quality education as Ndege, Enose and Simatwu (2021) put it across that the physical facilities in schools enhance quality education and significantly influence the quality of education. World Mania (2021) buttressed the assertion that a good educational system gives graduating men and women the tools needed to succeed in life and without it some doors will remain ever closed.

From the assertion of Akomolafe and Adesua (2016), physical facilities in the school contribute and motivate students to learn. As stipulated by the above authors, physical facilities are the school site, building, playground and the equipment as well as material resources available within school to enhance efficient teaching and learning operation. This is also supported by Sam-Kalagbor (2021). While Olutola (2010) saw physical facilities as classroom, dormitories, libraries, laboratory buildings, staff rooms, teachers' quarters, examination halls, administrative buildings, educational equipment (machines, audio-visual materials, chalkboard, cleaners' tools and workshops equipment). Osokoya (2010) maintained that teacher educational institutions exist in the shadow of their glorious past because of their inability to ensure quality education. Frequently, people expressing their views about the Nigerian education system remarking that the standard of education has fallen. What do they mean by this? They probably mean that in the past, educational products and practices were of a particular quality and were equally the type of education they preferred, but currently in terms of expectations have changed in ways that are worrisome.

The success of the entire education depends on the quality of availability of physical facilities. If there are no facilities, the products are likely to be weak graduates. This will in turn affect the nation economically, socially and morally as Mohammad, Mohammad and Mumtaz (2020) rightly put it that the school physical facilities are a basic key to success for real teaching and learning in a school. This assertion was also buttressed by Ramli and Zain (2018) who saw three important components; system management, learning environment and infrastructure as paramount to students learning. Physical facilities being a necessary instrument for transmission of knowledge is largely inadequate in University of Calabar as observe by the researchers. Students' academic performance is largely dependents on the physical facilities of the school which is either not adequate to raise their performance to an optimal level that will ensure quality delivery and performance.

Sam-Kalagbor (2021) opined that school facilities are essential tools to facilitate and stimulate learning programmes, according to the author teachers need them in an ideal working environment and if they are made available and adequate, students tend to have interest in learning that will lead to high performance. In February, 2021 in Channels Television, students were reportedly demonstrated about poor infrastructures in the University of Benin,

Ikere Ekiti as well as some students in Rivers State. This shows that where facilities are adequately provided, students perform better. Mbadiwe-Loko, Ogwo and Taylor (2019) supported the above assertion that school facilities can have a profound impact on adult learning. Ojuok and Ole (2020) viewed good quality education as a products of resources while Baafi (2020) confirmed building well situated, having beautiful environment, laboratory as well as playground usually aid in improving programme within school system as well as effective teaching and learning. Students' poor academic performance has been an issue of grave concern by government, teachers, non-Governmental Organizations (NGOs), school authorities and stakeholders as well as parents. From observation from the researchers, the students in Environmental Education have no classroom allotted to them for lectures. Sometimes they have their lectures in an open space under the sun and harsh weather condition. The shared facilities available are very inadequate and there are always clashes among students. The facilities sometimes are in very bad shape because of the struggle by students.

The libraries are not in very good shape, lack of laboratories for practical work, some lecturers do not have offices to attend to their students. Some share very tiny space as offices which hinder them from putting in their best. All these may go a long way to affect academic performance. A typical example is a lecture, one of the researchers had with the students under an open space devoid of seats. The students were not comfortable and told the researcher they were tired and wanted to leave. This has resulted in massive failure in that particular course. The researcher is sure such scenario is evident in other courses. The students of Environmental Education have no classroom of theirs, insufficient light on campus, insufficient facilities, dilapidated buildings and no ventilation in some of the buildings where lectures are taken. These may have been the reasons students' efforts are thwarted and they cannot put in their best.

Sam-Kalagbor (2021) observed that many facilities in school meant to enhance learning activities today are old, absolute making it very difficult to meet the 21st century learning. The author further averted that some facilities in the secondary schools are worn out with is not good enough to motivate students to use them for learning activities. From the opinion of Onuorah (2014), without buildings, proper pedagogy cannot take place. School facilities can be translated into the space(s) interpreted in the curriculum. This can also be referred as the fixed assets for learning example classroom building, laboratory building/equipment, lecturer offices, playground, café, swimming pool, gym, sport theatre, internet facilities, audio and visual aids, hostel accommodation, etc.

Effective teaching and learning is always effective within a well-equipped and conducive environment. A school environment is termed conducive enough for teaching and learning if the physical facilities are available and also adequate (Ihekoronye, 2020). This might be one of the reasons why the environmental education students' academic performance is dwindling over time. The availability and adequacy of physical facilities in schools is very important. When the physical facilities are not available or available, but inadequate, it will impede the achievement of educational goals and objectives.

Amadi and Ezeugo (2019) postulated that school performance in examinations varied with the degree of availability of physical facilities. In respect to the above assertion, for quality performance to be attained, the quality of educational resources found in any school to a very large extent is determine by the level of material resources found in the school. This may be true in the scenario of the University of Calabar as the researchers observed the dilapidated structures which are not conducive for learning as well as other obsolete material resources. This assertion

was supported by Nyangoya, Wachianga and Makori (2020) that physical facilities is a predictor of students' academic achievement.

Ibrahim and Abdullahi (2017) advocated that school facilities should be adequate enough to bring about high students' academic achievement. They went further to recommend that government, educational stakeholders, parents, teachers and the students themselves should embark on improvisation of facilities locally to enable them supplement the available facilities. In this case, according to Ibrahim et al the academic achievement of the students will improve immensely. The study by Bada and Laraba (2018) on the influence of school location and school facilities on students' academic performance in Okitipupa Local Government Area, Ondo State concluded that school location and the presence of facilities have significant impact on students' academic performance in secondary schools. This implies that for students to perform maximally, the school location must be taken into consideration; and also the facilities must be available and adequate. Archieval (2019) opined that school facilities have significant influence on the entire school experience of the students as well as their teachers. The researcher also identified the quality of school facilities as a driving force for students' academic performance and teachers' job satisfaction.

Santos (2022) carried out a research on the relationship between school facilities and students' academic performance in selected public secondary schools. The author found out that students who attended schools where facilities are available and adequate tend to perform higher academically than those who attended schools where there were no facilities or where the facilities are not adequate. This shows that facilities have significant role in the academic performance of students. The result of the finding of the study by Coronado, Kwok and Lee (2022) showed a positive correlation between school facilities and students' engagement and learning. From this study, it therefore implies that for students to perform maximally there must be a correlation between the school facilities and students' engagement and learning.

Thorndike Edward's theory of learning (1932): Thorndike was one of the proponents and also the founder of theory of learning. He viewed learning as resulting from the formation of bonds between stimulus and response. He conducted several experiments in the learning process. From the various experiments, Thorndike developed three important levels of learning namely: "law of effect, law of exercise and law of readiness. The law of effect states that if response to stimuli is followed by dissatisfaction, the behaviour is less likely to repeat. The law of exercise is explained by two basic concepts, namely; law of use and disuse, which states that once a response become associated with a stimulus situation, the more it is used in a given situation, the more strongly it becomes associated with it. On the other hand, the law of disuse states that once a response becomes associated with a stimulus situation, disuse of the response wrecks the association. The law of readiness states that when modifiable bond between stimulus and response is ready to act, to do is satisfying but when such bond is not ready to act or to do, it is unsatisfied.

This theory is relevant to the study in that students' learning experience can be enriched when the physical facilities needed in school are available and also adequate. The federal government, the federal ministry of education and the university commission should ensure that physical facilities needed for effective pedagogy (which enhances students' academic performance) should be made available and adequate.

### **Vroom's expectancy theory of learning (1964)**

This theory is sometimes called the instrumentality expectancy theory, path theory or valence instrumentality expectancy theory. This theory was promulgated by Victor H. Vroom in 1964. The theory has it that specific variables spur conduct. The presumption of the theory is the strength or adherence to the goal based on the expedition and the level of attractiveness of the outcome to the people. The theory explained that inspiration would be high when students accept that elevated degree of endeavors will prompt high execution and high execution will prompt the accomplishment of desired goals.

The theory core assumption is that there exists a significant relationship between world efforts (input), individual behaviour (performance) and individual expectation (desired outcome). It also states that human beings are rational in their behaviour, thought and action and they are imbued with the belief that certain behaviours will bring about the satisfaction of their expectant needs or desires. The implication of this theory to the study is that when the physical facilities are in place and also adequate enough, it will motivate the students and this will result in high academic performance.

## METHODOLOGY

The study utilized an ex-post facto research design. The design according to Kerlinger (1986), is an inquiry technique which is scientific and empirical whereby the researcher does not have control of the independent variables directly hence its manifestations have already occurred. The need to adopt the present research design was sequel to the nature of the variables under study such as availability and adequacy of physical facilities, undergraduate students' academic performance had already occurred and cannot be manipulated by the researcher. The study is conducted in University of Calabar, Nigeria. University of Calabar being located in Calabar, Cross River State is one of the federal universities in Nigeria. Department of Environmental Education is a department in the Faculty of Arts and Social Science of the University. The Department has programmes for both National University Commission (NUC) students and Centre for Educational Services (CES) students. The Department is blessed with seasoned lecturers who are ready to put in their best for students' optimal performance.

The research population consists of the whole students in the Department of Environmental Education in the University of Calabar. The total population of the students is six hundred (600) in both the NUC and CES programmes respectively. The research work employed the stratified as well as simple random sampling procedure in selecting the sample for the study. The population was stratified into 2 strata (NUC and CES). The NUC students were further divided into four levels (1-4), while the CES students were divided into five levels (1-5); this is outlined in Table 1.

Table 1: Population of environmental education undergraduate students:

| S/N   | Level | NUC | CES | Total |
|-------|-------|-----|-----|-------|
| 1     | 100   | 96  | 16  | 112   |
| 2     | 200   | 139 | 21  | 160   |
| 3     | 300   | 152 | 34  | 186   |
| 4     | 400   | 44  | 58  | 102   |
| 5     | 500   | -   | 40  | 40    |
| Total |       | 431 | 169 | 600   |

The research sample actual selection was carried out using simple random sampling. The technique was used to give all the elements equal opportunity of being sampled for the study

without any bias. 50% of the undergraduate students were selected from each level. This gives a total sample of three hundred (300) undergraduate students in Environmental Education from 100 to 400 levels (for NUC students) and from 100 to 500 levels (for CES students). The distribution is as presented in Table 2.

Table 2: Sample distribution of environmental education undergraduate students

| S/N | Level | NUC           |                  | CES           |                  | Total         |                  |
|-----|-------|---------------|------------------|---------------|------------------|---------------|------------------|
|     |       | No of student | Sampled students | No of student | Sampled students | No of student | Sampled students |
| 1   | 100   | 96            | 48               | 16            | 8                | 112           | 56               |
| 2   | 200   | 139           | 69               | 21            | 11               | 160           | 80               |
| 3   | 300   | 152           | 76               | 34            | 17               | 186           | 93               |
| 4   | 400   | 44            | 22               | 58            | 29               | 102           | 51               |
| 5   | 500   | -             | -                | 40            | 20               | 40            | 20               |
|     | Total | 431           | 21               | 169           | 85               | 60            | 300              |
|     |       |               | 5                |               |                  | 0             |                  |

The instrument used for this research is a questionnaire titled, 'Physical facilities and students' academic performance' (PFSAP). The questionnaire was developed by the researchers to elicit information from respondents. The data collected from the respondents was collected, collated, coded and tested with simple regression as well as multiple regression analyses and the null hypotheses analyzed at 0.05 alpha level.

## RESULTS

### Hypothesis 1

There is no significant influence of availability of physical facilities on environmental education undergraduate students' academic performance. The independent variable is availability of physical facilities while the dependent variable is students' academic performance. To test the data generated from this hypothesis, simple regression analysis was used. The result stated within table 3.

Table 3: Simple regression analysis result for influence of availability of physical facilities on academic performance.

| Model                | R                 | R <sup>2</sup> | Adj R <sup>2</sup> | Std. Error of the Estimate |
|----------------------|-------------------|----------------|--------------------|----------------------------|
| Variables            | .660 <sup>a</sup> | .437           | .436               | 5.44079                    |
| Source of variations | SS                | df             | MS                 | F                          |
| Regression           | 7581.630          | 1              | 7581.630           | 255.118                    |
| Residual             | 9797.290          | 331            | 29.602             |                            |
| Total                | 17378.920         | 332            |                    |                            |

The result from Table 3 showed a correlation coefficient of .660 which implies that positive relationship exists between availability of physical facilities and academic performance of undergraduate students of Environmental Education. From the result, it has been shown that Adj R<sup>2</sup> = .435 revealed the variation in the dependent variable (academic performance) which is

accounted for by 43.5% of availability of physical facilities. The result also indicated an ANOVA result ( $F = 255.118, p < .000$ ). Hence  $p (.000)$  is smaller than  $p < (.05)$ , it therefore, means that although there is a low percentage contribution, this result indicated that availability of physical facilities influences academic performance. Thus the null hypothesis was dropped.

## Hypothesis 2

There is no significant influence of adequacy of physical facilities on environmental education students' academic performance. The statistical tool used to test this hypothesis was simple regression. This is stated in Table 4.

Table 4: Simple regression analysis on the influence of adequacy of physical facilities on academic performance.

| Model                | R         | R <sup>2</sup> | Adj R <sup>2</sup> |        | Std. Error of the Estimate |
|----------------------|-----------|----------------|--------------------|--------|----------------------------|
| Variables            | .439      | .194           | .191               |        | 6.51248                    |
| Source of variations | SS        | Df             | MS                 | F      | Sig.                       |
| Regression           | 3344.617  | 1              | 3355.617           | 77.919 | .000                       |
| Residual             | 14034.303 | 331            | 42.399             |        |                            |
| Total                | 17378.920 | 332            |                    |        |                            |

From the result in Table 5, the variable correlation coefficient of .439 showed that a moderate relationship between adequacy of physical facilities and academic performance. The finding equally indicated that  $Adj R^2 = .191$  meaning variation within dependent variable (academic performance) is accounted for by 19.1% of adequacy of physical facilities. A careful look equally showed the ANOVA analysis outcome ( $F = 77.919, p < .000$ ). Hence  $p < (.000)$  is smaller than  $p < (.05)$ , it means that although there is a small percentage contribution, the outcome indicated that adequacy of physical facilities influences academic performance of undergraduate students of Environmental Education. Therefore, the null hypothesis is dropped.

## Hypothesis 3

There is no joint influence of physical facilities on environmental education students' academic performance. The variable that was independent in the hypothesis is physical facilities having two sub-variables of independent variable which are availability and adequacy of physical facilities while the dependent variable is academic performance continuously measured. In testing the hypothesis, multiple regression analysis was adopted. This is stated in table 5.

Table 5: Multiple regression analysis of the influence of physical facilities on academic

| Model                | R         | R <sup>2</sup> | Adj R <sup>2</sup> |       | Std. Error of the Estimate |
|----------------------|-----------|----------------|--------------------|-------|----------------------------|
| 1                    | .218*     | .652           | .654               |       | 5.05102                    |
| Source of variations | SS        | Df             | MS                 | F     | Sig.                       |
| Regression           | 504.629   | 2              | 252.3              | 9.780 | .000 <sup>b</sup>          |
| Residual             | 10128.568 | 397            | 25.51              |       |                            |
|                      |           |                | 15                 |       |                            |
|                      |           |                | 3                  |       |                            |



| Total Model                         |    | 10633.198                   | 399        |                           |        |      |
|-------------------------------------|----|-----------------------------|------------|---------------------------|--------|------|
|                                     |    | Unstandardized coefficients |            | Standardized coefficients | t      | Sig. |
|                                     |    | B                           | Std. Error | Beta                      |        |      |
| Constant                            |    | 35.023                      | 1.869      |                           | 18.737 | .000 |
| Availability of physical facilities | of | .166                        | .128       | .367                      | 3.294  | .000 |
| Adequacy of physical facilities     | of | -.427                       | .118       | -.187                     | 2.612  | .000 |

The result in table 5 showed that the Adj R2 = .654. This by implication means that the variation in academic performance among undergraduate students in Environmental Education was described by 65.4% contribution of physical facilities. In addition to this, the ANOVA Table indicated (F = 9.7800, p (.05). Hence p (.000) is bigger than p (.05), the stated null hypothesis was dropped. It hence means that a joint significant influence of physical facilities exists on academic performance among undergraduate students of Environmental Education.

## DISCUSSIONS

### Hypothesis one

The result of the finding revealed that there is a significant influence of availability of physical facilities on environmental education undergraduate students' academic performance. This is because where the needed physical facilities are available there will be efficient and effective pedagogy. The finding of this study is in agreement with Sam-Kalagbor (2021) who stated that availability of physical facilities is essential tools which facilitate and stimulate the learning process. That means when the facilities are available the students will show high level of interest in learning and the result will be high performance. The findings of this study also supports Mbadiwe-Loko, Ogwo and Taylor (2019) who agreed that physical facilities have impact on learning. The finding is in agreement with Mohammad, Mohammad and Mumtaz (2020) who stated that the success of the entire education depends on the quality of availability of physical facilities. If there are no facilities, the products are likely to be weak graduates. This in turn will affect the nation economically, socially and morally. The school physical facilities are a basic key to success for real teaching and learning in a school.

The finding of the study also agreed with the Thorndike Edward's theory of learning (1932), who viewed learning as resulting from the formation of bonds between stimulus and response. In one of his experiments, he found out that if response to stimuli is followed by dissatisfaction, the behaviour is less likely to repeat. In other words, for students to perform maximally the input variable must be consistent with the output variable.

### Hypothesis two

From the result of the analysis of hypothesis two, it is revealed that adequacy of physical facilities has a significant influence on environmental education students' performance in academics. When the physical facilities are adequate enough, the students will find the environment conducive for learning. This will help boost their academic morale and lead to high

performance in academics. This result is in agreement with Ihekoronye (2020) that stated that effective teaching and learning occurs in a well-equipped and conducive environment. A school environment is termed conducive enough for teaching and learning if the physical facilities are adequate.

Victor H. Vroom's expectancy theory of learning of 1964 theory assumed that "the strength or tendency to act in a certain way depend on the strength of an expedition that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual". This is true because for the students to have effective pedagogy, the input variable (physical facilities) must be available and adequate, the processes variable (the quality of teachers) will improve, the output variable (students' performance) will improve. This is to say for any effective pedagogy, there must be correlation between the input variable and the processes for effective outcome (high performance).

### **Hypothesis three**

From the finding of the study as presented in table 5, indicated that significant joint influence of physical facilities exist on undergraduate Environmental Education students' performance in academics. This means that for a high performance to be recorded by the students, the physical facilities should not only be available but also adequate. The finding is in support of the view of Ihekoronye (2020) who advocated conducive environment for effective teaching and learning as one where the facilities are available and adequate. The availability and adequacy of physical facilities in schools is very important. When the physical facilities are not available or available, but inadequate, it will impede the achievement of educational goals and objectives.

The finding of the study also agreed with the Thorndike Edward's theory of learning (1932), the law of readiness states that when modifiable bond between stimulus and response is ready to act, to do is satisfying but when such bond is not ready to act or to do, it is unsatisfied. This means that when the physical facilities are available and also adequate, there will be high performance among the students and also quality graduands. The high performance of students depends largely on both the availability and adequacy of physical facilities in the school.

### **CONCLUSION**

With reference to the findings of the study, conclusion was reached that availability and adequacy of physical facilities found within schools could immensely enhance students' academic performance. This may be true because in the University of Calabar, some lectures are held under the trees and the department does not have any classroom of her own. The shared facilities available in the University have been over-stressed and most of them are not good enough for students' learning. This may have informed the massive development of physical facilities that are ongoing in the University of Calabar today, courtesy of the Digital Vice Chancellor, Prof. Florence Banku Obi. From the result of the study, it was recommended that:

- Basic facilities like classroom (theatre), laboratories (audio and visual laboratory, language laboratory, counselling and psychology laboratory, science laboratory, etc.), libraries (digital library), recreational facilities (swimming pool, cyber café, gym, etc.) administrative blocks, lecturers' offices should be put in place before commencement of academic activities.

- Physical facilities should be made available and adequate enough to bring about desirable performance from the students. This is because the performance of the students (either poor or high) dependent on the physical facilities on ground.
- Maintenance culture should be imbibed by the authority so that available physical facilities can stand the test of time.
- The University should project whatever physical facilities are available during accreditation, so that the government can be aware of the state of the physical facilities found in the school.
- The alumni of the university should put their resources together to support the university in terms of facilities.
- The university should collaborate with other universities with good facilities, within and outside the country for exchange programmes. This will enable the students to have access to facilities that are not found in the university.
- The university can also have sought for support from non-governmental organizations (NGOs) and donor agencies for assistance.

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# MANAGING SCHOOL ENVIRONMENT FOR TEACHING AND LEARNING OF ENGLISH LANGUAGE IN NIGERIAN SCHOOLS

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## ABSTRACT

Teaching and learning of English language require conducive environment for effectiveness. The focus of this position paper is on the teachers and school's managerial role of creating a conducive and enabling learning environment, that facilitates effective teaching and learning of English language. The paper examined the Nigerian poor conditions of the schools' environment; in terms of school locations, sites, facilities and structures in obsolesce. Management, teaching and learnings are the basic concepts explained in this paper. The managerial functions of the school: provision of positive environment; security and safety; and variables of enabling learning environment such as thermal, acoustic, aesthetic etc. are thoroughly discussed. The factors and variables discussed are paramount to curriculum design for all school subjects including English language. After the conclusion, this paper gave some recommendations; one of which is that the physical environment that enhances children's English language development through play should be created and maintained in schools.

**Keywords:** Environment, School Management, English Language, Teaching, and Learning, Nigerian Schools.

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## INTRODUCTION

Environment plays important roles in the lives and activities of human beings. Man is continually interacting with his environment for growth, development, nourishment, learning and sustenance. Environment can be explained to mean anything that surrounds us, which could be living (biotic) or non-living (abiotic) things. It includes physical, chemical and other natural forces. Environment is used to describe all the external forces, influences and conditions, which affect the life, nature, behavior, development, growth and maturation of a living organism. Teaching and learning take place in an environment, the school is an environment within environment. There are certain major environmental variables that interplay in any teaching and learning environment; these variables are spatial, thermal, visual, acoustic and aesthetic variables. Since these variables are subjective and measurable; the curriculum designers and implementers (teachers) can do a proper analysis for their thorough consideration in effecting enabling environment for effective teaching and learning of English Language. These variables exist by design or by default; they can be created to enhance conducive environment for learning.

Factors to be considered under the conducive environment for learning are the: educational location; Physical site of the school; and Facilities like building, structure and services. For instance, if the school location has been over taken by development of settlement or otherwise thereby constituting noise factors to any meaningful learning; such learning environment becomes unsatisfactory. Schools-located close to market places or high ways where there are frequent vehicular horn are bound to experience rampart assorted noise that constitute unsatisfactory learning environment. Physical site of the school is important to the policy and decision makers as well as the curriculum designers in relation to present national and local standards regarding out-door educational areas for play and organized physical educational activities; programmes, parking spaces for staff and visitors' vehicles; and subsequent building expansion.

To Kirthika (2022), School management is the act of running the school along the desired educational policies; that takes into account all aspects of the school: such as policies, materials, human resources, programmes, activities, equipment etc; and integrate them into a fruitful whole. The school manager (leader, head teacher) has the responsibility within their power to create conducive school environment for to teaching and learning of all school subjects including English Language. The services to be considered in the conducive learning environment fit for learning include: electrical services, ventilation/heat/and or air conditioning services; and sanitation, storms, drainage and plumber services. This paper examines the factors of enabling environment that enhances the effective teaching and learning of English Language in Nigerian schools; the responsibility of the school head in influencing and creating such environment; and the implications of such an environment in curriculum designers.

## **CONCEPTUAL CLARIFICATION**

### **Management**

For proper comprehension, some concepts need to be explained. Management is a word used to describe the technique of coordinating human and material resources to accomplish desired goals and objectives. It involves the process of planning, organizing, staffing, directing and controlling various activities through available resources for the continual operation and growth of an organization. Management also means the act of building and maintaining a common purpose for a group of people. With good management, people could be motivated to put in their best to the works of achieving organizational purpose. Management helps to get things done and increase productivity. On the other hand, school management is not as broad and as comprehensive as the term management which has been explained above. It is the day to day (daily) managing of the activities of a school by all or any of the following: the school head (Leader), teachers, staff members, appointed administrators, pupils, parents etc. school management involves the deliberate and conscious act of integrating human resources and facilities together in school's operations to achieve the educational goals and achievement of the school. Managerial functions in schools include: creating conducive learning environment; facilities maintenance; students' behaviour and discipline management; record keeping; sports; time table scheduling; classes schedules; and school budget (Yukl, 2013, Agarwal, 2007; Ugurlu & Demir 2016; Zincirl, 2020).

Learning is explained to mean the acquisition of knowledge or skills through study, experience or being taught. The purpose of teaching is for learning though not all teaching can

result in learning. Learners can interact with their learning environment and take responsibility for their learning. Houweretal (2013) defined learning as the ontogenetic adaptation-that is, changes in the behavior of an organism that result from regularities in the environment of the organism. A learning environment refers to an educational approach, Cultural perspectives of the school, Physical setting of schools where teaching and learning take place, learning resources and technology, means and modes of teaching and learning, the psychological mode of the classroom, People and events that surround and influence learners and their leanings. An environment can be satisfactory or unsatisfactory for learning. The good or satisfactory environment that is conducive for teaching and learning promotes learning. An enabling environment is a rich and varied space where risks are minimized and well managed, and the children are protected from harm and abuse (Early Years Alliance 2021).

Satisfactory learning environment can be created and sustained by parents at homes, school heads at schools, teachers in classrooms, government at school level and at the curriculum design stages. The classroom teacher can create conducive learning environment in the classroom through the: proper utilization of available Learning resources in teaching and learning; providing range of activities and rich learning experience; warm and welcoming atmosphere etc. Spaces for indoor and outdoor activities could be beyond the teacher and the school management; in such a case the government have to come in here. In curriculum designing and decision making, the enabling and conducive environment for effective teaching and learning should first be put into consideration.

Curriculum design as defined by Queensland University of Technology (2013) is the architecture of a course of study that embodies a philosophy of learning and teaching, articulate a clear set of desired learning outcomes and describes how the planned learning environment will support the students to achieve those learning outcomes. Curriculum design is a vital aspect of formal learning and training experiences. It is concerned with how people learn what they learn. The tentacles of curriculum design spread beyond content, learning strategies and learning materials; it is involved in creating a holistic plan for the environment where learning takes places. Considering the physical, social, digital, psychological and emotional variables that define the learning environment of a given people is a core part of curriculum designing. Curriculum design is a deliberate process of devising, planning and selecting elements, techniques and procedures that constitute curriculum.

In other words, learning environment is included in curriculum design; the designers have to (like architecture) create, select and explain the teaching environment that are optimal in achieving the goals of the designed curriculum; as well as how unsatisfactory environment can be enabled to help get the best in learning. (Dodd, 2020; Gibbous, 2014; Educause, 2017). The focus of this paper is the management of learning environments to enhance them and make them conducive and enabling effective teaching and learning of English language in schools. Factors and variables that make environment enabling for effective teaching and learning are discussed below.

### **Factors and Variables of Enabling Environment for Teaching & Learning**

Learning environment can be learner centered, knowledge centered, assessment centered or community centered. Also emotional environment, indoor environment and out-door environment for play and learning are all forms of environment that can affect students learning either positively or negatively depending on their state. With proper management they become

enabling environment, they become satisfactory and conducive to enhance learning. The major environmental factors and variables that exist and interplay in any teaching and learning environment that need adequate management for effective learning are discussed below:

**Spatial Variables:** physical environment is a critical matter in school setting; school environment is constantly changing as a result of emerging technologies and applications of theories of learning. Brooks (2011 & 2012) believed that students' learning outcomes, progress, and leaning behaviours improve in active learning environments with richer space. Space is measured and interpreted in term of layout, dimension, usability and configuration. Schools located on vast space of land will have adequate spaces for educational activities (in-door and out- door); halls, field, school gardens, vehicle parking spaces etc. inadequate land space cannot accommodate all the named above. Classroom space is not only an environment for personal learning nor teacher's use, but also a place for students collaborative inquisitorial and contextualized learning. Space should be students centered and improved to encourage cooperation among students; and enriched learning experiences. (OECD, 2013). According to Talbert and Mou-Avi (2019), improved classroom spaces can be referred to as active learning classroom. Parson (2016) opined that abundant spatial layouts of active learning classrooms can accommodate different learning modes, diverse furniture design, students' communication and physical interactivity during instructional process. Spatial satisfaction in classroom enhances learning experiences and promote students' perceptions in the classroom. (Harrison & Hutton 2013). The classrooms should be roomy enough to ease movement of teachers and students, and to allow for proper seating arrangements of students. Congesting of students in the classroom should be avoided.

Management of the available economical space layouts in the classroom for effective learning activities is a part of the managerial responsibilities of the teacher. He must be strategic in his use of existing space in the classroom. Involving students in classroom arrangement, and rearrangement for space planning and measurement, is wholesome idea. The teacher can also create the illusion of space by the use of mirror; mirrors are capable of transforming small spaces. With good management; classroom environment can be transformed to offer a variety of technological devices, and improve the adaptability of the classroom space which can meet the specialized needs of various disciplines. (Florman, 2014; Horne et al., 2012; Wilson & Randall 2022). Seating is very important in classroom environment of learning; the specification for seats construction for classroom use include bucket seats and straight backs. Surfaces for writing tables need to be slanted at 45° for comfortable writing. Seating arrangement should align with instructional content and mode of delivery; this should not be rigid. Use of instructional strategies like dramatization, debate, workshop, seminar etcvor teaching for certain concepts and topics in English language will require more spacious classrooms.

**Visual/Lighting Variables:** How well an object can be seen is a factor of the amount of light that it reflects. There are two sources of lighting in every learning environment: natural and artificial sources. Natural light is believed to be able to positively contribute to a higher academic performance in reading and science, than the artificial light. (Heschong et al., 2002). Clerestory and Skylight are among the processes of bringing natural light into learning environment. In clerestory, the upper part of the wall of a building rises above the roof of a lower part of the same buildings and in which there are usually a number of windows for lighting to perpetrate into the environment. This practice is common with churches, mosques, auditoriums, lecture theatres and



halls. Skylight is the use of transparent roofing sheets to cover buildings so as to allow sufficient light to penetrate into the environment. Some learning environments employ this. Artificial light is derived from electricity.

The degree or level of visualization in the learning environment can be affected by some factors briefly explained below:

**Distance:** the proximity between the object and the viewers; some learners may be suffering from Myopia (Short sightedness), hypermetropia (Long-sightedness) and astigmatism (due to old age).

**Size:** The bigger and larger the object, the easier and brighter the object is seen by the viewers.

**Brightness of the light:** The brighter the light the more an object is vividly seeming and brightness is dependent on the source of the light.

**Contrast:** This refers to the sharpness or dullness of the light in relation to the colour of the visual environment and even the object to be viewed.

**Colours:** The colour of the object (whether dull or bright; electric bulb (red or blue) and even the visual environment can affect the level of visualization.

The main visual tasks that the learning environment should make provisions for are reading, writing in English. Erratic power supply, glare, inadequate contrast, dullness and fluctuating in the level of brightness should be properly controlled for effective instructional process. Good enabled learning environment should be well-illuminated in terms of required quantity and quality of both natural and artificial lights and evenly distributed (Barrett et al, 2015 and Hescong et al, 2002). Lighting is critical in media utilization. A single chalkboard for instance needs twice the amount of lightning at the teachers' position as compared to the learners' seats so that they can see properly. But on the other hand, media like films, slides and films trips require low level of light, while others such as overhead transparencies and television can tolerate higher level of light.

**Thermal Variables:** Heat and cold are climatic weather conditions that affect people and their environment which include school learning environments. Individual concentration level can be affected by thermal condition. In Nigeria, like other countries and continent, thermal conditions differ from region to region. Heat is more of a problem in some areas than cold. In addition to learners' concentrations level during learning, instructional media equipment and materials such as projector lamps and films can be affected by heat as well as damage and malfunctioning of equipment. The thermal condition of a place is affected by temperature, rain falls, humidity, winds, attitude, latitude and continentally (Crahmline 2021). The individual thermal receptivity is usually affected by physical factors such as:

**Age:** Younger people easily adapt to any climate conditions than older people: this is due to their stronger immune body system.

**Sex:** Males seem to adjust and adapt more to any climate conditions than their female counterparts in the same age group.

**Colour:** The skin colour of the individual react to particular climatic conditions of their natural habitat, fair complexion people are more prone to sunburns and other weather related skin disorders than the dark complexioned people.

**Weight:** The human body has a way of adjusting to the climate condition it finds itself. For instance, over weight and obsessed people find it more difficult to adjust to high heat in the tropical climate than the slime people.

**Rate of Metabolism:** The human body metabolism is subject to prevailing climate conditions; it slows down under extreme cold climatic condition and the reverse becomes the case under extreme heat weather.

All these physiological factors should be considered in the provision for and adjustment of thermal facilities for a meaningful effective conducive and comfortable teaching and learning environment for English language. The best possible optimum thermal condition for a conducive learning environment and maximum teaching and learning effectiveness and efficiency are recommended as follow:

- ✚ Air Temperature  $22,2^{\circ}\text{C} - 26.1^{\circ}\text{C}$   
Since the normal human body temperature is  $36.8^{\circ}\text{C}$ , the atmosphere for maximum learning to take place; warmer temperature is usually associated with increase in errors particularly when learning calculations.
- ✚ **Relative Humidity:** 40% - 60%  
Any reading outside the range can affect the rate of learning negatively. At 100% the air becomes saturated and cannot hold all its water vapour which leads to condensation in form of dew, fog or rain.
- ✚ **Optimum air Velocity:** 6.1 – 12.2 per minute. Learners should always be given access or break for relaxation so that they can get more fresh air outside the classroom. (ISO 7730, 2005; and Fabri, 2015)

The control system for thermal environment are natural and artificial.

### **Natural control**

- Trees planting to provide shades
- Cross ventilation through windows and doors.

### **Artificial control**

- Fanning system (manual or mechanical)
- Air conditioning system (in tropical regions to cool their environment)
- Electronic heating system) not really applicable to Nigeria
- Double Glazing

Thermal control facilities are essentials for thermal environment to be conducive and comfortable for teaching and learning process (Woodcock, 2005; Harish, 2016; Crahmaline, 2021).

**Acoustics Variable:** The concern here is the sound in the learning environment, the volumes and the articulation of the sounds from the teacher’s voice; audio component of the instructional materials and the quality of audio-recording. The auditory sensory modality like visual and tactile. The climate condition of the learning environment is pervaded with sound; excess reverberation due to the quality and kind of materials used to construct the learning environment, can constitute “noise factors” to effective instructional process if not properly controlled. This can affect learners’ auditory discrimination in phonetics classes. Different people react to sounds in different ways depending on age, sex, colour, weigh and culture. Whereas many people enjoy noisy environment, mission schools especially catholic schools and Priests/teachers have very low tolerance for noisy environment. People that are with obesity in terms of weight are more prone to shock from a loud sound vibration. Excessive noise can cause environment pollution which can in turn lead to high blood pressure, headaches, emotional instability and disturbances. (Bluyssen, 2017; Cannolly et al., 2019; Reinten et al., 2017; Santos et al., 2013)

For effective teaching and learning of English language in Nigerian schools, a sound controlled environment is necessary. Rural areas in this country are fast developing into urban areas with assorted noise factors that disturb pedagogical practices. External noise pollution can be controlled by architectural design. The measures for controlling sound in a learning environment include the following:

- ✚ **Structural materials:** this is achievable through porous, materially conditioning and non-porous materially conditioning.
  - Porous materially conditioning is done through acoustical ceilings, carpeting, draperies (wood), heavy curtains in glassy windows that help to absorb sounds.
  - Non Porous materially conditioning is the use of materials such as concrete wall, plaster and glossy wood; these do not absorb sound rather, only reflect the sound, which reach them.
- ✚ **In structural Design:** This can be achieved through non-parallel surfaces, walls, saw-tooth walls which disallow reflection, certain louvers can also be used for acoustic conditioning, they are called acoustic louvers, they too absorb sound. Conducive and healthy acoustic environment help to make teaching-learning environment enabled for effective instructional process. (Berowits, 1998)

There are certain decibel levels of sound to be heard from physiological point of view, the levels based on decibel bearing are as follows:

|  | Level in percentage (%) |
|--|-------------------------|
| ✚ Threshold of hearing                 | 0%                      |
| ✚ Whispering                           | 15-20%                  |
| ✚ Talking. normal conversation         | 40-60%                  |
| ✚ Thunder sound                        | 110%                    |
| ✚ Factory and industrial noises        | 100-140%                |
| ✚ Painful sound that disturbs the ears | 120-140%                |

**Aesthetic Variables:** Beauty, they say is in the eyes of the beholder, beautiful and hygienic environment has positive influence on learners' attention and concentration in learning. Colours, proportion of colour, harmony of colour, structural expressional (in-terms of colour too), general appearance, spatial distribution (space) and fluidity (quality) are essential factors in the beautification of learning environment at the interior and at the exterior levels. The interior (inner parts of the learning environment) should be more aesthetically appreciated where possible more than the exterior (the outside) so that the learners will be highly motivated to learn. The walls, ceilings and floors of the inner part of the learning environment need to be beatifically painted and decorated with terrazzo, ceramic tiles, carpet, linoleum e.t.c. These too can enhance the acoustic, thermal and visual conditions of the environment.

For the exterior (outside) environments; the buildings, walls, windows, doors, pillars and roof should be painted with attractive and plausible colours. The functionality of the environment is another factor in the aesthetic variables. A good aesthetic environment should be functional, in other words, it should not only attract people but should be utilized for the purpose of its establishing (Beronita, 2002; Bonell et al., 2011; Temple, 2007).

### **Curriculum Implications of Enabling Environment for Effective Teaching and Learning of English Language**

In designing the school curriculum, learning environment should be put into consideration. Curriculum designers like the teachers are vital instruments in creating, enhancing, selecting and maintaining conducive learning environment. The curriculum designers need to know the suitable and available facilities and the structures on ground that can enhance effective learning of English language. They need to consider the following: - Age, cultural habit, sex, colour, weight, and other physiological and psychological makeup and dispositions of the learners and teachers, the school location and site, as well as the cultural beliefs/influences of the communities where schools are located, the spatial, acoustic, aesthetic, visual, thermal, lighting and illumination conditions of the learning environment. These are environmental factors that can either enhance or negatively affect learning of English language in Nigerian schools.

The curriculum designers should also consider the emotional environment of the learners, their outdoor/indoor activities as well as the safety of such environment. The school environment is within the community environment and it is affected and influenced by the cultural practices and activities of the community environment. In Nigeria, some schools and learners have suffered certain unrest due to the unrest issues in their host community, some of such schools have to be closed down temporarily or permanently. Schools can keep students safe by providing a supportive, respectful and a caring environment where students are most secured from physical harm and emotional toxicities (such as bullying and prejudice), nourished by the community, and connections to caring teachers. Effective school environment creates strong conditions for learning where students are physically and emotionally safe, connected to and are supported by their teachers and schools. (Osher et al., 2012; Woodruff & Sim, 2002; Osher et al., 2004; Jemings & Greenberg, 2009).

- ✚ Conducive and satisfactory learning environment is an enabling learning environment that provide a safe platform for learners.
- ✚ Enabling school environment consist of geographical, manmade, land, water, plant, air e.t.c. which make it rich and adequate for academic process.
- ✚ Anxiety, frustrations and stress of teaching and learning of English language can be reduced by enhancing positive learning environment.
- ✚ An active enabling learning environment can help in the emotional and behavioural regulation of the students which in turn promotes their easy learning of English language.
- ✚ Conducive learning environment is attractive, and it helps to improve the attention and concentration of learners to their studies.
- ✚ Because active school environment for teaching and learning can be created, it helps and encourages the curriculum designers, the teachers and the school heads to be creative and to think critically.
- ✚ Enabling learning environment is technological compliance especially with new modern technologies of instructions.
- ✚ Outdoor activities, scenes and scenario are good environment of inspiration for the learner and teachers; connecting with nature is made possible when these are properly integrated into the school curriculum.
- ✚ Flexibility rather than rigidity in curriculum design and implementation by the designers and the teachers will help to achieve positive environment for effective teaching and learning of English language in Nigerian schools.
- ✚ Adaptability and creativity are essential ingredients for creating and sustaining conducive and enabling environment for teaching and learning,

Omar (2013) believed that, learners can with positive environment, express their good opinions, ideas, and be motivated to learn, participate actively and safely in school activities that satisfy their psychological, physical and intellectual needs, as well as acquire problem solving skills. Students active participation in the activities in their rich positive environment can go a long way to assist them in gaining relevant knowledge in English language which is the language of their school immediate environment. The school management has a lot to do in protecting the environment of the school from harmful practices that obstruct the effective teaching and learning of English language. Atuoi, (2001) and Carpenter (2002) maintained that the school head is saddled with the responsibility to create an appropriate learning environment for the school and to generate a desire to learn in the minds of the students and teachers.

While Hussein and Hussein (2010) asserted that, the major responsibility of the school is to provide security and safety in the school environment that would be free from the factors that can lead to the emergence of violence and quarrel. Language laboratory is an essential facility of the school environment. With this facility, students and teachers can engage in meaningful learning activities in English language. Planning, organizing, coordinating, monitoring and following up activities at the Language laboratory to maximize learning in English language should be a priority of the school administration.

## CONCLUSION

Conducive, positive, active and enabling environment for effective teaching and learning of English language is achievable; the curriculum designers, the school and the teachers have to

consider the factors and variables that enhance satisfactory learning environment. Conceptual clarification; factors and variables that enhance enabling environment; and the curriculum implications of the conducive learning environment have been discussed so far. Below are the suggestions and references sections of this paper.

### **Suggestions**

The following suggestions were made for this paper:

- There are suggestions need for rehabilitation, revitalization, renovation, remodeling and modernization of educational facilities, services, location of schools, buildings, media, site and environment of many schools in Nigeria so as to get rid of obsolescence where necessary.
- Physical environment that enhance children English language development through play; how they feel and act should be created and maintained in schools.
- Physiological and psychological factors that affect learners and learning of English language vis-à-vis their learning environments should be considered in English language curriculum designs by the designers and implementation by the teachers of English language.
- Parents and homes need to provide their children and ward with rich, stimulating home environment; discipline, social emotional support; safety; and opportunity for learning and exploration in English language studies.
- Environmental aesthetic education should be integrated is school curriculum for all levels.
- Every school in Nigeria should have a language laboratory to enhance quality instructional process of English language.

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# GOOD CHARACTER AND ORGANISATIONAL LEADERSHIP

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## ABSTRACT

Character is a crucial component of leadership and cannot be disregarded. Many scholars in leadership and administration have written on organisational leadership, and have also discussed good character as an administrative quality and tool for successful outcomes. On the part of organisational leadership, various papers have been produced to emphasize the need for the actualization of the educational goals as well as the goal of the organisation. Good character as leadership quality is a very important tool in the administration of institutions for capacity building. It is good character and organisational leadership that gave rise to this paper. The paper used a descriptive approach to review good character and organisational leadership. The paper also looked at conceptualization of character, good character, leadership, good character in leadership, role of good character in leadership, characteristics of a good leader, importance of good character in organisational leadership and capacity building. The paper concluded that it is very important for leaders of organisations such as school to apply good character as both quality and useful administrative tool for capacity building in order to create room for successful outcomes in terms of the actualization of the educational goals. The paper suggested among other things that organisational leaders should improve on their character by engaging in seminars as well as workshops periodically in order to improve their capacity for quality leadership for building up our institutions.

**Keywords:** Good Character, Organisation, Leadership.

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## INTRODUCTION

This paper on good character and organizational leadership points to character as a central theme. However, there is no consensus on a definition of character but through personality traits, values and virtues a reasonable conclusion can be reached concerning what character really is. In order to improve our institutions to the point where learners will receive a top-notch education,

strong moral integrity in organisational leadership is crucial. When it comes to becoming a good leader, character is also crucial; leadership abilities are determined by competence. They choose to do things based on their commitment, and they choose to do things based on their character. Making wise decisions begins with having good character. Leadership requires strong moral character because it fosters loyalty, fosters trust and credibility, increases commitment, and builds a reputation. Therefore, without character, intelligence, talent, and all those skill-based skills are useless.

Being a leader of character means that actions of such leader transcend the levels at which they lead people, organisations, society, and themselves. How leaders view their role in addressing the sustainability challenge is one area where this may be seen. Character matters in this situation because it determines the leadership style; and character is a leadership quality. Character is constantly used as the basis for how other people evaluate individuals. Character shapes a leader's leadership identity, which is reflected in how they conduct themselves at work and in society at large. It involves one's attitude, willingness to take on new tasks, and physical and mental presence in order to make an impression. It refers to the way a person "shows up" every day and in every engagement. A person's level of self-perception as a leader is another way to describe their leadership identity, and the process by which they build that perception and self-definition is known as leader identity development.

A leader's personality has a significant influence on how they act when trying to achieve both collective and, if necessary, individual goals. Based on this, the leader in a leadership position is supposed to favourably impact the team members so they may fulfil their potential and use it to help the group achieve its goals. The capacity of an individual, a group, or an organisation to direct, influence, or lead individuals, a group, or even the entire organisation is referred to as leadership in both academic and practical contexts. In order to improve human life and existence, individuals have been motivated to investigate and discover better and more practical methods to conduct themselves throughout history. Organisations are in no way exempt from this trend. With the current state of affairs affecting human both domestically and internationally, it is necessary to designate good-character leaders in our school organisations to maintain the truth and achieve educational goals.

## **CONCEPTUAL CLARIFICATION**

### **What is Character?**

Character is defined by the Cambridge Dictionary of English as a person's or a place's unique blend of traits that set them apart from others. According to the Britannica Dictionary, character is also described as one's thoughts, feelings, and behaviours as well as their personality and positive traits, which often include moral or emotional fortitude, honesty, and justice. Collins Dictionary of English defined character as what a person or place is made up of; all the characteristics that set them apart from other individuals or places. Anything that has a certain character also has a certain quality. Character describes the personality of a person. Someone's character, particularly reveals how dependable and honest the person is, it defines one's personality. If a leader has good character, they can be trusted and are honest. They are dependable and dishonest if they have a poor moral code. When a leader is described as having character, one is referring to their capacity for handling challenging, unpleasant, or hazardous situations.

According to Brian, James, and Joseph, (2007) character entered from the cold. Character is once again seen as a crucially significant element of personality and, consequently, of what makes individuals tick, having long been the poor cousin of clinical psychology and behavioural research; character is very important for leadership. Unsurprisingly, the relevance of leadership character is gaining traction in organisations. Johnson & Johnson (J&J), the largest maker of healthcare products in the United States, considers character to be a necessary component of leadership. A leader with character may provide an organisation a major competitive edge, according to former chairman Ralph Larsen. An organisation such as school actively attempts to hire and represent individuals of great character. Research reveals that excellent character counts in leadership, which is in line with Johnson & Johnson's position. Results-oriented leadership goes beyond how to be and shifts focus to how to do; this style of leadership is completely centred on character. In other words, people must first connect with their character in order to accomplish things both personally and organisationally.

Character-driven leaders provide outcomes that go beyond routine organisational goals and objectives. According to a study of world leaders over the previous 150 years, great character in managers will lead to a better world for all people, and leadership in general is essential to the social, moral, economic, and political fabric of society. Character, not personality, is more important in effective leadership. We frequently take a leader's character for granted. It is expected that competent leaders would have strong moral convictions, which will guide their decisions. These moral leaders have been recognised as genuine leaders: They exhibit constancy in their ideals, ethical thinking, and deeds; grow in positive psychological states like confidence; and are what they believe in., Optimism, hope, and resiliency in themselves and their colleagues; they are well-known and esteemed for their honesty (Brain et al, 2007).

Gerard, Jeffery, Mary, and Mark (2013) asserted that the basis for sound decision-making is character. A leader's deficiencies in their competence allow mistakes to be made. A character flaw is the main culprit more frequently. Character is needed to challenge others' judgements that are believed to be incorrect. It takes character to foster a climate of healthy disagreement where people can question someone else's choices without fear of repercussions. Character is not a quality that a leader should either possess or do not possess; rather, it is how deeply each aspect of character has been developed that gives a leader the capacity to lead. Everyone is flawed. Organisational leaders must shed light on character in order for it to receive the attention it deserves. A fresh emphasis on character brings out the best in individuals especially leaders and inspires them to pursue their own leadership development.

Organisational leaders have a lot of options for helping people cultivate their leadership qualities. Discussions are sparked and personal introspection is made easier by simply appreciating the topic of discussion and talking about character. Leadership profiles that simply discuss dedication and competence might imply that character is not significant. Normally, leaders as people do not pick up morals and qualities by osmosis. Character has been forgotten in modern society. One argument can be that character feels like an archaic term or that the educational system and organisations are only competency-focused. Character, however, is a crucial component of leadership and cannot be disregarded. Character has a key role in how we interact with the world around us, including what we notice, what we reinforce, with whom we converse, what we value, and how we act, etcetera.

## **Good Character**

Good Character is the cornerstone of effective leadership because people would not follow someone they do not trust. Without followers, one cannot lead; but in today's individualistic society, we seldom ever talk about what makes for good character. According to Fred Kiel's description in his book "Return on Character," a leader of excellent character is someone who scored highly on honesty, accountability, compassion, and forgiveness (Kiel, 2015). His depiction of a leader with doubtful character—someone who is unreliable in honouring agreements, regularly deflects responsibility, punishes well-intentioned people for making mistakes, and exhibits little compassion—makes this idea clearer (Brenda, 2017).

Since it has already been proven that trust is fostered by good character, another way to define good character is to think about what makes a person trustworthy. Therefore, what makes persons trustworthy are as follows:

- They follow through on their commitments, or they carry out what they say they will do; they deliver.
- They demonstrate dependability in their conduct by acting consistently over time in similar situations and responding accordingly.
- They take into account others' opinions and recommendations while making judgements.
- They are courageous because they always act honourably, even when it is tough.
- Instead than only pursuing their personal interests, they look out for the interests of the group as a whole.

Based on the "good character" standards, Brenda opined that more fostered than inherent, character may be developed. According to Batliwala (2011), a leadership development expert emphasised four basic concepts for developing character as follows:

**Moral fortitude and restraint:** to act ethically bravely even when it goes against your instincts. This entails gaining the restraint to balance your wants with those of others, the courage to face your fears and risks, and the will to stand up for what is right.

**Important Ideas:** Having a solid understanding of the values that guide your daily behaviour gives you a sense of identity.

**A sense of self:** Being aware of your true self and your beliefs. If you can maintain your self-confidence despite everyone else's scepticism while yet allowing for it.

**Integrity:** Integrating your thoughts, feelings, and actions with your ideals.

Good character is only possible for individuals with noble souls. It's a choice; in reality, it is a series of deft choices spread out over a lengthy period of time. A leader's character is moulded each time they face a turning point that forces them to assess their core values and principles. If leaders are prepared to utilise their self-control and self-discipline to attempt to behave morally constantly and in every scenario at those critical times, these decisions will eventually shape their personal and professional identities. Therefore, personality for a leader is more than simply talk; it is not sufficient to know who you are as a leader and what you stand for in life. Your

actions as a person in leadership are a reflection of your character, which is a balance of your convictions, virtues, and vices. That is the basis of leadership. It is important to recognise that each of us has a unique personality, but the trick is to intentionally develop a character that is enduring, significant, and valuable. Good character keeps a leader, directs a leader, and propels every employee forward in realization of organizational goals (Sheryl, 2020).

## **Good Character in Leadership**

Despite the fact that there are several books and training programmes on leadership and leadership development, excellent leadership is still lacking everywhere. Although the training was beneficial and the books offer excellent material, something is still lacking. It is becoming clearer that we could be concentrating on the incorrect qualities. Furthermore, there is no one accepted definition of what makes a successful leader! Even if a leader does the actions and rituals of leadership, they may still fall short. Take into account all the leaders that have been in office across all institutions of higher learning, workplaces, and organisations; how many of them can be considered to be exceptional, leaders of good character or even above average? Some individuals think that being a leader requires a title; however, a title is not needed for leadership and a title does not guarantee ineffective leadership. Some individuals think effective leadership is about producing results. However, because of the emphasis on outcomes, many leaders will stop at nothing to get them (Howard, 2020).

Authentic leaders lead from a strong, personal, moral value that can have a profound effect on an organisation. One needs to understand how character affects an organisation and how it can attract top performers. A leader's character, good or bad, can inspire others to greatness or discourage them from trying. In organisations such as school, the role of leadership character cannot be understated. The late civil rights leader Martin Luther King Jr. encouraged his followers not to judge people by their appearance, but by the content of their character. Especially under challenging circumstances, leadership must be trusted to make the best judgements and act morally. Gaining other's trust requires both expertise and moral fortitude. Both hiring administrators and those who will be following them must feel confident in the leader. When a leader's character is shown as being unreliable, their capacity to lead will decline. Morale will suffer if bad leaders are retained because they cannot be trusted (Monica, 2020).

## **Five qualities that make a great leader of good character as viewed by (Howard 2020)**

**Integrity is the foremost quality:** Always act honourably; having integrity is being able to set your own interests aside as a leader and do what is right. Too many leaders make snap decisions based on their own interests and then seem shocked when it is suggested that someone else may make a different decision. It is always advisable to advise the members of any team to refrain from taking any actions that they would find embarrassing to see on the top page of a newspaper or on social media.

**Humility is the second quality of outstanding leaders:** It is important to have humility and curiosity; humility-lacking individuals believe that only a selected few, if any, were responsible for their success. Great and good leaders are aware that many, if not all, of the individuals in

their lives contributed to their success. When one is humble as a leader that is good character which will enable a leader to constantly evaluate the theories and practises of others because they are aware that others can always do better. This is maybe the most powerful character attribute that suggests the goodness needed in a leader.

**Expressing concern is the third quality of excellent leaders:** Let everyone know they are unique. Everyone merits your consideration; a leader must show it. Too many leaders feel entitled to care, but when it comes to providing care, they distribute it according to a class structure and are shocked by the results. The amazing capacity to put oneself in another's shoes, to feel what others are feeling, and to comprehend others' motivations and aspirations is possessed by great leaders. Weak leaders are unaware of and unconcerned with opposing viewpoints.

**Consistency is the fourth virtue:** Be trustworthy and dependable. How do you feel knowing that you have someone in your life that you find untrustworthy, unpredictable, and who has a history of acting erratically? Having to deal with someone whose responses are erratic produces tension and discord. Imagine being obsessed by concern about the leader's actions every day. It is pointless to waste time talking about what these individuals have done or might do next. However, when someone fulfils their word, is dependable, and predictable; employees feel free to work at their peak efficiency, be creative and self-assured, and realise their full potential with such leaders.

**Influence is the fifth character quality:** Make a good impression on other people; this final quality is crucial because it shows that a leader puts others before themselves. Poor leaders think that people are on their side to support them. They look for opportunities to take advantage of people. The greatest superpower is influence. Great leaders always take risks or go. They have an impact beyond a single tiny group. They have an effect on their towns and potentially the entire planet.

### **What is Leadership?**

The intricacy makes it difficult to sum up leadership in a single description. Leadership is inclusive, thus, it cannot and should not be linked with either position or power; because the leader, followers, and situation are all involved in leadership as a function of leading others, it is highly difficult in nature. The response is that leadership comes with a lot of responsibility that is focused on outcomes and positive transformation, however this does not suggest that status is not vital in leadership. Leadership is more than just bureaucracy; it extends beyond this and is not just about displaying power. A leadership position does require some degree of power in order to motivate followers to work toward the achievement of common objectives, but merely displaying that power is not what leadership is about. Some individuals in positions of authority lack the moral character necessary to make leadership meaningful. (Jossey-Bass, 2007).

James MacGregor in Phillips (2009) argued that effective leadership involves motivating people they lead to act in support of specific objectives that uphold their values and their motivations—their needs, wants, ambitions, and expectations. The brilliance of leadership also rests in the way in which individuals see and act upon their own ideals and motives as well as those of their followers. The capacity of an individual, group, or organisation to lead,

influence, or direct other individuals, teams, or entire organisations is referred to as leadership, both as a scholarly field and as a practical talent (Grint, 2005). The word “leadership often gets viewed as a contested term with multiple meanings and diverse practical applications” (Western, 2013, p.26). Academic settings in the United States define leadership as a social influence process where a person may engage the assistance and support of others in order to accomplish a shared and moral purpose (Chin, 2015; Chemers, 1997).

Leadership is essentially an influencing power connection in which the strength of one party (the leader) encourages others to move or change (the followers) (Northouse, 2018). Those who support the complex nature of leadership, which is present at all levels of institutions in both formal and informal roles, have contested the more traditional managerial views of leadership that portrayed it as something one person possessed or owned because of their position or authority (Marvin et al., 2003). However, research on leadership has resulted in theories that take into account, among other things, qualities, situational interaction, function, behaviour, power, vision and ideals, charm, and intellect (Goldsmith, 2016; Saffold, 2005; Richards et al., 2005; Chin, 2015). Leadership is a powerful blend of strategy and character, as US Army General Norman Schwarzkopf put it. However, if you must go without one, go without the plan (Brian, et al. 2007).

### **The Role of Good Character in Leadership**

Without self-discipline, there would be no excellent character; Olympic gold medalists, outstanding business leaders and entrepreneurs, outstanding artists, authors, or innovators have all achieved success because self-discipline is a flaw in their personalities. The same is true of leadership; without self-discipline, a leader cannot be a decent person. Therefore, for a leader in an organisation, self-discipline is a complement to high character. Unfortunately, discipline is not something that thrives well in today's culture. Self-discipline has become obsolete due to permissive parenting practices and a world where you can have the majority of goods with the touch of a button. Actually, a lot of people nowadays relate self-discipline to rigidity, self-denial, and "being dull." They incorrectly believe that self-control limits their freedom. They do not understand, however, that exercising self-discipline results in the happiness of self-fulfillment and the liberation of having personal power; particularly for a leader.

### **What is self-discipline?**

Self-discipline is the capacity to completely mobilise and commit to a certain course of action, especially in the face of competing objectives, difficulties, and tremendous effort. Self-disciplined individuals can concentrate on their objectives and maintain their attention despite outside distractions. To achieve this, they exercise self-control over their feelings, behaviours, and ideas.

A deep personal desire for a particular goal and a deep personal belief that this goal is reachable with effort typically serve as the foundation for self-discipline. You won't have the tenacity to put up the effort necessary until you are completely fixated on the objective. And only if you are confident in your ability to learn the necessary skills and information will you have the patience and mental fortitude to persevere in your efforts (Brenda, 2017).

### **Role of Good Character in Leadership**

Character in a real leader can be uncovered if the surface is scratched or dig deeper into their nature. The qualities and principles that define a successful corporate leader are, for the most part, identical to those that define an excellent citizen. These authors outline the qualities and principles that define leadership character (Gerard et al., 2013).

According to Mornica (2020) the following are some role of good character in leadership:

**Demands Respect:** Leaders with integrity seek the respect of their teams and even the opposition in addition to being trusted. A person of high character is compassionate, never dismissive of others, accepting them, and open to hearing other's viewpoints. As a result of the leader's openness to accept and listen, their esteem for them develops. Those with poor character are not valued since they have shown they would not conduct sensibly or in the team's best interests.

**Delivers Excellence:** An organisation's spirit of excellence is fostered through leadership with excellent morals. These leaders hold themselves and those lead to higher standards than the current quo. This personality trait motivates team members to grow intellectually and practically. Responsibility comes with excellence. Even when it requires admitting errors, this leader accepts accountability for their deeds. They hold themselves to high standard of responsibility and demand the same of their teammates.

**Sincere Concern:** People with strong morals actually care about the coworkers they have in workplace interactions, a polite distance must be kept, yet real concern for others is crucial for organisations no matter how small. In big organisations, teams are frequently smaller than groups, necessitating a large demand for better internal relationships. This personality trait could show out as compassion, helpfulness, and care. Running an organisation ethically, honestly, and with integrity is essential to gaining new customers and preserving existing client relationships. Demanding a high standard of character from each employee and business partner may help differentiate an organisation from competitors and foster community trust.

**Character is Important:** Workplace morale establishes the tone for how an organisation runs; examine the basic principles that are frequently associated with character when thinking about character and the potential effects it may have on an organisation. This entails acting in a trustworthy manner, displaying respect wherever possible, and accepting accountability for ones deeds as a leader. Beyond this, those who live and conduct themselves ethically possess the trait of caring and taking the high road even when it is challenging.

**Creating the Mood:** The key to promoting the display of character in the workplace is to operate ethically and to hire employees who share these values. To maintain a high level of character in the workplace, an organisation must make sure it recruits new employees with integrity and honesty. Past checks are simply one method of learning more about a candidate's background and character after the initial interview.

**Internal Concerns:** Characteristics connected to character must be revered and anticipated at all organisational levels. Organisations frequently create what they regard as core values to aid



in coordinating all worker's behaviour with the organisation's principles. Administrators and managers of organisations must lead by example and choose to act in accordance with these moral and ethical principles. Employees have a pleasant overall experience when they are treated with respect and given guidance on how to meet moral standards; this fosters teamwork. Another focus for organisations might be placing equal demands on all employees and students.

**External Influence:** Another crucial aspect of character is leading by example (as mentioned above) as a responsible corporate citizen. This entails considering how each choice will affect the employee and, occasionally, choosing to act morally even at the expense of the organisation. Choosing good character as a leadership quality and giving back to the community is just a couple of the additional ways organisations may make a difference.

### **Characteristics of a Good Character in Leadership**

When the growth of leaders is discussed, frequently traits like vision, intellect, business savvy, bravery, and people and communication abilities are highlighted. But without the fundamental leadership characteristic of excellent character, none of it will produce a leader (Gerard et al., 2013). Gerard further suggested five virtues of leadership in addition to the six virtues identified by Christopher Peterson and Martin Seligman that are important in organisation. These factors are characteristics of good character in leadership according to Gerard et. al. (2013).

- Humility
- Integrity
- Collaboration
- Justice
- Courage
- Temperance
- Accountability
- Humanity
- Transcendence
- Drive
- Judgement

### **Importance of Good Character in Organisational Leadership and Capacity building**

There are various strategies to increase capacity, especially in regard to good character and organisational leadership. Capacity is the quantity leader can generate or become. The basic goal of capacity building is to broaden one's area of necessary capacity and develop beyond one's initial state. A leader must always gain new skills. Leaders in leadership must make sure they are dedicated to always evolving and bettering themselves (Sandberg, 2020). Real leaders, or leaders with character, must possess certain attributes that continue to be challenging. To uncover these traits and better understand them, Brian et al. (2007) undertook a study; they identify universalism, transformation, and kindness as the three core components of leadership character. They offered ideas for enhancing both these dimensions and the traits that make them up. A macro perspective approach to work and life known as universalism incorporates knowledge,

understanding, and compassion for the general welfare of people. Respect, fairness, collaboration, and compassion in particular best fit this definition of universalism. Respect for others, fairness, cooperation, compassion, spiritual reverence, and humility are the external manifestations of leadership character.

The concept of transformational leadership is consistent with transformation as an activity that inspires individuals to carry out long-term, ambitious aims. The qualities of boldness and zeal best exhibit this element. The incumbent must be competent and independent in order to provide the organisation a motivated and values-based strategic direction. The process of transformation is context-specific. Leadership character's second most important component is transformation, which is how leaders create all-encompassing and helpful results. Characteristic transformational leaders are those who possess bravery, passion, wisdom, competence, and self-control. Benevolence is a micro-approach to work that emphasises everyday care of others' well-being. Selflessness, honesty, and dedication to a purpose are the traits of kindness that are best demonstrated. Benevolence, the third fundamental aspect of leadership character, is characterised by loyalty, selflessness, integrity, and honesty. A leader should work on these traits to build up the capacity of leadership for organizational success.

Amanchukwu (2019) carried out a study on excellent character and organisational leadership and found that both qualities are essential for any organisation since they go hand in hand. Any organisation's performance is based on the management team's moral integrity. Truthfulness, boldness, compassion, self-control, optimism, and other qualities are necessary for an organisational leader. The research goes into detail on transformational leadership as well as organisational virtues and principles that a leader will make sure are firmly established inside the business. Character-driven leaders are said to be those who pay attention to messages that are in line with the organisation's goal and culture. The evolution of leadership and the significance of character in leadership are clearly stated in the notion that effective leadership is dependent on character. Some suggestions were given, such as the need for an organisation to thoroughly vet and approve a candidate's character before appointing them as a leader (the Federal, state ministries of education). Organisational executives must get specialised training either quarterly or as needed as an effort to foster capacity building in leadership. Before being nominated to such a position, future organisational leaders should either get training or have experience working under effective organisational leaders to also build their capacity for leadership.

Brant et al. (2020) conducted an empirical study for the Oxford Global Leadership Initiative on the cultivation of virtue among postgraduate students. In response, this article provides an early assessment of one programme at the University of Oxford that aims to develop character in postgraduate students. The programme was theoretically derived and experimentally tested. To determine if involvement causes measurable growth in four character qualities, the study used a pre- and post-test experimental methodology. Quantitative results show a little increase in two of the four focal virtues examined, while qualitative data suggest that future iterations should make sure that participants are provided both contemplative, conceptual tools and practical, everyday tasks to foster virtue. The study offers both empirical evidence and future suggestions for ongoing research and programme development for promoting virtue in higher education. This is an indicator and evidence of how capacity can be nurtured for good leadership traits that develop character.

Amirize (2019) also conducted a study to find out how morality and character affect organisational leadership, either favourably or unfavourably, which should result in good or bad governance. Moral character largely refers to the combination of traits that set one person apart

from another. Organisational leadership is the capacity of management to comprehend its workforce and business objectives to the point where everyone can work together. The characteristics of a good leader were examined, including motivation, good human relations, which are essential to ensuring the development of employees and an organisation, discipline, which is necessary for leadership to realise their goals and dreams, professional development of the staff, and employee development is not just the staff's responsibility alone, but also of the employer, followed by participative decision-making, which refers to how much employers encourage or let staff to engage in organisational decision-making. Therefore, the researcher advised that effective leadership in the accomplishment of organisational goals and objectives be put in place, together with the right and suitable mix of people and material resources. The organisation's coaching and mentoring programmes, training and development initiatives, and recruiting, selection, and succession planning must all openly address and reinforce values. These indicators enumerated above are avenues for capacity building in leadership.

## **CONCLUSION**

Leadership requires a certain quality, which is character. Character fosters loyalty and generates credibility. Therefore, without character, intelligence, talent, and all other skill-based skills are useless. The utterly self-serving and skilled may occasionally succeed early on, but they eventually do not ascend to the top because they are viewed as untrustworthy and people do not follow them, no matter how talented they are. It is very important for leaders of organisations such as school to apply good character as both quality and useful administrative tool; for capacity building which will create room for successful outcomes in terms of the actualization of the educational goals. Good character in leadership cannot happen overnight in line with the saying that Rome was not built in a day. Capacity building is a sure way for good character in leadership; constancy in making sincere efforts through capacity building in leadership will make one an excellent leader.

## **Suggestion**

The paper suggested among others that:

- Organisational leaders should improve on their character by engaging in seminars as well as workshops periodically in order to beef-up quality of leadership for capacity building.
- Leaders should encourage their subordinates to get involved in capacity building workshops, seminars as well as symposiums to help develop their character for the realization of stated educational goals as well as the organisational goals.
- Government should help fund some of the capacity training of organisational leaders for the actualization of the stated educational goals for all round development in the educational sectors in the country.
- Stake holders should equally contribute their own quarter to see to it that the very best capacity building is made available to the leaders of our institutions to make it a reality.

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# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN INSTRUCTIONAL LEADERSHIP: INCORPORATION FOR SOCIAL STUDIES TEACHING AND LEARNING IMPROVEMENT

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## ABSTRACT

This study examined teachers' retraining opportunities and job effectiveness in public secondary school in Delta State. Three research questions and three null hypotheses guided the study. The study adopted a correlational design. The population of the study was 673 teachers and principals of the public senior secondary schools in Ika North East and Ika South LGAs of Delta State. This comprises 33 principals and 640 teachers. The sample of the study is 220 principals and teachers in the study area. The multistage sampling technique was adopted in selecting the sample. Two sets of self-structured questionnaire titled "Teachers' Retraining Opportunities Questionnaire" (TROQ) and "Job Effectiveness Questionnaire" (JEQ) were used in the collection of data from the respondents. The instruments were validated by three experts two in Social Studies Education and one from Measurement and Evaluation, Delta State University, Abraka. A test of internal consistency was adopted in establishing the reliability of the instrument. Reliability indexes of 0.81, 0.85 and 0.79 were obtained for the three clusters of the instrument. The data collected were analysed using Pearson Product Moment Correlation coefficient. The findings the study revealed that there is a positive relationship between teachers retraining opportunities such as PGDE, workshops and mentoring and teachers job effectiveness in public secondary schools in Ika North East and Ika South LGAs of Delta State. Based on the findings of the study, it was recommended among others that the State Ministry of Education should come up with a policy that would require all teachers in government secondary schools who do not have their first degree in Education to enrol for a Post-Graduate Diploma in Education. This would enhance their effectiveness in teaching to a high extent.

**Keywords:** Teachers, Retraining, Opportunities, Job, Effectives and Secondary School.

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## INTRODUCTION

The use of instructional leadership in schools by educational leaders including teachers is an innovative development in this era of information and communication technology (ICT). In the 21st century, ICT has advanced in such a way that it has impacted on the way people think, work and live (Grabe, 2017). Teaching and learning in contemporary times are made more effective and efficient through the use of ICT. Schools and other educational institutions which are supposed to prepare students especially social studies students to live in "a knowledge society" need to consider ICT integration in their various subjects' curriculum (Ghavifekr et al., 2012). In conjunction with preparing social studies students for the current digital era, social studies teachers are seen as the most important actors in using ICT in their daily classrooms for the

teaching of social studies. This is due to the capability of ICT in providing dynamic and proactive social studies teaching and learning environments (Arnseth & Hatlevik, 2012).

The integration of ICT in instructional leadership in the teaching and learning of social studies enhances social studies students' capabilities to perform creditably in the wider society. It is essential to note that technology in this contemporary society is used more and more widely, especially for the purpose of teaching and learning. The reason is that modern technology offers many tools that can be used in classrooms to improve teaching and learning quality (Bruniges, 2013; Lefebvre, Deaudelin, & Loiselle, 2016; Bingimlas, 2019; Hamidi et al., 2011; Hussain et al., 2011). Information and Communication Technologies (ICT) is seen as one of the crucial factors that affect social studies teachers' teaching effectiveness and social studies students' learning worldwide. UNESCO, many international organizations, and many governments emphasized the importance of ICT and try to incorporate ICT into education systems (Chen et al., 2015).

ICT integration in teaching and learning according to Mahmud and Arif (2018) can be defined as the process of determining where and how technology fits in the teaching and learning scenario. It enables everyone to enter the websites from everywhere at any time to use the free information by the internet. Worldwide research has shown that ICT can lead to improved social studies students' learning as well as better pedagogical practices in social studies. Furthermore, ICT has the potentials of preparing social studies students for life in the 21st century and beyond. Through teaching and learning ICT skills in social studies teaching and learning, social studies students are ready to face future problems based on proper understanding (Grimus, 2020). Bransford, Brown, and Cocking (2020) noted that the use of ICT can assist students in developing the competencies needed for the current globalization. This is because ICT can help social studies students to develop their skills, boost up their motivation and widen their knowledge and information base (Grabe & Grabe, 2017; Hussain et al., 2011).

In accordance with globalization and the information highway, the Nigerian education system is planned to educate students in general and social studies students in particular as the future workforce who are technology-savvy, innovative and conversant in technical know-how (Ghavifekr & Sufean, 2011, Nwaenyi et al., 2014). The impact of the integration of ICT in instructional leadership in the teaching and learning of social studies will bring about nation-building, national development and sustainable development. This is also to enable Nigeria to be creative and competitive for the current globalization (Abas, 2019). Hence, the need for effective ICT-based subject curriculum in general and social studies curriculum in particular will be one of the main elements in strategic planning for ICT integration in the Nigerian education system. This will also ensure that ICT investment decisions are optimized in the education system and well planned (Suhaimi et al., 2017; Ezike, 2014).

Integrating ICT in Nigerian education is a complex task due to its dynamic nature. Hence planning for ICT integration in Nigerian education is considered as an important element for improvement and development. Pieces of research have shown that due to the issues and problems related to the use of ICT in teaching and learning social studies in the Nigerian education system, ICT integration and implementation is a complex process which requires strategic planning by the education policy and decision makers (Anugom & Mezieobi, 2018; Hashim, 2017; Ghavifekr & Sufean, 2010; Zellweger, 2016).

The Integration of ICT in Instructional Leadership: The Social Studies Educationist's Perspective

Every social studies professional has his or her own idea of what ICT integration in instructional leadership in the teaching and learning of social studies means. The emphasis on the introduction of ICT in all educational related sector is overwhelming. In contemporary times, teachers, students, principals, head teachers and all education stakeholders are encouraged to be ICT complaint. The knowledge of ICT enhances the instructional leadership ability of an individual especially individuals in the education sector. Information and Communications Technologies (ICTs) have become the most essential building block of modern industrial society in a very short time. Mastering ICT and understanding its basic skills and concepts are now highly regarded by many countries (Daniels, 2012; Rampersad, 2011). ICT has been increasing at an amazing rate in instruction among social studies teachers.

There is need for the development of ICT and its introduction to upper basic education level school students (JSS 1-3) especially with the teaching and learning of social studies. Olaofe (2015) stated that the need for development of ICTs is a global resolution and has been a subject of great significance to all mankind. ICT has impacted on all spheres of human endeavours from education to the economy, to culture, to politics, health, security and to even technology. These technologies have become the focal point for contemporary societies. Whether one is communicating on the phone, sending an email, going to the bank, using a library, listening to sports coverage on the radio, watching the news on television, working in an office or in the field, going to the doctor, driving a car or catching a plane, one is using information and communication technologies (ICTs). ICT is a shortest link for the computers, software, networks, satellite links and related systems that allow people to access, analyze, create, exchange and use data, information and knowledge in ways that were almost imaginable (Association of African Universities, 2020).

The prevalence and rapid development of ICTs has transformed human society from the information technology age to the knowledge age (Galbreath, 2020). Kitschner and Davis (2013) identified the following competence required by social studies teachers in ICT utilization in instructional leadership in education. These include: competence to make personal use of ICT in display of instructional leadership skills, competence to master a range of educational paradigms that make use of ICT in display of instructional leadership prowess, sufficient competence to make use of ICTs as mind tools, competence to make use of ICT in instruction as a tool for social studies teaching, competence in mastering a range of social studies assessment paradigms which make use of ICT in display of instructional leadership skills, competence in understanding the policy dimensions of ICT use in display of instructional leadership skills for social studies teaching and learning. The ICTs have the potentials not only in ensuring effectiveness and efficiency in these two areas of teaching and learning; but also in deleting the administrative duties.

According to the Organization for Economic Co-operation and Development (2015) and Gbenga (2016), ICT can work in a number of general ways as follows:

- It can be used to train social studies students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g., word processing, email communication and so on.
- It can provide access to information and communication outside the social studies classroom example, via the internet.
- It can be used to support social studies teacher development via external networks.

- It can support and potentially transform the social studies learning and teaching processes.

Social studies teachers and students of the 21st century trust ICT at all levels of their endeavours in education. In no distant time, human beings will trust ICT more than they trust fellow human beings. Both social studies students and social studies teachers need to learn to trust the technology for technological performance as well as enhance the uptake and reduce resistance to technology. Social studies teachers need to be confident and competent in using various ICT tools to build their trust in the technology (Jones and Preece, 2016). Without social studies teachers' competency and mastery skills of ICT integration in instructional leadership which is appropriate to their needs, ICT could not be put into good use for instructional delivery. In this regard, social studies teachers should have a range of different technical and communication skills which include using chat rooms, word processing skills, web page authoring and using various kinds of ICT tools such as File Transfer Protocol (FTP), compress and decompress of files, example, Win zip and so forth (Barker, 2012).

Before attempting to answer this question one must point out that in the current information society a country could choose to be an e-tiger (a country determined to take radical policy decisions to be a front runner), e-floater (a country trying to keep pace with the most dynamic countries), e-follower (a country that makes the best use of what reaches it in due course), or e-skeptic (a country which does not believe in the transformation and development potential of ICT and does not take any active step) (Grape and Grape, 2017). So only the first two can stay networked. The best will receive residual e-fallout (willing in the case of e-follower and unwilling in the case of e-skeptic). Kozma and Anderson (2012) claim that ICTs are transforming schools and classrooms by bringing in new curricula based on real world problems, providing scaffolds and 17 tools to enhance learning, giving students and teachers more opportunities for feedback and reflection, and building local and global communities that include students, teachers, parents, practicing scientists, and other interested parties. Similarly, Hepp et al. (2014) state that the roles ICTs play in the educational system can be pedagogical, cultural, social, professional and administrative.

### **Social Studies and Social Studies Education**

According to Osakwe (2013) Social Studies is a course of study that studied human beings in various capacity of his interaction with his fellow counterpart. Social studies is a program of study which a society uses to instill in students or learners the knowledge, skills, attitudes and actions it considers important in the relationships human beings have with each other, their world and themselves (Mezieobi et al., 2013). Social studies are the most inclusive of all school subjects. Social studies as the study of man in his environment, how man influences his environment and how his environment influences him (Mezieobi & Mezieobi, 2016) opens up the fact that social studies are all encompassing and its curriculum should be elaborate. Determining what is included in the social studies curriculum requires facing key questions about social knowledge, skills, and values, including how best to organize them with respect to specific subject matters (example, history, geography, anthropology, and so on.) and in relation to the unique subjectivities of teachers and their students.

Given this, it is not surprising that social studies have been racked by intellectual battles over its purpose, content, and pedagogy since its very inception as a school subject in the early part of the 20th century (Ross et al., 2013). For several years and counting, social studies has



been regarded as the most potent, veritable tool or vehicle through which human capacity is built, developed and sustained. Concurring with the above assertion Constance (2015) held the opinion that citizenship, social studies skills, interaction, cultural awareness and interpreting information are the key components of social studies. The implication is that social studies' core focus is the teaching of skills, interpreting information, awareness in one's cultural environment and so on, which is summarized as human capacity building. This is supported by the National Council for the Social Studies (NCSS, 2011) when it said that social studies are an integrated study mainly made up of the social sciences and humanities primarily to promote socio-civic competence. The emphasis here is civic competence. Competence comes into play via training or education just as human capacity building (Clifford & Joseph, 2015). The effective teaching and learning of social studies will bring about national development and sustainable national development through human capacity building and civic competence.

Social studies education is basically the strategic approach of inculcating in social studies learners socio-civic competence, building their capacity as human beings, value orientation and value re-orientation. Stanley and Nelson (2014:266), for example, define social studies education as "the study of all human enterprise over time and space". Social studies education is the core duty of the social studies educationist (a professional social studies teacher). The purpose of social studies and social studies education has caused overwhelming controversies amongst social studies educationists and social studies educators. Even though there has been at least superficial agreement that the purpose of social studies is "to prepare youth so that they possess the knowledge, values, and skills needed for active participation in society (Marker & Mehlinger, 2012: 832), but the content and pedagogies of social studies education have been greatly affected by various social and political agenda. What does it mean to be a „good citizen"? Arguments have been made that students can develop „good citizenship" not only through the long-privileged study of history (Whelan, 2017), but also through the examination of contemporary social problems (Evans & Saxe, 2016), public policy (Oliver & Shaver, 2016), social roles (Superka & Hawke, 2012), social taboos (Hunt & Metcalf, 2018) or by becoming astute critics of one's society (Engle & Ochoa, 2018).

### **Instructional Leadership**

In a nutshell, instructional leadership can be conceived as the strategic management and administration of curriculum and instruction by a school's management involving the principal, teachers and so on. Instructional leadership is closely related to classroom instruction among all school-related factors that contribute to what students learn at school.

### **Purpose of the Study**

This research is based on the following purposes:

- To identify secondary schools' social studies teachers' level of computer skills and knowledge in the social studies teaching and learning.
- To identify level of secondary schools' social studies teachers' ICT integration in instructional leadership social studies teaching and learning.
- To identify the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning.

### **Research Questions**

The research questions to be answered are:

- What are the level of computer skills and knowledge for secondary schools' social studies teachers in social studies teaching and learning?
- What is the level of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning?
- What is the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning?

## **METHODOLOGY**

The study adopted a quantitative research design with a focus on ICT integration in instructional leadership: incorporation for social studies teaching and learning improvement in Delta State, Nigeria. Besides, this study also investigates the relationship between secondary schools' social studies teachers' computer skills and knowledge and the ICT integration in instructional leadership for social studies teaching and learning. The population surveyed consists of social studies teachers in public secondary schools in Delta State, Nigeria. The sample size for this study was 102 (one hundred and two) secondary schools' social studies teachers, 74 female social studies teachers and 48 male social studies teachers. The sample size was selected in such a way that there was even representation of the entire population. There was a mixture of male and female, experienced and inexperienced secondary schools' social studies teachers selected from urban and rural areas of Delta State.

The instrument for data collection was a researcher's self-constructed rating scale titled: ICT Integration in Instructional Leadership for Social Studies Teaching and Learning Improvement Rating Scale (ICTIILSSTLIRS). The rating scale was categorized into two (2) sections, A and B. Section A was used to elicit information on personal data of the respondents while section B contained items that addressed the issues raised in the research questions. The rating scale sought to find out opinions of the respondents to the items in the rating scale. Each of the items of the rating scale was weighed on four (4) point likert scale of Strongly Agree (SA) 4points, Agree (A)- 3points, Disagree (D)- 2points and Strongly Disagree (SD)- 1point. The total number of participants who took this questionnaire was 102. The rating scale was validated by two experts in measurement and evaluation and three experts in social studies education all from Delta State University, Abraka. A test retest was used to ascertain reliability of the instrument used for data collection. Pearson Product Moment Correlation Coefficient (PPMCC) was used to find out the consistency level in the response to the items.

The researcher administered the one hundred and two (102) copies of the instrument to the respondents with the help of two trained research assistants using face to face contact. This was done to ensure high return rate of 100% and on the spot collection of the rating scale. Fortunately, the 102 administered copies of the rating scale were retrieved on the spot. The collected data were presented in frequency tables in accordance with the research questions. The researcher used mean scores and standard deviation in answering the three research questions. The researcher adopted a mean of 2.50 as a cut-off point, and any item with a mean above 2.50 was seen as an agreement while below 2.50 was seen as a disagreement. Statistical Package for the Social Sciences (SPSS) version 21.0, basic descriptive statistics, cross tab, independent samples t-tests, and so forth were utilized to analyze data from the survey questionnaire.

## **FINDINGS**

Research Question 1: What are the level of computer skills and knowledge for secondary schools' social studies teachers in social studies teaching and learning?

Table 1: Mean and standard deviation on the level of computer skills and knowledge for secondary schools' social studies teachers in social studies teaching and learning.

| S/N | ITEMS   | Mean | SD   | Decisions |
|-----|---|------|------|-----------|
| 1.  | I use the computer regularly                      | 3.4  | 1.2  | Agree     |
| 2.  | I prepare my lesson notes using my computer       | 3.21 | 1.7  | Agree     |
| 3.  | I teach with PowerPoint                           | 3.08 | 1.1  | Agree     |
| 4.  | I prepare lesson plans using the computer         | 3.11 | 1.4  | Agree     |
| 5.  | I have my personal laptop.                        | 3.09 | 1.1  | Agree     |
| 6.  | The school provided computers in all the offices. | 2.92 | 1.3  | Agree     |
| 7.  | I am computer literate                            | 4.01 | 1.6  | Agree     |
| 8.  | I can design a website using the computer         | 3.07 | 1.1  | Agree     |
| 9.  | I always browse for information on the computer   | 3.23 | 1.7  | Agree     |
| 10. | I can develop teaching aids with the computer     | 3.41 | 1.6  | Agree     |
|     | <b>Grand Mean</b>                                 | 3.26 | 1.40 |           |

Result in table 3 shows that all the items scored above 2.50. This implies that use of computer regularly, using the computer to prepare lesson notes, teaching with PowerPoint, using the computer to prepare lesson plans, having a personal laptop, the provision of computers in the various offices by the school, been computer literature, designing a website using the computer, browsing for information on the computer and developing teaching aids with the computer the level of computer skills and knowledge for secondary schools' social studies teachers in social studies teaching and learning.

Research Question 2: What are the levels of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning?

Table 2: Mean and standard deviation on the level of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning.

| S/N | ITEMS  | Mean | SD  | Decisions |
|-----|--|------|-----|-----------|
| 11  | I advise my students on the importance of the use of computers in teaching and learning                      | 3.21 | 1.2 | Agree     |
| 12  | My students have been told to tell their parents to buy computer(s) for them at home                         | 3.42 | 1.0 | Agree     |
| 13  | Students do their assignments at home with the computer  | 3.11 | 1.3 | Agree     |
| 14  | I have taught my students on how to use some educational software  | 3.05 | 1.2 | Agree     |
| 15  | ICT integration has improved my instructional leadership skills  | 4.00 | 1.3 | Agree     |
| 16  | I encourage my students to use the computer regularly  | 2.92 | 1.2 | Agree     |
| 17  | The school has built a computer centre for students' use   | 3.01 | 1.2 | Agree     |
| 18  | ICT integration of my school encourages me to integrate the use of computer in my teaching of social studies | 2.96 | 1.0 | Agree     |
| 19  | I make demonstrations on subject knowledge with the computer   | 3.00 | 1.4 | Agree     |
| 20  | My students are given computer-use orientation   | 4.09 | 1.6 | Agree     |
|     | <b>Grand Mean</b>  | 3.28 | 1.2 |           |

Result in table 2 shows that all the items scored above 2.50. This implies that advising students on the importance of the use of computers in teaching and learning, telling students to inform their parents to buy computers for the home, doing assignments at home with the computer,

teaching students on how to use some education software, improvement of instructional leadership skills through ICT integration, encouraging students to use the computer regularly, building computer centre for students' use by the schools, integrating the use of computers in teaching and learning, demonstrating on subject knowledge with the computer and giving students computer use orientation are the levels of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning.

Research Question 3: What are the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning?

Table 3: Mean and standard deviation on the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning.

| S/N | ITEMS   | Mean | SD   | Decisions |
|-----|---|------|------|-----------|
| 21  | My school encourages teacher independence and team work because of ICT integration  | 4.09 | 1.09 | Agree     |
| 22  | I effectively use my instructional leadership prowess when I teach with the computer  | 2.90 | 1.21 | Agree     |
| 23  | My students understand my lessons better when I teach using the computer  | 3.51 | 1.22 | Agree     |
| 24  | Crucial decisions are made about ICT integration at all levels in the school  | 2.71 | 1.39 | Agree     |
| 25  | Teachers are encouraged to improve on their instructional leadership skills through the use of the computer                             | 3.10 | 1.34 | Agree     |
| 26  | The use of computer in teaching social studies exposes the students to the rubrics of social studies                                    | 3.06 | 1.08 | Agree     |
| 27  | The school provides constant hardware and software updates  | 2.76 | 1.03 | Agree     |
| 28  | The teachers are given regular orientation on the use of computers in the classrooms  | 2.84 | 1.02 | Agree     |
| 29  | The schools' ICT coordinators provide technical support to all the social studies teachers  | 3.08 | 1.06 | Agree     |
| 30  | Social studies teachers are sponsored by the school to attend conferences and workshops on ICT integration and instructional leadership | 3.22 | 1.07 | Agree     |
|     | <b>Grand Mean</b>   | 3.33 | 1.04 |           |

Result in table 3 shows that all the items scored above 2.50. This implies that encouragement of teacher independence and team work because of ICT integration, effective use of instructional leadership prowess when teaching with the computer, making students to understand lessons better when teaching with computer, making crucial decisions on ICT integration, encouraging teachers to improve on their instructional leadership skills through the use of the computer, exposing students to the rubrics of social studies through the use of the computer, providing constant hardware and software updates, giving teachers regular orientation on the use of computers, providing technical support to all social studies teachers and sponsoring social studies teachers to attend conferences and workshops on ICT integration and instructional leadership are the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning.

## DISCUSSIONS AND CONCLUSION

ICT integration in instructional leadership in schools is very essential for the incorporation of innovations in teaching and learning. ICT promotes effective teacher-student relationship thereby putting teachers and students in the same teaching and learning pedestal. ICT integration has lots of potentials in advancing and promoting quality and standard education. Education Blueprint, (2013) pinpointed that the tremendous potential of ICT in promoting the learning outcome with more latest of knowledge without and obstruction on accessibility and distance limitation, and yet straighten students' thinking skills is undeniable. With ICT integration in the social studies classroom, social studies students will be able to get involved in interactive tasks with a wider range of information and knowledge during their learning. At the same time, the teachers' beliefs and attitudes will influence them to integrate ICT in their teaching practice (Hatlevik & Arnseth, 2012; Rampersad, 2011). With this, it will be recommended that the Delta state ministry of education should support the integration of ICT in schools using all kinds and types of leadership including instructional leadership. Furthermore, at the same time, the Delta State ministry of education should advance the usage of ICT like build a learning website or creating learning software such as educational games appear to be rarely used in the teaching and learning process or even preparation for educational purposes (Hussain et al., 2011).

Social studies teachers in particular and teachers in general are encouraged to utilize ICT in their teaching, develop their personal websites, purchase and own their private laptops, and so on. Secondary school teachers should have online presence through registering on social media and uploading their innovative skills and ideas for the consumption of the general public. Nevertheless, teachers are one of the important factors in students' high achievement. The teachers' beliefs will influence them to integrate ICT in their teaching practice (Arnseth & Hatlevik, 2012). As found in this study, the knowledge and skills about ICT that teachers are equipped with will encourage teachers to integrate ICT into the teaching and learning process that will increase student learning outcomes (Malaysia Education Blueprint, 2013).

Social studies teachers are also encouraged to develop their ICT knowledge and skills. This will help them to be acquainted with ICT innovations around the world. Every secondary school should advance the concept of internationalization- having an online presence, creating collaborations with high schools in other parts of the world and so on. Furthermore, the schools' leadership should encourage continuous professional development programmes for social studies teachers in particular and teachers in general. Teachers can be sponsored to attend workshops and conferences in other parts of the world. This will promote academic partnerships and networking.

The findings of this research on importance of teachers' attitudes and skills regarding ICT implementation in junior secondary school (upper basic education level schools) system is in line with some previous studies such as Hatlevik and Arnseth (2012) and Al-Zaidiyeen, Mei and Fook (2010). Similarly, Peeraer and Van Petegem (2012) claim that to ensure successful ICT integration in schools, scholars have to emphasize that it is about how teachers integrate ICT in instructional leadership into the teaching and learning process as the implementation process to foster students' thinking skills and lastly promote better learning outcomes. Therefore, social studies teachers of today should always be ready and well equipped with ICT capabilities and optimistic attitude to provide ICT-based learning opportunities for students to improve their learning quality (Hamidi et al., 2011).

Also, the schools should be encouraged to engage the services of social studies professional teachers. These are social studies teachers with professional qualifications and credentials in social studies teaching. ICT integration in instructional leadership in the teaching

and learning of social studies in junior secondary schools (upper basic education level schools) enhances social studies teacher professionalism, benefits students by developing their confidence in using ICT and developing competency to be more successful in the future high technological world (Panangalage & Pasqual, 2018). Many studies also show ICT brought positive significance in social studies student learning achievement in subjects such as Mathematics, Science, and English Language (Ahmadi, Keshavarzi, & Foroutan, 2011; Chaamwe, 2010; Hussain et al., 2011). Finally, the Delta State government and other state governments should support the formulation of policies that will subsidize funding allocation in ICT to schools and in education. A successful integration of ICT in Nigerian schools will help promote and advance the Nigerian education.

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# INSTITUTIONAL LEADERSHIP SKILL AND SPORT ACTIVITIES ENHANCEMENT IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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## ABSTRACT

This paper focused on institutional leadership skill and sport activities enhancement in public secondary schools in Delta State. The study formulated two research questions and two corresponding hypotheses guided the study. The research adopted a correlational and survey design. The study was anchored on Maslow's hierarchy of needs. The population of the study comprised of 615 principals of public secondary schools in Delta State. While a sample size of 185 principals of public secondary schools in Delta State of about 30 percent were used for the study. The instrument for data collection was self-structured questionnaires titled: Institutional Leadership Skill Questionnaire (ILSQ) and Sport Activities Enhancement Questionnaire (SAEQ) structured in a modified four (4) point Likert scale, and carried out reliability and validity tests which confirmed that all the items tested were valid and internally consistent. The reliability of the instrument tested was accepted to a standard of 0.75. The data gathered for the study was analysed using descriptive and inferential statistics through the aid of SPSS version 23.0. The Pearson Product Moment Coefficient was adopted in testing the hypotheses. The findings of the study revealed that there is a significant relationship between institutional leadership skill and school sport activities enhancement in public secondary schools in Delta State. It was recommended among other things that those institutional leaders should develop effective communication skills and delegation of duties in public secondary schools in Delta State.

**Keywords:** Institutional Leadership, Skill, Sport Activities.

Reference to this paper should be made as follows:

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## INTRODUCTION

The concept of institutional leadership skill comes from Ololube's early analysis from social sin and the character of institutional leadership and management: a nation program to fail (Ololube (2021). Ololube further emphasized that ethics, value and morals are the focus of Institutional Leadership and Management (ILM). When institutional leaders catch a vision of reasonable value, their perception towards organizational enhancement begins to flourish. Hence it is important for institutional leaders to put on the spirit of institutional consciousness in leading their subordinates. Effective institutional leaders have the ability to inculcate the right virtue into the mind of their subordinates.

In every institution, the level of institutional leadership skill determines their level of productivity capability. Therefore, if education were to be manufacturing industry, her

product would be quality student who can withstand the 21<sup>st</sup> century challenges (Ananyi, 2022). Apparently, it is important for institutional leaders to trade institutional goods with trembling acknowledging that the computer package of garbage-in-garbage-out is also applicable in production of students. In the context of this study many institutional leaders have not embrace the inculcation of sport activities as a way on transmitting knowledges to students, this deficiency has resulted to many predicaments militating students' performance in all ramifications. As such, ethics, value and morals of effective communication and delegation of duties should be considered if school goals must be achieved.

### **Statement of the Problem**

It has been observed that institutional leader's perception toward school sport activates in public senior secondary schools in Delta State is of poor quality. The effect of these lackadaisical behavior has posed serious threat to students' academic performance not just in the school but also in their career, and social life. These neglect of poor institutional leaders' skill towards school sports performance quested the researchers to investigate whether the use of effective communication, delegation of duties as institutional leadership skill could influence student sport performance in public senior secondary schools in delta state.

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

The aim of this study is to investigate principal's leadership skill and school sport activities enhancement in public senior secondary schools in delta state. Specifically, the of objective of this study seeks to:

- Determine how use of effective communication as institutional leadership skill influence student sport performance in public senior secondary schools in delta state.
- Examine how use of delegation of duties as institutional leadership skill influence student sport performance in public senior secondary schools in delta state.

### **Research Question**

- To what extent does the use of effective communication as institutional leadership skill influence sport activities enhancement in public secondary schools in Delta State.
- To what extent does the use of effective communication as institutional leadership skill influence sport activities enhancement in public secondary schools in Delta State.

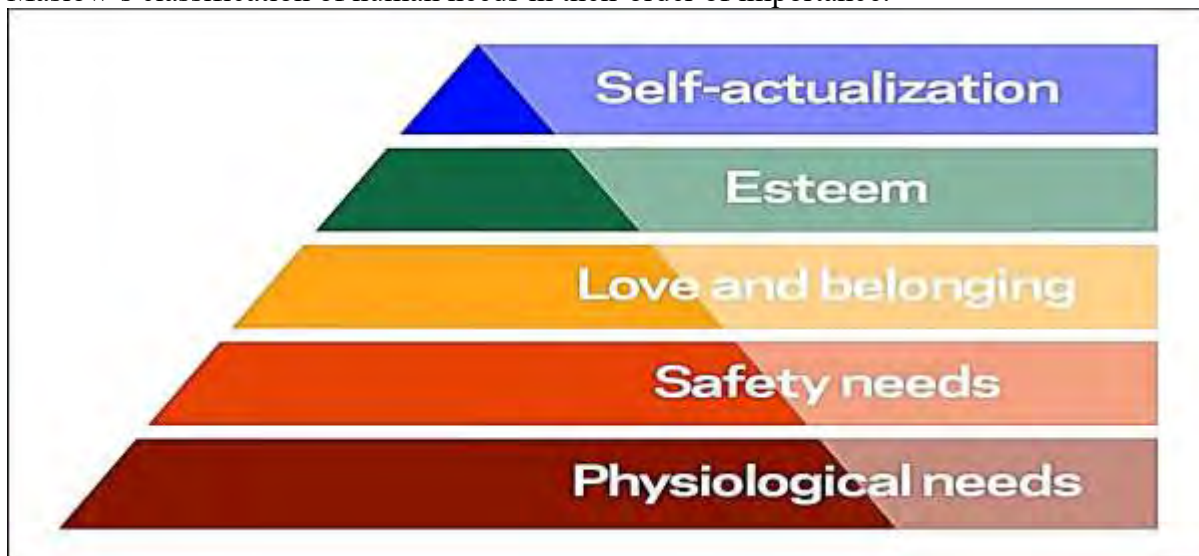
### **Hypotheses**

**HO<sub>1</sub>** There is no significant relationship between use of effective communication as institutional leadership skill and student sport performance in public senior secondary schools in Delta State.

**HO<sub>2</sub>** There is no significant relationship between use of delegation of duties as institutional leadership skill and student sport performance in public senior secondary schools in Delta State.

## THEORETICAL FRAMEWORK

The theoretical framework of the study was anchored on two theories namely, of human motivation known as Hierarchy of Needs theory. The human motivation theory was propounded by Abraham Maslow as cited in Ololube (2017). The theory based his motivation theory on three assumptions. Firstly, there is always something that someone is trying to fulfil; secondly, a need fulfilled is no longer compelling as an unfulfilled need; and, thirdly, needs are arranged into five categories in an order of their priority. Maslow views some human needs as more powerful and important than others which then led him to divide human needs into five categories ranging from the most urgent needs to the most advanced needs. Maslow's categories of human needs comprise of physiological needs, safety needs, social needs, esteem needs and self-actualization needs (Ololube, 2017). The central point of emphasis in Maslow's Hierarchy of Needs theory is that low-level needs should be met first before high-level needs are met. Figure 1 below shows Maslow's classification of human needs in their order of importance.



**Figure 1: Maslow's hierarchy of Needs pyramid**

The Abraham Maslow's hierarchy of human needs is significant to this study as it shows that basic human needs at the bottom of the hierarchy, are satisfied first before advanced human needs at the top of the hierarchy are satisfied. Hence, institutional leaders can satisfy students sport activities by providing students with a basic sport facilities and favourable playground such as their volleyball court, football field, tennis court and lots more with the aim of enhancing students sport activities through quality institutional leadership.

## **Conceptual Review**

### **Leadership**

Leadership is a highly complex concept to define but most definitions focus on the exercise of influence as the notion of efficient leadership has shifted from delegation and direction to collaboration and shared responsibilities. A recent concept about leadership has moved away from analyses of individual leaders either those in formal leadership roles or charismatic or informal leaders to “distributed leadership (Koffey, 2011). Leadership as a concept has been given a wide range of meanings and interpretations by different scholars based on their schools of thought. Some see leadership as a field of study in social and management sciences, others see it as a practical and professional skill to control others in administrative activities.

However, leadership is given a meaning to ensure its directional focus. To Ololube (2017) Leadership is a process of social influence, which maximizes the efforts of others towards the achievement of a goal.” Nworgu (1991) in Okai (2017) stated that leadership is the process of influencing the activities of a group of people by a leader in effort towards goal achievement. In the same way, legal, Umar (2017) asserted that leadership as p process by which leaders could direct, guide and influence the behaviour and work of others towards the accomplishment of specific goal in a given situation. In considering the above explanations, the scholars see the executive as the leader in a given situation and the leader is the human factor that could influence other resources to achieve the set goal. The scholars further see leadership from different perspectives first as a “process” which implies that leadership requires series of things to be done in order to achieve the needed result. Second. As a “social influence”, implying that leadership requires that one is set to influence the activities of others toward a particular purpose. Third, as “goal achieving”, meaning that the cardinal objective of leadership is to achieve the set goal in a given situation. leadership involves the capacity and knowledge of the individual in executive position to influence others.

### **Institutional Leadership**

Educational leadership has become a priority in education policy programs worldwide. It plays a crucial role in refining school outcomes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. Operative Institutional leadership is vital to improve the efficiency and pertinence of education. Institutional leadership responsibilities should be adequately defined through an understanding of the practices that are required to make an improvement in teaching and learning. In many countries, the school administrators and the principals have heavy work- loads, they are over-burdened with work. Most of these individuals are reaching the retirement age and it is difficult to find leaders with capabilities and competencies. Institutional leadership functions can contribute in making provision of guidance on the main characteristics, tasks and responsibilities of proficient leaders in the field of education (Pont, et al., 2008).

The recruitment of Institutional leaders should be based on important characteristics. They should possess appropriate educational qualifications, capabilities, competency, proficiency, effective decision making skills, leadership skills, and resourcefulness. It is up to the leaders to carry out the tasks and functions in an appropriate manner to achieve the desired goals and objectives of the educational institution. The increase in the responsibilities and

accountability of educational leadership are creating the need for the distribution of leadership. This is within the schools and outside the schools. The policy makers and the practitioners need to make sure, the roles and responsibilities associated with the improved learning outcomes are at the centre of the educational leadership practice. With the impact of leadership skills, the individuals are able to strengthen the roles of management and administration. The individuals are able to adequately guide, direct and control the operations of the institution with the impact of effective leadership skills (Pont, et al., 2008).

### **Effective Communication**

Communication is derived from the Latin word “communicare” which means “to put in common” and “to share”. It then means the sharing of ideas, facts, thought and feelings is essential for easy coexistence. It is a two-way process which involves the sender and the receiver. Effective communication is, therefore, concerned with transmitting and receiving information which is the key to all aspects of organizational life, whether by planning, controlling, problem-solving, decision-making, motivating, interviewing and other management activities. Amanchukwu (2013) noted that effective communication skill could be referred to as skill that the institutional leaders used to transmit or pass information to their subordinates. Principal of a school uses communication skill to influence his/her staff to improve their productivity in the classroom and other extra curriculum activities. Communication enables the school as a group to think together, to reach agreement and together to act. In other words, communication is the coordinating weapon or vehicle for the activities of the school.

For instance, the decision of the school management is made known or made available to the teachers by the means of communication. There is need for the school manager to communicate to the teachers and other workers as well as students regularly. The school principal that allows teachers to talk, express their own opinions and get information at appropriate time might motivate teachers to do their work effectively. Any gap in communication results in administrative hiccups that may mar the goals of the organization. It could lead to distraction in human relationship, anarchy and total collapse of a system. Schools that successfully implemented a pilot programme experienced distinct improvements in discipline. Teachers are seen as the foundation upon which the growth and development of the society depends. Alarm et al. (2011) opined that the quality and effectiveness of every education system anywhere in the world is dependent on the competences, effectiveness, efficiencies and devotion of their communication skill.

### **Delegation of Duties**

Delegation of duties is an organizational process that permits the transfer of authority from a superior to a subordinate with the aim of enhancement of productivity. It empowers subordinate to make commitments, use resources and take action in relations to duties assigned to them. Delegation of duties creates a special leadership skill for subordinate’s performance in any formal organization. It is an institutional process, which enables the superior to share responsibility with his subordinate (Ufomba, 2022). Ogoni (2022) see delegation of responsibilities as the act of assigning formal authority and responsibility for completion of specific activities to a subordinate. They emphasize that, delegation of authority by institutional leaders to their subordinates is necessary for the efficient functioning of any organization in

terms of institutional leadership skills through division of labour based on job specification and productivity competency, because no institutional leaders can personally accomplish or completely supervise all of what happens at an organization.

When an institutional leader's delegate responsibilities to subordinates in the school setting, three major factors are understood; there is assignment of responsibility, delegation of authority and creation of accountability with the priority of productivity increment. This is to say that, it is not practical to delegate responsibilities to teachers without the consideration of institutional leadership competencies. Effectiveness in delegation of duties helps educational leaders to spend less time on specified technical activities or routine decision making and concentrate their efforts on other strategic management problems.

Yalokwu (2006) defined authority as the power to give orders or the right to act or make a decision. It is the right to take action or make a decision that the subordinates would otherwise have done. It involves more than just carrying out specified duties according to detailed instructions. Authority legitimizes the exercise of power within the structure and rules of the organization. It enables the subordinate to issue valid instructions for their subordinates to follow.

### **Sport Activities Enhancement**

Sport activities enhancement enable students to learn how to control their thoughts, eliminate negative decision which is need for a higher quality of sport performance in school. It has been observed worldwide that, sport and games activities are beneficial to the development of a child in school because it helps them to become physically and mentally fit, reduces their participation in bad behaviors because if they positively take part into various activities such as extracurricular activities, they will be disciplined and it also helps them to improve their talents. In different parts of the world students' sport has become a critical agenda with relationship learning and games activities enhancement. The term extracurricular activities are seen as an organized groups or activities such as dance, football, and students' government and may occur in or outside of school Ananyi, et al., 2022). From this notion, it is clear that extracurricular activities take place after formal class, especially in the afternoon and evening hours. These activities may include school clubs, sport and games, school debate, drama, fashion as well as religious program.

In Africa researches have been conducted on the importance of sports and games on academic performance of students (Hock, 2018). It is the first report to offer in depth analysis into how different types of sports and games teenagers play impact to their health and well-being in order to identify opportunities to improve access to high quality sports programming for students in schools. The report shows that participation in sports and games has positive impacts on academic achievement to students, since it prevents, stress, overloaded academic in head, psychological problems and creates physical fitness or health at large. "It digs deeper by looking at the little-studied questions of whether adolescent health and educational success vary from sport to sport. Finally, the report identifies unique benefits and opportunities for improvement that exist within each sport to maximize the health benefits for teens. Sports participation has many benefits and positive attitudes toward educational work; because they stimulate academic performance resulting to higher grades for students" (Hock, 2018).

Sports and games meant to help students to reduce bad conduct or bad behaviors such as robbery, alcoholism, early sexual engagement and dropping out from school. Through

involvement in sports and games Also student’s participation in extracurricular activities started since 19th Century in Africa, especially Nigeria. These activities become a part of normal academic schedule in different school at that time they introduced literary clubs organized by students, journalism as well as newspaper and found that extracurricular activities help students to reduce behavioral problems such as alcoholism, early sexual engagement and dropping out of school. Through participation in these activities’ students develop new ideas and skills specifically in social aspect. Also, the Nigeria school extracurricular activities become a tool of transforming students and become a part of educational activities especially sport with the purpose of engaging student with significant skills and talents for democracy, equality and shaping students’ discipline in various schools of which Delta state secondary schools are not exceptional.

## METHODOLOGY

The study adopted correlation research design, the population of the study comprised of 615 secondary schools in Delta State, while sample size of 185 were ascertained using simple random sampling technique. The instrument for data collection is self developed questionnaire titled: Institutional Leadership Skill Questionnaire (ILSQ) and Student Sport Performance Questionnaire. The respondents were required to indicate their opinions on a four-point scale having Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) weighted in scores of 4, 3, 2, and 1 point respectively. experts in the Department of Guidance and Counselling measurement and evaluation option, Ignatius Ajuru of University of Education, Port Harcourt. The experts were requested to vet the instrument in terms of relevance, clarity, usability and appropriateness. Their observations and corrections were used to improve the quality of the instrument.

Cronbach Alpha approach was used to determine the reliability of the instrument. Which revealed the accepted standard of reliability test. 10 copies of the questionnaire were administered to ten (10) respondents who were not part of the sample for the study to ensure that they maintained consistent response and ascertained reliability of the instrument overtime. And a reliability index of (0.73) was obtained. The questionnaire was distributed to the respondents with the help of two research assistants who were trained on how to go about the filling of the Questionnaire. The filled questionnaires were retrieved on the due date. In analyzing the data for the study, mean and standard deviation was used to answer the research questions, while the Pearson’s Product Moment Correlation Coefficient was used to test the hypotheses at a 0.05 level of significance, with the aid of SPSS version 23.0.

**Research Question one:** To what extent does the use of effective communication as institutional leadership skill influence student sport performance in public secondary schools in delta state.

Table 1: the use of effective communication as institutional leadership skill influence sport activities enhancement in public secondary schools in delta state

| S/N | ITEMS   | Mean | S. D. | Remark      |
|-----|---|------|-------|-------------|
| 1   | Sharing of information is a key to institutional lifecycle  | 2.91 | 1.10  | High Extent |
| 2.  | There is need for institutional leaders to maintain steady communication link withing the school                    | 2.54 | 1.12  | High Extent |
| 3   | The effectiveness of every education system dependent on the efficiencies and devotion of their communication skill | 2.79 | 1.10  | High Extent |
| 4   | Institutions that allow subordinates to express their opinions might motivate staffs to do their work effectively   | 2.52 | 1.10  | High Extent |

|                   |             |             |                    |
|-------------------|-------------|-------------|--------------------|
| <b>Grand Mean</b> | <b>2.63</b> | <b>1.21</b> | <b>High Extent</b> |
|-------------------|-------------|-------------|--------------------|

The table above shows that the mean and standard deviation of respondents in response to the use of effective communication as institutional leadership skill and sport activities enhancement in public secondary schools in delta state were high. However, from the table, it was revealed that all the items were generally higher than the criterion mean of 2.5 showing that majority of the respondents agreed that effective communication as institutional leadership skill influence sport activities enhancement in public secondary schools in delta state with a grand mean of 2.63 and S.D 1.21 at 184 degree of freedom.

**Research Question two:** To what extent does the use of delegation of duties as institutional leadership skill influence sport activities enhancement in public secondary schools in delta state. Table 2: the use of delegation of duties as institutional leadership skill and sport activities enhancement in public secondary schools in delta state.

| S/N               | ITEMS  | Mean        | S. D.       | Remark             |
|-------------------|--|-------------|-------------|--------------------|
| 5                 | Institution workers inefficiency in delegation of duties affect productivity enhancement | 2.91        | 1.10        | High Extent        |
| 6.                | Delegation of duties is one of the skills to enhance sort activities in the school       | 2.54        | 1.12        | High Extent        |
| 7                 | Institutional leaders in public school's delegate duties to their subordinates           | 2.89        | 1.10        | High Extent        |
| 8                 | Institutional condition of service determines their respond to duties                    | 2.52        | 1.10        | High Extent        |
| <b>Grand Mean</b> |  | <b>2.63</b> | <b>1.21</b> | <b>High Extent</b> |

The table above shows that the mean and standard deviation of respondents in response to the use of delegation of duties as institutional leadership skill and sport activities enhancement in public secondary schools in delta state were high. However, from the table, it was revealed that all the items were generally higher than the criterion mean of 2.5 showing that majority of the respondents agreed that delegation of duties as institutional leadership skill influence sport activities enhancement in public secondary schools in delta state with a grand mean of 2.63 and S.D 1.21 at 184 degree of freedom.

### Testin of Hypotheses

The following hypotheses were tested at 0.05 level of significance.

**HO<sub>1</sub>** There is no significant relationship between use of effective communication as institutional leadership skill and sport activities enhancement in public secondary schools in delta state

### Correlations

|                                |                     | Effective Communication | Sport Enhancement |
|--------------------------------|---------------------|-------------------------|-------------------|
| <b>Effective Communication</b> | Pearson Correlation | 1                       | .043              |
|                                | Sig. (2-tailed)     |                         | .006              |
|                                | N                   | 185                     | 185               |
| <b>Sport Enhancement</b>       | Pearson Correlation | .043                    | 1                 |
|                                | Sig. (2-tailed)     | .006                    |                   |



\* Correlation is not significant at the 0.05 level (2-tailed).

The results from the table of analysis for hypothesis one shows that there is a significant relationship between use of effective communication as institutional leadership skill and sport activities enhancement in public secondary schools in delta state, where (correlation value  $r = .043$ ,  $p < 0.05$ ). The implication of this result is that the respondents agreed that effective communication as institutional leadership skills influence sport activities enhancement in public secondary schools in delta state. Thus, the hypothesis was rejected.

**HO<sup>2</sup>** There is no significant relationship between use of delegation of duties as institutional leadership skill and sport activities enhancement in public secondary schools in delta state

|                             |                     | <b>Delegation of duties</b> | <b>Sport enhancement</b> |
|-----------------------------|---------------------|-----------------------------|--------------------------|
| <b>Delegation of duties</b> | Pearson Correlation | 1                           | .032                     |
|                             | Sig. (2-tailed)     |                             | .023                     |
|                             | N                   | 185                         | 185                      |
| <b>Sport enhancement</b>    | Pearson Correlation | .032                        | 1                        |
|                             | Sig. (2-tailed)     | .023                        |                          |
|                             | N                   | 185                         | 185                      |

The results from the table of analysis for hypothesis two shows that there is a significant relationship between use of delegation of duties as institutional leadership skill and sport activities enhancement in public secondary schools in delta state, where (correlation value  $r = .023$ ,  $p < 0.05$ ). The implication of this result is that the respondents agreed that delegation of duties as institutional leadership skill and sport activities enhancement in public secondary schools in delta state. Thus, the hypothesis was rejected at 0.05 level of significance.

## DISCUSSION OF FINDINGS

The findings summarized above will be elaborately discussed to give a more factual and holistic backing to the study.

### Effective communication as institutional leadership skill

Hypothesis one of the study states that there is no significant relationship between effective communication as institutional leadership skill and sport activities enhancement in public secondary schools in Delta State. The null hypothesis was rejected because effective communication as institutional leadership skill influence sport activities enhancement in public secondary schools in Delta State. Evidenced by the result of our analysis;  $r = .043$ ,  $p < 0.05$ . this finding is in line with Ngwakwe et al. (2018) who asserted that communication enables the school as a group to think together, to reach agreement and together to act. In other words, communication is the coordinating weapon or vehicle for the activities of the school. Any gap in communication results in administrative hiccups that may mar the goals of the organization. It could lead to distraction in human relationship, anarchy and total collapse of a system. Schools that successfully implemented a pilot programme experienced distinct improvements in discipline.

## **Delegation of duties as institutional leadership skill**

Hypothesis two of the study states that there is no significant relationship between delegation of duties as institutional leadership skill and sport activities enhancement in public secondary schools in Delta State. The null hypothesis was rejected because delegation of duties as institutional leadership skill influences sport activities enhancement in public secondary schools in Delta State. Evidenced by the result of our analysis;  $r = .032$ ,  $p < 0.05$ . this finding is in line with Ufomba (2022) who asserted that duty delegation in education as an obligation assigned by the educational leaders (superior) to its subordinate (teachers) to perform certain duties either curricular or related academic responsibility, or make certain decisions and having to accept possible admonishments from the manager for unsatisfactory performance. However, delegation of responsibility involves prudence and rapid response in reportage of assigned task in the aim transparency enhancement in most efficient manner. It is expected that when responsibility is given to a subordinate, he is to have commensurate authority to discharge it in the expected time. Failure to equate or balance responsibility with authority leads to inefficiency and incompetency.

## **CONCLUSION**

It was concluded from the findings of the study that institutional leadership skill influence sport activities enhancement of public secondary schools in Delta State. As to a high extent effective communication and delegation of duties specifically influence sport activities enhancement in public secondary schools in Delta State.

## **Recommendation**

The following recommendations were made on account of the findings of the study:

- Institutional leaders should continually attend professional development programme to acquire more communication skill for public secondary school enhancement in Delta state.
- Delta State government should make sure institutional leaders and other educational superior do not delegate sport duties to their subordinate above their capacities for effective productivity in public secondary schools in Delta State.

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# GOOD GOVERNANCE: A SOLUTION TO 21ST CENTURY EDUCATIONAL CHALLENGES

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## ABSTRACT

This paper discussed some of the challenges in 21st-century education which include shortage of resources, poor governance, insecurity, corruption, lack of qualified teachers, and poor funding showing how good governance can bring them to a halt. Good governance is a set of responsibilities and procedures exercise by an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources. The 21<sup>st</sup> century education comprises of institution that is ready to provide her leaners with necessary skills needed in helping the leaners succeed academically psychologically, and otherwise in this new world. It concluded that good governance plays a vital role in achieving a quality education because political leadership pattern matters as those in a strategic position of administrative and policy implementations affect production of human capital and other resources to achieve transformation in 21st-century education. It was suggested among others things that teachers be involved in the election process in other to educate the citizenry on the need to elect Leaders that has the interest of educational growth and development at heart.

**Keyword:** Good Governance, Quality Education, Educational Growth and Development, Educational Resources, Leadership. 21<sup>st</sup> century.

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## INTRODUCTION

The utmost desire of any society in respective of their socio economic practices is to enjoy some certain level of good governance and quality life in their home country that can promote high standards of living. Recently, the issue of good governance has been on the frontline on especially in 21<sup>st</sup> century education as a major requirement for sustainable economic growth, however the quest of achieving good governance has been source of worry to developing countries, nevertheless, many researchers have suggested the education will be a useful tool for enthroning good governance in Nigeria. According to (Uwadia, et al., 2010) Education in a broad sense is a process by which an individual acquires the many physical and social capabilities demanded by the society in which he/she is born into to function. It is to a nation what the mind is to the body, just as a diseased mind is handicapped in the coordination and direction of the bodily activities.

Therefore, the single most significant complex of social control tools for good governance is found in the educational system be it formal or informal. The development witnessed in Nigeria through governance were brought about by the recent growth and expansion of education in the 21<sup>st</sup> century, consequently upon this the federal government embark on the establishment of primary, secondary and tertiary institutions. The educational level of Nigeria's political leaders has increased considerably, but good governance in the country has reduced drastically. The present political leaders in Nigeria including councilors, local council chairmen, federal and state legislators, Governors and those at the center, are mostly individuals with high educational qualifications of first, second, third degrees, including professorship. Despite this, it has not translated into noticeable good governance in the country (Uyanga, 2014).

Indeed, it is not out of point to say Nigeria only witnessed her period of good governance at a time that those in political power didn't possess the array of academic qualifications the current political leaders hold. Many studies have shown that a nation's economic growth and quality of governance is enhanced by having leaders who are well-read, competent with the right leadership skills, exposure and behaviour (Ogundiya, 2010). Furthermore, it is a general belief that a well-educated leadership is a competitive advantage for any nation and there is a correlation between good governance and leaders' level of education.

## **CONCEPTUAL CLARIFICATION**

### **Good Governance**

The term good governance has been conceptualized by various scholars striving to lay to rest the actual meaning of good governance and how good governance can be used in shunning the issues of shortage of resources, poor governance, insecurity, corruption, lack of qualified teachers, and poor funding. It is a set of responsibilities and procedures exercise by an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decision-making. In quest on understanding how institutional leaders can embrace ethical code, moral standard, competency, and discipline for educational growth and development in this jet age. Munroe (2014) in Ololube (2021), noted characters that are responsible for poor institutional leadership management are thus, wealth without work, pleasure without conscience, knowledge with character, commerce without morality, science without humanity, worship without sacrifice, politics without principles and action without accountability. That these poor characters have the ability to militate the effective and efficient goal attainment in the heart of the leaders in the 21<sup>st</sup> education.

The term "good governance" often refers to the mental image of a well-functioning political system or the absence of corrupt practices, insecurity, and embezzlement free. In the case of 21<sup>st</sup> century education in Nigeria, it is most closely referring to the governing body that oversees a learning institute and it they play more crucial role than one might think, particularly in regard to institutional efficiency and effectiveness, quality of education, and student employability. Ololube, (2021) noted that ethics, values and morals in institutional leadership and management have eroded most Nigerian leaders as a result of high rate of social sin, the way institutional leaders conduct themselves, which have destroyed societies and seems reasonable or acceptable, social sin have the value of pulling down virtually all institutional values which terminate economic, social, religious and political progress on a country (Ogona, 2022). Therefore, good governance in education is concerned with how the school system composes issues of shortage of resources, poor governance, insecurity,

corruption, lack of qualified teachers, and poor funding, this means school governance is responsible for school ethical standards, conducive environment, and transparency in reportage, employment of qualified trained teachers and prudence in utilization of allocated fund in the school.

## **21<sup>st</sup> Century Education**

The 21<sup>st</sup> century education comprises of institution that is ready to provide her learners with necessary skills needed in helping the learners succeed academically psychologically, and otherwise in this new world, and helping them grow the confidence to practice those skills with so much resources readily available at their disposal for the learners to participate effectively and efficiently, 21st century educational skills focus more on making use of creativity, critical thinking, efficient communication, and team work as a map in directing the interest of the students in most effective and efficient ways for society development. However, 21st century teachers need to play the role of a good guidance or mentor for the interest of their students by providing them with all their necessary knowledge that can make them succeed in their academic pursuit (Agabi, 2013). With the government providing all needed resources for goal attainment, children are invariably going to know more than teachers on different topics, and be a step ahead of the technology in use because of the dynamic change.

This shift is great news for teachers. Instead of struggling to give kids all the information they need to succeed in areas of learning, the teacher knows little about, they can the 21<sup>st</sup> century education is about teachers preparing or support students as they make their own steps into different fields, going beyond their parents and teachers, making sure they have the skills to do it necessary tasks, and then teachers and parents helping the students along the way as they build confidence to achieve determined goals. This means teachers need to be forward-thinking, curious and flexible. Teachers must be learning new ways of teaching, and learning alongside their students. Simply asking questions like “what will my students need twenty or fifty years from now? How can I help give them those skills?” the ability to change your mindset as an instructor make you a leader, and help you bring about change in your classroom, school and community.

Osokoya, (2008), has earlier opined that the standard of a country education determines the future growth and development in any society and the youths who occupy significant positions in that country should be properly educated in order to improve the society value. Therefore, schools at various levels are expected to educate future leaders and develop the high level technical capacities needed for economic growth and development. The utmost importance attached to education in Nigeria was clearly underscored in the National Policy on Education (Federal Republic of Nigeria [FRN], 2014). The Federal Republic of Nigeria, in this policy, adopted education as an instrument for effecting national development. But despite the government's commitment to education, the quality of education in our schools has been declining tremendously, thereby giving successive government's serious concern. The question has become, what is wrong with the Nigeria educational system?

## **Challenges faced in 21<sup>st</sup> century Education**

**Poor Governance:** Another problem bewildering the educational sector in Nigeria is bad governance, misappropriation, mismanagement, and embezzlement of educational fund. which has affected not just the educational sector but every other sector in the country. There is quite a neglect for the educational sector in Nigeria, and this reflects heavily in the low

amount budgeted for education yearly. At the local, state, and federal levels, more attention is given to other sectors which are not as important as the educational sector whose activities affect the society more. In addition, lack of responsibility, and competition by all the different levels of government to outdo each other, especially at the federal and state level. This leads to an establishment of several institutions which will be difficult to manage. This results in a reduction in the quality of education being offered to students. Also in a bid to outdo each other, state governments especially give people who are ill-equipped opportunities to own private schools.

Again the education sector of Nigeria receives the type of attention it receives simply because the sector has always been a focal flash point through which politicians and the political regimes seek and establish legitimacy from the general public. In recent times, this aura and vision of most responsible states about education faces terrible challenges and threats occasioned by corruption and corrupt practices in the sector. As a sector, education in Nigeria is disastrously and terribly prone to poor governance and why this is so and may continue to be so is the realization that globally, society generally know and recognize that education must rely on the release of funds from federal, state, local governments, town, unions, individuals, international donor agencies etc. as part of their corporate social responsibility, but regrettably such huge massive flow of funds are not properly accounted for across all agencies and massive institutions that are involved in releasing funds to the education sector so much

**Shortage of Resources:** Resources in education are usually in form of tangible and non-tangible form used for teaching and learning in school and it is not limited to, Teachers, infrastructural, financial and instructional resources in attainment of school goals, when these resources are not adequately provided the educational goal attainment begins to dwindle. Nevertheless, the resources needed to provide high quality education include financial as well as human and material resources (Ololube, 2018). The shortage of resources in the educational sector has emanated series of challenges in the teaching learning process. It is important for government to use education as agent of social change by providing these resources (teachers as a resource, infrastructural, financial, and instructional resources) if 21<sup>st</sup> century education must witness positive change.

Resources availability and utilization by the school have influence on students' performance while effective and efficient accountability of utilized resources also contributes to the attainment of defined goals in the school system. In recent years' available resources that can enhance teaching and learning performance in the educational sector are insufficient while the few accessible resources are surrounded with over utilization and poor monitoring by relevant officials. Ananyi, (2022) pointed out that, through education individuals acquire knowledge, skills and characters that are necessary for efficient productivity of quality individuals for socioeconomic growth and development. This is the reason why in all developing nations, investment in education has being neglected because the output in education consist of unsustainable knowledge character and skill among others for socio-economic stability.

**Insecurity:** In any education system, peace and tranquility is an antidote for a successful teaching and learning. In recent times, however, millions of school children in Nigeria are caught up conflicts that result to insecurity not only of their school attendance but to their lives and property. Insecurity is a threat to the learning environment, it is a negative feeling involving fear, anxiety, uncertainty, and injustice among others, when the educational sector does not have control over a situation but has to rely on the government cooperation and was

not guaranteed, the outcome may be frustrating. The prevailing conflict in the schools often has negative effect on the teaching and learning activities of the 21<sup>st</sup> century education.

Severe levels of poverty may expose people to all kinds of security threats, poor people in developing countries frequently face relatively high risks from such things as domestic violence, crime, sickness and unemployment (Shively, 2005). How can education promote security? Many conflicts arise from ignorance and manipulation of ethnic and religious identity. Education, not mere schooling, produce tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities. Most people arrested for criminal behaviours lack high education which often influence their criminality; Nigeria in our current democratic dispensation is faced with different kinds of threats such as armed robbery, kidnapping, political thugs, ethno-religious conflicts, sexual abuse, trafficking and recently the menace of cultist (Haralambos, et al., 2004).

**Corruption:** Without saying much, corruption is the abuse of public power for private gain. Bribery, misappropriation of public fund, nepotism and influencing the formulation of laws or regulations for private gain are common examples of corruption. corruption affects the cradle of all activities in Nigeria, and the educational sector is not left out. The aim of appointments of commissioners, ministers, board chairmen and vice chancellors by the government in power help bridge corruption level in the organization.

Unfortunately, these political appointees knowing their tenure in offices are limited, rather than invest in building the educational system and rendering other social services like construction of roads, building of hospital among others end up looting money meant for the system for their own personal interest. It is no longer news, when political leaders are harassed for embezzlement of fund in their sector. In tertiary institutions, there are cases of lecturers collecting bribes from students to pass them; students pay senior colleagues to write exams and tests for them. Also, funds meant to be used to pay salaries of workers in the educational sector are used for something else or mismanaged.

To fight corruption, the past government particular Olusegun Obasanjo administration between 2000 and 2003 introduced several measures such as the establishment of the Economic and Financial Crime Commission (EFCC) and Independent Corrupt Practices Commission (ICPC). But one variable that is as constant as day and night in any society where corruption is a norm is a colossal and monumental threat to the security and well-being of the citizens and the nose-diving and crippling of the state and her institutions.

**Lack of Qualified Teachers:** The quality of education in any nation could be determined by the quality of her teacher. Academically qualified teachers refers to those who have academic training as a result of enrolment into educational institution and obtained qualification such as HND, B.Sc, B.A, and M.A. and so on; while professional qualified teachers those who professional training that gave them professional knowledge, skill, techniques, aptitude as different from general education, they hold degree like B.Ed., B.Sc Ed, B.A Ed, and M.Ed, and so on.

**Poor Funding:** The most prominent problem facing the educational sector is that of funding. It will be a grave mistake to mention any other problem that doesn't have to do with funding. At all levels of government in Nigeria, education is not funded adequately. No educational institution or programme can be managed effectively without adequate funding. The way funds are disbursed in Nigeria education is not encouraging as there is lack of sufficient funds to run the schools in the state. Take, for instance, in 2020, Nigeria's education budget is far away from the 26-30 percent of the national budget recommended by the United Nation. The



21<sup>st</sup> century education has beginning to have the crisis of poor funding coupled with the low or no managerial skill to utilize the available scarce resources by the school managers who is seen as a resources manager of the educational sector.

However, some of the things that causes challenge of funds in education includes poor record keeping, poor forecasting, poor reportage techniques by the school principals and unreliable valuation of projects which could lead to outright frustration during implementation, above all prudence in accountability is always a major concern that the education financier need to consider if they must achieve efficiency in management of their allocated scarce resources to attain higher quality in education.

### **Ways Good Governance Can Solve Those Identified Education Challenges**

Education is one of the basic criteria used to measure the growth and development of any nation. If you want to destroy a nation kill their Education. It is no doubt that the investment in human remains the best to improve socioeconomic development. However, the impact of education to human cannot be over emphasized because it is dynamic in nature. To succeed in providing cure to the challenges causing pitfall in the educational system lies in the hands of the government since they serve as the policy makers and the major financier on education. Necessary steps need to be taken in order to restructure and save the sector from these doom. The government at all levels needs to be consciously competitive in their standard of education across the country and with other countries. Also, the right investments need to be done in order to get the desired results.

There should be financial adequacy allocation to the educational sector with prudent utilization of available scarce resources for optimal actualization of defined goals in the 21<sup>st</sup> century education. Nevertheless, adequate funding with good management of resources will provide high-quality education in Nigeria. There should be increase in funds for renovation of schools, training facilities, research centers, qualified trained teachers, increase in salaries and welfare, etc. are the way forward to the challenges on the 21<sup>st</sup> century education in Nigeria. The high level of corruption among the institutional leader and the regulatory bodies needs to be taken seriously and tackled from the right perspective. The level of exam malpractices needs to be curbed by a joint effort of the institutional leaders and the examination regulatory bodies. The teaching curriculum needs to be reviewed and updated if the present education should see the light of academic excellence.

Teachers' salaries must be reviewed and improved, fair wages will also motivate teachers to do their job on a high-quality level. Also, there should be regular payments of teachers' salaries. This will attract qualified and dedicated teachers to public schools and will change the attitude of young people towards the teaching profession and youth will study to become teachers. Proper training of teachers with current and up to date materials and technology also will improve the condition of education in Nigeria. Necessary vetting measures should be taken to make sure that only qualified teachers are employed. We will be able to see real changes in the level of education in Nigeria, when power will belong to visionary and selfless leaders who understand the importance of quality education. Our future is in our hands.

### **CONCLUSION**

This paper discussed the challenges of 21<sup>st</sup> century education and good governance was observed to be very important in the development of any nation either developed or developing countries for transformation and sustainability of socioeconomic development in the 21<sup>st</sup> century education. So, quality representative of education offices is a determinant for

socioeconomic change of any country especially in developing countries, it is very important that government avoid practicing politics in the educational sector and use their good offices for the improvement of the standard of education to the best of their knowledge. The paper concluded that teachers should foster endless commitment towards the improvement and educating their students on how they can contribute to the success of their nation. However, the society can all do their best in contributing to growth and development of education, and also pay close attention with the funding and monitoring of issues related to education since it is seen as a cooperate responsibility, While the government improve in policy implementation which can improve the atmosphere of learning and retraining of teachers.

## Suggestions

No doubt, there is a strong relationship between good governance and quality education in 21<sup>st</sup> century dispensation. It is good governance that makes attainment of quality education possible. Hence, the following suggestion were given:

- Qualified trained teachers that is not biased should be carried along in the election process to enlighten the voters on how to identify good government since they transmit acceptable value, moral, ethics, norms and knowledge to leaners.
- The masses should be made to understand the effect of the choice they make to ensure production of well mannered leaders that can solve 21<sup>st</sup> century education challenges.
- There should be relationship between those who govern and those governed as a consequence of decision making of using public resources for public good.
- Governance should be based on the provision and distribution of available scarce resources that can foster the 21<sup>st</sup> century education, through transparency, accountability, government effectiveness, abidance to rule of law and control of corruption.

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# IMPACT OF GOOD CHARACTER AND EDUCATIONAL LEADERSHIP STYLES OF PRINCIPALS FOR QUALITY SECONDARY EDUCATION IN NIGERIA

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## ABSTRACT

This paper discussed the impact of good character and educational leadership styles of principals for quality secondary education in Nigeria. Every organization, especially the secondary school system has a leader that coordinates both the human resources and the material resources to ensure that the set goals are achieved. The principal as a leader has the responsibility to influence and inspire the staff towards achieving the set goals through good character and educational leadership style. This paper reviewed character as nothing happens without a principal who has good character. The paper also explained various educational leadership styles such as authoritarian leadership style, democratic leadership style, laissez-faire leadership style, transactional leadership style and transformational leadership style; and the factors that may determine the leadership styles. In addition, qualities of a good principal which includes: being visionary, a good listener, a motivator; and the impacts of good character and educational leadership styles of principals such as enhancing teachers' job performance, building trust, excellence, promoting peaceful coexistence in the school and creating compassion, etc. The paper so concluded that for the principal as a leader, there may not be one best way to lead both staff and students in the secondary school, as such principals should apply styles depending on the situation. Hence, principals' good character and educational leadership style will impact the lives of the teachers who put in their best to transmit knowledge, skills and right attitude to develop students' mental capacity and character for higher education and usefulness in the society. This paper suggested amongst others that, school principals should acquire series of trainings in order to be more effective and influential in applying good character and leadership styles for school development; demonstrate good character traits and leadership styles in order to sustain staff and students' effort to achieve set goals; and principals should modify their leadership styles to balance them in their jobs to fit the situations faced in the school.

**Keywords:** Impact, Good Character, Educational Leadership, Principals, Secondary Education.

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## INTRODUCTION

The development of any country or nations depends on the growth of its educational system. Education as a developmental agent is such that its effect on the people and society is usually felt by all. This is as a result of its all-embracing processes which a person acquires knowledge and skills to impact the society. Education is a process for transmitting norms, values and attitude in terms of national development. Nigeria as a country, recognizes the significance of education generally and particularly secondary education in attaining her national objectives. The broad goals of secondary education in Nigeria are:

- To prepare the individuals for useful living within the society and higher education.
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades
- Foster national unity with an emphasis on the commodities that bind us in our diversity.
- Raise a generation of people who can think for themselves, respect the views and feeling of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (Federal Republic of Nigeria, 2014).

Secondary education is the level of education provided for students after primary education and before tertiary education. This is because of its transitory role to higher education such as university, polytechnics and college of education (Adiele & Osimini, 2020). It is said that the school is as great as the principal, because of everything in the school, the plant, the staff, the curriculum methods and techniques, human relationships, bear the impress of their personality. Schools do not become great because of magnificent building but because of great principals. A school and its staff can thrive under a great principal having good characteristics. Under the leadership of a great principal, students engage with core content and school administrative functions run smoothly.

According to Awwalu and Yusof (2012), the parameters for measuring the effectiveness of a school principal include the school climate, teacher performance, and the number of students who earn at least of five credits in Senior Secondary Certificate Examination. The principal, as the chief executive, assigns all school duties and responsibilities through effective collaboration with the school management, teachers and non-teaching staff in order to achieve the set goals. The principal manages both human and material resources to ensure the achievement of the school goals. According to Obilade (2018), the principal's position in the school is unique because without it, the school cannot function very well. The secondary education in Nigeria is surrounded with challenges such as poverty, inadequate funding, violence, poor academic performance of students, insecurity, poor academic performance of students, exam malpractice and poor attitude of teachers to work (Ofoegbu et al., 2012).

Character plays a very significant function in educational systems especially in secondary education. One of its significant role is that good character makes the staff-teachers and non-teachers to work for a common goal. According to Austin (2019), character is more than reputation and it is what an individual is whether people are there or not. A principal with good character does not fail to do the right things as at when due. They always do the right things

because they believe that it is right to do the right things. It is not the strategy of a school that determines its success. The principal's character and leadership styles contribute largely to the success or failure of that secondary school. Hence the good character of a principal is very key in educational leadership. Many a principal have sincere desires to make significant impact in their schools and community at large. However, we see them fail not because they are weaklings, but their teachers deliberately do not carry out their tasks.

Thus, we see that leadership in the school system is a collective responsibility. The success of any principal, aside the principal depends also on their subordinates (teachers) and the entire school. Therefore, the character and leadership style of the principal in the course of directing the staff and students to a common goal is a pointer to extent the set goals are being achieved. It is against this that this paper seeks to discuss some concepts for proper clarifications.

## **CONCEPTUAL CLARIFICATION**

### **What is Character?**

The good character of a leader can motivate the subordinates to achieve their goals. Character is basic to effective leadership because good character builds trust with which the leader uses to influence the followers. According to Oxford Advanced Learners' Dictionary (2015), character is all the qualities and features that make a person different from others. The New Websters' Dictionary of the English Language (2004), states character as the total quality of a person's behaviour as revealed in their habits of thought and expression, attitudes and interests, actions and philosophy of life. Character is also the moral traits that different a person from another. It is the mental and ethical qualities that makes a person. By implication therefore, character can be said to be those traits and qualities in a person that ascertains the individual's response in any place. A good character determines success. As a principal trust is achieved by displaying competence through good character. When principals are untrustworthy, their ability to lead will diminish subordinates' morale.

Thus, principals of good character lead from strong personal moral values that can have a inerascable effect on their staff and students. For your school to achieve its goals, as a principal you must be a leader of good character. According to Ololube (2018), good character is not formed in a matter of weeks or months but developed gradually daily through patience. In order to achieve the set goals of the secondary education, principals are expected to have good character, so as to direct the affairs of the school. Consequently, nothing happens without a principal who have good character. Effective principals cultivate vital attitudes and characteristics that are important to leadership in the educational system especially in secondary schools. An important question is why do some principals perform poorly with all their high educational qualifications? According to Ololube (2018), the answer might be because they lack the character that would have protected them from doing poorly and given them ending influence in leadership. Good character gives a leader power to sustain the position of authority.

### **Leadership**

Leadership is one of the concepts that have been studied by many researchers. There is no agreement as to the precise definition of leadership, as such various definitions of leaderships abound (Okai, 2019). Leadership is the engine that propels peoples' actions and stimulates

commitment to goal achievement (Branch, 2019). For Okoroma (2000), leadership is the force needed to translate human and material resources into effective utilization. Nwankwoala (2016), opines that leadership involves ensuring that the organizational policies, decisions and programmes are made without proper implementation, it shows the inefficiency of leadership. Leadership involves striving to influence people to do what they ought to do in order to attain a planned goal. The ability of a person to influence, motivate and help others to contribute towards the effectiveness and success of any organization which they belong is leadership. Leadership is the process of providing a suitable environment and influencing people to work willingly and enthusiastically towards the achievement of the set goals in the organization (Ezeji, 2019).

It is important to note that without followership there is no leadership. A leader that is a principal without followers is just taking a walk. The teachers and students make up the followership in the secondary school. Followership of the subordinates depends on their perceptions of their leader. Teachers are willing to go the extra mile with a leader whom they respect, admire and is trustworthy (Branch, 2019). Therefore, the principal's ability to effectively communicate the staff excitement and optimism to the subordinates is very key.

## **Educational Leadership**

All secondary schools in Nigeria have leaders known as principals that coordinate both human and material resources of the system to achieve the set goals of secondary education. The principals are expected to have the abilities to motivate, inspire, direct and organize staff in the school in order to achieve the set goals (Ogona, 2020). The leadership role places a responsibility on the principal to ensure that the teachers and students are inspired towards attainment of their premium potentials which is achievable through motivation.

According to Ololube in Okoro (2022), leadership that is effective requires insight and self-awareness, organization, communication skills with ability to share future vision and progressive recruitment of followership. Effective leaders deliver high performance in settling organizational task and consider individuals for interpersonal relations. Demands for effective leadership in secondary education is on the increase with the increase in population. Leadership is a visionary endeavor with resilience and flexibility to put the vision into action in order to see the set goals achieved. Principals need good character and leadership styles to successfully lead in the secondary schools. Principals' good character and educational leadership style has a great impact on goal attainment in secondary education.

## **Educational Leadership Styles**

A leadership style shows the manner a leader displays in the course of directing the followership to achieve set goals. The function of educational leadership is to influence the staff and students towards the achievement of school goals by planning, organizing, directing and integrating the institutional demands and the needs of members in a way that will be productive (Okai, 2019). Paterson in Okai (2019) identified three leadership styles which are authoritarian, democratic and laissez-faire. The secondary education is very important being the level of education between the primary level and tertiary level and as such requires effective leadership for successful achievement of set goals.

## **Authoritarian Leadership Style**

Authoritarian leadership style has the following characteristics:

- Little or no regard for subordinates
- Conscious of their position
- Feels that pay is just reward for motivating workers
- Orders teachers and students
- Performance increases when the leader is present but decreases when absent.
- Performance is at the expense of teachers' consideration
- Commands due to power and position
- Dictatorial and militaristic (Okah, 2005).

Teachers under autocratic leadership react unfavorably in certain ways to indicate their resentment and dislike. They resort to eye-service, decreased job performance, sabotaging the work, lateness to duty post, absenteeism and illness or voluntary seeking transfers from the school. However, certain situations may require a leader to be authoritarian in attitude, especially in emergency situation. But this may disrupt effective implementation.

### **Democratic Leadership Style**

Democratic leadership style also called participatory leadership style shows respect for subordinates. Here are some characteristics of a democratic leader:

- Decision-making is shared by the leader and the subordinates
- New ideas and changes are allowed
- Delegates responsibilities
- Subordinates are free to work with whom they choose and to divide the tasks as they see it necessary;
- The leader maintains pressure in achieving goals
- The leader is objective and fair in praise and criticism (Okai, 2019).

In the democratic style, there is cooperation and improved staff morale that increases teachers job performance. Be that as it may, some of its demerits are seen in diluted accountability and too much compromises in trying to please subordinates.

### **Laissez-Faire Leadership Style**

This style of leadership as it is called laissez-faire simply means letting people go their way or have their way. Below are some of the characteristics:

- Decision-making is performed by any member of the group.
- Job performance is generally low
- Passive attitude is displayed
- Subordinates morale and teamwork declines
- Lackadaisical attitude towards administrative matters



- Undue desire to please staff
- Demonstrates poor leadership ability.
- Has no confidence in their leadership ability?

A leader may adopt this style of leadership when there is need to ignore some minor dispositions from subordinates. Be that as it may, it gives subordinates opportunities to express themselves but it lacks control and direction, which may lead to inefficiency.

Other leadership styles by scholars are:

**Transactional leadership style:** The leader (principal) is aware of both the school needs and expectations and tries to integrate the two. The transactional leadership style is both task and human oriented.

**Transformational leadership style:** Transformational leadership style gives priority to the commitment and capacities of the subordinates. A transformational leader inspires the staff to maximize their potentials through motivation in order for goals to be achieved (Amanchukwu, 2019). The transformational leader encourages their subordinates to grow in their profession by creating a climate in which teachers engage in continuous learning to make them be up to date with the modern methodology globally. The transformational leader outlines goals and objectives to be achieved and positively drives staff to achieve set goals. Below are some characteristics of transformational leadership styles:

- Sets school goals
- Develops school vision.
- Makes room for intellectual stimulation.
- Provides personal support.
- Maintains high-performance expectations.
- Creates a productive school culture.
- Carries out best practices with significant educational goals.
- From the foregoing so far discussed, the transformational style has its merits but it may not run for every staff and students in the secondary school due to its peculiar nature being made up of different persons from different backgrounds. As such, there may not be one best way to lead staff and students in the secondary school. Thus, principals should change their styles depending on the situation and job that needs to be modified to achieve the set goals.

However, according to Ololube (2019), there are factors that may determine the leadership styles applied by the principal as a leader of a secondary school such as:

- Size of school: Every school has the tendency to grow and as it does more challenges spring up thus making decisions to be centralized.
- Communication (or level of interaction): This is seen in the degree of interaction or communication in the school and this influences the style of leadership of the principal
- Personality traits of both the principal and the staff members of the school
- Level of decision making

- Goal congruency

## **The Principal As A Leader**

The principal is the administrative and instructional leader of a secondary school occupies a unique position in secondary education. Secondary schools like any other educational institutions are people processing organization (as products) in addition to other goal-realization strategies. They produce secondary school graduates and render other service to the neighbourhood communities and society at large. The principal of a secondary school therefore, is faced with double human quality management problems. He has the problem of attracting and retaining/maintaining quality teachers and that of motivating the teacher towards raising their morale-tone towards job satisfaction level that will positively impact on the quality of the product of the school.

Principals play a significant role in determining the academic performance in secondary schools due to their varied tasks and roles together with their constant supervision of their teachers determined to a great extent the level of teacher input and students' academic achievement. Many of them have failed in school leadership because of many management problems relating to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students' academic performance.

Principals must be prepared to take on certain executive functions, which in the past have been reserved for the schools' board. They must see that various stakeholders including teachers, parents and students have the opportunities to participate in the development of school-based policies and procedures. They must monitor these policies and procedures to ensure that they are implemented properly, and that they are accomplishing their intended purposes. In cases where policies and procedures are not having desired effects, principals must see that the necessary adjustments are made (Okoro, 2022). A principal having good character shares values, beliefs and creates room for discussion with subordinates.

## **Qualities of a Good Principal**

A good principal should possess the following qualities as a leader in the secondary school:

**Be visionary:** A good principal should have a clear vision, be a continuous learner and ensure that the environment is comfortable to enable teachers achieve set goals.

**Exhibit leadership qualities:** An effective principal must demonstrate exemplary leadership characteristics for the staff and students.

**A good listener:** An effective principal should be focused and attentive and prepared to deal with situations by showing care and willingness to listen to the subordinates.

**Fair and Consistent:** A good principal should be credible in handling situations. The cases may not be same, but a standard approach should be used for similar situations.

**A bridge builder:** A good principal should be able to connect the staff, students, and parents in order to earn their trust and achieve the set goals of the school (safsms.com).

**A motivator:** An effective principal should motivate and inspire the staff and students to utilize their potentials in order to achieve the set goals.

### **Good Character and Educational Leadership Styles of Principals**

Below are some of the impacts of good character and educational leadership styles of principals of quality secondary education:

**It enhances teachers' job performance:** Good character makes a principal to provide an enabling environment for interaction. They do not isolate themselves from their subordinates rather they create a conducive atmosphere for interactions. Since the school is made up of human beings with diverse nature, inclinations, backgrounds and training, there is every tendency to interact closely and get integrated as to make the subordinates work for a common goal. The principal creates room for interaction through calling for meetings where they make corrections of things done wrong, bring new ideas, allow teachers to express their views, etc, which will bring about increased productivity but where a principal's character is poor performance reduces.

**Builds trust:** Good character in educational helps leadership to engender trust in subordinates. People who perceived that a leader is trustworthy do as the leader directs and as a result, affects the organization by attracting top performers. Leadership must be trusted to make the smartest decisions and do the right thing in difficult situations. By demonstrating competence and through strong character one can achieve trust. When a leader's character is untrustworthy, his or her ability to lead will diminish. Any leader with poor character and untrustworthy will diminish the morale of his or her subordinates. If a leader is of good character and trustworthy his subordinate morale will increase.

**Commands respect:** A good character in leadership commands respect. Leaders with good character respect their subordinates. A person who has good character is always courteous, never demeaning, he accepts others and also is accepted by others, and he appreciates listening to others even opposing point of views. His respect increases as he listens and accepts others. Those leaders with poor or bad character and leadership styles are not respected because they cannot make decisions that are in the interest of their subordinates. There will be nonchalant attitudes carefree, negligence, etc among the staff and they can even take their work for granted and as a result, the organization will experience poor productivity. But for a principal who commands respect will be obeyed by his subordinates.

**Excellence:** A good character of a leader brings about a spirit of excellence to an organization. The principal expect more from themselves and their teachers. Excellence as character attributes encourages the followers or team members to learn more and do more. Excellence brings responsibility. The leader takes responsibility for the action of the teachers, even when there is an error he owns up. The leaders have a strong sense of accountability and want the same from their staff.

**Promotes peaceful co-existence in the school:** leaders with good character and leadership styles genuinely care for their subordinates. As a respectful distance is maintained in working

relationship between the principal and the subordinates, a genuine concern is very much important in an organization. A leader that has this character attribute is helpful and compassionate. Other character attributes that play an important role on organizational leadership and culture include fairness, cooperation, compassion, humility, courage, passion, competence, wisdom, self-discipline, selflessness, integrity, honesty, etc. Leaders with character strengths and leadership virtues create opportunities for others in the organizations to use their character strengths to work more effectively. The benefit of leveraging the character strengths of staff in a school can produce increased performance and productivity.

**Promotes cooperation:** A principal with good character influences his follower's attitudes by linking their sense of identity with that of the destiny of the organization. The more principals assist teachers and students defining their work identities, the greater chances of encouraging teachers' commitments and cooperation.

**Creates compassion:** This is the act of showing concern for the suffering or welfare of others in an organization. Compassion is seen when leaders make an effort to comprehend the needs of the subordinates and take steps to address those needs and concerns because they feel the same way their subordinates feel. They empathize with their subordinates in time of difficulty at the workplace. The more principals show concern for employees in organizations the more they put in their best for increased performances.

**Humility in leadership:** Lao-Tzu, Chinese founder of Taoism, author (6<sup>th</sup> century B.C), defined humility as the capacity to keep you from putting the self before others and argued that in doing so, one can become a leader among men. Leaders who shift responsibility back to themselves in good times and bad times have the strength of character that goes beyond standard leadership constructs. These leaders commonly possess attributes that are commonly known as servant leadership Brain (2018). According to him, one of the key elements of this leadership philosophy is humility, or the capacity to commit to your workers as much as you do to the bottom line. The guiding principle of serving your workers, being a steward of their efforts, takes a considerable dose of humility and rests on a strong sense of self-identity. Some leaders may reject humility as a desirable attitude in a competitive world. Nevertheless, some leaders who possessed the attributes of modesty, quietness, humility and self-efficacy have achieved tremendous and sustainable financial performance in their organization. Therefore, humility is a real sense of perspective, an acceptance of one's strengths and weakness.

**Creates self-discipline in a leader:** Self-discipline is the process of training one's emotions and impulses so that they conform to a certain standard of behaviour in all circumstances. Principals with self-discipline exercise appropriate personal control over their thoughts and actions. They can manage and constructively express emotions. They are well organized and able to persist in the face of difficulties (Brain, 2018). He noted that through self-discipline, leaders engender confidence in their followers that they can be relied upon to make a rational and logical decision. As a result, their capacity to influence others often increases. Lao Tzu proposed that through mastering ourselves we find true power. Self-disciplines require the maturity to do what is needed, not always what is desired in the present moment (Brain, 2018). It is the attribute that changes values into consistent action. It is an essential component of effective leadership.

## CONCLUSION

This paper focused on the impact of good character and educational leadership styles in secondary education in Nigeria. Good character is required for better educational leadership in secondary level of education in Nigeria. A principal with good character demonstrates sincere interest, empathy, compassion, ability to learn, unlearn and relearn, and true concern for the staff and students. As important as the principal's good character, so is the educational leadership style because the success of the school depends to a large extent on leadership. For leadership of the principal entails motivating and influencing the staff and students to achieving set goals. The impact of good character and educational leadership styles cannot be overestimated since secondary education bridges the gap between primary and tertiary education, principals' good character and educational leadership style are indispensable skills needed for optimal performance of teachers' and students in secondary education in Nigeria.

## SUGGESTIONS

To ensure that the set goals for secondary education are achieved, the following suggestions are given:

- The school principals should acquire series of trainings in order to be more effective and influential in applying good character and leadership styles for school development.
- The school principal should create an environment to shape the characters of students for effective development
- Principals should be demonstrating good character traits and leadership styles in order to sustain staff and students' effort to achieve set goals.
- Principals should modify their leadership styles to balance them in their jobs to fit the situations faced.
- Principals should be encouraged to attend conferences that will empower them to discharge their duties skillfully.

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# ORGANIZATIONAL CULTURE AND PRINCIPAL'S COMMITMENT TO EFFECTIVE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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## ABSTRACT

The study examined organizational culture and principal's commitment to effective management of public secondary schools in Rivers State. Four (4) research questions and four (4) null hypotheses were formulated to guide the study. Correlational study design was adopted and the population of the study was 276 principals in the public secondary schools in Rivers State. The sample of the study was 163 principals determined through a stratified random sampling technique. The sample was composed of 93 (57%) male and 70(43%) female. The instruments for the study were self-designed questionnaires tagged "Organizational Culture Questionnaire (OCQ) and Principal Commitment Questionnaire (PCQ) with reliability coefficient of 0.86, and 0.88 respectively. Mean score and rank order was used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses. It was revealed that to a high extent, clan culture, adhocratic, and hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State while market culture relates to a very high extent. It however concluded that organizational culture should be created in every organization and changed when obsolete to ensure dynamism in management. It also recommended that the principal should be committed to create a school environment that supports teamwork, mentorship, flexibility, discretion, internal focus and integration to ensure that teachers and students have the opportunity to develop, grow and have sense of belonging which can boost high rate of employees' commitment.

**Keywords:** Organizational Culture, Principal's Commitment, Secondary Schools.

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## INTRODUCTION

There are different types of culture, ranging from the local traditional setting to social clubs and organizations. This study is focused on organizational culture and the commitment of principal towards effective management of public schools. Culture is a structure of collective understanding and beliefs held by organizational members that determines, to a large extent, how they act in relationship with one another as well as their attitude to work within the organization and with outsiders. In the secondary school setting, culture will address the relationship of staffers and their attitude to teaching and learning in relation to students. It will also address students' behaviour in relationship to one another and their attitude to studies as

well as extracurricular activities. There is a plethora of theoretical and scientific data to support the claim that culture is important to all organizations, both public and private. Wang et al. (2013) has proposed that the culture of an organization is related to its performance, as it encourages workers to accomplish organizational goals. He also emphasized that management should pay attention to the organizational culture in order for an organization to build and retain a strategic advantage over rivals. Consistently, the culture of educational institutions stimulates the passion of employees to meet educational objectives. The role of the principal is central as they are responsible to the setting of the pace for whatever culture to strive.

Principals interact as educational leaders with teachers and students, while simultaneously ensuring that the school is physically and emotionally secure. The method and practice for establishing a productive school culture is a tool for teachers and students to support principals. Organizational culture research focuses on change, indicating that a successful organization can be described as one that develops a community that encourages its members to seek quality progress through change (Jerald 2006). This move has the potential to help employees work proactively and creatively to solve problems. Leaders must understand the influence of culture within an organization. Organizational culture has been described as an important factor, essential to the effective advancement of teaching and learning in classrooms (Wang et al., 2014).

Organizational culture also impacts on the morals and discipline of both staff and students. The focus of the principals is to shape the culture within the school and make the teaching strive in a conducive environment. School culture can be controlled and modified (Horton Jr., 2018), hence, the principal is able to strengthen, promote and cultivate a healthy school community. Most leaders borrow from various models of leadership and agree that the ethics of care has become profoundly relevant. Leaders that are optimistic, sensitive, dedicated, convincing, effective and motivating are capable of cultivating community within a school.

Principals that are assertive instructional leaders foster strong values for students by constantly reflecting on learning and reinforcing the value of teaching and academic accomplishment. Such principals ought to stand-out as mentors with a well-defined mission statement. Culture changing administrator use the collective decision-making process and are able to retain staff and maintain growth. These activities will positively alter or improve the atmosphere of a school and positively enhance student achievement (Maxwell et al., 2017). Making schools more successful involves constructing and reshaping the culture and regular laws that regulate routine activities of the school. The degree of achievement attained by the school is highly affected by the organizational culture that is enhanced or exhibited by the principal. Teachers, for example, may believe that their participation is respected by the school they represent and this represents the clan culture where there is mentorship and teamwork in the school coupled with much needed flexibility and discretion; internal focus and integration.

Recently, educators concentrate on the organizational culture of schools in order to consider their impact on performance. Melvin (2015) noted that the success of the organization could be attributed to its culture and drew a great deal of attention to the role of culture in maintaining a high degree of productivity. Culture is the product of continuing relationships with individuals in organizations and is characteristic in thinking, feeling, and acting. The success of the chosen approach to organizational culture and strategies depend on the environmental conditions whether internal or external environment at any particular time. That will define the purpose of either to change or preserve the culture.



Schools, particularly secondary schools, have culture that differ from school to school depending on which religious body the school is affiliated to. In certain schools, attention is drawn to hierarchy. It is the duty of principals to uphold and develop the culture of the school in a given direction through their acts and actions as well as their style of management that entails the leadership structure. The culture of hierarchy in the school ensures that there is structure and stability. There is internal focus and integration of school core values of adhocratic school culture. These schools have the core value that promotes creativity and innovative mindset among the teachers and students. As Raudys (2018) pointed out, parents, teachers, principals, and students have always felt something extraordinary, but undefined, about their schools, something incredibly powerful yet difficult to explain.

School culture does not form in a gap; this is why most schools adopt school culture that promotes the culture of competitiveness and be committed to it in other to improve their education service delivery by ensuring that they lead in the kind of educational service delivery that are offered. With the market culture, the principal is committed to actions that promote competitions among students, teachers in the school and across the school. It is believed that with the competitive culture, being ahead is the only way to ascertain their level of improvement. The principal is committed to ensure that their school is ahead of others in terms of quality service delivery. Hence, the school culture is formed and nurtured within the context placed by the school sense of purpose or goal, practices and customs, scale and internal frameworks. Other studies have investigated organizational culture in other organizations, and only little has been done relating to performance of teachers. Little or nothing has also been done on organizational culture and how it influences principal's commitment. The study intends to bridge the gap by conducting a correlational study that would establish a link between the different types of organizational culture and its influence on principals' commitment to effective school management.

### **Statement of the Problem**

Just like every other organization or institution, the school is embodied with its universal culture. However, each school with its principal has its own peculiar culture. It is the organizational culture that is prevalent in the school that shows the unique divide between one school and another and with other organizations. A positive culture promotes the achievement of organizational goals as against a negative culture which may hamper the achievement of organizational goals. Hence, an organizational culture is built out of a concerted effort to establish a positive organizational norm that is intentional, pragmatic, unique, and systematic towards creating and defining the basic attitude that guides the workings of an organization. Generally speaking, the school is supposed to be a place where there is prevalent culture of commitment to work, team spirit, flexible chain of command, innovativeness, professionalism, and healthy competition.

The school, especially the secondary school is supposed to develop a strong culture that supports the achievement of secondary educational goals and objectives. But on the contrary, evidence has shown that the school lacks culture that supports delivery of quality education. Rather teacher and students are open to school culture, self-gratification and imposition of personal interest above the interest of the school. A typical school is supposed to be composed of professionals where quality education delivery is paramount, rather many schools are open to certain practices like truancy and lateness, teachers are also seen dividing their attentions to trading rather than teaching, and other unprofessional conducts which stand against the expected school culture.

The negative impact of such school culture deters sense of commitment and reduces the place of the school as a place of learning, with the student at the receiving end as it affects their academic performance. The principals and government through personal effort and its agencies have ensured that a standard that defines the school culture are maintained, by intensifying the supervision and approvals of schools that have satisfied its conditions. But the school has rather maintained unhealthy practices, and would rather change their schemes to frustrate all the effort to maintain proper school culture. The implication is that if these trends continue, principals may not be committed towards their duties as commitment demands the cooperation of others. This informed the need to investigate organizational culture and principal's principals' commitment to effective management of public secondary schools in Rivers State.

### **Aims and Objectives of the Study**

The aim of the study is to investigate organizational culture and principal's principals' commitment to effective management of public secondary schools in Rivers State, but specifically, the study would:

- To determine the extent to which clan culture relates to principals' commitment to effective management of public secondary schools in Rivers State.
- Examine the extent to which adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State.
- Determine the extent to which culture of hierarchy relates to principals' commitment to effective management of public secondary schools in Rivers State.
- Ascertain the extent to which to which market culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

### **Research Questions**

The following questions were raised to guide this study:

- To what extent does clan culture relate to principals' commitment to effective management of public secondary schools in Rivers State?
- To what extent does adhocratic culture relate to principals' commitment to effective management of public secondary schools in Rivers State?
- To what extent does hierarchical culture relate to principals' commitment to effective management of public secondary schools in Rivers State?
- To what extent does market culture relate to principals' commitment to effective management of public secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were formulated ad statistically tested at 0.05 level of significance:

- There is no significant relationship between clan culture and principals' commitment to effective management of public secondary schools in Rivers State.

- There is no significant relationship between adhocratic culture and principals' commitment to effective management of public secondary schools in Rivers State.
- There is no significant relationship between hierarchy culture and principals' commitment to effective management of public secondary schools in Rivers State.
- There is no significant relationship between market culture and principals' commitment to effective management of public secondary schools in Rivers State.

## **THEORETICAL FRAMEWORK**

This theory is based on McGregor's Theory X and Theory Y developed in 1960 in his book titled "The Human Side of Enterprise". According to McGregor, Theory X employees detest work and are unwilling to take on responsibilities unless there is commensurate pay or reward for it. Managers with this understanding motivate their workers by the "carrot and stick" approach with a reward for great performance and punishment for poor productivity. The principal who successfully handle theory X employees are committed to task accomplishment by employees by ensuring that they use sanctions. This type of principal creates or support market and hierarchy culture. Where there is competition through setting timeline and target to be accomplished. On the other hand, Theory Y employees are self-motivated and enjoy the challenge of work especially when they are successful at accomplishing any new task. Managers with this understanding have a more collaborative relationship with their staff and leaves them to work with their own initiative giving them new tasks to accomplish and empowering them to take decisions on the best approach. This implies that there is sense of clan culture where there is team work. Hence, the principal considers members of the school, especially the teachers as team members who must pull together their efforts to ensure that the aims and objectives of the schools are achieved. The principal is committed for ensuring that there is a clear channel of communication and members of the school, especially the teachers are given the opportunity to be creative in performing their duties. This culture firmly aligns with the Theory Y. Hence, principals are committed to make sure that working conditions are favourable and appropriate.

## **CONCEPTUAL CLARIFICATION**

### **Organizational Culture**

Culture simply entails the way things are done. It is the acceptable pattern of behaviour of people in a group. According to Shafer (2018), culture includes the vision, values, norms, systems, symbols, language, assumptions, beliefs and habits of any organization. Culture is born out of a group of people finding themselves in the same place and having to do things together. They definitely begin to have the similar attitude, norms and behaviour which becomes their culture. Those who belong to same culture share same history, religion, values and artefacts which differentiates them from others. "There are numerous national cultures and even more subcultures, providing certain types of organization and action. In modern societies, however, culture is considered to be a tangible or intangible environment in which a group of people live and work together." (Gjuraj, 2013 in Truby, 2018).

Organizational culture incorporates the ambitions, experiences, philosophy, as well as values that direct member activity and is reflected in the member's self-perception, inner workings, associations with the outside world, and future prospects. People living together is hinged on

mutual morals, sentiments, lifestyle with written or unwritten rules that have been put in place over time and are alleged to be true (Cummings & Worley, 2015). Several scholars have concluded that employees must align themselves with the organizational culture to achieve great feat for their organization (Cameron & Quinn, 2011). Naranjo-Valancia et al. (2016) inferred that organization could be likened to a country or family, any group of people who by virtue of their staying together or working together have to form a culture. Cultures differ from one organization to another and within each organization, it is also possible for culture to bring out the best or worst from employees (Sinha & Sheorey, 2016). As opined by Cameron and Quinn (2011), a failing or successful organization could be identified through their organizational culture. It is widely agreed that the issue of organizational culture is complex in the workplace generally and has direct connection with performance, effectiveness and productivity. “If the organizational culture is strong, the firm is more effective.” (Harrison & Baird, 2015).

### **Principal’s Commitment to Effective Management**

Commitment has been characterized and measured in several respects over the years. Indeed, this lack of cohesion in the meaning of the concept has contributed substantially to its consideration of the concept as a multifaceted concept (Wang et al., 2013). And if there are several dimensions or types of commitment, there must be a central meaning that characterizes it. In order to determine what the essence is, it is important to pursue commonality between the current conceptualizations. Worker commitment is described as the level of dedication of the employee for the tasks assigned to him/her at the workplace (Lee & Chen, 2013). The task assigned is what ensures that when management principles which is universal is applied, it is done to ensure that tasks are accomplished (Ololube, 2019) It is a sense of obligation that a principal has towards the objectives, purpose and vision of the organization that he/she is affiliated with. High levels of employee satisfaction in an institution are attributed to the dedication and commitment to work by their managers or principals in the school (Okogbaa, 2020).

This results in improved organizational performance, which in turn brings about improved quality productivity, healthy competition, workers retention and general change in the work environment. Scholars argue that it is necessary for there to be commitment of employers to improve the efficiency of employees. The reason is that when workers believe they are part of the organization, such identification automatically leads to the enhancement of a high degree of commitment and creativity. Meyer et al. (1991) in Khan et al. (2013) identified three forms of commitment, namely affective commitment, continuance commitment and normative commitment. Affective engagement requires the emotional attachment of workers to associate with and participate with an organization. Continuance commitment is a commitment focused on the cost that the individual associates with leaving the organization.

The normative commitment, on the other hand, entails workers' feelings of responsibility to remain within the organization. Meyer et al. (1991) Khan et al. (2013) also emphasized that the three components of organizational commitment are not mutually exclusive. This ensures that workers will be involved at the same time in an affective, continuous and normative commitment at varying degrees of passion. Staff may have engagement profiles that may represent high or low levels of components. These diverse profiles would eventually lead to different consequences on the actions of the workplace and may be affected by several influences, one of which was the organizational culture (Shafer, 2018).

## **Secondary Education Objectives**

Secondary education, as the term suggests, is the education provided to students after primary school. “It is the type of education that children get after primary education and before the tertiary level” (FGN, 2013). The plan for secondary education is to prepare the individual for a useful life in future and further education for those who desire to attend tertiary institution. This is to note that the secondary education is not just a level of education to go through in transit to higher learning, it is a preparation for personal survival and integration into the society.

The objectives for secondary education in Nigeria according to FGN (2013) are to:

Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background; diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after their secondary school course; equip students to live effectively in our modern age of science and technology; develop and project Nigerian culture, art and language as well as the world's cultural heritage; raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens; foster Nigerian unity with an emphasis on the common ties that unite us in our diversity; inspire students with a desire for achievement and self-improvement both at school and in later life.

The objectives as stated above could be possible only when there is commitment on the part of the principal and teachers. Commitment entails the sense of dedication where the school personnel must develop an organizational culture that can enhance achievement of secondary educational goals.

### **Clan Culture and Principals’ Commitment to Effective Management of Schools**

Clan culture is people-focused in the way that the school is considered one-big-happy-family. This is to a large extent a cohesive work environment and the principal’s commitment to communication is very important. Clan culture promotes mentorship as it has a horizontal outlook where team work is emphasized. Clan culture boosts high level of employee participation where each team member is encouraged to offer his expertise. With this, workers feel fulfilled and clients are happy. There is a great potential for school development within a clan culture due to its highly adaptable climate (Raudys, 2018). A family style workplace culture can be maintained if the organization is small, but as it grows bigger, there will be a need to change the school culture.

Also, with a horizontal leadership structure, daily activities may appear to be unplanned, unorganized and without direction. The principal that promotes clan culture is committed to flexible, team-oriented with a horizontal structure of communication flow (Truby, 2018). It is a fact that clan culture can be easily seen in new schools where the staff strength is small and everyone’s opinion counts. As Cameron and Quinn (2021) puts it, “They put heavy emphasis on collaboration and communication; the principal looks to employees for feedback and ideas and they prioritize team-building”. To cultivate a clan culture within the school, the principals’ commitment should be tailored towards the employees. Communication should be very strategic to a successful clan culture and the principal should keep a feedback channel constantly open.

### **Adhocracy Culture and Principals’ Commitment to Effective Management of Schools**

Adhocracy culture is all about breaking new grounds and the ability to adapt to new inventions. (Cameron & Quinn, 2011). The principal of the school with adhocratic culture is committed to trendsetting in innovations and would like to have patency. In a school where there is adhocratic culture, teachers who are considered to be hard working are creative and innovative. Example is the integration of „visual aids“ or the use of ICT in the instructional delivery process. The principal is committed to collaborations that would lead to “out-of-the-box” ideas that will bring solutions to educational problems in the school. Melvin (2015) and Heinz (2022) agree that adhocratic culture involves risk taking.

This is because it is not every new idea that is productive: it involves the risk of trying at all, the risk of wasting resources and the risk of wasting man hours. Even at that a principal who wants to be a trailblazer should be committed to taking certain level of risk. “Adhocracy cultures value individuality in the sense that employees are encouraged to think creatively and bring their ideas to the table”. (Horton Jr., 2018). Because this type of organizational culture falls within the external focus and differentiation category as opined by Heinz (2022), new ideas need to be committed to quality educational delivery, professionalism and motivation of staff in the school.

### **Hierarchy Culture and Principals’ Commitment to Effective Management of Schools**

Principals committed to hierarchical cultures adhere to the traditional organizational structure. The goals are clear and the results are measurable so if a staff does not see tangible result from his effort, he is likely to be discouraged. (Li, 2018). There are schools that focus on the rigid structure through a clear chain of command and multiple management intermediaries which makes the reporting system long and slow at times. Hierarchy culture has an exclusive direction, making the line of command stable and disinclined to taking risks. The distinct and clear direction often align with the legal provisions for running the school. This makes the school to be administered according to the substantial laws that guide its operation (Nwiyi, 2015).

Because of the rigidity of hierarchy culture, scholars have argued that it leaves little room for innovativeness and creativity on the part of the teachers and other school employees (Cummings & Worley, 2015). This makes the school comparatively sluggish to adapt to changing trends and innovations. While some schools now allow the use of smart phones, smart boards and other electronic gadgets for learning, the public secondary schools generally lag behind. The school policy and other bureaucratic bottle-necks take prioritized over individual creative thoughts which does not help in innovation. According to Melvin (2015) the first step to creating a hierarchical culture is to reset the school systems. If there are any loopholes in the chain of command, the school principals are committed to fill the gaps and make each team and group have specific long-term and short-term priorities. The school culture tells a lot about the school and what the school stands for.

### **Market Culture and Principals’ Commitment to Effective Management of Schools**

A school that encourages Market culture gives importance to competitiveness (Cummings & Worley, 2015). All is measured with the bottom line in mind; for instance, meeting exam and test deadline and also coverage of scheme of work. Every task is expected to align with the main goals of secondary education and there are also multiple degrees of separation between staff and leadership positions (Cameron & Quinn, 2011). The most important thing about market culture is to

meet targets, exceeding objectives and producing outcomes. There are result-oriented principals who not only have fulfilment on internal performance progress but are rather committed to pushing and motivating teachers to prepare students to compete externally in science exhibitions, mathematics competitions, spelling Bee and others. Even the issue of West African School Certificate (WASC) the principal wants to have the pride of having produced the best students or to be sure that the school had 100%. Success brings customers; parents would desire such schools to send their children and wards to.

## METHODOLOGY

Correlation design approach was adopted because the study intends to establish a relationship between two variables. The area of study is all the public secondary schools in the 23 Local Government Areas in Rivers State. The population is made up of 276 principals in secondary schools in Rivers State. Through a stratified random sampling technique, a sample of 163 which is 59% of the population was obtained using Taro Yamane system. Among the sample, 93 (57%) were male and 70(43%) were female. The instruments for the study were a self-designed questionnaire tagged "Organizational Culture Questionnaire (OCQ) and Principal Commitment Questionnaire (PCQ) with reliability coefficient of 0.86 and 0.88 respectively. However, before determining the reliability coefficient, the instrument was content and face validated by two experts from the Department of Educational and Management and another expert from the Department of Test and Measurement. With the use of SPSS Version 25, Mean Scores and Rank Order was used to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to test the hypotheses.

## RESULTS

### Answer to Research Questions

**Research question 1:** To what extent is clan culture related to principals' commitment to effective management of public secondary schools in Rivers State?

**Table 1: Mean score of clan culture and principals' commitment.**

| S/N | Items   | Male Principals (93)<br>$\bar{x}_1$ | Female Principals (70)<br>$\bar{x}_2$ | Mean Set    | Rank Order      | Remarks |
|-----|---|-------------------------------------|---------------------------------------|-------------|-----------------|---------|
|     | <b>Clan Culture and Principals' Commitment</b>  |                                     |                                       |             |                 |         |
| 1.  | The principal is committed to promoting team work by giving way for participation of teachers.                                      | 2.53                                | 2.68                                  | 2.60        | 4 <sup>th</sup> | HE      |
| 2.  | As a principal I am committed to mentoring teachers to ensure effective service delivery.   | 2.43                                | 2.58                                  | 2.51        | 5 <sup>nd</sup> | HE      |
| 3.  | I encourage high employees' engagement by ensuring that their inputs are considered accordingly.                                    | 2.64                                | 2.82                                  | 2.73        | 3 <sup>rd</sup> | HE      |
| 4.  | As a principal I ensure free flow of information by ensuring that I open up channels of communication and operate open door policy. | 2.85                                | 2.98                                  | 2.92        | 1 <sup>th</sup> | HE      |
| 5.  | I am an action-oriented principal and I give room for flexibility in the work environment.  | 2.72                                | 2.89                                  | 2.80        | 2 <sup>st</sup> | HE      |
|     | <b>Grand Mean</b>   | <b>2.63</b>                         | <b>2.79</b>                           | <b>2.71</b> |                 |         |

Table 1 showed the mean responses of respondents; the extent to which to which clan culture relates to principals' commitment to effective management of public secondary schools in Rivers State. The table further revealed a higher mean against the mean criterion set at 2.5, which showed positive responses. The mean set showed an average mean of 2.716 which is also higher than the criterion mean of 2.5, hence all the items show that to a High Extent (HE) clan culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

**Research question 2:** To what extent is adhocratic culture related to principals' commitment to effective management of public secondary schools in Rivers State?

**Table 2: Mean score of adhocratic culture and principals' commitment.**

| S/N  | Items  | Male Principals (93)<br>$\bar{x}_1$ | Female Principals (70)<br>$\bar{x}_2$ | Mean Set    | Rank Order      | Remarks |
|--|--|-------------------------------------|---------------------------------------|-------------|-----------------|---------|
| <i>Adhocratic culture and principals' commitment</i> |  |                                     |                                       |             |                 |         |
| 1.   | As a principal, am very committed to promoting flexible work schedule and use of discretion among school employees.                        | 2.54                                | 2.53                                  | 2.53        | 4 <sup>th</sup> | HE      |
| 2.   | As a principal I am committed to promoting a culture that enhances creativity and innovativeness.  | 3.13                                | 3.02                                  | 3.07        | 1 <sup>nd</sup> | VHE     |
| 3.   | I value individuality and uniqueness of each employee and help them develop those skills to ensure quality instructional service delivery. | 2.85                                | 2.58                                  | 2.72        | 3 <sup>rd</sup> | HE      |
| 4.   | As a principal I appraise new ideas than achievement of routine task with conventional skills.   | 2.69                                | 2.34                                  | 2.52        | 5 <sup>th</sup> | HE      |
| 5.   | I create platform for sharing new ideas with school employees by organizing meetings and report channels.                                  | 2.93                                | 3.02                                  | 2.97        | 2 <sup>nd</sup> | HE      |
| <b>Grand Mean</b>                                    |  | <b>2.83</b>                         | <b>2.70</b>                           | <b>2.76</b> |                 |         |

Table 2 shows the mean responses, rank order and remark of the responses on the extent to which adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State. The set mean showed responses that indicate that to a High Extent (HE), adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

**Research question 3:** To what extent is hierarchy culture related to principals' commitment to effective management of public secondary schools in Rivers State?

**Table 3: Mean score of hierarchy culture and principals' commitment.**

| S/N   | Items  | Male Principals (93)<br>$\bar{x}_1$ | Female Principals (70)<br>$\bar{x}_2$ | Mean Set | Rank Order      | Remarks |
|---|--|-------------------------------------|---------------------------------------|----------|-----------------|---------|
| <i>Hierarchy culture and principals' commitment</i> |  |                                     |                                       |          |                 |         |
| 1.  | I ensure there is stability and control in the school by sticking to organizational structure. | 2.69                                | 3.02                                  | 2.85     | 2 <sup>nd</sup> | HE      |
| 2.  | I value when things are done right than taking risk in the pursuit for creativity.             | 3.12                                | 3.13                                  | 3.13     | 1 <sup>st</sup> | VHE     |
| 3.  | I encourage adherence to rigid school practices that   | 2.58                                | 2.54                                  | 2.56     | 3 <sup>rd</sup> | HE      |



|    |   |             |             |             |                 |    |
|----|---|-------------|-------------|-------------|-----------------|----|
|    | promote professional behaviour.   |             |             |             |                 |    |
| 4. | As a principal, I am committed to ensuring that school objectives override employees' objectives. | 2.65        | 2.42        | 2.53        | 5 <sup>th</sup> | HE |
| 5. | As a principal, I insist that things are done only in an approved or conventional manner.         | 2.59        | 2.51        | 2.55        | 4 <sup>th</sup> | HE |
|    | <b>Grand Mean</b>   | <b>2.73</b> | <b>2.72</b> | <b>2.72</b> |                 |    |

Table 3 shows the mean score, rank order and remark on the extent to which hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State. All the mean score of the items exceeds the criterion mean of 2.5. Considering the mean set of 2.728, it was revealed that to a High Extent (HE) hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

**Research question 4:** To what extent is market culture related to principals' commitment to effective management of public secondary schools in Rivers State?

**Table 4: Mean score of market culture and principals' commitment.**

| S/N | Items   | Male Principals (93) | Female Principals (70) | Mean Set    | Rank Order      | Remarks |
|-----|---|----------------------|------------------------|-------------|-----------------|---------|
|     | <i>Market culture and principals' commitment</i>  |                      |                        |             |                 |         |
|     |   | $\bar{x}_1$          | $\bar{x}_2$            |             |                 |         |
| 1.  | As a principal, I ensure employees develop a competitive mindset by making healthy comparison with other schools. | 3.58                 | 3.29                   | 3.43        | 1 <sup>st</sup> | VHE     |
| 2.  | As a principal, I ensure that employees harness their effort by ensuring that they achieve their routine tasks.   | 3.34                 | 2.42                   | 2.88        | 4 <sup>th</sup> | HE      |
| 3.  | I ensure that there is separation of employee and leadership.   | 3.24                 | 3.19                   | 3.21        | 2 <sup>nd</sup> | VHE     |
| 4.  | I stress the need and importance of meeting quotas, reaching targets and getting results.                         | 2.92                 | 3.22                   | 3.07        | 3 <sup>rd</sup> | VHE     |
| 5.  | As a principal, I assign position that has an objective that aligns with the secondary educational goals.         | 2.49                 | 2.63                   | 2.56        | 5 <sup>th</sup> | HE      |
|     | <b>Grand Mean</b>   | <b>3.11</b>          | <b>2.95</b>            | <b>3.03</b> |                 |         |

On table 4 showing the mean responses on the extent to which market relates to influence principals' commitment to effective management of public secondary schools in Rivers State. All the items on the table have a mean set that is greater than the criterion mean of 2.5. The mean set of 3.033 shows that to a very High Extent (VHE), market culture relates to principals' commitment to effective management of public secondary schools in Rivers State.

## TEST OF HYPOTHESES

Table 6: Relationship Between Clan Culture and Principals' commitment to effective management of public secondary schools in Rivers State

|                             |                     | CC     | PC     |
|-----------------------------|---------------------|--------|--------|
| <b>Clan Culture</b>         | Pearson Correlation | 1      | .782** |
|                             | Sig. (2-tailed)     |        | .000   |
|                             | N                   | 162    | 162    |
| <b>Principal Commitment</b> | Pearson Correlation | .782** | 1      |

|  |                 |      |     |
|--|-----------------|------|-----|
|  | Sig. (2-tailed) | .000 |     |
|  | N               | 162  | 162 |

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

From Table 6, the null hypothesis 1 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.782\*\*. Consequently, there is significant relationship between clan culture and principals' commitment to effective management of public secondary schools in Rivers State.

Table 7: Relationship between adhocratic culture and principals' commitment to effective management of public secondary schools in Rivers State.

|                             |                     | AC     | PC     |
|-----------------------------|---------------------|--------|--------|
| <b>Adhocratic Culture</b>   | Pearson Correlation | 1      | .803** |
|                             | Sig. (2-tailed)     |        | .000   |
|                             | N                   | 162    | 162    |
| <b>Principal Commitment</b> | Pearson Correlation | .803** | 1      |
|                             | Sig. (2-tailed)     | .000   |        |
|                             | N                   | 162    | 162    |

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

From Table 7, the null hypothesis is rejected because the sig. (2-tailed) value of 0.000 is less than 0.01 with correlation coefficient of 0.803\*\*. Consequently, there is significant relationship between adhocratic culture and principals' commitment to effective management of public secondary schools in Rivers State.

**Table 8: Relationship between hierarchy culture and principals' commitment to effective management of public secondary schools in Rivers State**

|                               |                     | HC     | PC     |
|-------------------------------|---------------------|--------|--------|
| <b>Hierarchy Culture</b>      | Pearson Correlation | 1      | .768** |
|                               | Sig. (2-tailed)     |        | .000   |
|                               | N                   | 162    | 162    |
| <b>Principals' Commitment</b> | Pearson Correlation | .768** | 1      |
|                               | Sig. (2-tailed)     | .000   |        |
|                               | N                   | 162    | 162    |

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

From Table 8, the null hypothesis 2 is rejected because the sig. (2-tailed) value of 0.000 is less than 0.01 with correlation coefficient of 0.768\*\*. However, it can be stated alternately that there is significant relationship between hierarchy culture and principals' commitment to effective management of public secondary schools in Rivers State.

**Table 9: Significant relationship between market culture and principals' commitment to effective management of public secondary schools in Rivers State**  
Enrollment in local colleges, 2005

|                             |                     | MC     | PC     |
|-----------------------------|---------------------|--------|--------|
| <b>Market Culture</b>       | Pearson Correlation | 1      | .814** |
|                             | Sig. (2-tailed)     |        | .000   |
|                             | N                   | 162    | 162    |
| <b>Principal Commitment</b> | Pearson Correlation | .814** | 1      |
|                             | Sig. (2-tailed)     | .000s  |        |
|                             | N                   | 162    | 162    |

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

Table 9 shows the significant relationship between market culture and principals' commitment to effective management of public secondary schools in Rivers State. The null hypothesis 4 is rejected because the sig. (2-tailed) value of 0.000 is less than 0.01 with correlation coefficient of 0.814 \*\*. As a result, there is significant relationship between market culture and principals' commitment in public secondary schools in Rivers State.

## DISCUSSION

After the analyses of the data, answers to research questions and tests of hypotheses, the study showed that to a high extent, clan culture, adhocratic, and hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State. For instance, on clan culture the findings discovered that principals are committed to promoting team work by giving way for participation of teachers, it also showed that principals are committed to mentoring teachers to ensure effective service delivery, and that they encourage high employees' engagement by ensuring that their inputs are considered accordingly, ensure free flow of information by ensuring that they open up channels of communication and operate open door policy and embrace change and consider a flexible work environment. These findings are aligned to the core characteristics of clan culture as stated by Cameron and Quinn, (2011) which is based on teamwork, flexibility and employee participation.

On adhocratic culture, the study revealed that principals are committed to promoting flexible work schedule and use of discretion among school employees. It also discovered that principals are committed to promoting a culture that enhances creativity and innovativeness, value individuality and uniqueness of each employee and help them to develop those skills to ensure quality instructional service delivery, appraise new ideas than achievement of routine task with conventional skills and create platform for sharing new ideas with school employees by organizing meetings and report channels. These findings are also strongly associated with the characteristics of adhocratic organizational culture which is based on creativity, innovativeness, results and flexibility (Cameron & Quinn, 2011, Shafer, 2018)

The study on hierarchy culture, also revealed that there is stability and control in the school by sticking to organizational structure. Principals value when things are done right than taking risk in the pursuit of creativity; encourage adherence to rigid school practices that promote professional behaviour; insist that things are done only in an approved or conventional manner and committed to ensuring that school objectives override employees' objectives. These findings are in consonance with the position of (Horton Jr., 2018) on hierarchy culture that supports strict

adherence to organizational structure. Hence principals' response displays that they prefer conventional way of performing their task with moderate risks.

However, the study showed that to a very high extent, market culture relates to principals' commitment to effective management of public secondary schools in Rivers State. Based on these findings, the study further revealed that principals ensure employees' develop a competitive mindset by making healthy comparison with other schools, ensure that employees harness their effort by ensuring that they achieve their routine tasks, ensure that there is separation of employee and leadership, stress the need and necessity of achieving allocations, accomplishing desired goals and getting results, assign position that has an objective that aligns with the secondary educational goals. The findings find backing on the position of Cameron and Quinn, (2011) that make market culture organization to be seen as one driven with sense of competition and best among class attitude. The study showed that there is significant relationship between clan, adhocratic, hierarchy, market culture and principals' commitment to effective management of public secondary schools in Rivers State.

### **Summary of Findings**

The purpose of the study is to establish the relationship between the different organizational cultures and principal's commitment to effective management of secondary institutions in Rivers State. The following are the findings of the study:

1. That to a high extent (HE), clan culture has a positive relationship with principals' commitment to effective management of schools in Rivers State.
2. That adhocratic culture relates to principals' commitment to effective management of public secondary schools in Rivers State to a high extent (HE).
3. That hierarchy culture relates to principals' commitment to effective management of public secondary schools in Rivers State to a high extent (HE).
4. That to a very high extent (VHE), market culture relates to principals' commitment to effective management of public secondary schools in Rivers State.
5. That rather than accepting the null hypotheses, the test of hypotheses accepted the alternate hypotheses that there is a strong and positive relationship between clan, adhocratic, hierarchy, market culture and principals' commitment to effective management of public secondary schools in Rivers State.

### **CONCLUSION**

It is widely agreed that organizational cultures do exist and they differ from one organization to another. Organizational culture is significant in shaping the behaviour of organizational members. This study identified four (4) different types of organizational culture and how they relate to principal's commitment to effective management of schools. Many scholars agree that any desired culture could be cultivated and created for the organization following some definite steps. (Li, 2018). There is always a culture whether spoken or written, but a principal who wishes to diversify should be committed to cultivate and deliberately create such culture where it will help in improving the school system. In all of these, there is no absolute definition, according to scholars, so this calls for a more in-depth study of the term „organizational culture“ and how it

affects teachers' commitment and productivity and provokes students' commitment and competitiveness.

As the saying goes: „the only constant thing in life is change“. Same goes for organizational culture: it is created and changed when outdated to imbibe other aspects following fresh knowledge and trend in technology to make it robust. A very ambitious principal would explore several cultures and marry a couple of them to ensure greater productivity. Finally, when a school culture has been put in place, the principal is committed to ensuring it is upheld by all the teachers and none teaching staff which will also propel the students to follow suite.

## Recommendations

Based on the findings and conclusions therefore, the study recommends that:

- The principal should be committed to create a school environment that supports teamwork, mentorship, flexibility, discretion, internal focus and integration to ensure that teachers and students have the opportunity to develop, grow and have sense of belonging. This can boost high rate of employees' engagement.
- The principal should be committed to applying innovative ideas from teachers and other school employees and be open to take certain level of risk associated with changes by focusing on flexibility and discretion to take decisions. The principals can also achieve this by creating an external of control, considering different perspectives in solving problems.
- The principal should focus on predetermined school structure to maintain stability as a means to uphold control on activities in school through supervision. Hence the principal should ensure that things are done right in school at all cost so as to avoid litigation due to negligence or violation of laws guiding school operations.
- The principal and teachers in the school should develop a competitive mind set and ensure to bring out strategies that will compete with international best practices in delivering quality education.

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# THE PLACE OF CHARACTER AMONG MUSIC PRACTITIONERS

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## ABSTRACT

Beginning from the family setting to the larger community, institutions, organisations, sectors or departments individual character plays important part to achieving set goals of that setting. The paper reconnoitered the trait „character“; while explicating integrating good character as vital to achieving maximum result and set objectives including overall goals, the paper focused on music practitioners. Qualitative study was employed while using secondary data to draw concise summation. The paper concluded that character rather „good character“ is an invaluable trait that should be coveted and developed by music practitioners and employees or members including leaders irrespective of affiliation manning a leadership position in various institutions, organisations, sectors, departments and groups. The paper therefore suggested that good character should be integrated and displayed by music practitioners, employees, members and leaders for maximum cooperation both from the leader and the led in order to achieve maximum short and long term goals.

**Keywords:** Music Practitioners, Character, Leadership, Organisation

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## INTRODUCTION

In every society beginning from the family setting to the larger community – groups, various institutional sectors and organisations the world over, there has been a person at the helms of affair to head or lead; in charge of the smooth running of the group(s), institution(s) and or organisation(s) and there also have been members of that group(s), institution(s) and or organisation(s) that make up the total frame of the group or organisation who are practitioners of various fields of endeavours. In the context of the paper, a practitioner is a person who is actively engaged in an art, discipline or profession. The question is, „Who are music practitioners“? Music „practitioners“ are persons who work as music scholars or individuals who is regularly engaged in one musical activity or the other especially one that requires skill. These music practitioners in various field of music offer services to others and also work as a group to offer services to others.

Music practitioners may be employees or leaders like any other profession and business organisations. The music field are varied encompassing employees and manned by individual leaders who are either appointed or elected to run the day to day affairs and to achieve set (short term/long term) objectives and goals through laid down policies guiding and guarding the sections, departments, or sectors of the overall music organisational structure. These may be music teachers who are leaders/role models to their students, heads of departments in school music programmes, sub-heads, music student union members/leaders, band members/leaders, chamber music members/leaders, symphony members/leaders, choir members/leaders, orchestral members/leaders, ensemble members/leaders, instrument members/leaders, dance members/leaders, dance ensemble members/leaders, traditional instrument members/leaders, traditional dance members/leaders, traditional dance ensemble members/leaders, members/leaders in sub-groups, association members/leaders, music industry members/leaders, studio members/leaders/managers to mention a few. The paper focused on the place of character among members/leaders in the music field at various levels. The paper did not in any way undermine or undervalue other components key to organisational leadership such as strategy, talent or skill-competence of individual leaders in the music field.

Firstly, the paper highlights and lays emphasis on character in fact, good character as key to achieving maximum set goals. Secondly, that good character integrated in organizational leadership by music practitioners“ entails being a positive influence in the department, sector, section or organisation headed by that leader and among members. Thirdly, as such leaders in whatsoever capacity are role models and as role models others look up to them as a source of strength. And fourthly, since no man is an island, members and leaders as music practitioners co-exist in a work space and therefore dependent on one another; hence apart from other indices indicative of the smooth operation of an organisation, character disposition of members and leaders will determine to an extent the failures or successes of music practitioners in their various music field.

Olson (2016) explored the „improvisation module“ during individual performance to explain his view on organisational leadership in the music field that, the ideas, approaches, and mindsets that individual performance improvisers possess can be applied conceptually, at an organization-wide level, to the way that a company approaches its business for example, in the identification of new opportunities, or in organizational learning. This system-wide conceptual mindset is known as „organizational improvisation. Many of the skills required in these performing arts disciplines have a clear and direct relationship to traits that are essential to enhance employee effectiveness and engagement, as well as leadership, when looking at them as alternative methods of employee and organizational development. Summating Olson“s ideation, „organisational improvisation“, leaders in the music field can adopt and apply improvisational skills in solving unforeseen issues that crop up in the organisation to effectively nip organisational challenges at the bud.

### **Why is Good Character Required among Music Practitioners?**

There is a saying in popular palace that „character is like a smoke“ it must find its way out, it cannot be contained. John Wooden a famous basketball coach said that the true test of a man“s character is what he does when no one is watching. Character is seen as the aggregate of features and traits that form the individual nature of some persons or thing. Merriam Webster defined character as the mental and moral qualities distinctive to an individual<sup>3</sup>. Abraham Lincoln said



that character is like a tree and reputation like its shadow. The shadow is what we think of it, the tree is the real thing. Expatiating Abraham Lincoln's analogy of character as a tree: there is more to the tree, which involves the soil type and seed type including nurturing of the seed to produce a tree culminating to production of fruits. Thus, a healthy soil and a healthy seed well nurtured produces a healthy tree resulting in production of healthy fruits. As seen in the diagram below;



A Tree Bearing Fruits

Individuals have to nurture that good seed inherent in them in order to bear and exhibit the fruits (traits) of good character. Building upon the above concepts, what then is good character? Good character is a person's core values and motivations for acting as they do. In general people who are considered to have good character often have traits like integrity, honesty, courage, loyalty, fortitude, and other important virtues that promote good behaviour. These character traits define who they are as people and highly influence the choices they make in their lives. At its core, character is something that intrinsically occurs within a person and surpasses other factors like race, religion, age, gender, education and even personality in determining how we respond when faced with tough situations in life. Other factors and lived experiences may influence the character traits we have, but it is ultimately our character itself that truly dictates how we act. Good character portrayal is very essential to any leader who wants to have good success.

Brenda (2017) in the work title „The Importance of Character in Leadership“ said that character is fundamental to effective leadership because good character builds trust, and without trust, people will not follow you. Without followers, obviously, one cannot lead. Fred Kiel in his book title „Return of Character“ also defined a leader of good character as someone who scored high on integrity, responsibility, compassion and forgiveness. On the other hand, a leader with dubious character is someone who tells the truth about half of the time; who cannot be trusted to keep their promises; who punishes well-intended people for making mistakes; who is bad at caring for others. Leaders with good character are trustworthy because they do what they say they will do, they deliver. Their behaviour is reliable because over time they have shown consistent behaviour and responses to similar situations.

They are trustful and deeply honest. They make well-considered choices by being open to counsel and the perspectives of others. They are brave in that they always do what is right, even when it is hard. They look out for the common good, rather than just serving their own desires. Good character is more nurture than nature that is, good character is developed overtime, and good character is not a natural endowment. Akokotu (2021) outlined and identified ten salient character traits important for leaders to succeed these are - Positive Influence, Noble Service, Compassion, Altruism, Perseverance, Great Faith, Strong Impact, Learning Spirit, Self-

Discipline and True Humility. Corroborating Akokotu above, John Maxwell<sup>7</sup> a leadership expert who identified four key building blocks to developing strong character as follows:

**Self-discipline and Moral Courage:** to do what is right, even if you do not feel like it, that is, to practice the self-control, to balance your own desires with the needs of others, and the courage also to face the fears, risks and dangers of standing up for what is right.

**Core Value:** a clear sense of the values that guide your behaviour every day

**A Sense of Dignity:** Knowing yourself and your beliefs and

**Integrity:** the practice of aligning your actions, feelings and thoughts with your values.

Why is good character required of a leader in the music field for effective organizational leadership? Because firstly, character is formed every time a leader faces defining moment that challenges him/her to sort through his/her core values and principles. Because secondly, character is not just talk or intellect, it is not a matter of knowing who we are and what our values are; it is about our character, the balance of our values. An axiom says that „action speaks louder than voice“ and thirdly, because virtues and vices express itself through our actions. Action is the foundation of leadership although precise and good word is also indispensable. Okafor (2020) cited Adesina (2016) that, leadership is one of the most important elements in achieving success in any area of life, this is perhaps the reason for the saying „to kill an organisation is to give it a bad leader“ and to give it „life, is to give it an effective leader“. In addition, Okafor (2020) said that the leader“s task is to move people under his leadership to make changes. The leader who cannot bring about positive change is bound to face anarchy and crisis (p. 57).

Thus leadership skill is crucial in organisational leadership as well as a potent combination of strategy and character, not just character but „good character. It is therefore pertinent that leaders of various music fields (acting or appointees) in whatever capacity to note that „Leadership“ combined with good character“ is essential to harnessing and garnering the trust and all essential elements of individuals being led to oil the organisational wheel at various levels just like using the right chords to achieve a sound harmonic structure. The aim of any organisation, institution, sector, section or department is to realize and achieve set goals (implied or explicit); these goals cannot be achieved without individuals who belong in that cosmos.

### **Benefits' of Integrating Good Character among Music Practitioners**

Integrating means coupling together; to bring together; therefore, in this context integrating means bringing individuals or group of individuals in the music profession in particular „disciplines or skills“ together into equal participation to yield maximum results. Olson (2016) in his work „integrating the Arts into Organization Development: Using Improvisational Theatre to Enhance Personal and Interpersonal Effectiveness at Work“ used the orchestra and the orchestra conductor as vivid example of how character can make or mar a group. He said that the modern symphony orchestra is a collection of highly trained and specialized individual musicians, sometimes numbering nearly one hundred members, who must all work together, in concert with one another, to create a unique musical and emotional experience for their audiences. Imagine the multitude of components (again, for up to some one hundred individual players) that must come together for a single thirty-minute piece of music: rhythm, harmony, melody, tempo,

texture, tone, pitch, intonation, and phrasing; all of this must come together seamlessly by all players in order to produce an exquisite work of art.

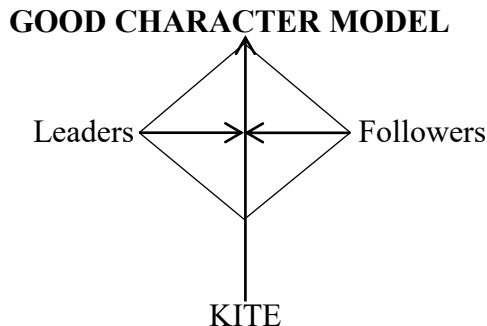
When it does come together, both the players and the audience experience something that can transport everyone into another world. This experience, when executed at the highest levels, has the potential to truly stir the soul. These players cannot do it alone however; they must all implicitly agree to follow a designated leader. This leader serves as the guide for the ensemble, interpreting, establishing, and most importantly, communicating the vision for the piece. Players must follow the conductor's every move, every beat of the music, every shift of the eye brow, every hand movement, and agreeing to go together, wherever the conductor takes them. The scenario described by Olson is a clear picture of effective leadership and followership module for achieving set Organisational goal. He further said that Michael Hyatt identified eight areas that orchestra conductors have in common with business leaders. He observes that orchestra conductors harness the talents of the players, lead with vision, motivate the players to be their best, have a plan for how to approach the work, and that they communicate that plan to the others (Hyatt, 2014).

Another author mentioned by Olson is Shellie Karabell, who wrote in *Forbes* magazine. Shellie equated organizational leadership with orchestral conducting where she discussed a new corporate management training program being offered by business schools such as Harvard and INSEAD. In the training, 19 management students were placed in the orchestra pits area where rehearsals were going on in order to observe and better understand the inner workings of the group, in order to draw parallels with corporate management. In her interviews with a program director and one of the orchestra conductors, they were able to identify key crossover leadership concepts that includes acknowledging and encouraging the expression of individual voices, getting each of those individual voices to eventually play as one, adjusting leadership styles to get the best out of each player, and bringing people together, both inspiring and empowering each individual in the group to perform at their best (Karabell, 2015).

In a document prepared by the national service organization for American symphony orchestras, the League of American Orchestras entitle "Traits and Skills of a Music Director" articulated key traits, roles and responsibilities of symphony orchestra conductors as follows; that the orchestra conductor is one who is skilled in the art of persuasion, that builds a deep connection with the players, possesses a charisma that helps to move others, that they use both their body (actions) as well as their voice (words) to motivate others to follow, and that their power comes from the power of their vision (League, 2001). Sapolin (2013) also iterate that Organisational leaders could benefit from the idea of tapping into their own human emotion, as well as that of the team's. That is, for leaders to possess empathy for those with whom they work, and to lead with compassion. Egwuelu (2019) observes that employees who are satisfied with their jobs tend to be committed to the organisation; these employees are very likely to be loyal and dependable. On the other hand, employees who are dissatisfied with their jobs tend to behave in ways that can be detrimental to the organisation.

All administrative actions are to no avail unless members of the organisation, department, section or sector are willing to contribute same effort towards the fulfillment of assigned tasks. Therefore, team satisfaction may be achievable if both leaders and led in the music field are cooperative one with another most especially when the led are satisfied with the leaders' character and managerial skills. Encouraging and motivating the led, who, knowing the leader is trustworthy, empathic, and humble and of good character tend to bring out their best. What is the culmination? The answer is Team effectiveness.

Good character trait is also required of these groups of individuals who are practitioners of various fields of endeavours including music practitioners to realize particularly set goals of their employers. Therefore, good character traits developed and displayed by both leaders and the led, employers of labour and employees, etc. would yield gargantuan result as shown in the diagram below;



The acronym KITE – means Kinetic Interplay of Team Effectiveness/Efficiency. Good character traits developed overtime by individual music practitioners externalized through interaction(s) between leaders and individuals/group of individuals would foster a kind of kinetic interplay of team effectiveness and efficiency as shown in the diagram. All institutions, organisations, departments, sections or sectors gun for team effectiveness. Therefore, a music leader who is able to develop and possess good character traits and apply them in effective management of a section, department, sector and or overall organisation in the music field would be able to achieve „team effectiveness“. Team effectiveness would also culminate in achieving set short term or long term objectives or overall goal. Consequently good character display by leaders/members in the music field amongst other indices would result in quantum achievements. Apart from team effectiveness and efficiency, cultivating good character traits among music practitioners would help to:

- Booster and cement work relationships thereby alienating and eliminating to an extent tensions in work environment.
- Strengthen inter-personal and intra-personal relationships in a group thereby promoting healthy and friendly environment.
- Promote trust and tolerance among individuals and group of individuals.
- Encourage the culture of mutual respect. An axiom says that „respect is reciprocal“. Respecting one another helps to quell animosity among individuals.
- Promote the virtue of humility.
- Promote unity of purposefulness.
- Promote psychological and emotional balance; psychological and emotional imbalance can affect productivity and therefore expected output – outcome.
- Promote the virtue of forgiveness; as long as people converge in an environment, there is bound to be mis-interpretation and mis-representation of actions, therefore the ability to forgive one another is of outmost importance for mutual co-existence.

## CONCLUSION

The paper highlights that the success or failure of an organisation depends to a prodigious degree on „good character“ possession of a leader, that good character is nurtured not natured and that

good character is developed overtime as exemplified in the „tree“ analogy. That good character is requisite of leaders and members who are practitioners in the music field in order to achieve policy statements; to achieve a healthy work place environment psychologically, emotionally; to harness the best from the led thereby adding economic value to the organisation and the nation at large. The paper also mentioned „performer“s“ improvisational skill“, the „symphony orchestra“ and „good harmonic structure“ as models that can be adapted and adopted by both leaders in the music field and other business organisations the world over for meeting and facing organisational challenges.

The paper summited that good character is an essential trait for leadership because good character builds trust, credibility and promotes loyalty. Intelligence, talent and all those skill-based competences are irrelevant without good character being integrated in organisation. Developing healthy, positive character is a very active process as Helen Keller said that character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved. Conclusively, the Association of Leaders and Policy Professionals (ALPP) in one of their quotes said that leaders should be mindful of their actions, set values and professional ethics, and that effective leaders watch their today to make their tomorrow more meaningful<sup>9</sup>.

## Suggestions

Since character good character is developed and not natured it is therefore necessary that:

- Individuals should develop and nurture traits that encompass good character.
- Leaders should develop and nurture good character traits that portray/picture them as role models.
- Employers and employees“ forum should from time to time be organized where opportunity to be lectured on the impact and effect of good character in an organisation.
- Leaders“ forum should from time to time be organized in order to groom and train leaders on the necessity to demonstrate good character traits and thorough decision as at when necessary.
- In a conglomerate, it is necessary to create a forum may be quarterly or bi-annually where leaders, sub-leaders, heads and sub-heads meet to evaluate their progress and remind themselves of the mantra of „good character“ in achieving goals.

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# ENGAGING STRATEGIC COMMUNITY LEADERSHIP INTERVENTION TECHNIQUES FOR ENHANCEMENT OF DEVELOPMENT PROCESS AMIDST SECURITY CHALLENGES IN NIGERIA

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## ABSTRACT

The paper discussed engaging strategic community leadership intervention techniques for enhancement of development process; amidst insecurity in Nigeria. The burning issues that were x-rayed this paper included: development in regards to human and societal growth and positive change; education was viewed as a fundamental factor for people development and participation in environmental growth and development; insecurity challenges on development; community as a centre of development actions and components of a community; leadership and leadership engagements on developmental programmes; benefits of leadership engagements in community development programme of activities and mythological approach for engaging strategic leadership techniques in social development process. The paper concluded among other things: that community development is indispensable in boosting people's good standard of living and their social capacity empowerment. Government should endeavour to make a way forward in providing an atmosphere free from insecurity and other social vices to enhance people rapid and desired growth in social, economic and cultural development; which will in turn enabled them to participate actively in the social development process of Nigeria. It is suggested among others that professional community agents should occasionally organize community development leadership trainings or workshops to boost more their knowledge and insights on the societal development procedures.

**Keywords:** Strategic Community Leadership, Intervention Techniques, Development Process, Security Challenges.

Reference to this paper should be made as follows:

Atu, A. O., Otty, C. A., & Unobunjo, C. O. (2022). The place of character among music practitioners. *Proceedings of the 2<sup>nd</sup> international Conference on Institutional Leadership and Capacity Building in Africa ICILCB2020* (pp. 236-246). ICILCB2022 held on the 26<sup>th</sup>-29<sup>th</sup> September 2022 at University of Delta, Agbor, Nigeria.

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## INTRODUCTION

In the recent times, the direction of many nations in the world is focused on the development of functional human beings and societal growth and development. Social development is an obvious fact for developing a society of values and shared challenges. The shared challenges in the context of development is the process of building unity in diversity, security of life and properties, national cohesion, the place of strategic leadership positions in societal development process and celebration of communal growth and prosperous living standards by the people. According to Shirlow and Murtagh (2004), the link between achieving societal development and human capital are many, and varied in all good things and desirable changes. As a matter of fact, the developed and developing countries have now entered into the 21st demographic transformation including our great nation Nigeria. Development underscores the quest for high societal social status, people's survival and structural formation attainment. In a like manner, Stephen (2021) opine that positive change in social development process have become the heartbeat of every society in building individuals who can solve their personal needs and at the same time participate actively in proffering solutions to their community felt-needs and problems under a defied leadership posts.

Furthermore, Shirlow and Murtagh (2004) stated that a successful community development takes collaboration among stakeholders who are dedicated to work together to define and solve problems within the community and pursuing opportunities. As well, all demographic entities that constitute a livable society for people in a nation today started from vulgarity to the state of advancement. The relevance of societal improvement has been a matter of concern to the government and local communities. Again, it is imperative for the Nigeria governments (national, state and LGAs) to note that development is paramount in the scheme of Economic, social, political and cultural environment. A lasting development process is desired, planned and strive for and direct to present and future use. Development is also measured with some indices characterized with Gross National Product (GNP) and Gross Domestic Product (GDP) with per capital income of the average citizen of which Nigeria is below, based on the United Nation standard recommendation for development measurement parameters (Otty et al., 2017). However, in Nigeria precisely, the various indices that are used to measure development are generally assuming a downward dimension. This can be largely attributed to the ever-presence of insecurity in the nation which has drastically crippled the various sectors of the economy and human development as well.

Development is of the people and by the people. There are both theoretical and empirical reasons for believing that human elements and good leaderships are essential for social development. Good leadership creates numerous inputs in the development process of their society even in amidst of insecurity. However, Onyeozu in Atu, et al. (2018) opine that development is perceived as a multi-dimensional process which involves the reorganization and reorientation of the entire social, economic, and cultural systems in addition to improvement in incomes and output. Development involves radical changes in institutional, social and administrative structures as well as in popular attitudes including custom and beliefs with the acceleration of economic growth, reduction of inequalities, poverty eradication, organization and reorientation of entire economic and social systems (Dokubo, 2015). Dokubo (2015) further stated that development is the general improvement in Economic, social and political conditions



of the whole society in terms of reduction or elimination of poverty, inequality, injustice, insecurity, ecological imbalances and unemployment within the context of growing economy.

Development includes common vision and sense of belonging, peaceful co-existence among all members and groups in a society, appreciation and value for people's diverse background, good governance, economic growth and development that is measured by increased in the GNP of a country; political development which is measured in terms of good democratic processes; physical and infrastructural development which is measured in terms of physical infrastructure such as good roads, electricity supplies, education which is weighed by medical facilities, healthcare services, environmental sanitation; and the design for human development and empowerment for self-fulfillment (Akin, 2022). Base on the above mentioned criteria for development indicators and processes, one can deduce that Nigeria as a nation is drafting on a downward curve in the development scale. In fact, it is a raw truth that almost everything is wrong with Nigeria. There is mass unemployment, large scale poverty, gross incapacity of the government at all levels, infrastructural deficit, insecurity and so on abide in Nigeria.

Currently, the height of insecurity in Nigeria is becoming increasingly unbearable to the point that Nigeria is now ranked among the top terrorist nation in the world (World Global Security Report, 2021). This insecurity challenge cut across all over the nation ranging from Boko Haram, Myeti—Allah, Farmer-Herdsman clash, Bandit attack in the Northern region of Nigeria, unknown gunmen and the Eastern Security Network (ESN) clash with security agencies in Eastern region of Nigeria. The Western Nigeria is confronted with same insecurity challenge as the Local Security Outfit known as “Amotekun” and much killings as the Nigeria security agencies are battling to protect lives and properties of the citizenry in Nigeria.

Indeed, the entire states and communities are experiencing social vices in one way or the other. Among others are: kidnapping, farmers-herdsmen clash, incessant, human killings, bombing-attack, ritual killing; coupled with technologically driven crimes, known as Yahoo-yahoo or Yahoo-plus and several other anti-development factors and occurrences across Nigeria. Hence the various sectors of the economy and development processes are experiencing a downturn. There is a high cost of living in the nation as the market prices have skyrocketed above the reach of an average Nigerians. There are poor agricultural yield and production, the closing down of manufacturing industries due to lack of available raw material and others. As well, the extraction sectors (oil and gas mining industries) and the closing up of production process as a result of insecurity, farmer-herdsmen clash, and bad policies in the governance and in the educational sectors. (Otty, 2014), “education is second to none for humans building and for socio- economic growth and sustainability’. This implies that every development remains the role of education. But in the Nigeria educational system, reverse is the case.

Educational sector is not left behind of being in shamble as the government is insensitive to the plight of educational goals. The Nigeria government has little or no value to education better than to self and political gratifications which have grossly led to incessant and unabated strike in the Nigerian higher education sector. Today's Nigeria is marked with rising rate of unemployment, high cost of living, hunger and inflation that has dramatically enhanced peoples' poor living standard that kiss them with emotional and psychological depression. All these have posed a serious challenge and a militating factor against socio-economic growth and development in Nigeria (Amakievi, 2019). There is a saying that development cannot strive alongside war and insecurity; and no nation attains her socio-economic growth and development without a substantial investment in human capital through education.

Education is one of the fundamental factors of development. Every country tries to adjust its citizens to the better conditions of her social environment through education. Education, being it formal, non-formal and informal is all about the development and growth of individuals and their societies. It enriches the acquirers understanding themselves, their environment and the world at large. It improves people's insights, knowledge, creativity, productivities and so on (Padisson, 2001; Otty, 2021). Education is an outcome of helping or cultivating good attitude that transform the acquirers and gives the ability to have a sense and a feeling to engage in a common enterprise; facing shared challenges and enjoying benefits. Education brings about learning and permanent change in short-while character. The importance of, and needs for education for every desired development in both individual and societal development cannot be over emphasize. Citing Atu et al. (2021), a fall in education is a fall in every aspect of individuals' growth and development in socio-economic world. Therefore, people's active participation in community development programmes is the role of education.

## **CONCEPTUAL CLARIFICATION**

### **Community**

Community as a concept means a group of interdependent and inter-related people who function in a common geographical area, with common needs and interest; engage in common activities; with some forms of organizations that provide different functions towards achieving a common set goals and objectives (Shirlow & Murtagh, 2004). As well, it is a population of people living within a legally established territory, where people have same social and economic features in common which enable them to pursue common goals. Similarly, Onyeozu (2007) viewed community as a territorially banded social system within which people live, sharing common social, economic and cultural characteristics. Nigeria as a nation is a multi-ethnic group with several communities. But in this context, we may assume Nigeria community to be divided along the ethnic groups, such as the Yorubas, ethnic community western Nigeria, Igbo ethnic group in the Eastern Nigeria, the Niger-Delta communities in the South-South Nigeria, the middle-Belt communities in North-central Nigeria, the North-Eastern community that have the Fulfulde, the North-western communities, and other ethnic communities in Nigeria or better still along religious inclination Such as the Christians, Muslim and other religions. Consequent upon this, community can be viewed as a collection of people who are engaged in series of activities having a role to play either as assigned or assumed (Owede & Mbadiwe-woko, 2018). For a community to co-habit and pursue stated goals; there must be leadership posts.

Hence, in all human living societies, leadership operative remains the key source for running a smooth community development programmes. Community leadership is therefore a vital group or organ that coordinates development activities in a community. The approach in a community development process is that, people work together to develop their community, maintain their cultural heritage, enhance their living standards and solve their common problems which threaten their existence in the community. Community leadership is therefore a vital group or organ that coordinates, identifies, plans, directs and implements development activities in a community (Corlia 2020; Stephen, 2021). By implication, leadership is a sensitive position in the attainment of the 21st community development goals.

### **Leadership Style and Community Leadership**

Leadership styles could be referred to a leader's method of providing direction, I coordinating activities, implementing plans and motivating a group or individuals to be actively (physically and materially) involved in their common objectives or productivity in a community or nation. However, there are many differently types of leadership styles with various strategic qualities which can be applied in leadership practice and obligations. Among others are:

- a. Transformation leadership style
- b. Charismatic leadership style
- c. Bureaucratic leadership style
- d. Transactional leadership style
- e. Democratic/participative leadership styles etc.

Leadership means different things to different people. Several authors and scholars have defined leadership based on the school of thought they belong to. Onyeozu (2007) sees leadership as the process of influencing group activities towards goal setting and goal achievement. Hugo (1977) views leadership as a position, when the occupant, controls greater influence over others in a given group. Leadership is a coordination of individual activities towards the organizational goals objectives; or the art of motivating a group of people to act toward achieving common goals (Chiechi, 2019). In working to achieve the goals of a group or a community, people must be considered first. If the people are well informed and motivated, they will willingly work towards the attainment of the stated goals. Nnaham (2020) pointed out that a leader is a servant (someone) who can see how things can be improved; one who is proactive in make people to move forwards and a servant with a good vision.

On the other hand, community leadership is closely associated with community development. It is one of the vital keys that enormously determines the success of any given community development programme. Community leadership means that one person does not do it all. Rather, it is part education, part inspiration, part motivation and part mobilization. Leadership is about finding a balance between what needs to be done and achieved; assign tasks to people who can do them and then showing appreciation for others efforts (Corlia, 2020). About all else, community leadership is more about the people who live in the community and who form the community. Quoting Ikwuegbu (2017:120), though our community needs are unsatisfy able but our knowledge and skillful leaders make our community better.

In a community development programmes, a leader's character behavior when directing and coordinating groups or people has great relationship with peoples' responses to the target goals. No community can function effectively without a defined leadership strategic. Strategic community leaders inspire social and political change; and motivate people to create and participate in community development innovation. According to Otty (2021), leaders exist at every level of community development, with a kin interest to transform and involve personally in the development activities in order to achieve the overall goal with the organization and people aligned. This entails without good leaderships, community development programmes will be poorly planned and implemented. Being a community leader means not only thinking for today or even tomorrow; but being able to make wise decision that that will still benefit residents long after the current leadership is gone. Therefore, developments of all sorts rest much on the capacity of good and strategic leaders. To but race this; Adekola and Oyebamiji (2011); Dokubo

(2015) enumerate the roles and qualities of a good and strategic leader in the development process as follows:

**Problem Solver:** The leader should focus on solving problem, such as socioeconomic, political cultural, indiscipline, unemployment e.t. c.

**Strategic Manager:** A leader should focus on various developmental objectives, provide enabling environment for peace and harmony.

**Resource Linking:** A community leader should assist and link the effort of the people themselves with outside the help and intervention that can result to development agenda.

**Change agent:** Every community is confronted with the need for socio-economic development such as safety, entrepreneurship, health, education, infrastructures, economic, religious and social activities. Therefore, the community leader must show serious commitment toward providing the above stated development programs.

**Leadership development Partner:** This is the process of training leaders in a group or community to improve the skills, knowledge, behaviour or leadership styles and functions. It focuses on developing the abilities and attitudes of the individual in the group.

Also, there are other numerous leadership skills needed by a good and strategic leader that will effectively boost successful development, ranging from (national, state to the rural communities) as listed in Nwaham (2020):

- Active listening
- Empathy
- The ability to share information and make complex ideal easy to understand by everyone
- Strategic thinking skills
- Creativity
- The ability to inspire and convince others
- Flexibility
- The ability to turn information for action
- Project planning
- Timely intervention to issues
- The ability to build trust
- Strong communication skills
- Reliability
- Management skills
- Strong leadership vision
- Strong charisma,

### **Qualities of Good and Strategic Leadership**

The qualities of a good and strategic leader cannot be overemphasized. How we shall focus on the following:

- Honesty and integrity
- Confidence and inspire other towards successful goal getting

- Commitment and passionate for developmental process
- Good communicator
- Show capabilities in decision making and accountability
- Evidence of creativity and innovative for result oriented
- Showcase empathy and resilience
- Must be emotionally intelligent
- Exhibit humility, transparency, visionary and purposeful in achieving goals
- Must be courageous, caring, adaptability, tolerance, initiatives with self-control and sense of heinous.

### **Benefits of Leadership Intervention on Community Development Process**

Leaders' intervention on community development is very important premise for building unity, confidence, skills and amiable cooperation which in nearest enhance speedy attainment of their desired development objectives. There are many benefits accrue from employing strategic leadership intervention in development process in the Nigerian context precisely. Among others areas follow:

- Community development leadership post in social development is about being transparency, visionary, purposeful support, inventive others, as earlier mentioned influences people participation in development process. There a huge benefit in having such leader social development process.
- There is huge gain in a leader who mobilizes people in such a way that they became interested and encouraged to be supportive in solving their common problems or to provide their community felt-needs. This is to say that charismas of a strategic development leaders influence community involvement and actions in development programme (Murtagh, 2004).
- Studies have shown that positive reactions and performance of a strategic leader who is a member of the community gears most on the desired project plans, implementation, completion and happy utility of the project than to the hired social development agents. This is because he who wears a shoe knows where it pinches him. Hence, it is a true talk that the community residents and the community leaders know where their environment is a crunching their lives and properties; and the best successful ways to tackle them (Nzeneri, 2015). Thus, the leaderships of community members boost community huge involvement in the development programme.
- Engaging a strategic leader in development programmes motivates people's moral and willingness to participate actively and genuinely in proffering solutions to their common problems.
- An able leader with a gold heart showcase emotionally intelligent and initiates such to the leads/groups under him/her. According to Corlia Calana (2020), people learn by delegating or sharing semi-group leadership positions to them. Strategic leaders share as well as involve his development acumens (knowledge, skills, insights etc) with his leads during development process. Hence, people love to associate with skillful and educative leaders in a social task.
- Quality leaders are found being so kin to build consensus trust within groups; as well as been conscious in directing their ability to build a sense of a common community and being sensitive to political grants and membership.

- Local communities trust and easily accept decisions made by their local leaders on community development projects. This amiable notion and quality attributed to a strategic community leader agree with Oyebamji and Adekola, (2011) that development projects planned, sponsored and implemented by the strategic local leaders enhance people meaningful involvement in the projects and value by the community members.
- Responsible behaviors of efficient developmental leaders inspire people genuine participation in development projects. Social activation of good leaders builds people experience and emotional balance for further involvement in social development process. (Padisson,2001).
- Ability to coordinate local resources in a community for community development has been associated with effective leaderships. When a leader has understood the needs of others and attended to them gives him/her good recognition in the community as a unity of identification.
- A leader is characterized as a change agent when his techniques and ability to mobilize others create in them the clarity of their purpose for engaging in such developmental exercise.

In fact, the benefits accrue from community leadership intervention in enhancing development process are enormous inexhaustible. The more we mention the more they remain.

### **Theoretical Clarification on Leadership**

Several scholars have proven that issues of leadership oriented indicators showcase varying result.

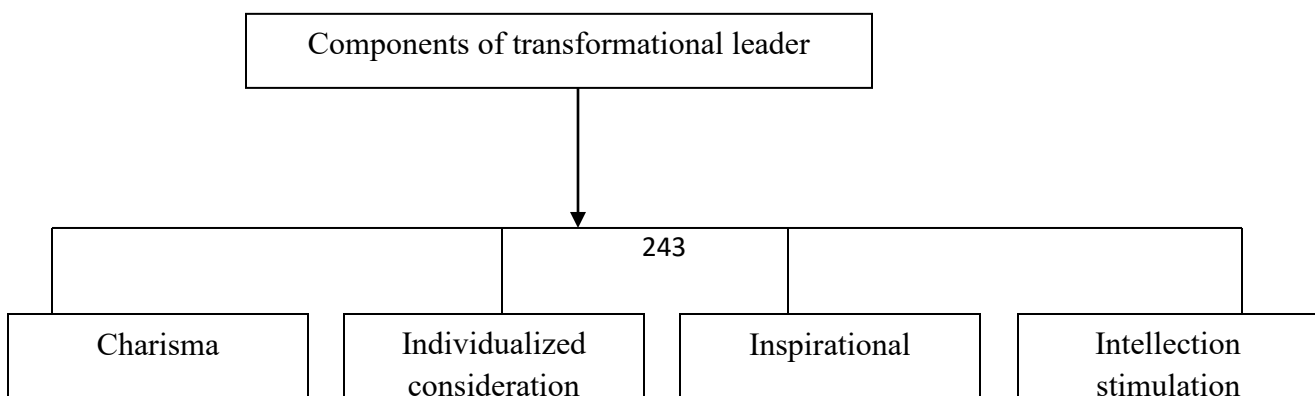
Hence various theories of leadership emerged, such as noted (Nwaham, 2020).

1. Greatman theory
2. Transformational theory
3. Trait theory
4. Behavioural theory
5. Situational theory
6. Social system theory

However, this paper shall be anchored on transformational theory

### **Transformational Theory**

The transformational theory is concerned with the relationship between the leader and the lead (subordinates). According to the theory, the leader needs to build the trust of the subordinates by building quality relationship with them. The leader need to have four behavioural components to be a transformational leader. This is explained in the behavioural model below (Nwaham, 2020).



- Charisma here gives power to the leader in relationship building
- Individualized consideration emphasized on the leader's ability to promote developmental growth of his group
- Inspiration refers to the leader's quality to inspire group members
- Intellectual stimulation allows the leader to build awareness of problems and solutions and the subordinates.

### **Methodological Approach for Engaging Strategic Leadership Intervention Techniques in Development Process**

Various methodologies can be applied, using strategic leadership intervention techniques for promotion of development process across the various sectors of the socio-economic, political and cultural development in Nigeria such as mentioned below:

- Application of principles of citizen participation in development process: Citizen according to Atu et al (2018) is referred to as someone who legally belongs to a particular country and has rights and responsibilities there, whether he/she living there or not. In the same vein Dokubo (2015) summarized that, for an individual to have participated in an event, such individual must have had active involvement or commitment to such activity accompanied by Orientation, belief, feelings and ideas. Hence Oyebamiji and Adekola (2008) maintain that participation is "an educational empowerment process in which people in partnership with those able to assist them identify their needs and increasingly assumes the responsibility to plan, manage, control and assist in the collective actions that are necessary. They added that the educational element serves to appeal to the consciousness of the individual, who naturally have the inherent and legal right to human treatment. Therefore, with citizen participation, formulated policies might be more realistically grounded in citizens' preferences, the public might become sympathetic evaluators to decision of government administrators and with their support achieve goal setting in divisive and combative issues that affect them.
- Mobilizations and involvement people and community dweller towards planning and executors of development programmes and projects that affects the common goals of all.
- Engagement of local leadership in creation of awareness and sensitization of the masses on developmental programmes of government, using the community members.
- Harnessing the available local resources through the community members, as a means of empowering the people and increasing their means of livelihood.

## CONCLUSIONS

The paper concludes that community development is indispensable in boosting people's good standard of living and their social capacity empowerment for curbing underdevelopment in local communities. The utmost goal of every development process in a society is to bring positive change in the people and organizations existing in the society through their communal efforts or, with government support and under the hub of a strategic leadership. It is the ability of the leaders in planning, decision-making, implementation, coordination and their ability in the management of the group and material resources that determine the successfulness of the development programmes in a society. Leadership is the key element in development processes. Therefore, there is always the need for engaging quality and skillful leaders in the attainment of societal felt-needs projects for upward movement.

## Suggestions

The following suggestion were made by the researchers:

- The Nigerian government should be sensitive in development exercises of the rural communities for upward movement.
- Government as well should endeavour to make a way forward in providing atmospheres free from insecurity and other social vices in the society in order to maintain peace and free flow of human relationship; and rapid growth in people's socio-economic development; and their participation in the development process of Nigeria.
- Professional community development agents should intermittently, organize community development leadership trainings or workshops for the local leaders in order to boost the more, their knowledge, insights, attitudes and so on for social development success and continuity.

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# ENTREPRENEURIAL SKILLS FOR ALLEVIATING ECONOMIC RECESSION FOR ECONOMIC RECOVERY IN NIGERIA

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## ABSTRACT

The acquisition of entrepreneurial skills by graduates of business education programme is very essential for their participation in the world of work. This paper, therefore, discusses the entrepreneurial skills in business education programme necessary for alleviating economic recession in Nigeria for economic recovery. Therefore, the paper focused on the concepts of entrepreneurship education and business education programme necessary for ameliorating economic recession in Nigeria, entrepreneurial skills in business education, training requirements for entrepreneurial skills development, causes of economic recession, effects of economic recession, and strategies for ameliorating economic recession for sustainable economic recovery in Nigerian were discussed. At the end of the discussion, some suggestions were made on how to enhance entrepreneurial skills development in business education programme towards alleviating economic recession in Nigeria such as improved funding, effective leadership skills, effective training, vocational guidance and counselling.

**Key words:** Entrepreneurial Skills, Business Education and Economic Recession.

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## INTRODUCTION

The main objective of business education programme is to equip its graduates with requisite and functional entrepreneurial skills that will guarantee their self-employment or by employers of labour. Business education which is an integral part of vocational and technical education is an aspect of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic, social, political and cultural life.

Many business education graduates are still confronted with the challenges of unemployment in spite of the fact that they are beneficiaries of entrepreneurship

education programme, which ought not to be. Tibi (2011) noted that jobs have become elusive to youths as a result of absence of employment opportunities, an unproductive culture and a lack of entrepreneurial spirit in the trend of education that they have acquired.

The New National Policy on Education specified the goals and sub-goals of business education programme as follows: first, the main goals are:

- To provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;
- Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, and
- Give training and impart the necessary skills to individuals who shall be self-reliant economically.

The sub-goals are:

- Adequate exposure of "students to the various levels of career opportunities in business,
- Provide course offerings that lead to mastery of basic business skills essential in today's global society
- Provide opportunities for students to prepare for further education career
- Provide opportunities for students to live and work in the business world; and
- To make graduates of business education to be gainfully employed by self or by employers of labour.

Business education programme offers its graduates requisite entrepreneurial skills which are necessary for ameliorating the effects of economic recession in Nigeria. Osuala (2004) identified communication, computation and science skills as the three basic academic skills required of high school graduates, entry into the jobs market and are contingent upon having a fourth set of skills as well. These are the job-specifics of vocational skills required by the occupation. The dynamic state of today's world of work is creating new challenges for employers and employees alike. Increased automation has reduced the need for the supervision of entry-level workers. Contemporary workers are now required to operate independently in roles that require effective leadership, problem solving, and decision-making skills. Increased competition from national and international market is also influencing changes of innovation in today's world of work.

Competition is a major force driving business to be more efficient, innovative, proficient, and to employ strategies that will improve production, services and product quality. Because such strategies typically involve improving workers collaboration, leadership and team work, employers need creative, flexible workers who are educationally and practically balanced with a broad range of international and managerial

skills. Do business education graduates have the requisite entrepreneurial skills that will enable them remain relevant in this (competitive) era of a recessed global economy? It is therefore hoped that this paper will help them resolve the gaps in their know how, when, where and which in their acquisition and utilization of the entrepreneurial skills x-rayed in this paper.

## **Entrepreneurship Education Development**

Education has been an important factor that brings about national economic recovery and development in human capital, leadership, science and technology. The main goal of education is to develop citizens to be disciplined, self-reliant, skillful with critical thinking ability, decision making and source of solution to life problems through effective application and utilization of the knowledge acquired (Adenekan et al., 2018). In economics, it is universally accepted that an entrepreneur is regarded as the fourth factor of production after land, labour and capital. Entrepreneurship education leads to the production of proficient and competent entrepreneurs for business organizations. Thus, entrepreneurship education is the systematic process of teaching and learning towards the production of proficient and competent entrepreneurs through the acquisition of requisite knowledge, skills and attitudes required for the day-to-day running of a business entity.

Entrepreneurship education development refers to taking entrepreneurship education to a higher level of advancement for effective result orientation dividends. This view is supported by Amahi (2015) when he agreed with Drucker that entrepreneurship education is the coordination of factors of production and investment of scarce resources in business ventures. He added that the entrepreneur puts together (organizes) all factors of production (land, capital and labour) as well as his investment into business. It involves risk taking and enhance self-employment for self-reliance.

To reposition business education programme so as to meet current challenges posed by economic recession, the need for business education graduates to possess requisite entrepreneurial skills is imperative. Thus, business education graduates who possess the entrepreneurial skills discussed in this paper will be in a position to be self employed and become employers of labour. Tibi (2013) posited that entrepreneurship education is key to industrialization of any country because of job creation for employment of Vocational Technical Education products. He added that entrepreneurship is linked on the premise that graduates of vocational and technical education programmes have been exposed to all avenues that would ensure acquisition of the right skills of the various occupations including but not limited to psycho-productive, leadership, manipulative, attitude, cognitive and of course, entrepreneurship experience.

The current emphasis on entrepreneurship education in Nigeria by government and educational agencies is highly commendable but should be sustained and improved so as to achieve the desired goals and objectives. Entrepreneurship education is viewed by Hisrich and Peters (2002) as the process of creating something new of value by devoting the necessary time and effort, assuming the financial, psychic and social risks; and receiving the resulting monetary rewards, personal satisfaction and independence.

Entrepreneurship education equips individuals, either on their own or inside organizations pursue opportunities without regard to the resources they currently control. This dimension has often centred on the development of a new business or innovation strategy and the writing of a business plan, activities that are sometimes viewed as surrogate for the entrepreneurship education itself.

Wennekers and Thurik in Stokes et al. (2010), stated that entrepreneurship is the manifest ability and willingness of individuals on their own, in teams, within and outside existing organizations to perceive and create new economic opportunities (new products, new production methods, new organizational schemes and new product-market combinations) and to introduce their ideas in the market, in the face of uncertainty and other obstacles, by making decisions on location, form, and the use of resources and institutions.

The main objectives of entrepreneurship education are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning process (Strauss & Corbin, 1990). Ugeh (2015) listed the following objectives of entrepreneurship education:

- To acquire knowledge of entrepreneurship
- To acquire requisite skills in the use of techniques, analysis of business situations and in the synthesis of the action plan.
- To identify and stimulate entrepreneurial drive talent and skill
- To undo the risk-adverse bias of many attitudes towards change, and
- To encourage start-ups and other entrepreneurial ventures.

It can be seen that these objectives underscore the fact that entrepreneurship education should reflect carefully on acquisition of business skills and ways of enhancing the possibility of success. Entrepreneurship is concerned with creativity and innovation in industry or business, for self-reliance, diligence at work, job creation, wealth generation and productivity for societal development (Tibi, 2012). He emphasized that in typical entrepreneurship education programme that would convert youths in tertiary institutions into prospective entrepreneurs, there should be adequate exposure of such persons to reasonable levels of acquisition of occupational skills as well as the business acumen to create, innovate and manage enterprises successfully.

Entrepreneurial skills are the abilities and competences acquired by business education graduates. These skills are: Communication skills, human relations skills, research skills, managerial skills, recording skills, accounting skills, marketing skills and information management skills. Others are shorthand technology skills, Secretarial, ICT, word processing and leadership skills. The application of the foregoing entrepreneurial skills by business education graduates will go a long way towards helping them ameliorate the effects of economic recession in Nigeria. This paper, therefore, focuses on the conceptual frame work, entrepreneurial skills development, training requirements for entrepreneurial skills development, and amelioration of the effects of economic recession. At the end of the discourse, some useful recommendations were proffered.

## **Business Education**

Business education is an academic discipline that prepares the citizens for vocational career development and for gainful employment. It is the art and science of teaching and learning that leads to the inculcation and acquisition of requisite knowledge, skills and attitudes for effective participation in the socio-economic, cultural, legal and political environment of a country, state or community. Every youth or adult is involved in one activity or the other in order to make a living. Such activities are varied, and they are profit oriented. Examples are: farming, retailing, wholesaling, catering, politics, office works, building works, legal works, transport, arts and crafts, mechanical and electrical works, health works, teaching, entertainment, religious works, banking and so on.

Osuala (2004) viewed business education as the systematic process of inculcating requisite knowledge, skills, attitudes, values and abilities in all citizens for effective participation in the world of work. This invariably means that business education offers training for all those who wish to be successful in their various activities aimed at making profits. This view is supported by Obi (2005) who noted that business education is a type of training which helps the students to achieve all the aims of education at any level of learning; but has as its primary aim the preparation of students for a business career, become more efficient, and to advance to higher business positions.

## **Training Requirements for Entrepreneurial Skills Development**

Today's world of work requires, as a matter of necessity, the updating of business education graduates programme for them to be relevant in their jobs. Through effective training, they will be able to acquire the requisite entrepreneurial skills that they need to be relevant in today's recessed global economy. For instance, the computerization of today's business offices requires every business education graduate to be proficient in the application of information communication technology (ICT). This is supported by Osuala (2004) who stated that new techniques in machine designs, in electronics and synthesis require technological training and vocational- technical education.

There should be a tripartite arrangement involving the school, industries and the world of work. In this regard, for the business education graduates to be fully equipped to meet the needs of today's world of work, the school should have special training programmes with the relevant industries for their students. This is necessary because the students Industrial Works Experience Scheme (SIWES) is grossly inadequate. For instance, during the four-year or five-year duration of Study, business education students should be made to be in the relevant industries where they could apply the knowledge, skills, competences and attitudes acquired in the school system. By so doing, they will be fully equipped to face the employment challenges in today's world of work upon graduation. Upon employment, business education graduates need further in-service training.

## **Entrepreneurial Skills**

Entrepreneurial skills refer to the ability and competencies possessed by entrepreneurs through the entrepreneurship education. These skills include: communication skills, marketing skills and information management skills. Others are shorthand technology skills, secretarial, ICT skills, word processing skills, leadership skills. Some of these entrepreneurial skills are discussed below:

**Communication Skills:** is one of the most important aspects of human activities. The exchange of thoughts that characterizes communication is carried out by conversation, by the written words such as (letters, books, magazines and newspapers), and by pictures such as cartoons, TV and film. Communication has been defined as a transactional process between two or more parties whereby meaning between two or more parties whereby meaning is exchanged through the intentional use of symbols. Ronald & Elmhorst (2002) identified the following communication skills: personal skills, interpersonal skills, and listening skills. The personal skills are verbal and non-verbal skills. The interpersonal skills include giving praises, officering constructive criticism, managing conflict, and negotiating skills.

**Human Relations Skills:** Human relations practice is the promotion of cordial relationship between people, institutions and organizations towards creating a conducive environment for the business to operate. Some of the human relations skills are: organizational skills, multi tasking skills, discretion and ethics skill, dual focus skill, trust, fairness, dedication, strategic orientation and team orientation skills.

**Research Skills:** Research skills are the abilities to carry out an effective research endeavour. In every business endeavor, there is bound to be problems which the owners should be ready to contend and manage in order to achieve the desired goals of profits maximization, consumers' satisfaction, good-will reputable image, etc. The research skills are problem identification, information need determination, questionnaire designing, sample designing data collection, processing, analyzing and report writing skills.

**Marketing Skills:** These are entrepreneurial skills needed for the effective sales, distribution, pricing and promotion of goods and services. The major marketing skills are: product identification and differentiation pricing placement and promotional skills (Kotter & Keller, 2007).

**Leadership Skills:** Being a good leader is a pre-requisite to being a good manager and entrepreneur. Some of the leadership skills needed for good entrepreneurial duties are motivational, effective decision making, planning, organizing, delegation, coordination, prudential, communication, human relation and problem solving skills.

Osuala (2004) identified four basic entrepreneurial skills required by business education graduates for them to be employable in the labour market as:

- Individual competence skills which include communication skills, comprehension, computation and cultural skills.
- Personal reliability skills which include personal management, ethics and vocational maturity.
- Economic adaptability skills which include problem solving, learning and career development.
- Group and organizational effectiveness skills which include interpersonal skills public / human relations, organizational skills.

Lankard in Osuala (2004) identified five categories of entrepreneurial skills which are as follows:

- Presentation of a positive image. This entails maintaining good grooming practices, good health habits, appropriate dressing code suitable for the job and exhibition of self-confidence.
- Exhibition of positive work attitudes. This includes basic social skill, creativity, willingness to learn and taking pride in your work.
- Practice ethical behavioural by exercising integrity, good judgment, respect properly and follow organizational rules
- Effective communication which includes effective demonstration of good listening habits.
- Acceptance of responsibility. This involves the use of initiative, problems-solving techniques, and effective management of personal responsibilities. The effective application of the foregoing entrepreneurial skills will lead to economic recovery in Nigeria

## **Economic Recession**

Economic recession is a significant decline in activity across the economy. Thus, Investopedia (2017), quoting the National Bureau for Economic Research (NBER), defines economic recession as a significant decline in activity across the economy, lasting longer than a few months. It is visible in industrial production employment, real income and whole-retail trade. The technical indicator is two consecutive quarters of negative economic growth as measured by a country's Gross Domestic Product (GDP). Agbele (2017) noted that in Nigeria, the fall of world price of oil from \$100 to \$48 per barrel in 2015 triggered off the economic recession in 2016. Typically, a recession lasts from six to eighteen months. Any recession that lasts for more than 18 months turns into a depression.



## Causes of Economic Recession

The major features and causes of economic recession in any economy include the following:

- High inflation leading to a general rise in the price of goods and services and a consequential fall in purchasing power;
- Accumulation of huge internal and external debt servicing,
- High interest rate-discouraging investors;
- Mass unemployment and general loss of confidence in government due to economic indices mostly unfavourable ones;
- Significant fall in the demand for, and prices of, major commodities such as mineral oil;
- Exchange rate volatility;
- Trade deficit- balance of payment disequilibrium;
- Poor economic planning;
- Poor implementation of plans as reflected in budget delay, exchange rate policy, fiscal and monetary policies;
- Poor investment climate;
- Capital flight;
- Insecurity and
- Poor/inadequate infrastructure roads, power.

## Effects of Economic Recession in Nigeria

The signs and symptoms of economic recession in Nigeria are many. They are strongly related to the causes of recession. They constitute severe economic, financial, social and political crises, some of which are briefly highlighted below.

**Skyrocketing Consumer Prices:** In the on-going economic recession consumer prices for common food stuffs in Nigeria have drastically risen. Some prices have risen over 200% thus reducing the consumer's purchasing power by over 100%. This scenario is demonstrated by Table 1 below:

**Table 1: Consumer Price Spike**

| S/N | FOOD STUFF          | MAY-16 | JUN-16 | % CHANGE |
|-----|---------------------|--------|--------|----------|
|     |                     | N      | N      | 7        |
| 1   | Beans (50kg)        | 15,000 | 16,000 | 275      |
| 2   | Tomato (Basket)     | 12,000 | 45,000 | 233      |
| 3   | Peper (Basket)      | 6,000  | 20,000 | 61       |
| 4   | Rice (Basket)       | 9,000  | 14,500 | 64       |
| 5   | Yellow Garri (50kg) | 10,000 | 18,000 | 150      |
| 6   | Onion Basket        | 4,000  | 10,000 |          |

Source: EducacInfo, Economic Recession in Nigeria: Causes and Solution ([www.educacInfo.com](http://www.educacInfo.com))

**High Unemployment:** Unemployment: Unemployment rate has been rising since 2000. It rose from 13.1% in 2000 to 23.9% in 2011. During the economic recession, it rose from 29.3% in 4<sup>th</sup> quarter of 2015 to 31.2% in 1<sup>st</sup> quarter of 2016. The unemployment rates in Nigeria are shown in table II below:

**Table II: Unemployment Rates in Nigeria (2011-2016)**

| Year           | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|----------------|------|------|------|------|------|------|
| Unemployment % | 23.9 | 7.10 | 7.60 | 6.20 | 10.4 | 13.9 |

Source: National Bureau of Statistics, Unemployment/Underemployment Watch Q1 2016, May, 2016 on Unemployment Situation in May, 2016.

- a. In its comment on unemployment situation in May 2016, the National Bureau for Statistics (NBS) stated that: Nigeria was unable to create 1.5 million jobs required between 4 quarter 2015 and 13 quarter 2016 to keep the unemployment rate constant at 10.4% in 4 quarter 2015. The Federal Government of Nigeria (FGN)'s policy was to keep unemployment rate constant at 10.4% by creating jobs.
- b. In fact, instead of increasing employment by 1.5 million during the period there was an increase of 1,449,180 unemployed persons more than the jobs created.
- c. Let me remind you, that earlier on, we said that when unemployment rate was in excess of 25%, economic recession becomes economic depression. In terms of unemployment criterion alone, do we say that Nigeria is in economic recession or economic depression.

Well, since the fall in the GDP growth rate is not up to -10%, we cannot declare depression (Agbele, 2017).

**Foreign Exchange:** The current economic recession has worsened the problem of foreign exchange in Nigeria. Prior to the introduction of Structural Adjustment Program (SAP) in 1986, Naira enjoyed appreciable value against US dollar, a factor that creates opportunity for rapid economic growth and stability. However, with the introduction of new economic program, the country began to suffer unstable exchange rate that caused a high degree of uncertainty in the Nigerian business environment. Domestic investors face enormous risk as no one, no matter how intelligent could predict the likelihood of the foreign exchange market performance which has an effect on the importation level of the country. Nigeria as a developing country striving to develop its industrial base needs to harness its foreign exchange market to enable domestic investors import relevant machineries, equipment and raw materials for industrial consumption. (Abba, 2008). Even though the rate of foreign exchange in Nigeria has been declining since 2012, between 2015 and 2016 it became more volatile. In the recent times. The relationship between the naira and the US dollar is shown in Table III below:

Table III: The Rate of Naira to the US Dollar 2012-2016 Year

| Year | 2012  | 2013 | 2014 | 2015  | 2016   |
|------|-------|------|------|-------|--------|
| N    | 156.2 | 160  | 183  | 199.1 | 305.74 |

Rate of Change %

Source: The Central Bank of Nigeria (2016)

From table III, the foreign exchange value of the naira fell from N199.1 in 2005 to N305.74 per dollar or by 53.5% in 2016. In Nigeria, people living below \$1 per day in 2015 consisted about 40% of the population. With the fall of the naira by over 50% in 2016, people living below \$1 per day in that year must have increased to over 70% of the population. As at today, the exchange rate is about Seven hundred naira (N700) to one \$ dollar.

Thus, recession has worsened the problem of income inequality.

**Budget Deficit:** Recession has worsened the level of budget deficit in Nigeria. Deficit budgeting was on the decline between 2012 and 2014. This changed in 2015 with the onset of recession the level of deficit budgeting is shown in Table IV below:

Table IV: FGN Budget (2012-2016)

| Year           | 2012       | 2013       | 2014       | 2015       | 2016       |
|----------------|------------|------------|------------|------------|------------|
| Total Budget   | N Trillion | N Trillion | N Trillion | N Trillion | N Trillion |
| Budget Deficit | 1.11       | 1.03       | 0.61       | 1.04       | 2.20       |

Source: Debt Management Office, Abuja. (2016)

There are other declines caused by economic recession. These include declines in capacity utilization, stock exchange index, share and stock values, and, of course, Foreign Direct Investment (FDI). Table VI shows that FDI during recession in 2016.

Table VI: Foreign Direct Investment (2013-2016)

| Year | 2013       | 2014       | 2015       | 2016       |
|------|------------|------------|------------|------------|
|      | \$ Billion | \$ Billion | \$ Billion | \$ Billion |
| FDI  | 1.133      | 1.155      | 1.213      | 0.673      |

Source: <http://www.tradingeconomics.com/Nigeria/foreign-direct-investment>

### Ameliorating Economic Recession for Economic Recovery in Nigeria

While our emphasis is on how entrepreneurship (being an individual decision) can help combat recession towards sustainable economic recovery, other measures that can be adopted by the government to surmount it is critically examined. Agbele (2017) discussed the following suggestions on how a country should respond to recession:

**Proper Monitoring and Surveillance of its Financial System:** Most financial crisis stem from poor monitoring and supervision on the part of the regulators. The Bank of Nigeria (CBN) and the National Insurance Deposit Corporation (NDIC). Should dispassionately monitor the economy to ensure that financial recklessness is detected on time and nipped in the bud before they escalate into full blown crisis

**Diversification of the Economy:** It has become obvious that we cannot continue with our mono- product economy. In the time of crisis countries with diverse sources of income stand better chances of surviving than those that depend on single product. Diversification aside from helping us cope with economic stress, will facilitate increase in the national output and employment generation;

**Creating enabling environment for doing business:** The Federal Government should embark on massive investment in infrastructural development as We maintaining the existing infrastructure as to create enabling environment for doing business. The excess crude should not be shared for consumption but for strategic investment to develop the nation's infrastructure. This w increases the prosperity of foreign direct investments.

**Bail-out and Support for the Capital Market:** The government should continue to encourage the capital market. If it can financially bail it out from its distress, it would be laudable, otherwise necessary policy incentives should be used to stimulate active trading at the Nigerian Stock Exchange (NSE);

**Support to Small and Medium Scale Enterprises (SME's) and Massive Industrialization of the Nigerian Economy:** One sure way for Nigeria to overcome the challenges of unemployment, underutilization of domestic resources, industrial capacity utilization, poor domestic output, and manufactured domestically, is for the government to initiate policies to encourage local manufacturers. Policies like tax incentives and financial support to SMEs and informal sector enterprises can be used to stimulate private sector investments and industrialization. One of the critical challenges of entrepreneurial development in Nigeria is financing. Most often participants of entrepreneurial training hardly receive financial assistance as takeoff grants. Government should ensure sufficient budgetary allocation and supervision of disbursements of grants;

**Stability in Economic and Financial Policies:** There should be a continuity of those policies that are impacting positively to the growth of the economy without recourse to irrational criticisms of past administrations. The CBN should ensure stability of foreign exchange and interest rates to elicit confidence on the part of investors;

**Policies to initiate and prosper the initiatives of entrepreneurship:** creating an enabling environment with steady power and water supply and maintenance of the existing infrastructure transportation of goods and opening up of new areas for development;

**Stable Security:** Security of lives and properties should be guaranteed as most entrepreneurs are not comfortable to operate in an environment that they risk losing their lives and capital.

Despite all the measures adopted and implemented to pull Nigeria out of recession including the challenges of economic and financial crises, poverty and low human development index, the country remains stagnant or declining. This situation was so disarming that a former military president was constrained to declare that the problems of Nigeria had defied all economic logic.

## **CONCLUSION**

This paper discussed entrepreneurial skills in business education necessary for ameliorating economic recession for recovery in Nigeria. The main concepts of entrepreneurial skills, business education and economic recession were explained. Some of the effects of economic recession are high debt profile, and insecurity (Agbele, 2017). Some of the strategies for ameliorating financial system: diversification of the economy, creating enabling environment for doing business, bail out and support for the capital market, support to small and medium scale enterprise, stability in economic and financial policies, peace and security (Agbele, 2017). Others are holistic collaboration and prudent management of resources. Finally, entrepreneurial skills in business education are necessities for the amelioration of the effects of economic recession in Nigeria.

## **Suggestions**

To enhance entrepreneurial skills development in business education programme towards ameliorating the effects of economic recession in Nigeria, the following recommendations are made:

- There should be an improved funding of entrepreneurship education programme
- The training equipment and facilities should be upgraded to meet international approved standards.
- There should be adequate provision of trained qualified manpower for the effective teaching and learning of entrepreneurship education from secondary to tertiary levels
- There should be improved incentives for the training and retraining of those who may be less qualified through in-service training, on the job training, conferences and seminars/workshops.
- There should be an effective vocational guidance and counseling mechanism to aid business education graduates with the requisite entrepreneurial skills secure employment opportunities in the public and private sectors or for self-employment.

- Government, institutions and corporate organizations should encourage the training of more business education graduates in entrepreneurship education as it is being practiced in the technologically advanced countries such as USA, Japan, Germany, China, Singapore, etc.

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# COMPARATIVE ANALYSIS OF THE FACTORS AFFECTING THE MARKETING OF BIO-FORTIFIED VITAMIN-A GARRI AND ORDINARY WHITE GARRI IN OYO STATE, SOUTHWESTERN NIGERIA

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## ABSTRACT

Garri is one of the most popular cassava food in many West African countries. Due to its convenience and multiplicity of use, garri is gradually gaining a foothold in the international food market. However, garri marketing has been characterized by various constraints in least developed countries (LDCs), especially in Sub-Saharan Africa (SSA). The study therefore examined the socio-economic characteristics of garri marketers and factors affecting the marketing margin of marketers of bio-fortified vitamin A garri and ordinary garri in Oyo state. One hundred (100) garri marketers were drawn using multistage sampling technique involving a list of garri marketers collected from International Institute of Tropical Agriculture (IITA) Ibadan and snow ball technics from eighteen locations across seven local government areas in Oyo state. The data collected were on the socio-economic characteristics of the respondents, the cost and returns on the factors affecting the garri processing and marketing in the study region using structured questionnaire which were the instruments used for data collection. The result revealed that transportation cost, purchasing cost, processing and marketing experience of the marketer, and the age of the marketers, the years of formal education acquired and the marketing cost affects the marketing of both the ordinary and the bio-fortified garri.

**Keyword:** Comparative Analysis, Marketing Bio-Fortified Vitamin A, Garri,

Reference to this paper should be made as follows:

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## INTRODUCTION

Cassava (*Manihot esculenta* Crantz) is a staple food crop grown by poor farmers on marginal lands, particularly in Africa, Asia and Latin America (International Institute of Tropical Agriculture- IITA, 2004). Nigerian cassava production is by far the largest in the world; a third more than production in Brazil and almost double the production of Indonesia and Thailand (FAO, 2020). The Bio-fortified cassava popularly called yellow cassava, was bred by a coalition of partners, including International Institute of Tropical Agriculture (IITA), National Root Crops Research Institute (NRCRI), Umudike, and International Center for Tropical Agriculture (CIAT), and released in Nigeria in 2017. Garri is produced following harvesting of cassava, peeling, grating, dewatering, fermentation (optional), sieving, frying and bagging. This process will give white or creamy white garri while addition of palm oil prior to dewatering will add yellow colour to garri. Yellow garri is preferred and can cost twice as much, making it less available to poorer households (Adeuya, 2014). Abu *et al.*, (2016) identified that with the growing population in Nigeria and declining real incomes, garri has the potential to become a highly demanded household food.

## Statement of the Problem

Despite the speculations about the growing demand for garri, however, the marketing structure of garri as a major source of food has not been ascertained (Abu *et al.*, 2016). Vanhuyse (2012) stated that the level of efficiency of the marketing system and its contribution to food security can be improved by analyzing the problem and proffering solutions to those problems militating against an efficient marketing system. Analysis on the performance of garri markets in Ibadan metropolis also revealed high transaction costs and weak marketing, resulting from high transportation cost, high marketing cost, low production facilities and high concentration of middle men (Abu *et al.*, 2016).

Kaine (2017) and Wihemina, (2019), opined that there had been a high and fluctuating consumer price in the marketing channel of garri arising from poor linkages in the distribution network and poor infrastructural facilities. Kaine (2017) also found in his study among many garri marketers in Delta state that most of the literate use both family and hired labour and marketers were youths and middle-aged, depended on garri processing and marketing as means of livelihood.

In a similar vein, Ayoade and Adeola (2019) and Knipscheer *et al.* (2017) among others, argued that garri production, processing and marketing were constrained by government agricultural policies and the poor state of infrastructural provisions. Also, these constrains are said to have ultimately raise processing and marketing costs and lead to unstable output prices, as well as reducing marketing incentives garri marketers (Adejobi, 2019; Faturoti *et al.*, 2016; Yusufu *et al.*, 2019). Hence, the following objectives became important.

## Aim and Objective of the Study

The aim of this study is to comparative analysis of the factors affecting the marketing of bio-fortified vitamin-a garri and ordinary white garri in Oyo State, Southwestern Nigeria. specially, the objectives of the study are to:

- examine the socio-economic characteristics of the marketers of the bio-fortified and ordinary garri;
- identify the possible factors affecting the marketing of bio-fortified and ordinary garri in the study area.

## Research Questions

- What are the socio-economic characteristics of the marketers of the bio-fortified and ordinary garri?
- What are the factors affecting the marketing of bio-fortified and ordinary garri in the study area?

## LITERATURE REVIEW

Garri is traditionally made at home in Africa. It is increasingly becoming common to produce garri at commercial level using mechanised means. Made from cassava, the tubers are harvested, peeled, removing the covering, and the white pulp is grated in a garri grinding machine. Before the advent of machines, the cassava is hand grated. The grated produce is then put into a jute sack and the sack tied.

## Types of Garri



There are different types of garri, depending on how it is processed, its grain size and the region of Africa where it is produced. The Standards Organization of Nigeria classifies garri into:

**Extra Fine Grain Garri:** where more than 80% of the grain passes through a sieve of less than 350 micro meter aperture

**Fine Grain Garri:** More than 80 % of the grains pass through a sieve of less than 1000 micro meter aperture

**Coarse Grain garri:** Not less than 80% of grains passes through a sieve of 1400 micro meter or less than 20 % of weight passes through a sieve of 1000 micro meter Extra Coarse Grain Garri - Not less than 20 % of grain is retained on a sieve of 1400 micro meter aperture.

Garri can also be classified based on fermentation length (days and extent) as well as whether palm oil is added to make it yellow or not. Such classifications include:

**Red Garri:** This is the type of garri commonly found in the Mid-Western part of Nigeria. It is also called Bendel garri. It is made exactly the way described above, but for the addition of red palm oil after grating the cassava and the garri is allowed to ferment for two to three days also. Adding palm oil to the garri further helps to reduce the cyanide content and gives it a unique flavour.

**White Garri:** Same as Bendel garri, left to ferment for two to three days as well, but red palm oil is not added during processing.

**Ijebu Garri:** Ijebu garri is made same way too, but allowed to ferment for up to seven days. No palm oil is added. It is also fried to become much crisped. It characteristically has a very sharp taste and less starchy. Many people from the Western part of Nigeria love this and find it great for “soaking”.

**Ghana Garri:** Ghana garri as the name implies is garri made in Ghana. Again the process is basically the same. The harvested and peeled cassava is soaked in water first. This step is skipped when making garri in Nigeria as above. After grating the peeled and soaked cassava, this is then sun dried, before frying it in a pot to cook it crisp. Ghana garri thus comes out quite starchy, very crisp, and lasts very long in storage. No palm oil is added. It is very good in making eba.

### **Acceptability of Bio-fortified Vitamin a Garri**

In 2011, environmental rights action group Friends of the Earth Nigeria (FoEN) demanded a halt to any research on genetically modified cassava in Nigeria. Suggesting the International Institute of Tropical Agriculture (IITA) research team in Nigeria—stop meddling with one of Nigeria's key food crops, arguing that IITA is undermining biodiversity. IITA ignored all health concerns brought to their attention, and proceeded with the launch of three controversial varieties (Ejolt, 2011).

It is normally risky to change the colour of a staple crop because colour preference can negatively affect consumer adoption rates (WRENmedia, 2012). This is not the case with yellow cassava. Since local consumers often add palm oil to white cassava flour in their foods, they are normally accustomed to the golden colour. Therefore the yellow colour has been shown not to deter consumers. (WRENmedia, 2012) On a taste panel comparing fufu produced with different types of cassava flour, the fufu containing yellow cassava flour was preferred (Omodamiro et al., 2008). The experiment also concluded that the yellowness of the fufu added to the appetites of the taste testers. (Omodamiro et al., 2008).

## **THEORETICAL FRAMEWORK**

The basic theory on which this work could be based is the perfect competition theory. Processing is part of the production process and garri marketers are producers of garri and marketers and operate under a competitive market structure.

### **Perfect Competition Model**

This model is characterized by the following:

Large numbers of sellers and buyers. Garri marketing has large members whose products are so small that it represents only a small fraction of the total market supply. As such no processor can influence the market price of the products,

### **The Products Are Homogenous**

The garri marketing is a group of firms that process cassava into various products. The stages of production are the technical characteristics of the various products and its sale and delivery are identical. This assumption implies that marketers are price takers. Their demand curve is infinitely elastic, an indication that the firm can sell any amount of output at the prevailing price. The variations in an individual firm output does not change the market price. And so the demand curve is the marginal revenue and average revenue curves.

$$D = MR = AR$$

- Free entry and exit of firms: there is freedom of movement in and out of the garri marketing industry. This assumption is supplementary to the assumption of large numbers of buyers and sellers.
- The goal of all the firms in the industry is profit maximization
- There are no government regulations in the market (like tariffs and subsidies etc)
- There is perfect mobility of factors of production
- Perfect knowledge of the conditions of the market.

### **Constraints in Marketing of Cassava**

Post-harvest physiological deterioration (PPD) is one of the most important constraints in cassava production and commercialization. It has been hypothesized that the antioxidant properties of carotenoids in yellow cassava roots may help reduce or delay PPD. The industrial sector prefers cassava with a high dry matter content. The challenge for industrialization of cassava is to integrate the production and transformation into easily stable products that possess desirable quality attributes and to market it at prices consumers and other end users are willing to pay. Studies assessing drivers for increases in garri marketing, also tend to agree that private and public participation and investment and upgrading of rural infrastructures will not only reduce costs of garri processing and marketing but also improve effectiveness and efficiency of garri production, processing and marketing in Nigeria (Adeniji, 2016; Awoyinka, 2019; Eze et al. 2020; Manyong et al., 2015; Ojo, 2019; Okoh, 2019; Oladele, 2012; Walkenhorst, 2017)

However, it is not in question that work done on the factors affecting marketing of garri has obviously been more on white garri, and few on the comparative analysis of profitability and not much work have been done on the factors affecting the marketing of both types of garri. With growing demand and the accompanying supply response of white and bio-fortified garri in Nigeria, studies on comparative analysis on the factors affecting the marketing of bio-fortified and white garri will be an eye opener to solve many problems affecting the marketing margin of garri marketers in south western Nigerian. It was also pointed out by various authors that garri

marketing has been characterized by various constraints in least developed countries (LDCs), especially in sub-Saharan Africa (SSA) (Awoyinka, 2019; Olowa & Olowa, 2020; Saingbe, 2020). According to Brown and Kennedy (2015), lack of capital is an important constraint for garri marketing. Low commodity prices was also found to discourage marketers from marketing garri surplus which, in turn, discourages new entry into marketing system (Adejobi, 2019; Faturoti *et al.*, 2016; Rosen and Shapouri, 2012; World Bank, 2012; Yusufu, 2019).

## **METHODOLOGY**

This research work was carried out in eighteen (18) farm locations across seven Local Government Areas (L.G.A) in Oyo State, Nigeria between January 26<sup>th</sup> and March 7<sup>th</sup>, 2021. The study was carried out in Oyo State, which lies within the tropical zone in the rain forest region of southwestern part of Nigeria. It is located between latitude 8.0° N and Longitude 4.0° E of Greenwich meridian of equator. Oyo State has a total of thirty-three Local Government Areas (LGAs) and a population of 5,591,589 and total land area approximately 28,454 square kilometers (Oladeebo and Oluwaranti, 2012). The State is located in Southwestern Nigeria, it is bounded in the South by Ogun State and in the North by Kwara State, in the West by the Republic of Benin while in the East, and it is bounded by Osun State. The topography is mainly plain to slightly gentle rolling lands.

A total of one hundred (100) garri marketers were interviewed using multistage sampling technique. The data were thus obtained from Eighteen (18) locations across seven (7) LGAs of the state which are: Egbeda LGA (Kulodi); Onireke LGA (Dugbe Market); Oyo North (Mokola Market); Ibarapa East (Idi-Ata Ibule-Ilo, Okolo, Olori Village, New Eruwa, Old Eruwa, Lagaye, Aderomu Village and Maya Market); Ibarapa Central (Igbo-Ora); Iseyin (Iseyin Central Market, Otiri Farm, Adugbe, Ija-Odola); Ogbomoso Orire (Iluju); The major garri markets in these areas were Maya market at Ibarapa east which is operated every five days. Closed ended questionnaire was used to obtain primary data from the respondents.

Information were collected on the socio-economic characteristics, such as the educational background of the respondent, age, marital status, sex, primary occupations, and sources of funds. Other variables on which data was collected were the input used, output, labour, processing methods and revenue. During interview, the questionnaire was constructed in the native language of the respondents to achieve the objectives of the study. Descriptive statistics such as frequencies, percentage, means and tables was used to determine mean of socio-economic characteristics of the garri marketers while regression analysis was used to analyse the factors affecting the marketing margin of ordinary garri marketers.

### **Measurements used in garri marketing**

- 1 jalukere of cassava tuber load =900kg
- 900kg of cassava tuber =320kg of garri
- 1 congo of garri = 1.2kg
- 1 jedimole =7 congos
- 1 bag of garri =67 congos =80kg
- 1 jalukere of white cassava tubers is sold at N18, 000.
- 1 jalukere of bio-fortified cassava tubers is sold at N19, 500.
- 1kg of garri is sold at N100 for white garri.
- 1 kg of bio-fortified garri sold for N120.

Note: jalukere is the name for old pickup car (equivalent to Cabstar) used in selling cassavatubers.

### **Linear regression analysis on factors affecting the marketing margin of bio-fortified garri marketers**

Regression analysis was used to analyse the factors affecting the marketing margin of bio-fortified garri marketers. An ordinary least square (OLS) regression model was estimated. The explanatory variables included in the model were:  $X_1$ =Transportation cost (NGN);  $X_2$ = Cost of purchasing cassava tubers (NGN);  $X_3$ =Processing/marketing experiences(year);  $X_4$ =Labour measured in manday;  $X_5$ =Marketers age (Years);  $X_6$ = Years of formal education (years);  $X_7$ = Gender (dummy, male=1; female=2);  $X_8$ = processing and marketing cost (NGN) and  $U_i$ =the error term or disturbance term.  $Y$ = Quantity of garri marketed (Kg)

The regression coefficient revealed the amount of change that was observed in the value of the dependent variables given a change in the values of the independent variables. According to Ibekwe (2019), the empirical regression analysis is:

$$F(X_1, X_2, X_3, X_4, X_5, X_6, X_7, X_8, X_9, U_i) \text{ -----Equation (v)}$$

**Linear function:**  $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8 + X_9 + U_i$

Where:  $X_1$ =Transportation cost (NGN);  
 $X_2$ = Cost of purchasing cassava tubers (NGN);  
 $X_3$ =Processing/marketing experiences (year);  
 $X_4$ =Labour (manday);  
 $X_5$ =Marketers age (Years);  
 $X_6$ = Years of formal education (years);  
 $X_7$ = Gender (dummy, male=1; female=2);  
 $X_8$ = Processing and marketing cost (NGN) and  
 $X_9$ = Other costs (NGN)  
 $U_i$ =the error term or disturbance term.  
 $Y$ = Quantity of garri marketed (Kg)

The other costs measured in Nigerian naira includes the marketing commission paid, association levied etc. Due to the fact that both garri are processed and jointly marketed by the marketers, the cost is not separated but are shared by the quantity of white garri and bio-fortified garri marketed.

### Apriori Expectation

- $X_1$ =Transportation cost (NGN) is expected to be negative. This is because the higher the transportation cost, the lower the quantity of garri that will be marketed (Afolabi, 2019 and Faturoti *et al.*, 2016).
- $X_2$ = Cassava purchasing cost (NGN): the cost of purchasing cassava tubers is expected to be negative. This is because if the purchase price per unit increases, the quantity of cassava bought will decrease and so the quantity of garri marketed will also decrease (Nascimento *et al.*, 2017)
- $X_3$ =Processing/marketing experiences (year): is expected to be positively correlated with the quantity of garri marketed. This is because as a person stays longer in a business, the more experienced and efficient he will become in handling the marketing operations (Adejobi, 2019; Yusufu *et al.*, 2019).
- $X_4$ =Labour (manday) is expected to be positively correlated with the quantity of garri that will be marketed. As the labour increases, more quantity of garri will be marketed.
- $X_5$ =Marketers age (Years): the age of the marketer is expected to have negative effect on the quantity of garri that will be marketed. Nascimento *et al.*, (2012) indicated that entrepreneurship dwindles as the age of the entrepreneur increases. This is due to the fact that innovativeness and optimism of the entrepreneur and his mental capacity to cope with the

challenges of his marketing business activities and his mental and physical abilities to do manual work decreases with age as pointed out by Nascimento et al., (2012).

- $X_6$ = Years of formal education (years) is expected to be positively correlated with the quantity of garri marketed. Educated persons by implications have greater ability to understand and adopt new marketing strategies which helps them to enhance their proficiency in sale business (Knipscheer *et al.*, 2017 and Ibekwe *et al.*, 2012)
- $X_7$ = Gender (dummy, male=1; female=2): women are expected to dominate the garri marketing business (Rosen and Shapouri, 2012 and Olabode *et al.*, 2020)
- $X_8$ = Processing and marketing cost (NGN) is expected to be low and negatively correlated. If the marketing cost is high, the quantity of garri that will be marketed will reduced (Mafimisebi 2017 and Abolagi *et al.*, 2017)
- $X_9$ = other costs (NGN) are expected to be low. They negatively affect the quantity of garri that will be marketed (Folayan and Bifarin, 2017 and Wihemina *et al.*, 2019)

## RESULTS AND DISCUSSION

### Socio-Demographic Characteristics.

This involves the analysis of various socio-economic characteristics of the respondents which includes the age, sex, marital status, family size, level of education, sources of funds. Table 1 Showed that majority of the respondents (85%) were female while the remaining 15% of the respondent were male for both marketers of ordinary and bio-fortified garri. This shows that marketing of garri in the study area is predominantly a female dominated enterprise. Marketing of garri is generally accepted to be gender biased and largely attributed to female gender, however, the men were largely involved in manning the machineries in the enterprises which supports the study of Olabode *et al.*, (2019). The result also revealed that among respondents interviewed, the distribution shows that about 53.0% of the respondents were in their production ages 25-45 years while the remaining 39.0% were between 45 and 65 years.

According to Ibekwe (2012), these active population (25-45 years) have the mental capacity to cope with the challenges of the garri marketing and physical ability to do manual work decreased with age, majority 79% of the respondents were married, while the remaining were either divorced or widowed for both the marketers/processor. From table 1, it was shown that household size 3-4 people was the highest with percentage frequency of 40%, 25% has 1-2 people as their household size, 20% has family size of 5-6 people while the remaining 15% has household size above 6 people. On the average the household size, in the study area was 4.61 with the smallest household size in the study area was 5 per house. Clearly, the respondents had large family sizes. All things being equal, the respondents will have access to family labour which can help in the enterprises (Ibekwe, 2012).

**Table 1: Distribution of the respondents by their socio-economic characteristics**

| Variables       | Frequency No=100 | Percent (%) | Cumulative percentage (%) |
|-----------------|------------------|-------------|---------------------------|
| Gender          |                  |             |                           |
| <b>Male</b>     | 15               | 15.0        | 15.0                      |
| <b>Female</b>   | 85               | 85.0        | 100.0                     |
| <b>Total</b>    | 100              | 100.0       |                           |
| Age             |                  |             |                           |
| <b>25-45</b>    | 53               | 53.0        | 53.0                      |
| <b>46-65</b>    | 39               | 39.0        | 92.0                      |
| <b>66-780</b>   | 8                | 8.0         | 100.0                     |
| <b>Total</b>    | 100              | 100         |                           |
| Marital status  |                  |             |                           |
| <b>Married</b>  | 79               | 79.0        | 79.0                      |
| <b>Single</b>   | 5                | 5.0         | 84.0                      |
| <b>Divorced</b> | 6                | 6.0         | 90.0                      |
| <b>Widowed</b>  | 10               | 10.0        | 100.0                     |

|  |     |       |       |
|--|-----|-------|-------|
| <b>Total</b>   | 100 | 100.0 |       |
| Household number                                       |     |       |       |
| <b>1-4</b>   | 65  | 65.0  | 65.0  |
| <b>5-8</b>   | 34  | 34    | 99    |
| <b>10 and above</b>                                    | 1   | 1.0   | 100.0 |
| <b>Total</b>   | 100 | 100.0 |       |
| Year of formal education                               |     |       |       |
| <b>Primary1-6</b>                                      | 19  | 19.0  | 19.0  |
| <b>JSS1-SS3</b>  | 32  | 32.0  | 51.0  |
| <b>NCE</b>   | 31  | 31.0  | 82.0  |
| <b>OND</b>   | 10  | 10.0  | 92.0  |
| <b>HND</b>   | 8   | 8.0   | 100.0 |
| <b>Total</b>   | 100 | 100.0 |       |
| Starting capital                                       |     |       |       |
| <b>1000-40000</b>                                      | 75  | 75.0  | 75.0  |
| <b>41000-80000</b>                                     | 20  | 20.0  | 95.0  |
| <b>81000-150000</b>                                    | 5   | 5.0   | 100.0 |
| <b>Total</b>   | 100 | 100.0 |       |
| The sources of business finance                        |     |       |       |
| <b>Personal savings</b>                                | 88  | 88    | 88    |
| <b>Cooperatives</b>                                    | 10  | 10    | 98    |
| <b>Others</b>  | 2   | 2     | 100.0 |
| <b>Total</b>   | 100 | 100   |       |
| Ways of passing market price information among traders |     |       |       |
| <b>By traders</b>                                      | 80  | 80    | 80    |
| <b>By buyers</b>                                       | 5   | 5     | 85    |
| <b>By market association</b>                           | 15  | 15    | 100.0 |
| <b>Total</b>   | 100 | 100   |       |

**Source:** Data analysis, 2021

The table showed that 31% of the respondents attended National college of Education (NCE), 20% has 7-9 years of formal education, 12% for 10-12 years of formal education and 16% of the respondents has 1-3 years of formal education, however, 18% were observed to have completed ordinary national diploma (OND), and higher national diploma (HND) and B.Sc. or its equivalent for both the processors and marketers of garri in the region. The relatively high concentration of NCE (31%) and 61% of the respondents has at least 10 years of formal education shows that most of the garri marketers are relatively educated and this implies that they could seek for and make use of information regarding market forces for increase productivity as well as modernization of their enterprises as cited by Olabode et al. (2019).

Also 75% of the respondents started their business with about N1, 000-N40, 000, 20% had starting capital of about N41, 000-N80, 000 while the rest 5% of the garri marketers started their marketing business with about N81, 000-N150, 000. The result indicates that majority of the garri processors and markets had low capital start up with cumulative frequently of 75% of the total 100 respondents starting with capitals between the ranges of N1, 000 to N40, 000. This result will invariables means that most of the processors and marketers of garri are in small scale enterprise and hence low standard of living (Ibekwe, 2012). Among 100 marketers examined, 88% financed them businesses though personal savings 10% borrowed money from cooperatives while only 2% source for fund through other means. The result shows that most of the garri markets do not have access to loans and grant making them marketing of Garri limited to only small scale. Eighty percent (80%) of the marketers were of the view that market price information is processed by traders, 5% agreed it is through the buyers while the remaining 15% were of the view that it's through the market association as found by Afolabi (2019).

### **Linear Regression analysis on factors affecting the marketing margin of white garri marketers**

The coefficient for age ( $X_5$ ) was negatively significant. The result showed that a unit change in age of the marketer will lead to 2788.367 unit change in the quantity of garri marketed. This implies that efficiency of the marketer decreases with age i.e. the older the marketer becomes the less efficient he tends to be. And that increase in age will lead to corresponding decrease in efficiency. Marketers who are younger in age may take more discrete decisions and are able to read the market situation better than those who are older (Ayoade & Adeola, 2019, Knipscheer et al., 2017; Ibekwe et al., 2012). The coefficient of transportation cost ( $X_1$ ) was found to be negatively correlated. This implies that the higher the transportation cost, the lower the quantity that will be marketed. It also showed that a unit change in the cost of transportation will lead to 16.212 units change in the quantity of garri marketed.

The coefficient of cost of purchasing white cassava ( $X_2$ ) was also found to be negatively significant. The higher the cost of cassava tubers, the lower the quantity of garri that will be processed and hence the lower the quantity of garri that will be marketed. Also, this implies that any increase in purchasing price would decrease marketing efficiency. It implies that a unit change in the cost of purchasing cassava will cause 0.348 changes in the quantity of garri marketed. This confirms an earlier study by Fafchamps *et al* (2002) that price is very pivotal in deciding the volume of sales and marketing effectiveness.

The coefficient of years of formal education ( $X_6$ ) was found to be negatively significant. The result indicates that a unit change in the year of education of garri marketer will lead to 3732.442 change in the quantity of garri marketed. This implies that the higher the years of education, the less the quantity of garri that will be marketed. This is because as the year of education increases, they tend to look for white collar jobs instead of garri marketing and this view is supported by Rosen and Shapouri, (2012) and Olabode et al. (2020). The coefficient of gender of the marketers ( $X_7$ ) was found to be positively significant. This reflects when we consider female as the major dominant in the garri marketing activities. The result implies that females are better marketers of garri than male counterparts which may be due to their ability to persuade buyers and attract customers as pointed out by Ibekwe (2012). The result indicates that a unit change in the gender of marketer will lead to 16107.95 unit change in the quantity of garri marketed.

**Table 2: Linear regression showing the factors affecting the marketing of ordinary garri**

| VARIABLES                                       | ORDINARY GARRI      |         |            |  |
|---|---------------------|---------|------------|--|
|   | LINEAR REREGRESSION |         |            |  |
|   | B                   | t-value | Sig. Level |  |
| constant  | 516895.45           | 27.03   | 4.1417     |  |
| $X_1$ =Transportation cost (NGN)                | -16.212             | -1.200  | 0.0431**   |  |
| $X_2$ = Cost of purchasing cassava tubers (NGN) | -0.049              | -6.32   | 0.002*     |  |
| $X_3$ =Processing/marketing experiences (year)  | 0.348               | 0.033   | 1.300      |  |
| $X_4$ =Labour (manday)                          | -3.765              | -0.331  | -1.351     |  |
| $X_5$ =Marketers age (Years)                    | -2788.367           | -3.519  | 0.006*     |  |
| $X_6$ = Years of formal education (years)       | -3732.442           | 0.77    | 0.014**    |  |
| $X_7$ = Gender (dummy, male=1; female=2)        | 16107.95            | 0.14    | 0.027**    |  |
| $X_8$ = Processing and marketing cost (NGN)     | 0.247               | -5.50   | -0.100***  |  |
| $X_9$ = Other costs (NGN)                       | -36.117             | -1.05   | 0.031**    |  |
| $R^2$   | 6.606               |         |            |  |
| Adjusted $R^2$                                  | 0.781               |         |            |  |
| F-stat  | 6.606               |         |            |  |

Source: data analysis, 2021.

Significant at \* ( $p > 0.01$ ); \*\* ( $p > 0.05$ ); \*\*\* ( $p > 0.1$ )

Also, the result showed that the coefficient of marketing cost ( $X_8$ ) and other cost ( $X_9$ ) were found to be negatively significant. This result implies inverse relationship between cost and the quantity of garri marketed as found by Afolabi (2019). The result indicates that the higher the cost, the lower the quantity of garri that will be marketed and vice versa and that for every 1 unit change in the marketing cost, there will be resultant 0.247 change in the quantity of garri that will be

marketed as found by (Folayan & Bifarin, 2017; Wihemina, 2019). However, the coefficient of marketers' years of experience ( $X_3$ ), and the coefficient of labour in man-day ( $X_4$ ) were found not to be significant for the factors affecting the marketing margin of white garri marketers. The adjusted ( $R^2$ ) which is the coefficient of determination was found to be 0.781 for ordinary garri, indicating that about 78.1% of the variability in the marketing of ordinary garri among garri marketers in the examined regions is explained by the specified independent variables in the model while the remaining 21.9% unexplained variability are embedded in the error term  $U_i$ .

### **Linear Regression analysis on factors affecting the marketing margin of bio-fortified vitamin A garri marketers**

The coefficient of transportation cost ( $X_1$ ) was found to be negatively correlated. This implies that the higher the transportation cost, the lower the quantity that will be marketed. The coefficient of cost of purchasing bio-fortified cassava ( $X_2$ ) was also found to be negatively significant. This implies that any increase in purchasing price would decrease the quantity marketed by 14.146 units. This confirms an earlier study by Fafchamps et al (2002) that price is very pivotal in deciding the volume of sales and marketing effectiveness. The coefficient of processing or marketers experience ( $X_3$ ) which was found not to be significant in the marketing of white garri. The processing and marketing experience, was however found to be positively correlated in the marketing of bio-fortified vitamin A garri. This imply that the longer the years of experience of the marketer, the more likely the quantity of bio-fortified vitamin A garri to be sold this may be due to the ability of marketers to introduce the new garri to customers in such a way that the consumer was able to adopt and have preference for the bio-fortified vitamin A garri.

A unit change in the in the processing or marketing experiences will result in 1.015units change in the quantity of garri that will be marketed. The coefficient of labour ( $X_4$ ) which was also found not to be significant in white garri was found to be positively significant in the quantity of bio-fortified garri marketed. This implies that the higher the labour, the higher the quantity of garri that will be marketed. The relationship is found to be linear. The coefficient for age ( $X_5$ ) was negatively significant at ( $p < 0.1$ ). This implies that efficiency of the marketer decreases with age i.e. the older the marketer becomes the less efficient he tends to be. And that increase in age will lead to corresponding decrease in efficiency. Marketers who are younger in age may take more discrete decisions and are able to read the market situation better than those who are older. The coefficient of years of formal education ( $X_6$ ) was found to be positively significant. This implies that the higher the years of education, the more the quantity of bio-fortified vitamin A garri that will be marketed. This may be due to increase in knowledge and interpersonal relationship of the marketer which the marketer will definitely bring into play while marketing the product (Rosen and Shapouri, 2012 and Olabode et al. 2020).

However, the coefficient of gender of the marketers ( $X_7$ ) was found to be negatively significant contrary to our a priori expectation. The reason for this may be due to the fact that the bio-fortified cassava is still limited in the market and the marketing of the garri is still considerably low compared to the white garri. Also, the result showed that the coefficient of marketing cost ( $X_8$ ) and other cost ( $X_9$ ) were found to be highly negatively significant. This result implies inverse relationship between cost and the quantity of garri marketed as found by Afolabi (2019). The result indicates that the higher the cost, the lower the quantity of garri that will be marketed and vice versa (Folayan & Bifarin, 2017; Wihemina, 2019).

The adjusted ( $R^2$ ) for bio-fortified garri was found to be 0.519 meaning that 51.9% of the variability affecting the marketing of bio-fortified garri in the examined region is explained by the specified independent variables in the model. The remaining 48.1% unexplained variability are embedded in the error term  $U_i$ . The F-value of the model was placed at significant level of 10%, 5%, and 1% of probability which means that if the experiment is carried out 100 times, about 90%, 95% and 99% outcomes will always give the same result for both the marketing of ordinary and bio-fortified garri. This explained that the explanatory variables jointly exert significant influence on the marketing of garri (Afolabi, 2019).



**Table 3: Linear regression showing the factors affecting the marketing of bio-fortified vitamin A garri**

| VARIABLES  | BIO-FORTIFIED GARRI |         |            |
|--|---------------------|---------|------------|
|  | LINEAR REREGRESSION |         |            |
|  | B                   | t-value | Sig. Level |
| constant   | 447761.65           | 20.21   | 40.671***  |
| X <sub>1</sub> =Transportation cost (NGN)                | -14.146             | -2.701  | 0.002*     |
| X <sub>2</sub> = Cost of purchasing cassava tubers (NGN) | -0.042              | 0.111   | -0.031**   |
| X <sub>3</sub> =Processing/marketing experiences (year)  | +1.015              | 6.65    | 0.003*     |
| X <sub>4</sub> =Labour (manday)                          | -15.746             | 1.001   | 0.003*     |
| X <sub>5</sub> =Marketers age (Years)                    | -1809.200           | -3.65   | 0.100***   |
| X <sub>6</sub> = Years of formal education (years)       | -9816.216           | 2.60    | 0.051**    |
| X <sub>7</sub> = Gender (dummy, male=1; female=2)        | -7380.63            | -1.33   | 2.650      |
| X <sub>8</sub> = Processing and marketing cost (NGN)     | -2.202              | -1.312  | -0.038**   |
| X <sub>9</sub> = Other costs (NGN)                       | -114.982            | -5.500  | -0.101***  |
| R <sup>2</sup>   | 0.623               |         | -0.003*    |
| Adjusted R <sup>2</sup>                                  | 0.519               |         |            |
| F-stat   | 59.65               |         |            |

Source: data analysis, 2021.

Significant at \* (p>0.01); \*\* (p>0.05); \*\*\* (p>0.1)

## CONCLUSION

The study found that the females are the dominant marketers of both the ordinary and bio-fortified Vitamin A garri. The mean age of the garri marketers for both the ordinary and bio-fortified garri are high and garri marketers are all within their productive age. The garri marketers are relatively educated, have relatively high household size and have low capital startup. Transportation cost, purchasing cost, processing and marketing experience of the marketer, and the age of the marketers, the years of formal education acquired and the marketing cost affects the marketing of both the ordinary and the bio-fortified garri and Labour, gender and quantity of garri marketed do not affect the marketing of both the ordinary and bio-fortified vitamin A garri.

## Recommendation

Based on the result obtained, it is therefore recommended that government should encourage garri marketers and processors in terms of provision of credit to boost startup capital and increase the scale of marketing operations. Policies that will reduce the cost of marketing should be implemented.

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# STRATEGIES FOR MANAGING PUBLIC SECTOR AND INSTITUTIONAL EFFECTIVENESS: A STUDY OF SELECTED PUBLIC SERVICE FIRMS IN RIVERS STATE

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## ABSTRACT

This study investigated Strategies for managing public sector organizations effectively in a corrupt institutional environment in Rivers State. Cross sectional research design was adopted in studying five (5) public parastatals. Our respondents were managerial employees constituting the population of the study. We retrieved and analyzed 102 copies of the participant questionnaires from the field study using Spearman's rank correlation. coefficient statistical tool from the SPSS version 23.0 was used to determine the relationship existing between the variables while the p-value obtained were used to test the hypotheses formulated. Findings revealed existence of significant relationship between the components of internal control systems. Consequently, it was concluded that an efficient and efficient internal control system will benefit an organization in preventing the incidence of bad financing as well as helping organization to work effectively and in harmony while detecting errors and irregularities in its operation. as strategies to effective management of public sector organizations, such as the control environment, control activities, and effectiveness of public enterprises. The study so advised that in a system where human labor or manual operation are used, auditors be required to work at a tolerable level of performance for the system as a whole to function successfully. As a result, training employees and other training infrastructure is now a crucial component of running such government parastatals successfully and ensuring that effectiveness endures throughout their operations.

**Keywords:** Strategy, Institutional Effectiveness, Management, Public Sector.

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## INTRODUCTION

Globally, there is a general understanding of the importance of giving public sector management improvement more attention. The obvious explanation is that since the government is by far the greatest single corporate organization, its spending habits through its various parastatals, agencies, and commissions greatly promote economic activity. Due to the massive participation

of the government in economic activity, efforts are being made globally to raise the bar for the accounting and auditing departments of government (Ndungu, 2013). The public sector auditor's complementary function, among other things, is to determine if the public sector accountant has fulfilled their obligation to make methodical procedures to aid management in providing the institution's services (Kantzos & Chondraki, 2006).

The public sector auditor must be confident that the accounts presented have been prepared in conformity with all applicable laws, rules, and regulations, as well as those suitable accounting procedures were followed in their compilation. The importance of internal audit has grown along with the size and complexity of the public sector in recent years. As a result, it now plays a significant role in determining the level of internal control in the public sector, and its growth has significantly aided in the development of public sector management. Internal audit is a crucial component of a public organization's financial framework. Internal audit departments are frequently criticized in the industry for having insufficient personnel and resources to perform to their full potential. Due to the internal audit departments' understaffing, there are several work backs. Inadequate computer and electronic data processing (EDP) understanding prevents effective computerized system auditing (Abdel-Khalik, 1993).

Because of this issue, the majority of working papers on public sector management do not include sufficient documentation. Internal audit department employees are underpaid, which causes them to be disinterested in their jobs. Many make the claim that because internal auditors work for the government; they are not free to act with the objectivity and independence that are essential to an auditor. The need for the services of internal auditors in the public sector is becoming more pressing as a result of the controversy surrounding the poor performance of the public sector. Nigeria, a developing economy, and Rivers State in particular, must focus their resources for efficient use in the development process. As a result, the goal of this study is to evaluate internal control audit on the public sector's accountability in Rivers State, Nigeria.

### **Statement of the Problem**

Other factors that pose a challenge to the effectiveness of public sector organizations go unnoticed due to the prevalence of institutional corruption, despite the assumption that institutional corruption is the only cause of ineffectiveness of public sector organizations in an institutionally corrupt society. These elements have a negative impact on the actions and managerial performance of managers in public sector enterprises. Organizations in the public sector are ineffective as a result of the influence's impacts on management performance. By examining the behaviors of managers of public sector organizations while carrying out their managerial duties, this research evaluated the difficulties faced by efficient management of public sector firms in an institutionally corrupt society using Nigeria as a case study.

The goal of this study is to examine how well-managed public sector organizations perform in countries that exhibit institutional corruption. Despite extensive research on corruption, there hasn't been enough done on how to run the public sector effectively in societies with widespread institutional corruption. As a result, this study shed light on the relationship between managerial actions and organizational inefficiency. This study proved that institutional corruption causes other elements to emerge that worsen the country's public sector organizations' ineffectiveness by undermining their managers' ethical standards.

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

The aim of this research is to study is to examine strategies for managing public sector organizations and institutional effectiveness in public service firms in rivers state. Other specific objectives include to:

- Examine the effect of internal management control activities on effectiveness of public sector organizations in an institutional corrupt society.
- Find out the effect of control environment of management on effectiveness of public sector organizations in an institutional corrupt society.

## **Research Questions**

The following research questions are a guide to the study:

- What is the effect of internal management control activities on effectiveness of public sector organizations in an institutional corrupt society?
- What is the effect of control environment of management on effectiveness of public sector organizations in an institutional corrupt society?

## **Hypotheses**

These null hypothetical statements guided the study:

H<sub>01</sub>: There is no significant relationship between internal management control activities and effectiveness of public sector organizations in an institutional corrupt society.

H<sub>02</sub>: There is no significant relationship between control environment of management and effectiveness of public sector organizations in an institutional corrupt society.

## **THEORETICAL FRAMEWORK**

### **Reliability Theory**

According to Gavrilov and Gavrilova (2001), reliability theory describes the possibility that a system will complete its expected function during a specific time period. The reliability theory asserts that the two alternative states of "success" and "failure" characterize the reliability of an entire system of internal control. Making risk assessments and controlling risks is the primary goal of internal control. This is done to stop material mistakes or catch them early enough to stop losses. Weak internal control systems lead to more involved effort and hence higher costs. According to Gavrilov and Gavrilova (2001), judgment has a major role in determining the "weakness" of any internal control system. Comparison with information from the organization's historical financial events or that of other organizations may offer a more reliable basis for assessing how an internal control system may affect the firm's income risk and, as a result, allow for a more logical allocation of the auditor's time and effort. One of the dependability theory's main benefits, according to Messier and Austen (2000), is that it closely relates to the auditor's requirements for comprehension of the internal control system and control risk assessment.

The study is hinged on reliability theory's component that connects the internal control system to component reliabilities was taken into account in this study (Ndungu, 2013). This is

because the public sector auditor must be reliable and confident that the accounts presented have been prepared in conformity with all applicable laws, rules, and regulations, as well as those suitable accounting procedures were followed in their compilation. As a result, it now plays a significant role in determining the level of internal control in the public sector, and its growth has significantly aided in the development of public sector management. Therefore, the reliability theory's theoretical postulates are the ones that best explain this investigation (which states that the probability of a system completing its expected function during a particular time interval).

## **CONCEPTUAL CLARIFICATION**

### **Management of public sector organizations in an institutional corrupt society**

In order to draw a clearer picture of effective management of public sector organizations, a description of public sector management shall be given in this section. Management is a social practice that put various means in place for the achievement of various ends. It is concerned with achieving certain state of affairs through the implementation of various courses of action in an organization (Thomas 2003). On the other hand, Montana &Charnov (2008) gave two related definitions of management as: (i) a means of getting things done through people; and (ii) a means of achieving the objectives of both the organization and its members by working with and through people.

Management is the process of designing and maintaining an environment through which people work together to accomplish selected aims (Koontz & Weihrich 2007). Thomas (2003); Koontz and Weihrich (2007); Montana and Charnov (2008) and Griffin (2009) agreed that management is seeking to achieve established objectives through people, though their approaches may vary. While public sector management seeks to achieve the goals of public sector organizations through people, effectiveness of public sector organizations relates to how the outcomes of such goals affect the public. Public satisfaction reflects managerial effectiveness of public sector organizations. Unlike in business organizations, effectiveness of public sector organizations is not often financially quantifiable (Kamaruddin & Abeysekera, 2013).

The interest in studying and understanding managerial effectiveness especially in institutionally corrupt countries is linked to the systemic nature of corruption in Nigeria, and events around the environments of public organizations (Analoui, 1998). Research on how effectiveness of public sector management could be achieved in institutionally corrupt societies and how the challenges created by corruption could be reduced to make management of public sector organizations effective has not been quite significant. Research activities have rather concentrated more on the causes of corruption in public sector organizations, its negative effects, and how it could be minimized. OECD (2011) and Tummala (2009) dealt on the causes, effects and control of corruption than how managerial effectiveness could be achieved in institutionally corrupt societies.

There is growing awareness among Nigerian citizens on the ineffectiveness of public sector organizations and the need to increase the effectiveness level of public sector organizations in the country. People are no longer interested in the efficiency of public managers', they are rather interested in getting their problems solved (Tilden & Kleiner 2005). Analoui (1999) identified what he called "parameters" of managerial effectiveness in public sector organizations, which considerably determines the level of public sector managers'

effectiveness. They include: the senior managers' perception, skills and knowledge, organizational criteria, motivation for effectiveness, constraints and difficulties.

### **Management Internal Control**

Internal controls are measures put in place by the management of organizations with the aim of ensuring that the objectives, goals, and mission of the organization are met (Rezaee, 2001). They refer to set of organizational policies and procedures that ensure any transaction is processed in the appropriate way to avoid waste, theft and misuse of organization resources. Organizations use internal control systems to accomplish performance and organizational goals, stop resource loss, enable the creation of trustworthy reports, and guarantee legal and regulatory compliance. Thus, internal controls are set by bank management to guarantee that business is conducted in a systematic and effective manner. This further ensures adherence to management policies, safeguard the assets and secure the completeness and accuracy of the records. Banks are constantly and extensively trying to enhance their internal control systems in order to boost income, survive in the quickly evolving economic and competitive conditions, and react to the changing consumer expectations and priorities (Kantzos & Chondraki, 2006).

Five interconnected elements that make up internal control are drawn from how management does business and are included into the management process: control environment; risk assessment; control activities; information and communication; and monitoring (Carmichael, 1996). According to Rittenberg (2005), under the current operations of organizations in general, the importance of internal control can be divided into six major categories; detecting error and fraudulence, decreasing illegal conduct, improving the competence of the business entity, improving the quality of data, helping to create the business infrastructure, and decreasing auditors' fee.

Internal control is a strategy implemented by management to guarantee the accuracy of financial and accounting data in order to achieve operational and financial targets and disseminate management policy across the entire business. Accounting and administrative controls can ensure the accuracy of financial and accounting data. The accounting control is concerned with organizational plans that are coordinated with the goal of protecting assets and ensuring the accuracy of financial records. While organizational plans are included in administrative control and all coordinates methods and procedures that are concerned with operational efficiency and adherence to management policy and directives (operational control).

### **Management Internal Control Systems**

According to Ngugi (2011) Internal Control System refers to an organized amalgamation of functions and procedures, within a complete system of controls established by the management and whose purpose is the successful function of the business. Internal Control System is all the methods and procedures followed by the management in order to ensure, to a great extent, as much successful cooperation as possible with the director of the company, the insurance of the capital, the prevention and the detection of fraud, as well as the early preparation of all the useful financial information, Internal Control System resembles the human nervous system which is spread throughout the business carrying orders and reactions to and from the management. It is directly linked to the organizational structure and the general rules of the business.



## **The Control Environment of Management and Effectiveness of Public Enterprises**

The control environment is seen as the basis of internal control systems which influences the control consciousness of all staff of an organization (Ramos, 2004). Jokipii(2006) opined that the control environment is the style, philosophy, and supportive attitude. This is in addition to the ethical values, competence, morale and integrity of those concerned with the organization. A similar view by Whittington and Pany (2006) described the control environment as the structure and discipline that ensures the realization of the main objectives of internal control systems. This is in addition to climate affecting the entire quality of the internal control systems. Messier, Glover and Prawitt (2006) report indicate that for organizations to encourage employees about the control awareness and promote control consciousness there is a need for controlling the environment. Several factors affecting the control environment are honesty, moral values, pledge of proficiency, the board audit committee, and directors with management's operating supervision and organizational culture.

## **Internal Management Control Activities and Effectiveness of Public Enterprises**

The term "control activities" refers to measures taken to guarantee that management's instructions and controls over financial reporting are correctly implemented. (2011) Aikins and Kaplan (2008). Additionally, the control activities are implemented to guarantee that all necessary steps are performed to address risks for the accomplishment of organizational goals (Committee of European Insurance and Occupational Pensions Supervisors, 2003). Control actions take place across the entire organization. Control operations, according to Shelton and Whittington (2008), include reconciliations, approvals, verifications, reviews of employee performance, and the segregation of roles. In a similar vein, Horngren, Harrison, and Oliver (2012) claim that essential tasks inside the control environment include asset security, duty segregation, and auditing. Activities must be approved, verified, reconciled, fully documented, and evaluated for effectiveness with integrity. Therefore, it is expected that control activities would be carried out by the various management levels and organizational units in order to fulfill the goals of the whole company.

## **Effectiveness of Public Enterprises**

The term "performance" is frequently discussed but not ever defined. In fact, some authors view the phrase as being extremely ambiguous and defying easy definition (Emmanuel et al.,1990; Otley, 1999). In the past, Emmanuel et al (1990) had observed that the frequent use of the term suggests that it may more often be used to avoid precise definition of what is meant. According to Euske (1984), the most common definition of the term can be "accomplishments of the organization". Thus, an organization that is performing well is one that is successfully achieving its goals and is effectively executing suitable strategies. Government created public enterprises, and as its shareholders, they hold these shares in trust for all taxpaying citizens. Public businesses can be assessed similarly to their private counterparts, which is true (Mazzolini, 2020), but it's also critical to keep in mind that these organizations were created to further the government's socioeconomic policies. From this perspective, some academics (such as Lal, 2021) have proposed that social/cost benefit analysis should be used to assess government expenditure.

In this situation, the effectiveness of public businesses would be assessed in terms of things like jobs that have been created, help with training new workers, raised living standards, and other welfare-related issues. These are unquestionably significant issues. But there is another side to this argument. According to Fubara (2019), the main goal of public firms in Nigeria is "to produce profit in order to stay in business." That suggests that all other objectives, such as fostering employment growth and assisting the neighborhood, are considered secondary. If generating profits is the primary goal of public firms in Nigeria, then these businesses should be assessed using the same profitability standards as privately held businesses. The performance of GOCs has also been the subject of earlier studies, such as those by Prasad and Rao (1989), Fubara (2019), Hope (2019), and Rosete (2021), all of which used profitability metrics to assess performance.

Mazzolini (2020) had stated that the profitability of public firms, as well as return on investment, sales growth, and the balance sheet condition, can be used to evaluate their economic outcomes or performance (say, liquidity situation). The current study examines public firms based on their financial performance in light of these clarifications. Financial metrics are often seen in a company's profit and loss statement or balance sheet and are generated from or directly related to the chart of accounts. Financial performance metrics, according to Emmanuel et al. (1990), have two functions: they gauge the return delivered to financiers (such as shareholders) and they provide an evaluation of the organization's overall capabilities. Thus, the study employed the performance indexes of profits, return on investment, and return on equity.

### **The Relationship between internal control systems and effectiveness of public enterprises**

The majority of internal audit professionals contend that increased financial performance is correlated with an efficient internal audit function. An efficient internal audit service, in particular, can help save overhead, find opportunities to boost efficiency, and increase exposure to potential losses from improperly safeguarded corporate assets, all of which can have a big impact on the bottom line, according to Bejide (2006). Internal audit is a "invaluable tool of management for increasing performance," according to Venables and Impey (1991). Internal auditors aid in running a business more effectively and efficiently to maximize shareholder value, according to Fadzilet al. (2005). Additionally, Hermanson and Rittenberg (2003) had made the case that having a strong internal audit function is related to better organizational performance.

Evidence in corporate disasters, particularly financial fraud, consistently documents an association between weak governance (for example, less independent boards or the absence of an internal audit function) and the incidence of problems. KPMG (1999) conducted a survey that found that internal audit functions, in organizations where they exist, significantly contribute to performance improvement and assist in identifying profit (e.g. Dechow et al., 1996; Beasley, 1996, Beasley et al., 2000; Abott et al., 2000). Thus, internal audit could protect the company from wrongdoings and irregularities by serving as a watchdog, enabling the company to fulfill its goals of assuring high levels of production and profit.

Although studies have discovered a connection between accounting control systems and performance, Greenlay and Foxall (1997) pointed out that theory also predicts that these connections will be altered by external environmental effects. Therefore, despite the fact that public companies are supposed to be free from politics, they are nevertheless connected to politics due to the authority granted to the appropriate Ministers, Commissioners, or Deputy

Governors. Akinsanya (1992) claims that these authorities include the authority to appoint Chairmen and Chief Executive Officers and members of the boards as well as power to offer advice or suggestions or make requests. Akinsanya (1992) contends that board members of public enterprises in Nigeria are appointed not because of any requisite experience but largely because of political reliability. Hence, board members not only interfere with corporate management but also use their positions to promote the interests of their favorites with dire consequences for the enterprise's performance.

## METHODOLOGY

This study adopted a cross sectional survey research design in studying five (5) public parastatals in Rivers State which forms our accessible population, however our study units include the managerial employees of the firms having that our unit of analysis is organizational and such employees are to stand in proxy for the organization. The human resource department provided the data on functional departments within the organization. Out of one hundred and forty nine (149) managerial employees we retrieved and analyzed eighty two (82) copies from managers who were our study objects. The instrument with which we elicited data from the respondents is the questionnaire and was analyzed using Spearman's Rank order coefficient of correlation statistical tool.

## RESULTS

**Research question one:** What is the effect of internal management control activities on effectiveness of public sector organizations in an institutional corrupt society? 76 of the respondent representing 92.7% affirmed that effective internal management control activities will facilitate effectiveness of public sector organizations in an institutional corrupt society.

**Research question two:** What is the effect of control environment of management on effectiveness of public sector organizations in an institutional corrupt society?

A total of seventy four (74) respondent representing 90% affirmed that control environment of management will enable public sector organizations in perform effectively in an institutional corrupt society?

**Table 1.1: Spearman's rho correlation coefficient: A test of association between the variables**

|                |                     |                         | Control.Envi | Control.Activi | Pub.Enter.Effective |
|----------------|---------------------|-------------------------|--------------|----------------|---------------------|
| Spearman's rho | Control.Envi        | Correlation Coefficient | 1.000        | .790**         | .883**              |
|                |                     | Sig. (2-tailed)         | .            | .000           | .000                |
|                |                     | N                       | 82           | 82             | 82                  |
|                | Control.Activi      | Correlation Coefficient | .613**       | 1.000          | .769**              |
|                |                     | Sig. (2-tailed)         | .000         | .              | .000                |
|                |                     | N                       | 82           | 82             | 82                  |
|                | Pub.Enter.Effective | Correlation Coefficient | .883**       | .769**         | 1.000               |
|                |                     | Sig. (2-tailed)         | .000         | .000           | .                   |
|                |                     | N                       | 82           | 82             | 82                  |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 1 presents Spearman's rank order correlation run to ascertain the relationship between control environment as a dimension of internal control systems and effectiveness of public enterprises as reported by eighty two (82) respondents. A strong positive correlation coefficient value was reported between variables which were statistically significant ( $\rho = .883^{**}$ ,  $p = .000 < 0.05$  (alpha value) this suggests that there is significant relationship between control environment and the criterion variable; also control activities and effectiveness of public enterprises reported significant values of correlation ( $\rho = .769^{**}$ ,  $p = .000 < 0.05$ ); accordingly,

**Decision:** The null hypotheses stated are rejected and we state that there is significant relationship between the components of internal control systems and effectiveness of selected public parastatals in Rivers State.

## DISCUSSION OF FINDINGS

It is commonly accepted that if supportive control environments exist, internal control mechanisms help public institutions function more effectively. A successful internal audit service, according to Bejide (2006), "may, in particular, help decrease costs, discover methods to enhance efficiency, and maximize exposure to probable losses from insufficiently safeguarded corporate assets, all of which can have a substantial impact on the bottom line. Internal auditing is a "useful instrument of management for increasing performance, according to Venables and Impey (1991). According to Bianchi (2010), internal control plays a key role in developing decision makers' accountability while supporting the system's formation in public sector organizations. While putting at risk the efforts to foster accountability in the public sector, failure to develop a trustworthy and reliable system could affect the organization in many ways. According to Hermanson and Rittenberg (2003), having efficient internal audit functions is related to better organizational performance.

Similar feelings were voiced by Prasad and Rao (1989), who noted that the internal auditor acts as a watchdog to protect the firm from fraud and other irregularities, allowing it to achieve its goals of maintaining high levels of production and profit.

## CONCLUSIONS

The rules and practices that together support an organization's functioning are collectively referred to as the internal control system. Internal controls primarily deal with physical security, account reconciliations, access controls, and transaction controls. The division of duties and checks and balances are frequently used in these procedures to lower risk. An organization will profit from having a competent internal control system if it can reduce the risk of receiving poor financing, work efficiently and harmoniously, and identify mistakes and abnormalities in its operations. Since internal auditors may be thought of as experts in management control, internal control systems are also essential to internal auditing procedures. Accordingly, internal control is an integral component of an organization's overall governance structure, which is intended to direct and control its activities by promoting transparency, accountability, responsibility and fairness to all stakeholders. In the public sector, a reliable internal control system aids in fraud prevention and early identification. Therefore, there is a continual correlation between increased

reliance on the control system and increased expectations for increasing accountability inside the business.

## Recommendations

- Given the impact that the invention of the computer has had on our lives, it is unavoidable that today's auditors will need to learn the necessary technique and skills in computer operations and electronic data processing. It is anticipated that other tasks, like calculating salaries, keeping track of pensions, automating the recording of votes, and many others, might be accessed.
- ii) Auditors are expected to execute at a reasonable level of performance for the system as a whole to function properly in a system where manpower or manual operation are used. Therefore, training employees and other training infrastructure becomes a crucial component in the efficient operation of control in these government parastatals. Public sector organizations conduct periodic reviews to identify areas for improvement and to identify weaknesses in carrying out duties. These reviews should either be weekly, fortnightly, or monthly.
- iii) In order to be informed of the policies influencing organizational goals, heads of the internal audit unit should be present at top management meetings.
- Consequently, we strongly recommend the creation of an Internal Audit Department in those enterprises where there is none.
- Existing Departments then should be strengthened by according them the necessary professional independence and employing adequate number of experienced and qualified staff to enable the
- Department extend coverage of the audit to all significant activities of these enterprises. Had that function been effective, it would have benefited the enterprises in plugging out loopholes that may be present in the enterprises' activities with resultant positive effects on financial performance.

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# COMPARATIVE ANALYSIS OF COST AND RETURN ON THE MARKETING OF BIO-FORTIFIED VITAMIN-A GARRI AND ORDINARY GARRI IN SOUTHWESTERN, NIGERIA

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## ABSTRACT

Garri is a fermented and roasted granular product from cassava which is a major staple food for both rural and urban dwellers. Garri is found to be a national food with urban market presence. Despite the importance of garri to national food, there has been a lack of information on its profitability to the producers. How productive is the marketing of Bio-fortified Vitamin A- Garri as compared to the ordinary Garri in the region under study? The study therefore seeks to examine the socio-economic characteristics and costs and returns on the marketing of bio-fortified vitamin A garri and ordinary garri in Oyo state. One hundred (100) garri marketers were drawn using multistage sampling technique involving a list of garri marketers collected from International Institute of Tropical Agriculture (IITA) Ibadan and snow ball technique from eighteen locations across seven local government areas in Oyo state. The analytical tools used were descriptive statistics and gross margin analysis. The result shows that the productive ages of the respondents was found to be 53.0% for ages between 25-45 years; about 85% processors and marketers were found to be female; the gross margin was found to be ₦680,508.00 while profit was found to be ₦540,803.00 and ₦8.54 per kilogram for white garri. The profit for bio-fortified Vitamin A garri was found to be ₦762,374.00 and ₦23.95 per kilogram. The result also found that garri marketers operate in small scale. It is therefore concluded that females dominate the processing and marketing of garri industry, that Pro-Vitamin-A garri and ordinary garri marketing is profitable and can be used to increase the socio-economic status of garri marketers in the examined region.

**Keyword:** Comparative Analysis, Cost and Returns, Marketing, Bio-fortified, Garri.

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## INTRODUCTION

Cassava (*Manihot esculenta* Crantz) is a staple food crop grown by poor farmers on marginal lands, particularly in Africa, Asia and Latin America (International Institute of Tropical Agriculture- IITA, 2014). Cassava has many products one of which is garri. Garri, a fermented and toasted granular product from cassava was before now considered a poor man's food until recently. It is now elevated to an urban convenience food. It is cheap and ready source of vitamin energy. Garri is produced following harvesting of cassava, peeling, grating, dewatering, fermentation (optional), sieving, frying and bagging. This process will give white or creamy white garri while addition of palm oil prior to

dewatering will add yellow colour to garri. Yellow garri is preferred and can cost twice as much, making it less available to poorer households (Phillips et al., 2015). The advent of genetically modified food (GM-food) had been a thing of worry to people especially the illiterate and the educationally deprived masses who daily consume the bulk of this staple food. Thus the marketing of bio-fortified may not likely be accepted (Phillips et al., 2016).

Abu et al., (2016) identified that with the growing population in Nigeria and declining real incomes, garri has the potential to become a highly demanded household food. Despite the speculations about the growing demand for garri, however, the marketing structure of garri as a major source of food has not been ascertained (Abu et al., 2016). There has been great concern in recent years concerning the marketing of bio-fortified garri in Nigeria implications (Apata & Apata, 2013). Studies conducted on the marketing of bio-fortified garri in selected markets in Ibadan metropolis indicate low adoption rate in time past and until now, the problem of adoption of the bio-fortified garri has been questioned on the basis of health issues and wholesomeness of its consumption as genetically modified foods are considered to have health implications (Apata & Apata, 2013).

Ifediora (2013) and Ayaru, *et al.* (2013) used cost-return analysis on the profitability of garri marketing in terms of large and small scale industry. The result showed that net revenue for large scale garri marketing industry was higher than that of the small scale firms. Also cost per kilogram (kg) of garri was higher in small scale than large scale firms. Adejobi, (2019); Yusufu (2019); Yesufu *et al.*, (2017) and Ibrahim (2019), in their study of the economic analysis of garri found out that the garri marketing enterprise can be profitable. On the other hand, Olabode *et al.* (2020) argued that garri processing and marketing fails to satisfy the profit maximization objective of firms.

## **Statement of the Problem**

Evidence has shown that cassava production has increased from 2009 to 2013 (FMARD, 2014). However, post-harvest operations such as processing, packaging, marketing, storage, distribution and transportation have constrained sustainable cassava production in recent times (Winter, 2020). Cassava is extremely perishable commodity with a shelf life of less than 3 days after harvest. Harvested tubers must therefore be processed to curb post-harvest losses (Davies, 2009). Vitamin A deficiency is a major issue, especially in Africa (Bokanga, 2000). Nigeria in particular sees a prevalence of Vitamin A deficiency in nearly one third of children under five years old (World Bank, 2012). Since cassava is a major food staple, yellow cassava shows great potential to alleviate Vitamin A deficiency in Africa. In 2008, the Federal Government of Nigeria issued a policy that required cereal producers, flour mills and other commonly consumed foods to be fortified with vitamin A but subsequently, it was observed that the stipulated quantity of Vitamin A was either insufficiently added or not added at all (IITA,2009). This made the IITA to go into ways of inculcating the vitamin A into the cassava stem and in August, 2011, the bio-fortified vitamin A cassava was produced.

Recently, bio-fortified varieties of cassava that contain significant levels of provitamin A carotenoids (pVACs) have been developed by conventional plant breeding methods and released for use by the local populations. These bio-fortified varieties could be used to help tackle vitamin A deficiency (VAD) (Abu et al., 2006). These bio-fortified varieties produce a garri that is very similar in colour to garr++++i made with added crude palm oil that also contains vitamin A (Abu et al., 2006). The advent of genetically modified food (GM-food) had been a thing of worry to people especially the illiterate and the educationally deprived masses who daily consume the bulk of this staple food. Thus the marketing of bio-fortified may not likely be accepted (Phillips et al., 2005).

It is no doubt that work done on the marketing of garri has obviously been more on white garri, and few on the comparative analysis of profitability and the factors affecting the marketing of both



types of garri. With growing demand and the accompanying supply response of white and bio-fortified garri in Nigeria, studies on comparative analysis of the marketing of bio-fortified and white garri will be an eye opener to solving many problems affecting the marketing margin of garri marketers in southwestern Nigerian. Hence, it became imperative to find out the socio-economic characteristics of the marketers of the bio-fortified and ordinary garri and the cost and returns on the marketing of bio-fortified Vitamin A garri and ordinary garri in the study area.

### **Aim and Objective of the Study**

The aim of this study is to carried out a comparative analysis of cost and return on the marketing of bio-fortified vitamin-a garri and ordinary garri in southwestern, Nigeria. The following objectives were formulated to guide the conduct of the study:

- Identify the socioeconomic characteristics of Marketers of Bio-Fortified Vitamin A garri and ordinary garri in South Western Nigeria;
- Examine the cost and returns on the marketing of bio-fortified and the ordinary garri in Oyo state, Southwestern Nigeria.

### **Research Questions**

- What are the socioeconomic characteristics of marketers of bio-fortified Vitamin A garri and ordinary garri in South Western Nigeria?
- What are the cost and return on the marketing of bio-fortified and the ordinary garri in Oyo state, Southwestern Nigeria?

### **CONCEPTUAL CLARIFICATION**

Agriculture has enormous potential to support improvements in nutrition (Emokaro, 2020). Activities of research stations and most government policies in Nigeria are directed towards increasing the production and marketing of cassava based product such as gari. However, not much has been done to improve the marketing system of gari (Emokaro, 2020; FAO/WHO 2014).

### **Development of bio-fortified Vitamin-A cassava.**

The three varieties of yellow cassava, UMUCASS 36, UMUCASS 37, and UMUCASS 38, are the results of a 12-year contest in Nigeria funded by the International Institute of Tropical Agriculture (IITA) and Nigeria's National Root Crop Research Institute and International Center for Tropical Agriculture (CIAT). Breeding is ongoing and new innovations hope to achieve a  $\beta$ -carotene level of 15 micrograms/gram by 2015. (WRENmedia, 2012). Drying of the tuber is one simple method of cassava preservation; however, some methods of drying are more effective than others in terms of retaining  $\beta$ -carotene levels. Oven drying at 60<sup>0</sup>C was shown to maintain 72% of the  $\beta$ -carotene levels though the retention fell to 40% after four weeks in storage. Sun drying only resulted in a 38% retention of  $\beta$ -carotene levels, and after four weeks in storage, the levels fell to about 18% (Chavez et al., 2007)  $\beta$ -carotene retention can be improved by pretreatments such as blanching and osmotic dehydration. (Nascimento et al., 2007).

Gari is a granular food product produced by grating cassava roots into a mash, fermenting and de-watering the mash into a wet cake, and roasting the wet material into gelatinized particles.

Gari has a slightly sour taste and it could be white or cream depending on the variety of cassava used and the processing method adopted. The particle size of gari may vary from 0.6 to 1.1 mm depending on the method of production and the preferences of the targeted consumers. Ifediora (2013), Furthermore Ayaru, et al. (2003, 1993) used cost-return analysis the profitability of gari marketing in terms of large and small scale industry. The result showed that net revenue for large scale gari marketing industry was higher than that of the small scale firms. Also cost per kilogram (kg) of gari was higher in small scale than large scale firms. Ouma et al. (2007) and Ibrahim (2009), in their study of the economic analysis of gari found out that the gari marketing enterprise can be profitable. It was also pointed out by various authors that gari marketing has been characterized by various constraints in least developed countries (LDCs), especially in sub-Saharan Africa (SSA). (Saingbe, 2020; Awoyinka, 2009; Okuneye et al., 2003; Olowa & Olowa, 2020).

Vanhuyse (2012) stated that the level of efficiency of the marketing system and its contribution to food security can be improved by analyzing the problem and proffering solutions to those problems militating against an efficient marketing system. Analysis on the performance of gari markets in Ibadan metropolis also revealed high transaction costs and weak marketing, resulting from high transportation cost, high marketing cost, low production facilities and high concentration of middle men (Abu et al., 2006), Kaine (2005), Wihemina, (2009)), opined that there had been a high and fluctuating consumer price in the marketing channel of gari arising from poor linkages in the distribution network and poor infrastructural facilities. Kaine (2005) also found in his study among many gari marketers in Delta state that most of the literate use both family and hired labour and marketers were youths and middle-aged, depended on gari processing and marketing as means of livelihood.

Many studies (Folayan & Bifarin, 2011; Wihemina, 2009; Mafimisebi 2007; Abolagi et al., 2007) noted that value addition through processing of gari improves returns on investment and that marketing of gari is profitable. Chukwuji et al. (2007) and Farinde et al. (2007) similarly argued that the problem of spoilage of gari could be overcome through proper packaging and storage. Studies assessing drivers for increases in gari marketing, also tend to agree that private and public participation and investment and upgrading of rural infrastructures will not only reduce costs of gari processing and marketing but also improve effectiveness and efficiency of gari production, processing and marketing in Nigeria (e.g., Eze et al. 2020; Walkenhorst, 2007; Adeniji, 2006; Manyong et al., 2005; Okoh, 1999; Awoyinka, 2009; Ojo, 2009; Oladele, 2012).

### **Acceptability of Bio-fortified Gari**

In 2011, environmental rights action group Friends of the Earth Nigeria (FoEN) demanded a halt to any research on genetically modified cassava in Nigeria. Suggesting the International Institute of Tropical Agriculture (IITA) research team in Nigeria—stop meddling with one of Nigeria's key food crops, arguing that IITA is undermining biodiversity. IITA ignored all health concerns brought to their attention, and proceeded with the launch of three controversial varieties (Ejolt, 2011). It is normally risky to change the colour of a staple crop because colour preference can negatively affect consumer adoption rates (WRENmedia 2012). This is not the case with yellow cassava. Since local consumers often add palm oil to white cassava flour in their foods, they are normally accustomed to the golden colour. Therefore the yellow colour has been shown not to deter consumers. (WRENmedia 2012) On a taste panel comparing fufu produced with different types of cassava flour, the fufu containing yellow cassava flour was preferred (Omodamiro et al., 2008). The experiment also concluded that the yellowness of the fufu added to the appetites of the taste testers. (Omodamiro et al., 2008)

Gari is primarily produced and eaten in rural areas. (Bokanga 2000). Issues related to ethics and health safety were suggested as perhaps representing the largest concerns which could be a potential barrier to the acceptance of GM cassava. The media can play an important role in disseminating information on health and safety issues as, in the past, the media have played a significant role in encouraging most people to avoid so called “contaminated” food products due to health concerns.

Regardless, once attention is brought to health risk concerns by the media people will start avoiding it. Additionally, media reports on GM can be negative as they tend to rely on unsubstantiated information without proper investigation (Mashood 2004). In particular, the information provided tends to come from various sources that are pushing an agenda that this is mostly reported without balanced views.

## **Marketing Margin**

Adekanye (1988) in Adeuya (2014), defined marketing margin as the difference between what the farmer gets and what he sells. Marketing margin differs from one commodity to another as reported by Adeuya (2014). A marketing margin is similar to a profit margin in that it shows the relationship between the amount a company pays for a product and the amount its customers pay. However, while marketing margin is the difference between cost to the seller and the cost to the consumer, profit margin is the percentage of the final sale price that comes as profit for the seller. Preferences for producing Gari due to better margins versus HQCF were also highlighted in another recent review. Processors can make approximately 50% profit from producing and selling Gari at N180 /kg (Vanhuysse, 2012). This gets significantly squeezed when processing costs for HQCF increase but selling prices remain around NGN3600/50kg (Adeuya, 2014).

## **METHODOLOGY**

This research work was carried out in eighteen (18) farm locations across seven Local Government Areas (L.G.A) in Oyo State, Nigeria between January 26<sup>th</sup> and March 7<sup>th</sup>, 2021. Oyo State has a total of thirty-three Local Government Areas (LGAs) and a population of 5,591,589 and total land area approximately 28,454 square kilometers (Oladeebo & Oluwaranti, 2012). The State is located in Southwestern Nigeria, it is bounded in the South by Ogun State and in the North by Kwara State, in the West by the Republic of Benin while in the East, and it is bounded by Osun State. The topography is mainly plain to slightly gentle rolling lands. The annual rainfall ranges between 1500mm and 3000mm. The average daily temperature ranges between 25<sup>0c</sup> (77<sup>0f</sup>) and 35<sup>0c</sup> (95<sup>0f</sup>), almost throughout the year. The major garri markets in these areas were Maya market at Ibarapa east which is operated every five days. The market is about 80% processed garri market and patronized by all the garri processors marketers from all the surrounding farm settlements around Ibarapa East and Eruwa. In this market, customers and large scale marketers come from Lagos and surrounding cities to buy garri in large scale and transport them back to sell. This location was being chosen based on the list of garri marketers collected from IITA Ibadan and because of the high concentration of garri marketers in the regions.

A total of one hundred (100) garri marketers were interviewed using multistage sampling technique. The first stage involved the purposive selection of 30 garri marketers from a list of garri marketers and processors collected from IITA Ibadan. This is because the garri marketers were registered with IITA Ibadan who introduced the bio-fortified garri into the local areas. The second stage involve snow ball technique method which was used to select at least 5 marketers from each farm settlements. The snow ball sample technique involves approaching the people on the list who

directed the researcher to other garri marketers in the near-by farm settlements. The respondents were engaged in the marketing of both the white garri and bio-fortified garri. The data were thus obtained from Eighteen (18) locations across seven (7) LGAs of the state which are: Ibarapa East (Idi-Ata Ibule-Ilo, Okolo, Olori Village, New Eruwa, Old Eruwa, Lagaye, Aderomu Village and Maya Market); Ibarapa Central (Igbo-Ora); Ogbomoso Orire (Iluju); Iseyin (Iseyin Central Market, Otiri Farm, Adugbe, Ija-Odola); Egbeda LGA (Kulodi); Onireke LGA (Dugbe Market); Oyo North (Mokola Market). Closed ended questionnaire was used to obtain primary data from the respondents.

Information were collected on the socio-economic characteristics, such as the educational background of the respondent, age, marital status, sex, primary occupations, and sources of funds. Other variables on which data was collected were the input used, output, labour, processing methods and revenue. During interview, the questionnaire was constructed in the native language of the respondents to achieve the objectives of the study. Descriptive statistics such as frequencies, percentage, means and tables was used to determine mean of socio-economic characteristics of the garri marketers while the cost and return was analysed using gross margin analysis. The cost and return analysis was used to determine the profit made by the bio-fortified garri and the ordinary garri marketers.

The gross margin analysis is expressed thus:

$$GM = TR - TVC \dots\dots\dots (1)$$

Where GM = Gross Margin; TR = Total Revenue; and TVC = Total Variable Cost

Variable cost included cost of fresh tubers of cassava, firewood, labour and marketing cost while those associated with fixed costs include: frying pans, sieves, screw-jack, etc.

$$RRI = NR / TC \times 100 \dots\dots\dots (2)$$

Where: RRI = Rate of Return on Investment; NR = Net Return and TC = Total Costs

$$\text{Profitability index (PI)} \rightarrow PI = NR / TR \dots\dots\dots (3)$$

Where: PI= Profitability Index; NR =Net Return and TR Total Revenue

$$\text{Operating Expense Ratio (OR)} \rightarrow OR = TVC / TR \dots\dots\dots (4)$$

Where: OR= Operating Expense Ration; TVC= Total Variable Cost and TC= Total Revenue

$$\text{Rate of Return on Variable Cost (RRVC)} \rightarrow TR / TFC \times 100 \dots\dots\dots (5)$$

Where: TR= Total Revenue; TFC= Total Fixed Cost and TVC= Total Variable Cost

**Measurements used in garri marketing as found in the study area:**

- 1 jalukere of cassava tuber load =900kg
- 900kg of cassava tuber =320kg of garri
- 1 congo of garri = 1.2kg
- 1 jedimole =7 congos
- 1 bag of garri =67 congos =80kg
- 1 jalukere of white cassava tubers is sold at N18, 000.
- 1 jalukere of bio-fortified cassava tubers is sold at N19, 500.
- 1kg of garri is sold at N100 for white garri.
- 1 kg of bio-fortified garri sold for N120.

Note: jalukere is the name for old pickup car (equivalent to Cabstar) used in selling cassava tubers.

The marketing margin was expressed in cash or in percentage of retail cost (Muhammad-Lawal, 2017; Fakayode, 2020). The formula adopted for this study was also used by Yesufu (2018):

|                        |   |   |
|------------------------|---|---|
| Gross Marketing Margin | = | Selling Price – Purchase Price                          |
| Marketing cost         | = | Total Fixed Cost + Total Variable Cost – Purchase Price |
| Net Marketing Margin   | = | Marketing margin – Marketing cost                       |
| Marketing Efficiency   | = | Net margin/ Marketing cost X 100                        |
| Selling price          | = | Quantity of garri marketed (Kg) X Price                 |
| Purchased price        | = | Prices of cassava tubers used                           |

## RESULTS

**Table 1: Distribution of the respondents by their socio-economic characteristics**

| Variables                              | Frequency (No=100) | Percent (%) | Cumulative percentage (%) |
|--|--------------------|-------------|---------------------------|
| <b>Gender</b>                          |                    |             |                           |
| Male                                   | 15                 | 15.0        | 15.0                      |
| Female                                 | 85                 | 85.0        | 100.0                     |
| Total                                  | 100                | 100.0       |                           |
| <b>Age</b>                             |                    |             |                           |
| 25-45                                  | 53                 | 53.0        | 53.0                      |
| 46-65                                  | 39                 | 39.0        | 92.0                      |
| 66-780                                 | 8                  | 8.0         | 100.0                     |
| Total                                  | 100                | 100         |                           |
| <b>Marital status</b>                  |                    |             |                           |
| Married                                | 79                 | 79.0        | 79.0                      |
| Single                                 | 5                  | 5.0         | 84.0                      |
| Divorced                               | 6                  | 6.0         | 90.0                      |
| Widowed                                | 10                 | 10.0        | 100.0                     |
| Total                                  | 100                | 100.0       |                           |
| <b>Household number</b>                |                    |             |                           |
| 1-4                                    | 65                 | 65.0        | 65.0                      |
| 5-8                                    | 34                 | 34          | 99                        |
| 10 and above                           | 1                  | 1.0         | 100.0                     |
| Total                                  | 100                | 100.0       |                           |
| <b>Year of formal education</b>        |                    |             |                           |
| Primary1-6                             | 19                 | 19.0        | 19.0                      |
| JSS1-SS3                               | 32                 | 32.0        | 51.0                      |
| NCE                                    | 31                 | 31.0        | 82.0                      |
| OND                                    | 10                 | 10.0        | 92.0                      |
| HND                                    | 8                  | 8.0         | 100.0                     |
| Total                                  | 100                | 100.0       |                           |
| <b>Starting capital</b>                |                    |             |                           |
| 1000-40000                             | 75                 | 75.0        | 75.0                      |
| 41000-80000                            | 20                 | 20.0        | 95.0                      |
| 81000-150000                           | 5                  | 5.0         | 100.0                     |
| Total                                  | 100                | 100.0       |                           |
| <b>The sources of business finance</b> |                    |             |                           |
| Personal savings                       | 88                 | 88          | 88                        |
| Cooperatives                           | 10                 | 10          | 98                        |
| Others                                 | 2                  | 2           | 100.0                     |
| Total                                  | 100                | 100         |                           |

## **Socio-economic characteristics of respondents**

This involves the analysis of various socio-economic characteristics of the respondents which includes the age, sex, marital status, family size, level of education, sources of funds. Table 1 Showed that majority of the respondents (85%) were female while the remaining 15% of the respondent were male for both marketers of ordinary and bio-fortified garri. This shows that marketing of garri in the study area is predominantly a female dominated enterprise. Marketing of garri is generally accepted to be gender biased and largely attributed to female gender, however, the men were largely involved in manning the machineries in the enterprises which supports the study of Stein *et al.*, (2012). From table 1, it was shown that among respondents interviewed, the distribution show that about 53.0% of the respondents were in their production ages 25-45 years while the remaining 39.0% were between 45 and 65 years. According to Ibekwe (2012), these active population (25-45 years) have the mental capacity to cope with the challenges of the garri marketing and physical ability to do manual work decreased with age.

Table 1 showed that majority 79% of the respondents were married, while the remaining were either divorced or widowed for both the marketers/processor. The result also shown that household size 3-4 people was the highest with percentage frequency of 40%, 25% has 1-2 people as their household size, 20% has family size of 5-6 people while the remaining 15% has household size above 6 people. On the average the household size, in the study area was 4.61 with the smallest household size in the study area was 5 per house. Clearly, the respondents had large family sizes. All things being equal, the respondents will have access to family labour which can help in the enterprises (Ibekwe, 2012). Table 1, showed that 31% of the respondents attended National college of Education (NCE), 20% has 7-9 years of formal education, 12% for 10-12 years of formal education and 16% of the respondents has 1-3 years of formal education, however, 18% were observed to have completed ordinary national diploma (OND), and higher national diploma (HND) and B.Sc. or its equivalent for both the processors and marketers of garri in the region. The relatively high concentration of NCE (31%) and 61% of the respondents has at least 10 years of formal education shows that most of the garri marketers are relatively educated and this implies that they could seek for and make use of information regarding market forces for increase productivity as well as modernization of their enterprises as found by Olabode (2020).

Table 1 showed that 75% of the respondents started their business with about N1, 000-N40, 000, 20% had starting capital of about N41, 000-N80, 000 while the rest 5% of the garri marketers started their marketing business with about N81, 000-N150, 000. The result indicates that majority of the garri processors and markets had low capital start up with cumulative frequently of 75% of the total 100 respondents starting with capitals between the ranges of N1, 000 to N40, 000. This result will invariables means that most of the processors and marketers of garri are in small scale enterprise and hence low standard of living as reported in the findings of Ibekwe (Ibekwe, 2012). Among 100 marketers examined, 88% financed them businesses though personal savings 10% borrowed money from cooperatives while only 2% source for fund through other means. The result shows that most of the garri markets do not have access to loans and grant making them marketing of Garri in small scale.

## **Cost and Returns on the Marketing of Bio-Fortified Vitamin A and Ordinary White Garri**

Gross margin analysis was used to determine the profit made by the bio-fortified garri and the ordinary garri marketers and processors. From table 2, the gross margin analysis of the bio-fortified garri and ordinary garri showed the quantity of ordinary and bio-fortified garri produced as 63,355.20kg and

31,838.40kg respectively. This shows that the production of ordinary garri is still by far higher than the production of bio-fortified vitamin A garri in the region. The total revenue from the marketing of ordinary garri was ₦6,335,520.00 while the total revenue from the marketing of Bio-fortified Garri is ₦3,820,608.00. The total variable cost of marketing the ordinary garri was gotten to be ₦5,655,012 while the marketing cost incurred in marketing of Bio-fortified garri was ₦2,988,172.00.

The depreciation cost incurred from the use of Basins, Congo, Ladle (palanke), Metallic plate (Jedimole), table and chairs, and broom/packers calculated with straight line method where the cost was divided by the useful life in months and assuming no salvage value, the depreciation on fixed input was ₦94,294.96 for ordinary garri while for bio-fortified, it was ₦57,431.35. The gross margin which is calculated as the difference between the total variable cost and the total revenue was found to be ₦4,830,743.33 for ordinary garri and ₦1,300,783.33 for Bio-fortified vitamin A garri. The total cost incurred in the marketing of ordinary garri calculated as the addition of the total variable cost and total fixed cost was found to be ₦5,794,717.00 for white garri and ₦3,058,234.00 for bio-fortified garri. The Net Income (NI) calculated by subtracting the total fixed cost from the gross margin was found to be ₦540,803.00 for ordinary garri and ₦762,374.00 for bio-fortified vitamin A garri. The profit ( $\pi$ ) for ordinary garri was found to be ₦540,803.00 and ₦762,374.00 for bio-fortified vitamin A garri. On the average, when the total profit made was divided by the quantity of garri marketed, it was found that for every 1kg of garri sold, ₦8.54 was made for ordinary garri and ₦23.95 for bio-fortified garri. In this study, the result showed that marketing of bio-fortified vitamin A garri is more profitable than the marketing of Ordinary garri as also found by Adeuya (2014).

The study also found the percentage total variable cost which was obtained by:

$$\% \text{ TVC} = \text{TC} / \text{TVC} \times 100 \text{ and}$$

Percentage fixed cost also obtained by:

$$\% \text{ FC} = \text{TC} / \text{TFC} \times 100$$

Were found to be 97.6% and 2.4% respectively. The result shows that the cost of processing is high relative to fixed cost incurred in processing and marketing.

**Table 2: Table Of Gross Margin Analysis for Marketing of Ordinary and Bio-Fortified Garri**

| Items   | Ordinary garri |              |            | Bio-fortified vitamin-A garri |              |            |
|---|----------------|--------------|------------|-------------------------------|--------------|------------|
|   | Qty (kg)       | Price (₦)/kg | Total (₦)  | Qty. (kg)                     | Price (₦)/kg | Total (₦)  |
| A. REVENUE (NGN)  | 63,355.2       | 100.00       | 6,335,520  | 31838.4                       | 120.00       | 3,820,608  |
| B. VARIABLE COSTS   |                |              |            |                               |              |            |
| Cost of cassava used, Processing Cost, Cost of fire wood, Transportation Cost, Sacks and bags, nylons |                |              | 3,546,000  |                               |              | 1,930,500  |
| Other cost  |                |              | 1,833,365  |                               |              | 919,435.00 |
| TVC   |                |              | 275,647.00 |                               |              | 138,237.00 |
|   |                |              | 5,655,012  |                               |              | 2,988,172  |
| C. FIXED COST   |                |              |            |                               |              |            |
| Depreciation on (Basin, congo, ladle, metallic plate, table rent and chairs and packer)               |                |              | 139,705.00 |                               |              | 70,062.00  |
| TFC   |                |              | 139,705.00 |                               |              | 70,062.00  |
| Total Cost  |                |              | 5,794,717  |                               |              | 3,058,234  |
| D. GROSS MARGIN (TR-TVC)  |                |              | 680,508.00 |                               |              | 832,436.00 |

|   |             |              |
|---|-------------|--------------|
| Net Income (GM-TFC)                                   | 540,803.00  | 762,374.00   |
| <b>E. PROFITABILITY</b>                               |             |              |
| Rate Of Return On Investment (RRI = NR/TC X100)       | 9.0         | 25.0         |
| Profitability index (PI) = (NR/TR)                    | 0.085       | 0.199        |
| Operating Expense Ratio (OR) = (TVC/TR)               | 0.89        | 0.78         |
| Rate of Return on Variable Cost (RRVC) = TR/TFC X 100 | 4534.93     | 5453.18      |
| PROFIT (Π)  | 540,803.00  | 762,374.00   |
| Average Profit (π/Q) per Kilogram                     | <b>8.54</b> | <b>23.95</b> |

Where: Qty= Quantity, Md= Manday, Kg=Kilogram, TFC= Total Fixed Cost, TR= Total Revenue, TVC= Total Variable Cost, GM= Gross Margin, Π= profit, NR= Net Return, TR= Total Return.

## CONCLUSION

The females are the dominant marketers of both the ordinary and bio-fortified Vitamin A garri. The mean age of the garri marketers for both the ordinary and bio-fortified garri are high and garri marketers are all within their productive age. The garri marketers are relatively educated, have relatively high household size and have low capital startup. Bio-fortified vitamin A garri was also found to be more profitable compare to ordinary garri.

## Recommendation

Based on the result obtained, it is therefore recommended that:

- government should encourage garri marketers through provisions of credit to boost startup capital and increase the scale of marketing operations.
- Production and marketing of bio-fortified garri should be encourage as it 4proves to be more profitable than the ordinary garri.

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# THE APPLICATION OF DIGITAL AUDIO VISUAL AIDS FOR EFFECTIVE STUDENTS PERFORMANCE IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN IKA SOUTH LOCAL GOVERNMENT AREA OF DELTA STATE NIGERIA

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## ABSTRACT

The study examines the application of digital audio visual aids for effective students' performance in English language in Secondary schools in Ika South Local Government Area of Delta State, Nigeria. Four specific objectives with four research questions and four null hypotheses was adopted for the study. The study adopted cross sectional survey research design. The population of the study consists of nine hundred and ninety-seven (997) male and female students in the twenty public secondary schools. A random sample of 40 Male and 60 female students were selected and this gave a total number of 100 drawn from the entire population as sample for the study. An instrument was designed to elicit information from the respondents. Data obtained from the study were analyzed using mean and standard deviation, t-test and analysis of variance (ANOVA) was used to test hypotheses 1, 2, 3 and 4. Results showed that digital audio visual aids that are available to teachers are applied effectively during teaching and learning in secondary schools. The paper concluded that audio visual aids like charts and chalk boards had high levels of application. On the other hand, digital audio visual aids like overhead projector, slide projector, record player, displays, cassette, recorder, video tape and cameras had very low levels of application in teaching and learning. Based on the findings, it was recommended teachers should develop a better understanding on how to apply the various digital audio visual aids such as computers, projector slide records players etc for teaching English language in the secondary schools.

**Keywords:** Digital, Audio Visual Aids, Computer, Slide Teachers, English language, Secondary schools.

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## INTRODUCTION

The application of digital audio visual aids had been found to improve students' critical and analytical thinking (Ajoke, 2017; Ali & Olujinmi, 2019). They are very crucial to the proper implementation of any curriculum used in the education process. In the past, the teacher depended only on his or her knowledge of the subject matter, his or her knowledge of how to organize and present content meaningfully as well as his or her understanding of those being taught. But today, more emphasis is now placed over utilization of teaching aids. Studies have revealed how some teachers that have audio visual aids in their schools lacked the knowledge on how to utilize them in teaching (Adepoju et al., 2020). Adepoju et al. further observed that teachers in many secondary schools in Nigeria, still lacked the knowledge on how to operate audio visual aids like TV and computers that can be applied to make teaching and learning both interesting and effective. Moreover, the teachers as custodians of knowledge need to improve their mode of lesson delivery to be in line with the current trend. They should take cognizance of the modern instructional technologies and techniques that improve the way of learning as well as cope with up-coming challenges. The teachers should make adequate application of available digital instructional materials like projector aids to teach as this will arouse the interest of the students and help them see things in their natural setting.

Teaching is a communication task that requires the teacher to use a common language like English to convince the students to accept his/her ideas or the message. English language stands as a medium of instruction learning to secondary schools across the whole states in Nigeria. Aside from teaching other language subjects, all teaching in the secondary schools are delivered in English language. It is not enough for the secondary school teacher to communicate his or her information in English language, but he or she must support what he or she says with relevant educational materials and media that could appeal to the students or learners' sensory memory so that their learning may be effective (Chiekezie, & Inyang, 2021).

Teaching with digital instructional materials and media like appropriate audio visual aids, such as computer, projector, slide and television TV will have a direct impact on students' achievements since their interests in learning are stimulated. Digital Audio visual aids consist of a wide variety of equipment and materials used by teachers in teaching and students in learning (Okechukwu, 2017). These are instructional materials used to teach students with human ideas that will allow the students to build effective understanding of the subject contents as well as interpretation and appreciations. Digital Audio visual aids make the learning experience dynamic, more concrete and realistic. The application of audio visual aids had been found to improve students' critical and analytical thinking (Ajoke, 2017). They are very crucial to the proper implementation of any curriculum used in the education process.

Studies also indicate that the application of digital audio visual aid is a factor that is necessary to convey teaching with available teaching aids that will improve students' academic performance (Adebayo & Toloruniu, 2020). Application of digital learning materials enhances learning of English language as well as improving academic standard of students. Nigerian policy on secondary school educational system will need to include the application of digital instructional materials to raise quality, efficiency and productivity of the teachers. But, this would not be possible if these digital instructional materials were not efficient for secondary schools. Ensuring the adequacy of digital audio-visual aids remains an issue in the Nigerian educational system. The acute scarcity of the learning material has constrained many secondary schools in the country from responding fully to new educational demands. It is on this premise that this study investigated the application of digital audio visual aids learning materials

encourage teachers to be active in teaching secondary schools' students at any particular time (Ali & Olujinmi, 2019). Indeed, Delta state has secondary schools in all the 25 Local Government Areas, only teachers working at government owned secondary schools in South Local Government Areas of would participate in the study. Also, only the teachers of English language subject in these senior secondary schools would participate as the respondents.

### **Statement of the Problem**

The established of digital audio visual instructional materials provide students the needed supportive input for teaching, learning and research. However, it has been observed and reported that the various secondary schools are not provided with adequate audio visual aids (Mohhele, 2020). Many schools find it difficult to purchase digital audio visual aids because they lack funds and this might affect teaching and learning activities in Nigeria secondary schools. It has also been reported that in some schools where these digital audio visual aids were made available, the teachers failed to put them into maximum use (Linake & Mokhele, 2020). Thus, the application of digital teaching aids suffers in the hands of uninterested teachers who might have lack the knowledge of computer, projector, slide and other e-learning teaching materials. The reason is that most of the teachers find it difficult to apply digital audio materials during classroom activities even when the materials had meaning to students understand (Egbuna, 2018).

The ability to apply digital audio visual aids to provide effective teaching and learning is being continually undermined and called into question because their application appears to have failed in many secondary schools across Nigeria. This called for the question; are there availability of digital audio visual aid to teachers, to what extent is the teachers level of application of digital audio visual aid in classroom teaching? What are the challenges encounter by teachers during application of digital audio visual aids in classroom teaching? What are the strategies used in applying digital audio visual aids in classroom teaching? The paper therefore, examines application of digital audio visual aid by teachers of English language in secondary school in Ika South Local Government Area of Delta State, Nigeria.

### **Aim and Objective of the Study**

The aim of the study is to investigate the application of digital audio visual aids for effective students' performance in English language in Secondary schools in Ika South Local Government Area of Delta State, Nigeria. The specific objectives of this study were to:

- Examine the availability of digital audio visual aids to the teachers.
- Determine the teacher ,s level of application of digital audio visual aids in teaching secondary school students.
- Identify the challenges teachers encounter in applying digital audio visual aids in teaching secondary school students.
- To determine application of computer/slide audio visual aids in teaching secondary school students.

### **Research Questions**

The following questions were raised to guide this study:

- what are the various available digital audio visual aids for teachers?
- To what extent does the teacher's application of digital audio visual aids teaching secondary school students?
- What are the challenges teachers encounter in applying digital audio visual aids in teaching secondary school students?
- To what extent does application of computer/slide audio visual aids affect teaching secondary school students.

## **Hypotheses**

Based on the aim and objective of the study, the following hypotheses were tested at 0.05 level of significance:

H<sub>01</sub>: There is no significance differences between the mean responses of respondents on availability of digital audio visual aids to teachers.

H<sub>02</sub>: there is no significant difference between teacher's level of application of digital audio visual aids in teaching secondary school students

H<sub>03</sub>: there is no significance differences between challenges teachers encounter and application of digital audio visual aids in teaching secondary school students.

H<sub>04</sub>: there is no significance differences between application of computer/slide audio visual aids and teaching of secondary school students.

## **CONCEPTUAL CLARIFICATION**

### **Digital Audio Visual Materials**

According to Kinder (2015) digital instructional materials is known as application of electronic materials that have all the necessary information needed to be used to transformed ideal and thinking to the students at appropriate time. Digital audio-visual materials are instructional devices which are used in the classroom to increase the individual student's learning experience through sight and sound (Grades fixer, 2019). These digital materials are obtained from the internet system through computer operating system and it applied by the teachers during teaching and learning process. Digital audio visual materials are those materials that contained information needed to educates students on positive moral knowledge that will make them useful to the society. Digital Audio-visual materials make teaching and learning appear more concrete, realistic and dynamic. Teachers need to incorporate instructional materials in their learning outcome may help the students to benefit maximally from the learning experience.

### **Availability of Digital Audio Visual Aids**

Digital audio instructional aids refer to all the audio visual materials the school acquired to teach students relevant source of information. This includes all the audio visual aids that are available in the internet at the same time find in the immediate school environment. Teachers need to know about all the digital audio visual aids that exists within internet as well their school and choose from these based on information or experience or their understanding of a situation or subject at the time. Being of importance the Nigerian educational system, especially amongst the

secondary schools, the availability of instructional materials or aids becomes an issue (Davies, 2019).

Teachers must be in constant search for new digital audio visual aids that should be applicable in the immediate school environment. Availability and adequacy of digital audio visual aids has been found to promote effective teaching activities which in turn improved the academic performance of students (Oni, 2014). However, the present decline in academic performance may be attributed to the poor learning environment created by non-available and inadequate visual material projector, computer, slide, and printer and photocopying machines. The non-availability and inadequacy of digital audio visual aids stems from the fact that the amount budgeted for these items and the general education budget are insufficient. This situation requires innovation on the part of teachers to create or improvise while the industries commercially produce relevant audio visual aids. Teachers should be able to improvise since these digital audio visual aids are not always adequate and available for teaching. Improvisation means creating a totally new or modifying an existing one to solve the problems of non-availability and inadequacy of audio visual aid required for teaching (Ofoefuna, 2016).

### **Application of Digital Audio Visual Aids**

The application of digital instruction aids is seen as a way of manipulating those acquired instruction (audio visual aids) during teaching activities. This may involve interactions such as observing, viewing and imitation in order to meet a perceived behavioral need or accomplish a particular learning task. It begins when the teacher becomes aware of the students' need to meet an expected behaviour, gathers information, analyzes and presents the information using digital computer aids to teach students. Teaching activities become understandable if appropriate teaching aids is use effectively during classroom interaction between teachers and students. The teacher uses computer and internet aids in the teaching and learning process to make it effective and accomplish the learning task (Faster, 2016). Effective teaching can be achieved through the appropriate selection and skillful manipulation of digital audio visual aids by teachers.

The teacher could use audio records on radio or pictures and films displayed on the television, computers in teaching. For an audio visual aid to be seen as effective, it should be simple to understand and manipulate during teaching as well as relevant to the lesson topic for which it is being used. The teachers and student need knowledge and creative skills to be able to create or improvise materials that will serve as audio visual aids. Teachers and students feel happy when they succeed in improvising aids with locally produced materials. Also, these locally produced aids are accessible and affordable. However, this can expose the teacher and students to some hazards because they are liable to error. The aids produced may not be durable because the teacher and students lack adequate professional training on improvisation Agun and Imogie (2017). The teachers and students also need to be exposed to the production of digital audio visual aids using available resources within the environment to transformed knowledge to the students.

### **Computers**

Computers are electronic devices that manipulate information or data (Okpala, 2012). These devices have adequate storage space to accommodate information typed in the system as a reference purpose or uses to both teachers and students in future. The ability of the computer is

to store, and process data inputted in the computer's hard disk. It can also be used to edit or create videos. Macgregor (2010) described the computer as a higher learning process that consists of digital circuitry that accepts (inputs), stores, manipulates and generates data (outputs) as numbers, text, graphics, voice, or electrical signals in accordance with instructions called programs.

Computers have made education interesting and the students have become more curious. The interest level of many students rise when they are allowed to work on the computer. Today, students simply need to use "Google" to find any information. Using the internet, students have a wider horizon to find relevant study materials. Government, education and organization websites hold volumes of information related to any topic being studied in school. The computer helps students to properly present and format their research. Using computers in instruction is hands-on for them as they require active involvement and participation. The use of such computer applications grants the students autonomy, makes them more equipped and well researched for their field.

Computers are also known to hasten the pace and efficiency of work. They have replaced the use of manpower in carrying out tedious and repetitive work. Work that can take days to complete manually can be done in a few minutes using a computer. This is made possible by the fact that data, instructions and information move very fast in the electric circuits of computers. They process trillions of instructions within a second. Without computers, learning would be restricted within the walls of institutions (Hanns, 2018).

#### Concept of Slide

Aleo (2020) said a slide is a single page or image shown in a slideshow. For example, when watching a picture slideshow of ten pictures, a single picture is considered a slide. With a presentation or program like Microsoft PowerPoint, a slide is one page of text, descriptions, or animations. For example, in the slide layout to the right, there are four slides shown. A slide is a single page of a presentation. Collectively, a group of slides may be known as a slide deck. A slide show is an exposition of a series of slides or images in an electronic device or in a projection screen. Before the advent of the personal computer, a presentation slide could be a 35 mm slide viewed with a slide projector or a transparency viewed with an overhead projector. In the digital age, a slide most commonly refers to a single page developed using a presentation program such as MS PowerPoint, Apple Keynote, Google Slides, Apache Open Office or Libre Office. It is also possible to create them with a document markup language, for instance with the LaTeX class Beamer. Slides keep an audience's attention during a presentation and provide additional supporting information in textual or graphic format.

### **Overview of Teaching and Learning with Digital Audio Visual Materials/Aids**

The teaching and learning process depends on teachers' awareness with method adopted during teaching and learning. Since students need to be prepared for adequate and experience, they need to obtain positive academic achievement for learning English language. They also need to obtain ideal and knowledge through the application of instructional aids in the classroom. Hence, teachers now employ many technological devices to make teaching process effective. Among such devices are audio visual aids. Chalkboards are among the foremost audio-visual materials that were being used in teaching (Apte, 2014). The use of educational technologies such as audio visual materials became pronounced from 1960 when the use of teaching materials was being

emphasized in the Nigeria school system. Secondary schools began to apply digital audio-visual materials when some of these electronic devices were introduced into the educational system.

A prior view that described teaching as a process of making an impact on presumed passive learners that knew little or nothing has changed to the current view that describes teaching as an attempt to facilitate the acquisition of the desired changes in attitude, knowledge, skill, values and ideas. In the past decade, scholars had described teaching as the various educational activities undertaken by more knowledgeable persons to enable others learn (Maduewesi & Azubuike, 2015). Some of the educational activities include motivating, guiding, supporting, counseling, reinforcing, instructing, discipline, etc. Today, teaching is seen as an important process that enables a society to train its young ones in a selected environment so as to adjust themselves to the world in which they live.

### **Challenges Teachers Encounter in the Application of Digital Audio Visual Aids**

Some of the challenges teachers encounter during the time of applying instructional teaching aids includes:

**Technical problems:** Something might burn out on your projector, or it might be blurry or hard to focus. When using a power point in presentation, font and colour may show up differently on screen or the music and sound might not play. DVD could be scratched or not compatible with your player.

**Space:** If you choose to use an instructional aid might be difficult for teacher to allocate space and time when the students failed to understand the teaching method. The reason why students and teacher cannot allot space is because students are engage in different learning procedure which may affect them at long run.

**Harmful Behaviour:** Students“ exhibit at school and home harmful behavior learnt on television and internet.

**Lack of Electricity:** In areas whereby power supply is limited when utilizing audio visual aids in teaching and learning. Student like using electricity to power the teaching aids like computer become difficult to access because many of them require electricity.

**The Lack of Funds:** based on income, most of the schools cannot afford to procure and maintain audiovisual aids because many of these aids are expensive. Other institution might have enough time to provide adequate instructional teaching materials for every classroom teaching and learning process since the needs of it become difficult or limited (Ilupeju, 2020).

## **THEORETICAL FRAMEWORK**

### **Application of System Learning Theory**

The system learning theory is applicable in educational settings. With the use of this theory, teachers will be able to mentor their students and promote good behaviours that can be imitated by:



Modeling behaviour for students. The first step in teaching a behaviour in the system learning theory is modeling that behaviour (i.e, learning by observing behavior). Instead of simply telling the students what they want them to do, teachers should model the behaviour by using:

- a live model with which the teacher demonstrates the desired behavior of the students who apply computer in their teaching and learning of English language.
- verbal instruction with which the teacher describes the desired behaviour in detail and instructs the students on how to engage in the behavior of students using computer/ slide as digital computer in teaching and learning process.

### **Review of Related Empirical Studies**

Okoh (2019) investigated the use of audiovisual materials in Teaching English Language, and as an aid in enhancing the attainment of teaching objectives in Senior Secondary Schools in Rivers State. Five hundred and eighty teachers were the subjects drawn from various schools in Port Harcourt and Omoku town. Research instrument used was the questionnaire and the result was analyzed using regression analysis. This result confirmed that audio visual materials readily available in schools are mostly radio, followed by projector and video. Furthermore, computer, internet facilities and telecommunication were hardly available showing that schools have no such audiovisuals for teaching despite the qualities they possess for making learning permanent and the increasing awareness of these materials in Nigeria. Based on the findings the paper recommended among other things, that stakeholders in Education and English Language should join hands to provide audiovisual materials in all the schools in Rivers State.

According to Chiekezie and Inyang (2021) the traditional way to teach English in schools is based on the grammar structure of the sentences that are focused on the writing and reading skills which are not enough for the learning process of English as a Second Language since the other two macro-skills which are listening and speaking are important as well. Most of the time when learning a language and speaking is not emphasized as it should be; students are afraid to make mistakes in their oral presentations, and many of them would have difficulties speaking English. If this problem was taken into account from the beginning of their learning process, the students would have more confidence when speaking because they would be more engaged in the classroom. This problem is presented in all ages, therefore, it is important to use different kinds of material in the learning process, but always taking into consideration the level and age of students. Their research aimed at showing the significance of audio-visual aids in the teaching of English vocabulary. The research shows that audio-visual materials are of incredible help in fortifying and encouraging the learning of a foreign language. This research concludes that the facilitator's uses of audio-visual aids during the development of the English class are effective for learners as it allows them to be engaged, communicate, interact, and share during the English class.

### **METHODOLOGY**

The design for this study is the survey design. The study was carried out in Ika South Local Government Area of Delta State. The population of the study consists of nine hundred and ninety-seven (997) male and female students in the twenty public secondary schools. A random sample of 40 Male and 60 female students were selected and this gave a total number of 100 drawn from the entire population as sample for the study. The researcher designed a structured

questionnaire containing 20 items based on four-point rating scale of frequency usage. The usage ratings were: Strongly agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The internal consistency of the instrument was computed using Cronbach Alpha Coefficient measure of internal consistency. Subsequently a value of 0.89 was obtained as the reliability index. The instruments were personally administered to the respondents. The entire instrument administered was returned. Data collected for the study were analyzed using mean and standard deviation, while t-test and analysis of variance (ANOVA) was used in testing hypotheses 1, 2, 4 and 4. The data collected whose mean are 2.50 and above were accepted, while mean below 2.50 were rejected. The hypotheses were tested based on 0.05 level of significance.

## DATA ANALYSIS

### Research Question 1

what are the various digital audio visual aids available for teachers?

Table 1: Mean Ratings on the availability of digital audio visual aids to teachers

| S/N | ITEMS: digital audio visual aids are available to teachers                           | X           | S.D         |
|-----|--|-------------|-------------|
| 1   | Is there availability of Video tape for teachers in your school.                     | 3.47        | 0.69        |
| 2   | Availability of pictures improve teachers teaching method in secondary schools.      | 3.43        | 0.69        |
| 3   | Availability of charts encourage English teachers to teach secondary school students | 3.17        | 0.63        |
| 4   | Availability of models enables English teachers to impart knowledge on students.     | 3.38        | 0.68        |
| 5   | Availability of boards enhances teaching and learning of English language.           | 3.72        | 0.74        |
|     | Grand mean   | <b>3.43</b> | <b>0.69</b> |

Table 1 calculated above shows responded view to all the items asked in the questionnaire under research question 1 which is availability of digital audio visual aids to teachers, from the table calculated, a total grand mean for both male and female students is 3.43 which is above mean rating score of 2.50 of decision rule with a standard deviation of 0.69 showing that digital audio visual aids are available to teachers are used effectively during teaching and learning in secondary school.

### Research Question 2

To what extent does teacher's level of application of digital audio visual aids in teaching secondary school students?

Table 2: Mean Ratings on teacher's level of application of digital audio visual aids in teaching secondary school.

| S/N | ITEMS: teacher's level of utilization of audio visual aids | X    | S.D  |
|-----|--|------|------|
| 1   | Overhead projector   | 3.43 | 0.69 |
| 2   | Slide projector  | 3.55 | 0.71 |
| 3   | Record player  | 3.55 | 0.71 |
| 4   | Displays   | 3.8  | 0.76 |
| 5   | Cassette   | 3.72 | 0.74 |
|     | Grand mean   | 3.61 | 0.72 |

Table 2 calculated above shows respondents view to all the items asked in the questionnaire under research question 2 are the teacher's level of application of digital audio visual aids in teaching and learning of secondary school students. From the table calculated, a total grandmean of both male and female students is 3.72 with a standard deviation of 0.74 which is above mean rating score of 2.50 of decision rule. This shows that the respondents strongly agreed that teachers apply digital audio visual aids in teaching and learning process in secondary schools.

### Research Question 3

What are the challenges teachers encounter in applying digital audio visual aids in teaching secondary school students?

Table 3: Mean ratings on the challenges teachers encounter in applying digital visual aids in teaching secondary schools' students.

| S/N | Items  | X    | S.D  |
|-----|--|------|------|
| 1   | Lack of time to create audio visual aids       | 3.57 | 0.71 |
| 2   | Inadequacy of relevant instructional equipment | 3.68 | 0.74 |
| 3   | Technophobia                                   | 3.82 | 0.76 |
| 4   | Proximity to library and information service   | 3.67 | 0.78 |
| 5   | Procrastination                                | 3.52 | 0.70 |
|     | Grand mean                                     | 3.65 | 0.73 |

Table 3 calculated above shows respondents view to all the items asked in the questionnaire under research question 3 are the challenges teachers encounter when applying digital audio visual aids in teaching and learning, from the table calculated a total grand mean of both male and female students is 3.65 with a standard deviation of 0.73 which is above mean rating score of 2.50 of decision rule. This shows that the respondents strongly agreed that teachers encounter challenges during the application of digital audio visual aids in teaching secondary school students.

### Research Question 4

To what extent does application of computer/slide audio visual aids affect teaching secondary school students?

Table 4: Mean ratings on the application of computer/slide audio visual aids affect teaching secondary school students.

| S/N | Statement   | X    | SD   |
|-----|---|------|------|
| 1.  | Computer help in storing information needed in teaching English language in secondary schools.                        | 3.13 | 1.05 |
| 2.  | Application of computer facilitated teaching and learning of English of English language in secondary school.         | 3.56 | 0.19 |
| 3.  | Computer help facilitates students learning ability during teaching and learning of English language.                 | 3.63 | 0.58 |
| 4.  | Slide projector reduce teaching and learning of period in the classroom.  | 3.25 | 0.81 |
| 5.  | Application of slide projector provide students with adequate understanding of English language in secondary schools. | 3.06 | 0.29 |

|                                      |             |             |
|--------------------------------------|-------------|-------------|
| <b>Grand Mean/Standard Deviation</b> | <b>3.33</b> | <b>0.58</b> |
|--------------------------------------|-------------|-------------|

Table 4 calculated above shows responded view to all the items asked in the questionnaire under research question 4 which is application of computer/slide audio visual aids affect teaching secondary school students, from the table calculated, a total grand mean for both male and female students is 3.33 which is above mean rating score of 2.50 of decision rule with a standard deviation of 0.58 showing that application of computer/slide audio visual aids affect teaching secondary school students.

## TESTING OF HYPOTHESES

H<sub>01</sub>: There is no significance differences between the mean responses of respondents on availability of digital audio visual aids to teachers.

Table 5: Summary of t-test analysis on availability of digital audio visual aids to teachers.

| Group  | NO | DF | X    | S.D  | T-cal | T. Crit. | Level of Significant | Decision |
|--------|----|----|------|------|-------|----------|----------------------|----------|
| Male   | 40 |    | 3.26 | 0.65 |       |          |                      | Accepted |
| Female | 60 | 98 | 3.43 | 0.69 | 1.2   | 1.98     | 0.05                 |          |

From the table 5 above, the mean for both male and female students is 3.26 and 3.43 and standard deviation also reveals 0.65 and 0.69, the t-calculated value of 01.2 is lower than the t-critical value of 1.98 of 0.05 level of significance. Therefore, the null hypothesis stated is accepted. This implies that there is no significant difference between the mean score of male and female students on the application of digital audio visual aids that are available to teachers for teaching and learning.

H<sub>02</sub>: there is no significant difference between teacher's levels of application of digital audio visual aids in teaching secondary school students.

Table6: Summary of t-test analysis on teacher's level of application of digital audio visual aids in teaching secondary school students.

| Group  | NO | DF | X    | S.D  | T-Cal. | T-Crit. | Level of Significant | Decision |
|--------|----|----|------|------|--------|---------|----------------------|----------|
| Male   | 40 |    | 3.76 | 0.75 |        |         |                      | Accepted |
| Female | 60 | 98 | 3.61 | 0.72 | 0.19   | 1.98    | 0.05                 |          |

From the table 6 above, the mean for both male and female students is 3.76 and 3.61 and standard deviation also reveals 0.75 and 0.72, the t-calculated value of 1.19 is lower than the t-critical value of 1.98 of 0.05 level of significance. Therefore, the null hypothesis stated is accepted. This implies that there is no significant difference between the mean score of male and female students on the teacher's level of application and digital audio visual aids.

H<sub>03</sub>: There is no significance differences between challenges teachers encounter and applying digital audio visual aids in teaching secondary school students.

Table7: Summary of t-test analysis on the challenges teachers encounter and applying digital audio visual aids in teaching secondary school students.

| Group  | NO | DF | X    | S.D  | T-Cal | T-Crit | Level of Significant | Decision |
|--------|----|----|------|------|-------|--------|----------------------|----------|
| Male   | 40 |    | 3.72 | 0.76 |       |        |                      |          |
| Female | 60 | 98 | 3.65 | 0.73 | 0.47  | 1.98   | 0.05                 | Accepted |

From the table 7 above, the mean for both male and female students is 3.72 and 3.65 and standard deviation also reveals 0.76 and 0.73, the t-calculated value of 0.47 is lower than the t-critical value of 1.98 of 0.05 level of significance. Therefore, the null hypothesis stated is accepted. This implies that there is no significant difference between the mean score of male and female students on the challenges teachers encounter in using audio visual aids during teaching and learning.

H0<sub>4</sub>: There is no significance differences between application of computer/slide audio visual aids and teaching of secondary school students.

Table 8 showing the t-score on hypotheses on the application of computer/slide audio visual aids and teaching of secondary school students.

| Group  | NO | DF  | X    | S.D  | T-cal | T. Crit | Level of Significant | Decision |
|--------|----|-----|------|------|-------|---------|----------------------|----------|
| Male   | 40 |     | 2.75 | 0.03 |       |         |                      |          |
| Female | 80 | 118 | 3.33 | 0.58 | 1.04  | 1.98    | 0.05                 | Accepted |

From the table 8 above, the mean for both male and female students is 2.75 and 3.33, standard deviation of 0.03 and 0.58. The observed t-calculated value of 1.04 is lower than the critical value of 1.98 at 0.05 level of significance. Hence, the null-hypothesis stated for the study is accepted.

## DISCUSSION OF FINDINGS

The findings of this study were arranged and discussed based on the research questions and hypothesis that guided the study.

### Availability of Digital Audio Visual aids to Teachers

Results in table 1, item calculated shows no significant to the questions asked in the questionnaire under research question 1. Therefore, findings indicate that overhead projector, slide projector, record player, displays and cassette are used by teachers during teaching and learning period in secondary schools. The finding is in line with Ofoefuna, (2016) who opined that teachers should be able to improvise since these audio visual aids are not always adequate and available for teaching. He said that creating a totally new or modifying an existing one to solve the problems of non-availability and inadequacy of digital audio visual aid required for teaching ought to come from the teachers since teachers implement the instructional digital audio visual aids in the classroom.

### Teacher's Level of application of digital Audio Visual Aids

Results in table 2, item calculated shows no significant to the questions asked in the questionnaire under research question 2. Therefore, findings indicate that teachers utilized video tape in teaching and learning process, teachers utilized pictures in their teaching and learning process. The findings show that teachers utilized charts during teaching and learning process in secondary school, teachers utilized models when teaching students in the class. The findings indicate that teachers utilized boards in their teaching and learning process. The finding is in line with Imogie (2017) who said that teaching activities become flexible if teachers apply digital audio visual aid in their day to day teaching activities.

### **Challenges Teachers Encounter in Using Digital Audio Visual Aids**

Result in table 3 showed all the items presented in table 3 have no significant difference in the mean responses of both male and female students. The findings show that lack of time to create audio visual aids affect teaching and learning, inadequacy of relevant instructional equipment prevent teachers from effective teaching and learning, the finding shows that lack of technophobia affect teachers' classroom management, while low proximity to library and information service affect teachers teaching and learning. Finally, the finding strongly agreed that procrastination is a serious challenge teachers encounter during teaching and learning in secondary schools. The finding is in line with Agbasi, (2015) who recommended that inability of the students and teachers to improvise digital audio-visual aids result to poor understanding of learning process.

### **Application of Computer/Slide Audio Visual Aids and Teaching of Secondary School Students**

Result in table 3 showed all the items presented in table 4 have no significant difference in the mean responses of both male and female students. The finding shows that computer help in storing information needed in teaching English language in secondary schools. application of computer facilitated teaching and learning of English of English language in secondary school, computer help facilitates students learning ability during teaching and learning of English language, slide projector reduce teaching and learning of period in the classroom. The finding shows that application of slide projector provides students with adequate understanding of English language in secondary schools.

### **CONCLUSION**

The study established that audio visual aids like boards and charts were always available for teaching English language in the secondary schools. The study also established that digital audio visual aids like charts and boards had high levels of application in teaching. On the other hand, digital audio visual aids like overhead projector, slide projector, record player, displays, cassette, recorder, video tape and cameras had very low levels of application during classroom teaching. The lack of time to create the digital audio visual aids, the inadequacy of relevant instructional equipment; technophobia; the proximity to library and information service and the lack of technological skills were challenges that hindered the application of digital audio visual aids.

Finally, digital audio visual aids like overhead projector, slide projector, record player, displays, cassette, recorder, video tape cameras and radio were not available for teaching English language in the secondary schools.

## Recommendations

The study recommends the following:

- Teachers should develop a better understanding on how to apply the various digital audio visual aids such as computers, projector slide records players etc for teaching English language in the secondary schools.
- There should be adequate provision of relevant and replacement of obsolete equipment affecting application of digital audio visual aids.
- There should be proper training to reduce technophobia among teachers in teaching and learning.
- The information resources/materials prepared by teachers should be simplified.
- The teachers should be encouraged to apply digital audio visual materials during classroom teaching.

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# EMPLOYEE PERFORMANCE OPTIMIZATION FOR QUALITY SERVICE DELIVERY IN TERTIARY INSTITUTIONS

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## ABSTRACT

The quality of education at all levels requires greater attention that will bring faster development of the education infrastructure, measures the extend teacher-pupil couple in school which will be made possible only with trained and qualified teachers. Quality in education requires institutions of learning in Nigeria to engage in a pursuit for efficiency and effectiveness. Meanwhile, optimization of potential is a fundamental element in institutional productivity and competitiveness. This paper explored the employee performance optimization for quality service delivery in the tertiary institutions. The paper revealed that employee optimization is information and the information provided by workforce optimization covers everything from predicting staffing needs and employee scheduling to matching the appropriate skills with appropriate tasks will bring about quality service delivery in the educational sector. The importance of quality education in nation building cannot be over emphasized because it will bring a significant change in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment and supplies); its objectives, curriculum and educational technologies; and its socio economic, cultural and political environment". The paper concluded that service quality is commonly noted as a critical prerequisite and determinant of competitiveness for establishing and sustaining satisfying relationships with employee. The paper further suggested that teacher education should be enhance for teachers to perform better.

**Keywords:** Employee, Performance Optimization, Quality Service Delivery, Educational Sector.

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## INTRODUCTION

In this paper we are going to talk about Employee Performance Optimization and Quality Service Delivery, before we start we are going to know what an employee is, an employee is a person employed for wages or salary especially at non-executive level. It is someone who gets paid to work for a person or company. In today's global competitive environment delivering quality service is considered as an essential strategy for success and survival. Even the public

sector organizations have come under increasing pressure to deliver quality services and improve efficiencies. Customer needs and expectations are changing when it comes to governmental services and their quality requirements.

However, performance is an act of presenting a play, concert action or process of performing a task or function, quality service practices in public sector organizations are slow and is further exacerbated by difficulties in measuring outcomes, greater scrutiny from the public and press, a lack of freedom to act in an arbitrary fashion and a requirement for decisions to be based in law. Because service delivery occurs during the interactions between contact employees and customers, attitudes and behaviors of the contact employees can influence customers' perceptions of service quality. Optimization is an act of making the best or most effective use of a situation or resource. In the past seven month, Nigeria has witnessed frequent strikes by lecture following lack of motivation in the profession. This has also become a serious concern to all education stakeholders in the country pressurizing for improved education service delivery in the country.

Quality service delivery is one of the key building blocks in any education system. Only if services are delivered with certain quality, will learners' access and use them and ultimately improve their knowledge and skills status. It is the ability to deliver what you promise or measure of the performance quality level delivered by service providers such as productivity, effectiveness. In simple terms, quality means performance according to standards or doing the right thing in the right way and at the right time. In education delivery, quality is considered as a degree of performance in relation to a defined standard of intervention known to be safe and have the capacity to improve education within available resources.

Given the challenges of resources constraints in low-income countries like Tanzania, quality of education services remains a major concern to the Ministry of Education and Vocational (MoEVT), The quality of education at all levels requires greater attention; this could be reflected in continued and faster development of the education infrastructure; measures to extend teacher-pupil contact time in grades one to four, and to ensure that only trained teachers work with the lower grades; increased recruitment and retention of teachers, and production of instructional materials; enhancement of the continuous professional development of teachers; and encouragement of local language literacy training (Nyirenda, 2007).

Quality improvements focus on identifying, implementing and maintaining the best instructional and organizational practices that ensure appropriate services to clients for positive education outcomes. No matter whether referring to input, process, outcome, or all of these, the definition of education quality may often be associated with fitness for use, the satisfaction of the needs of strategic constituencies (For example, policymakers, parents, school management committee, teachers, students, etc.) or conformance to strategic constituencies' requirements and expectations.

Quality in the educational sector is considered in terms of exceptionally high standards, consistency, fitness for purpose, value for money (accountability) and transformative effects. Onuh (2006) claimed that quality in education is a multidimensional concept which should embrace all functions and activities, teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and academic environment (UNESCO, 1998). This is why the major concerns of Nigerian educational system is how to ensure quality and high service delivery. The educational service delivery system needs substantial human and material resources with adequate and sustained quality assurance measures in order to live up to expectations (Atanda, 2007).

Meanwhile, present-day challenges to the education system require schooling systems to be aligned to achieve the highest possible returns in the public and private sectors. Similarly, one of the challenges facing the world is globalization which requires a nation to learn to be competitive if it is to be recognized in the global context. It is therefore necessary to quest for quality education, to necessitate human potential to be maximized in order for an education system match her counterpart in the global community. The Nigerian education sector has been under close scrutiny in recent times. Various shortfalls which have been identified have led to debate and research in order to seek relevant solutions to pertinent issues. One such issue is the optimization of educators' potential and management of performance, which are currently perceived to be inadequate and of a serious concern.

According to Edunews (2002) competitiveness in the global arena may portray Nigeria as a progressive and developing country that provides the world with quality school graduates and products but inwardly, the reverse is the case. Quality in education requires institutions of learning in Nigeria to engage in a pursuit for efficiency and effectiveness. Notably, optimization of potential is a fundamental element in institutional productivity and competitiveness. In striving for excellence, every institution of learning should enhance performance management in order to ensure its effectiveness and efficiency as well as to enhance the quality of its products. The universal goal of continuous improvement in quality of life is keyed to the enhancement of productivity.

In simplest terms, performance improvement is measuring the output of a particular business process or procedure, then modifying the process or procedure to increase the output, increase efficiency, or increase the effectiveness of the process or procedure. The assumption is that, it helps to boost employee engagement and performance. Engaged employees stay longer, actively involve themselves in the workplace and produce better results. Improving levels of employee engagement is key to boosting productivity and maximizing. It is on this premises that the researcher quest to investigate the impact of performance optimization for quality service delivery in the educational sector.

## **CONCEPTUAL CLARIFICATION**

### **Performance Optimization**

Performance optimization is the process of modifying a system to amplify its functionality, thus making it more efficient and effective. Pretty much everything today can be optimized, and performance optimization is necessary from the frontend-facing application that runs on the client side to the invisible infrastructure that powers distributed systems. Optimization and observability go hand in hand in the sense that optimizing performance first requires that you have visibility. When a system is observable, you're able to know the current state/behavior of the system and where performance bottlenecks exist. If a team lacks this insight into their system, they will resort to guessing, so observability plays a key role in managing and optimizing performance (Amsterdam, 2021). However, just like the famous quote "If you cannot measure it, you cannot improve it," if you do not have the right metrics, you cannot optimize a system.

Performance consideration should be factored into every part of the development cycle. This means that you should be aware of performance issues in your design and implementation. This does not mean, however, that you should try to optimize performance in the first iteration.

Optimizations that complicate the design or implementation should be left until the final iteration of your application. However, you should plan for these performance optimizations from your first iteration to make it easier to integrate them later. The single most important aspect of performance optimization is knowing what to optimize.

To improve the performance of your application, you must fully understand exactly what areas of your application have performance problems. You must also fully understand the causes of performance problems. It is a continuous process that involves planning, developing, monitoring and rewarding to maximize individual performance in order to improve organizational effectiveness and accomplish the organization's mission and goals. Performance optimization is a corporate management tool that helps managers monitor and evaluate employees' work. Performance optimization goal is to create an environment where people can perform to the best of their abilities and produce the highest-quality work most efficiently and effectively (Tardi, 2021).

The process is also used to define what effective performance looks like and develop processes to measure performance. However, instead of using the traditional paradigm of year-end reviews, performance management turns every interaction with an employee into an occasion to learn. Focusing on continuous accountability creates a healthier, more transparent work environment, and emphasis on regular meetings can improve overall communications. Because performance management establishes concrete rules, everyone has a clearer understanding of the expectations. When expectations are clear, the workplace is less stressful. Employees are not trying to impress a manager by doing some random tasks, and managers aren't worried about how to tell employees that they are not performing well. If the system is working, they probably know it already.

Optimization is the selection of a best element (with regard to some criteria) from some set of available alternatives. Maximizing students' academic performance in a world class university is a critical tool to improve students' achievement. Strategies within schools include flexible scheduling, additional tutoring, and smaller classes to ensure more individualized attention. Under the right conditions, extended academic learning time has a positive impact on student achievement in schools that serve low-performing students. Regardless of this, there has always been a tendency in making a direct correlation between a student's academic achievement and intelligence level. Whilst this may be true, but such assumption could be plainly too simplistic as there are other contributing factors which could significantly influence a student's academic performance (Agarana & Ehigbochie, 2015).

## **Employee Performance Optimization**

Employee performance optimization also known as Workforce Optimization (WFO) is defined as “a business strategy focused on balancing customer satisfaction, service levels, workforce scheduling, operational costs and other key performance metrics in order for a business to get the maximum benefit out of the employees working for them at any given time. In other words, workforce optimization is an overall approach combined with the necessary applications and tools to put it into practice. It is a concept to help you become more efficient and effective as your business grows, and keep all aspects of an institution working together in harmony. At its core, it is understanding how employees work and how to best leverage their skills to reach greater organizational goals.

Employee optimization is information. While it is working smarter, it is also working better and faster, with the right resources in the right place at the right time, and the right supporting technology providing the right data. It is connecting all the dots between the information and the people who need it most. The information provided by workforce optimization covers everything from predicting staffing needs and employee scheduling to matching the appropriate skills with appropriate tasks. It relies heavily on both your human resources and technology resources by linking every part of your organization together, automating processes that were previously manual to eliminate errors, and streamlining decision-making.

### **Quality Service Delivery**

Service quality is the difference between a consumer's perception and expectation of a service. Seth et al. (2005) defined service quality as the ability for service providers to match expected service with perceived service to achieve customer satisfaction. Service quality is also defined as the comparison stemming from what customers feel a company is supposed to offer and the actual service performance of the company. Quality is the lifeblood of service delivery firms, bringing increased customer patronage, competitive advantage and long-term profitability. Egemuze-Paul (2021) citing Grönroos (1982) reported that services are non-stoppable interactions that involve both customer and service providers. These services may be considered as superior non-touchable services but do require tangible resources and any valuable instruments that will facilitate the process of solving problems for customers.

Service quality as the process where customers conduct a comparative analysis of the entire services being provided. While Sureshchandar et al. (2002) insisted that service delivery organizations can gain a successful competitive edge over competitors through good service quality. However, a good administration that focuses on well trained staff, valuable program offering and it's. There are two major goals for optimizing the performance of any system: speed and efficiency. We optimize to make systems do more work per time run or optimize to use available resources more efficiently. Influence on customers, are also components of quality dimensions (Naidoo, 2011). Top management deems it necessary to invest time, energy, required training and resources to keep their staff sensitive and customer centric (Khan & Fash, 2014; Naidoo, 2011; Schneider et al., 2005).

The importance of quality education in nation building cannot be over emphasized. The Federal Ministry of Education (FRN, 2003) insisted that university education performed its role as an instrument of national development creditably from the colonial era up to the 1970s, before quality and standard challenges became very pronounced in the 1980s because government embarked on the expansion of the university system without corresponding resource provision. One believes that quality education in every nation depends on the availability and adequacy of four fundamental resources namely: the human, the physical, the material, and financial resources. This is why the proponent of human capital theory insists that human resources are the most important of all global resources. Implicitly, the infrastructure and facilities will be of no relevance without the right types of human-beings who will use them. The achievement of the school is recognized by the quality of instruction given to the students as well as the output produced in form of graduates and these are carried out by qualified human efforts.

Human resources in Nigerian universities comprise of lecturers, non-lecturers or support staff members and the students. Ejiogu (1990) stated that the quality of education in any given

society depends considerably on the number and quality of personnel who are educators. Supporting this view, Jennifer (2003) posited that teacher quality is the most important school-related factor that tends to influence students' achievements. Quality of teaching stock makes the evidence in their research output and service delivery hence the Nigeria Policy on Education (FRN, 2004), insisted that the teacher is the major determinant of education quality when it states that "no education system can rise above the quality of its teachers". To attain internal efficiency and effectiveness, adequate quality and quantity of human resources, physical material and financial resources are therefore required. For the provision and maintenance of these resources, the crucial role of financial adequacy cannot be overemphasized. Funding has remained a major issue in the Nigerian education system over the years.

Measures to promote university education and improve the quality to meet the challenges of a constantly changing environment are often constrained by under-funding and inadequate financial resources among other factors (Akinkugbe, 2001). Nigerian universities suffered a progressive erosion in the purchasing power of their budget. Quality of service can be understood as a comprehensive customer evaluation of a particular service and the extent to which it meets their expectations and provides satisfaction (Al-Jazzazi & Sultan, 2017). Mualla (2011) stated that banks amend, develop and, create effective strategies to determine the different parameters influencing service quality, in order to increase the number of their customers based on the competitive market situation by evaluating customer satisfaction with respect to the various dimensions that influence service quality.

## **Quality in Education**

Quality in Education is a concept which is rapidly evolving over time but has also different emphases according to different national education systems, cultures and the players in the system including students, teachers, policymakers, the business and staff unions. According to Coombs (1995), one of the earliest commentators in this area, "Qualitative dimension means much more than the quality of education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. Quality also pertains to the relevance of 20 what is taught and learned - to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment and supplies); its objectives, curriculum and educational technologies; and its socio economic, cultural and political environment".

According to UNESCO, quality in higher education is a multidimensional concept which should embrace all functions and activities of a university, including, teaching, academic programmes, research and scholarship, staffing, students, building, facilities, equipment, services to the community and the academic environment. Materu (2007), opined that quality implies a relative measure of inputs, process, outputs or learning outcomes. The quality of university graduates could be measured by how well they have been prepared for life and for service to society in various spheres of human endeavour. It may also be considered on the basis of how good and efficient the teachers are, how adequate and accessible the facilities and materials needed for effective teaching and learning are, and how prepared the graduates are for meeting the challenges of life and for solving the problems of society.

## **Tertiary Education**

National Policy on Education (2014) defined Tertiary Education as the Post -Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such institutions as may be allied to them. According to Adeyemi (2001), the Tertiary Education refers to a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market.

Obanya (2019) views tertiary education as “Higher Education is taken to embody all organized learning and training activities at the tertiary level. This includes conventional universities, those with the conventional arts, humanities and science faculties as well as specialized universities like institutions specializing in agriculture, engineering, science, and technology. It also includes post-secondary institutions such as the polytechnics and colleges of education. Obanya (2019) further writes that the “Tertiary Education includes all forms of professional institutions drawing from the available pool of persons who have completed a various forms of secondary school education: Institution of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes. Even this wide spectrum does not exhaust the possibilities of forms of Tertiary Education such as non-formal higher education. Indeed, any situations in which mature persons are organized for building up their knowledge and skills, to apply knowledge to the analysis and search for solutions to life problems.”

Tertiary Education, including professional education has the following aims:

- the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies;
- the development of the intellectual capacities of individuals to understand and appreciate environment;
- the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;
- The acquisition of an overview of the local and external environments.
- Enculturation and progressively equipping the individual, the socio-cultural skills that should enable one to fit neatly into one's immediate society.
- Acculturation, progressive exposure to outside influence from which one can intelligently borrow from to expand the horizon provided by one's immediate society.
- Intellectual skill acquisition, for the pursuit of self-development through the acquisition of knowledge in a variety of forms and by a variety of means.

According to Ojo (2016), the primary aim of the tertiary institution is to awaken or quicken the human potentials. These potentials are developed through:

- Affective traits development, progressively improving on the imbibe attitudes, values, and other behavioral traits that facilitate one's relationships with fellow human beings as well as one's capacity for continuous self-employment.

- Manipulative and psychomotor skills development, progressively awaking the physical powers of the individual, and progressively working towards a perfect coordination of activities of the body with those of the mind.
- Inculcation of lifelong learning skills (also called learning-to-learn skills), a constellation of activities, habits, mind-set, etc. that predispose one to develop the spirit of inquiry and a perpetual thirst for knowledge.

The Nigerian tertiary education is the largest in Africa with millions of students. The Nigerian tertiary education comprises polytechnics, colleges of education, universities, etc. The Federal government of Nigeria has established the following agencies as the external supervising agencies to oversee the various higher institutions in the country:

- National Universities Commission,
- National Commission for Colleges of Education
- The National Universities Commission is a parastatal under the Federal ministry of education.
  - granting approval for all academic programmes in Nigerian universities;
  - ii. granting approval for the establishment of all higher educational institutions offering degree programmes; and
  - Ensuring quality assurance, through regular accreditation, of all academic programmes in universities.
  - Advising the federal Government on the establishment and location of universities, creating new facilities and post graduate units in the universities.
  - Advising Government on the fundamental needs of the universities.
  - Carrying out periodic plans on the general programme to be pursued by universities staff.
  - Preparing periodic plans on the general programme to be pursued by the universities
  - Receiving and disbursing Federal grants to Federal Universities.
  - Establishing and maintaining the minimum academic standards. The audit role and the supervisory functions of NUC has indeed contributed to the quality and sustainability of higher education in Nigeria.

The Commission was established in 1962 with the task of developing and managing university education in Nigeria. Its functions include:

The Role of National University Commission (NUC forthwith) in system performance cannot be overlooked. As an external quality assurance agency of the Nigerian University System, it has the following roles; The National Commission for Colleges of Education is a parastatal of the Federal Ministry of Education established by Decree 13 of 1989. The establishment of the Commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since its inception, the Commission has continuously pursued the goals of quality assurance in teacher education. It has continuously reviewed and standardized the curriculum of colleges of education in the country (NEEDS, 2014).

Established by Act No. 9 of 1977, the National Board for Technical Education is a parastatal of the FME specifically created to handle all aspects of technical and vocational



education falling outside university education. The Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post-secondary school levels. It is also involved in funding of polytechnics owned by the Government of Nigeria. Ene (2016) submits that the Nigerian government in the bid to ensure quality in tertiary institution, established commission like the NUC, National Commission for Colleges of Education, (NCCE forthwith), and National Board for Technical Education (NABTE forthwith). These commissions and the Board are mandated to ensure quality education in Nigeria tertiary institutions (NEEDS, 2014).

Noun (2012) submits that Concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident by the quality of graduates produced by these institutions. Mohammed & Gbenu (2017) and Obayan (2019) observe that the quality of education offered by higher education institutions in the recent times has deteriorated substantially.

### **Dimensions of Service Quality**

Service quality can be measured using five dimensions: tangibility, reliability, assurance, responsiveness, and empathy:

**Tangibles:** Tangibles are seen to be perceptible by touch or a visible existence. Information and Communication Technology (ICT), tool, sites, company's employees and any visible facilities form the tangible dimension of service quality. However, these tangibles are applied in various ways by the service providers and are perceived and experienced on different levels by the end users. Tangibles are especially important to service delivery firm's as they are crucial variables to developing strong, positive and inspiring customer association and experience, through its proprietary assets (Naidoo, 2014). Tangibles are the physical features of the service being provided, such as the appearance of the building, cleanliness of the facilities, and the appearance of the personnel.

**Reliability:** The process in which service provider remains faithful in rendering services to its customers can be considered as the reliability dimension of service quality (Khan & Fasih, 2014). Reliability assures the customer of a service provider's ability to consistently provide a perceived quality of service. Reliability has an impact on trust and the overall impression left in the mind of a customer after service consumption (Abd-El-Salam et al., 2013). The reliability dimension of service quality is vital and perceived through the people aspect of service quality (Kaura, et al., 2012). Reliability is defined as the probability that a product, system, or service will perform its intended function adequately for a specified period of time, or will operate in a defined environment without failure.

**Assurance:** Is the process of acquired knowledge being showcased by staffs in executing their term of preferences during service delivery can be highly assuring to customers. This gives customers the confidence that the service delivery representative will perform his/her duty professionally and ethically. Naidoo (2014) argued that not all customers have the expertise to understand the quality of service and values they received, and as such may require effective communication or personal explanations to understand the value they receive. This service quality dimension is performed through the people aspect of service quality (Kaura et al., 2012). Service quality assurance is the ongoing process of monitoring, analyzing, and improving your

team's customer conversations. It's a crucial final pulse check at the end of the customer experience that helps you measure the quality of services your team is providing. Assurance is defined as knowledge and courtesy of employees and their ability to convey trust and confidence. It is a combination of the following: Competence (having the requisite skills and knowledge); Courtesy (politeness, respect, consideration and friendliness of contact staff); Credibility (trustworthiness, believability and honesty of staff) and Security (freedom from danger, risk or doubt).

**Empathy:** Is the ability for service delivery firms to pay attention to individual customer problems and demands, then address these issues effectively. Khan and Fasih (2014) also argued that the way the company takes responsibility to address problems faced by their customers on an individual or group level is classified as empathy. This service quality dimension is perceived through the people aspect of service quality (Kaura et al., 2012). To use empathy effectively, employee need to put aside their own viewpoint and see things from the other person's perspective. Then, they can recognize behavior that appears at first sight to be over emotional, stubborn, or unreasonable as simply a reaction based on a person's prior knowledge and experiences. Empathy concerns with caring and individualized attention the firm provides its customers. It is a combination of the following: (1) Access (physical and social): approachability and ease of contact. (2) Communication: keeping customers informed in a language they understand and really listening to them. (3) Understanding the customer.

**Responsiveness:** The process in which service providers react quickly to resolve customer problem positively within a given time is called responsiveness (Blery et. al., 2009). This dimension of service quality is perceived through the people aspect of service quality. However, information technology advancement like emails, webpage and customer service interface improves the responsiveness of service delivery firm (Kaura et al., 2012). Responsiveness refers to speed and timeliness of service delivery. It also includes willingness and readiness of employees to provide service. It concerns ability to provide appropriate information to customers when a problem occurs. It includes prompt response, prompt services and quick problem solving.

### **Effect of Employee Performance Affect Service Quality**

Performance of employees can affect the quality of service and it is known that the effectiveness is an indicator that has the greatest influence than other indicators on service quality. A study by Kaura et al. (2012) shows that employee performance has positive direction and significantly influence the service quality. Quality of service is an important element in the effort to improve an employee. One of the factors that affect the quality of service can be said either the performance of employees. Improving the performance of human resources is very important in the effort to improve services to the community. Performance of employees can affect the quality of service and it is known that the effectiveness is an indicator that has the greatest influence than other indicators on service quality.

Performance of employees (achievement performance) is the work of quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him (Mangkunegara 2010). The opinion can be interpreted that the performance is the achievement of production in the form of quality and quantity of a goods and services through work processes undertaken by employees based on the duties and

responsibilities that have been given previously. Higher employee quality, will result in performance achievement that can give satisfaction to work environment and society. Quality of service is the result of interaction from various aspects, namely service system, service provider, service strategy and customer (Dwiyanto, 2006). A good public service cannot be separated from HR or employee performance. Related to the performance of employees, disclosed that in the science of management there are 6 (six) management elements known as 6M consisting of Man, Money, Material, Method, Market and Machine. Companies or organizations that want to improve the quality of service then the main thing that must be rearranged or updated is by improving the quality of employee performance (Hasibuan, 2002).

## **CONCLUSION**

The paper was concluded that service quality is commonly noted as a critical prerequisite and determinant of competitiveness for establishing and sustaining satisfying relationships with employee. An employee generally uses certain criteria to evaluate service quality by examining reliability, responsiveness, assurance, empathy and physical aspects. Performance of employees can affect the quality of service and it is known that the effectiveness is an indicator that has the greatest influence than other indicators on service quality. So, quality of service is the result of interaction from various aspects, namely service system, service provider, service strategy, etc.

## **Suggestion**

The following points were suggested to tackle the challenges facing employee performance optimization for quality service delivery in tertiary institutions:

- Management should ensure that Teacher education be enhance in order for them to perform better;
- Teacher should be provide with adequate resources in order for quality service delivery in tertiary institution;
- Management should ensure that teachers have full state certification or licensure;
- Management of organizations should practice inclusive culture at workplace to enhances employee engagement and innovation, creates a sense of belonging, improves the employee experience, enhances innovation and improves leadership skills and abilities;

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# AN APPRAISAL OF THE NEXUS BETWEEN LAW AND LEADERSHIP: A NEW DAWN FOR LEGAL EDUCATION IN NIGERIA

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## ABSTRACT

This paper examines the nexus between law and leadership, particularly as it pertains to legal education in Nigeria, against the backdrop of recent trends by Faculties of Law and law Schools in the United States, incorporating the teaching of leadership skills into their curriculum. The research method used is a doctrinal method that involves the recovery of primary and secondary materials related to legal issues raised in the paper. It was concluded that the world is now a global village where one's geographical location is no longer a barrier to securing employment. This has also contributed to a high level of competitiveness in the labour market, thus for Nigerian lawyers to compete favourably with their counterparts in other jurisdiction, their level of training on leadership and other skills should be at par with candidates from other jurisdiction. It is therefore recommended that faculties of law of the various Universities in Nigeria and the Nigerian Law School should explore the option of educating their students on leadership roles they would be expected to play in an increasingly complicated profession with a global reach by introducing leadership training into their schools' curriculum.

**Keywords:** Law, Leadership, Legal Education.

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## INTRODUCTION

Law is not static; it is a constantly evolving concept. Since the judiciary is the third organ of government, judicial officers are recruited from among lawyers, who obtain the necessary legal training and, in most, if not all, jurisdictions, are licensed. One has to pass a lot of tests/exams before one can practice law. Given this, it is no exaggeration to state that the quality of Nigerian lawyers and judges, today, reflects the quality of the legal education they received. In Nigeria, law faculties of various universities educate lawyers alongside the Nigerian Law Schools, and the faculties and Law School are under the supervision of the Council for Legal Education and are responsible for legal education in Nigeria as provided for in Section 1(2) of the Legal Education (Consolidation) Act 1976 (Amendment).

It is worth noting that in the United States, quite a few leaders, especially presidents, were also lawyers. The most popular of them were:

- John Adams;

- Thomas Jefferson;
- Abraham Lincoln;
- Franklin Delano Roosevelt;
- Bill Clinton; and
- Barack Obama (Half, 2015).

In fact, available data indicates that about 25 of the 45 presidents of the United States presidents have been lawyers, and that the high number of members of the United States Congress are lawyers (Baylor University, 2022). In the case of Nigeria, since the time of colonial rule, Nigerian lawyers have held positions of authority and leadership roles in the government. Among them were Chief Obafemi Awolowo, Chief Samuel Akintola, Chief Remi Fani-Kayode, Chief Bode Thomas, Chief Theophilus Benson, Teslim Elias, Judge Adetokunbo Ademola, Professor Yemi Osinbajo, Aminu Tambuwal, Simon Lalong and Nyesom. Wike, Babatunde Fashola, Sullivan Chime, Godswill Akpabio, Liyel Imoke, Ibrahim Shema (Adedimeji, 2015). Our society, both nationally and globally, suffers from a lack of leadership. Combining a strong substantive vision with the ability to get things done requires the smartest, toughest, most ethical, among us (Heinemann, 596).

This paper examines the relationship between law and leadership, particularly as it relates to legal education in Nigeria, in the light of recent trends in United States with law schools incorporating leadership education into their curricula. The paper is divided into his six segments. The first segment contains the introduction. The second segment provides an analysis of some of the concepts discussed in this paper, and the third segment describes some of the legal theories that form the basis of legal education, the fifth segment embodies the conclusion drawn from the analyses while one or two recommendations are encapsulated in the sixth segment.

## CONCEPTUAL CLARIFICATION

### Concept of Law, Leadership and Legal Education

The term "law" has several definitions and can be interpreted differently depending on where one approaches it. There are several theories about the meaning of law, and these theories are correct as far as their proponents attempt to explain them. However, it can be difficult to find a comprehensive definition that is widely accepted by legal scholars. For the purposes of this paper, the various meanings of "law" emphasised by Garner (2009) will be adopted. He defines "law" as:

- The regime that orders human activities and relations through systemic application of the force of politically organized society, or through social pressure, backed by force;
- The aggregate of legislation, judicial precedents and accepted legal principles; the body of authoritative grounds of judicial and administrative action;
- The set of rules or principles that the courts of a particular jurisdiction apply in deciding controversies brought before them; the set of rules or principles dealing with a specific area of a legal system;
- The judicial and administrative process; legal action and proceedings;
- A statute;
- The legal profession (Garner, 2009, p. 962).

A common thread that connects the meanings of law highlighted above is that it is a set of rules or principles that govern human behavior or interactions. There are about 1,500 definitions of

leadership, supporting the view of Owili (2016) that 'leadership' is a heterogeneous subject, whose definitions have spawned a veritable cottage industry of commentary. Smith and Marrow (2008) argue that at the most basic level, leadership is about bringing about change, and management focuses on creating processes to achieve predictable results. It is believed that leadership refers to an individual's "ability to influence, motivate and enable others to contribute to the effectiveness and success of their organizations" (Abe and Adetoye, 2014). This includes the ability to persuade others to accept and act on one's ideas (Monopoli & McCarty, 2016). James (2011) defines leadership as "the process of influencing and persuading others to achieve common goals".

There is an abundance of literature on what leadership entails and the principles one is required to imbibe in order to be a successful leader. One of the most profound scholarly work on the principles of leadership is by Maxwell (2022) who highlighted the 21 (twenty-one) irrefutable laws of leadership as; the law of the lid, the law of influence; the law of process; the law of navigation; the law of addition; the law of solid ground; the law of respect; the law of intuition; the law of magnetism; the law of connection; the law of inner circle the law of empowerment; the law of the picture; the law of buy-in; the law of victory; the law of the big MO; the law of priorities; the law of sacrifice; the law of timing; the law of explosive growth and the law of legacy.

Oyediran (1980:4) has canvassed the view that "leadership occurs in all groups, however small or large. Even though many factors influence it, at least three conditions are necessary for its emergency, whatever the size of the group. The first condition is that there must be a group within which leadership occurs; secondly, that group must have a common task or objective; thirdly, within that group, at least one member must have responsibilities which differ from those of the other members. The skills and attributes required to make one a good leader, which many great lawyers possess, include empathy for others; strong communication and analytical skills, negotiation, persuasion and conflict-resolution skills; high ethical standards; vision and diplomacy (Half, 2015).

Having these qualities, according to Half (2015), would make one naturally fit into the position of senior management and leadership roles. One would not be out of place to state that a leader is one who possesses the above highlighted attributes or qualities. Thus, a leader is "someone who acts as a guide, a directive head or chief, for example a political party; someone who, or something that, leads a body of moving troops, animals, et cetera; someone that holds first place; a counsel who leads in a case (Babcock, 1993). However, leadership is not about running things or being in charge; it's about vision, voice and change (Madison, 2015, p. 3).

Legal education is a rigorous intellectual experience; in addition to learning how to think like a lawyer, a student would have to develop deep historical and theoretical understanding of law and its development (Duke Law School, 2022), Legal education has a number of theoretical and practical aims, and the emphasis placed on the objectives of study differs from period to period, from place to place and even teacher to teacher (Glendon, Sheridan and Alford, 2022). The objectives of legal education are to: familiarise students with legal terminology and institutions in a distinctive way that justifies the law; learn about the legislative process; dispute resolution; study government structures and the organisation of courts, including the appeals system and other decision-making bodies. Another goal is to understand the law and its social, economic, political and scientific context (Glendon, et al., 2022).

### **Theoretical Basis of Legal Education**

There are four main theories in law. Natural law theory, Legal Positivism, Legal Realism, sociological theory. Natural law theory emphasises the moral aspects of law and recognizes that universal moral principles are the primary source of effective law. These moral principles limit the

power of rulers by setting standards of legality. Major proponents of this theory include Aristotle, Cicero, Aquinas (Burge, 2021) and (Finnis, 2012). Legal positivism not only recognises positive law as the only true law, but also rejects the moral and historical aspects of law as sources of effective law (Taylor, 2020). The principal proponents of this school are H. L.A. Hart, Jeremy Bentham, John Austin.

Legal Realism, advocated by Oliver Wendell Holmes and others, pays more attention to "actual law" than "law in a book," that is, law in reality. Law is what lawyers and judges actually do in their legal practice, and need not be some legal theorist's opinion of how they think of law (Holmes, 1897). Sociological ideology holds that the relationship between society and law is that law affects society as a whole, so changes in society affect laws or legal systems, and vice versa (Moncy, 2020). According to Moncy (2020), this school of thought or theory is based on the fact that all legal provisions, justice, equality, solidarity and other fundamental principles, rights of people and nations are based on the interests of everyone in society. In other words, the state controls the law, but the law itself serves the people.

In addition to the four main theories, four sub-theories have evolved, including Critical Legal Studies and Feminist Legal Theory (Fisher, 2008). This paper considers these various theories and concludes on whether there is a need to integrate leadership training into legal education in Nigeria and which legal theory or theories best reflect the nature of legal education. It is interesting to note that legal realism played a significant role in the evolution of legal education, and the proponents of legal realism argued that law could not be taught as an autonomous discipline; as to do so would be to teach students paper rules that have no impact on the decisions judges reach. Thus, in order to teach law students how to be effective as lawyers, they should be taught the sort of things that actually lead judges to reach the decisions that they do, train them on how to influence a judge's decision by presenting to the judge the implications of different decisions in the society (Coleman, 1995, p. 2587), not just the parties before the judge.

### **Law, Leadership, Legal Education and Emerging Global Trend**

Kalu (2011b) has argued that only good leaders can make good laws and "when a leader is nobler than his people, the nation becomes great; when the people are nobler than their leader, disaster is certain. The crucial and major challenge confronting Nigeria and other developing countries of the world, is leadership, and the issue of getting the right leadership to propel good governance has been a recurring challenge in Nigeria and developing countries in general (Anekwe, 2020, p. 1). Anekwe (2020) has pointed out that the history of a great nation is linked to purposeful leadership; the trouble with Nigeria is a failure of leadership and she identified some of the challenges to leadership in Nigeria, to include; lack of rule of law; absence of accountability and transparency; corruption, lack of ideology (pp. 1-3). Abe and Adetoye (2014) identified a leadership and governance challenge in Nigeria as the lack of rule of law, lack of development-oriented leadership, lack of accountability, lack of transparency and electoral fraud (p. 107).

As Olagbegi-Olaba (2019) pointed out, Nigerian leaders in most cases fail to follow set rules, particularly with respect to complying with court orders, and within the norms of a particular institution (p. 207). Eliminating bad leadership and corruption in Nigeria requires strong ethical leadership; community leaders who put service, justice, integrity and fairness at the heart of their decision-making (Anekwe, 2014). It has been suggested that there is a natural link between legal education and leadership (James, 2011). Madison (2015) postulated that while lawyers can be leaders, leaders can also be lawyers, and that the path to leadership can begin in law school. According to Billions, leadership qualities are relevant and important to a professional's success in



legal practice as well as a law student's success in a typical law school (2018, p.23). Leadership skills are taught and people can be effectively supported in developing these skills.

The goal of legal education is to train lawyers to serve wherever they are: whether in universities, law firms, courts, corporations, government agencies (LeDain, 1961). It has been argued that legal education has a moral imperative to shape society (Saha & Kaushik, 2019). This is best seen in the mission statement of the University of Illinois Law School;

Preparedness for the legal profession requires, not only knowledge of the law but the skills and willingness to take on leadership roles. Today's legal profession involves interaction with a complex set of legal issues, people and relationships and, accordingly, requires lawyers to develop and utilize strong leadership skills. (University of Illinois College of Law, 2022).

Legal education in Nigeria is modeled after the UK, so it is not surprising that Nigeria also has a Council of Legal Education. Nigeria's colonial history with Britain is heavily connected with the Nigerian legal system, which is modeled after the British legal system. After the Federal Government of Nigeria established a Committee headed by E. I. G. Unsworth, in 1959, the Committee's recommendations, which have been implemented and ushered in a new era in legal education in Nigeria, are:

- The University of Ibadan should establish a Faculty of Law first, followed by other faculties.
- A law school should be established.
- A Legal Education Council should be established.

There is no doubt that legal education in Nigeria has come a long way, and the long existence of the Nigerian Law School proves it. The aim, and mission, of the Nigerian Law School is to adopt skill-based interactive and clinical methods of learning that would adequately prepare the graduates for their roles as lawyers to function as teachers, advocates, solicitors, advisers, leaders in private enterprises and public service (The Nigerian Law School, 2022). In 2013, the Council for Legal Education and the Nigerian Law School celebrated their 50th anniversary. It's not all smooth-sailing. As advocated by Ajogwu (2014), legal education in Nigeria has undergone evolving conceptual trials and turmoil, and legal practice has changed significantly since its inception. In agreement with Ajogwu's position, it is submitted, here, that the evolution of legal education is not peculiar to Nigeria; with the introduction of novel concepts that create legal issues, new generation of lawyers must be well-equipped to deal with these issues and the best time to prepare them for the challenges they are likely to face in the real world, is while undergoing legal training.

According to Heinemann (2006), law school graduates should aspire, not just to be wise counsellors but wise leaders; not just to dispense "practical wisdom", but to be "practical visionaries; not just to have positions where they advise but where they decide (p. 596). Law schools and the legal profession should more candidly recognize the importance of leadership and should be more directly prepare and inspire young lawyers to seek roles of ultimate responsibility and accountability than is the case today (Heinemann, 596). Stereotypically, lawyers are seen as wise counselors rather than wise leaders; that they simply aren't built for corporate leadership and that through their qualification they are not schooled in core corporate skills such as accounting or finance; that they operate in a world where risk and ambiguity is frowned upon, and rarely work in large teams and decisions cannot be made without first reviewing copious amount of paperwork (Owili, 2018). However, Owili (2018) has pointed out that evidence have shown that these

stereotypes are not entirely true, and lawyers have the skills that corporate leadership needs which include; legal skills and credibility.

According to Heinemann (2006),

The concept of being a lawyer should encompass the broadest kind of leadership because our core skills, properly conceived, of understanding how values, rules and institutions interrelate with social, economic and political conditions, is central to the demands of leadership of any other professional or disciplinary background (p. 596).

Traditionally, leadership is not part of the law school curriculum, but it is advocated that it should be. In recent years, there has been a major movement in legal education to develop leadership qualities and skills in law students to prepare them for the roles and responsibilities they will encounter in legal practice (Polden, 2018). A growing number of legal professionals are calling for more attention to leadership development as an element of legal education at American Law School (Billions, 2018). Proponents, of making leadership part of the law school curriculum, include James (2011) and Polden (2008). Similarly, Monopoli and McCarty (2016) advocate the integration of leadership training into the law school curriculum.

Recognising the importance of preparing law students for leadership in professional, political, and community service, some colleges and universities have incorporated leadership programs into their curricula. Some of these universities include; Elon University Law School (James, 2011). The University of Toronto School of Law, Canada, offers a Master of Laws (LL.M) course in Leadership Law (University of Toronto, 2022). The curriculum includes: Perspectives on Leadership and Law; Labor Law; Corporate Social Responsibility; Ethics and Law; Harassment; Discrimination and Obligation to Comply; Data Protection and Freedom of Information. Procedural Decision Making; Executive Compensation; Dispute Resolution and Negotiation; Privacy and Expression in the Digital Age.

The University of Illinois Law School is another institution that recognizes the importance of including leadership training in the curriculum of law school education (University of Illinois College of Law, 2022). The University of Illinois School of Law Leadership Project began in January 2021 and focuses on developing future leaders in the legal community, thereby making a fundamental impact on the future of the legal community. Another institution is the Leadership Development Program at Baylor University. New York University has a policy that as soon as students arrive on campus, they are given the opportunity to develop leadership skills and prepare to become leaders in their chosen field (New York University Act, 2022).

Apart from law schools, there are institutions that offer leadership training programs to law school students, law school graduates and even high school graduates i.e. secondary schools. One of them is the Law and Leadership Institute, which offers leadership and law training in about eight locations. One of such places is the University of Columbus in Ohio, United States (2022), and another is Cincinatti College of Law, United States (2022).

There is no doubt that Nigeria has a lot of lawyers as can be seen from the high number of law graduates being called to the bar every year by the Nigerian Law School. In the year 2020, 1, 785 persons were reported to have been called to the Bar (Enumah, 2020), in 2021, 4350 persons were called (Nnaemeka, 2021) and just recently, 1507 persons were called to the Bar (Oyeyemi, 2022). Thus, what Nigeria needs is not necessarily more lawyers, but better trained lawyers competent in more than knowledge, methods and legal skills, prepared to navigate change, with ability to think strategically to come up with a broad-view solutions to problems facing the nation. Polden (2020) addressed the question as to whether leadership and other contemporary law practice competence are fundamental attributes of being an exemplary attorney, and came to the conclusion

that it is necessary for today's lawyers to have a more comprehensive set of skills, abilities and values in order to navigate the practice of law (p. 465).

Courses offered at the Nigerian Law School include: Civil Litigation; Corporate Law; Professional Ethics and Skills; Property Law and Practice (Nigerian Law School, 2022), (Ikekazu, 2019). A look at the curriculum of the Nigerian Law School (Law Repository Nigeria, 2017), would show that leadership training is not incorporated in any other the courses offered, not even in "Law and Practice (Ethics & Skills).

There are fourteen (14) Nigerian Law School campuses:

- Bwari of Abuja, the headquarter.
- Agbani in Enugu State.
- Victoria Island in Lagos State.
- Bagadu in Kano State.
- Yenagoa in Bayelsa.
- Yola, Adamawa State.
- Port Harcourt, Rivers State.
- Jos, Plateau State.
- Kabba, Kogi State.
- Maidugurivorno Province;
- Argunngu, province of Kebbi.
- Okija, Anambra State.
- Orogun in Delta;
- Ilawe, Ekiti State (Umoru, 2022).

According to Kalu (2011a), Nigerian law needs to be steered in the right direction, to stimulate economic growth and social welfare, enhance the moral tone of the community, promote the spirit of unity among different ethnic groups, become the general law of the country, under which human beings are not oppressed, and for this to happen, an agent or catalyst is needed, and this catalyst is "leadership". Interestingly, there is a Citizenship, Leadership and Training Center established under Section 1 of the Citizenship, Leadership and Training Centers Act. As emphasized in Article 2 of the

Act, the Center's responsibilities are:

- providing training for citizenship and leadership development for the common good;
- raising and expanding personal awareness;
- instilling qualities of self-reliance and selfless service in individuals;
- developing national consciousness and international understanding;

Legal education, like many fields of study, as succinctly stated by Osibanjo (2022), is designed to evolve and respond as society evolves; Ajogwu (2014). The reverse is also true, as the character of a lawyer in a society reflects the state of that society. Therefore, progressive-minded lawyers actively reflect and represent a progressive society. Thus, the presence or absence of progress in legal education has a direct impact on the legal profession, with legal education accelerating into the 21<sup>st</sup> Century, it is not enough for lawyers to have good legal expertise. To be a good leader, lawyers must possess additional qualities already highlighted in this paper, such as setting and

emulating high performance standards, building trust, encouraging employees, and thinking positively.

## CONCLUSION

From the foregoing, there is no doubt that Nigeria has been plagued with the problem of leadership. It is trite that the world is now a global village where one's geographical location is no longer a barrier to securing employment. This has also contributed to a high level of competitiveness in the labour market, thus, for Nigerian lawyers to compete favourably with their counterparts in other jurisdiction, their level of training on leadership and other skills should be at par with candidates from other jurisdiction. Other jurisdiction, like the United States, have come to see the importance of equipping their lawyers with good leadership training, and Nigeria must key into this trend if its leadership situation must improve. While a broad approach towards tackling the problem of leadership, particularly as regards introducing leadership training skills into schools' curriculum ought to cuts across all sector of the Nigerian Society, this paper takes the position that more attention should be paid to the legal education of lawyers, with emphasis on leadership training owing to the peculiar position they occupy and the ease with which a lot of lawyers veer into politics and a lot of politicians study to become lawyers. This would be consistent with the sociological theory of law that emphasises the interrelationships between law and society and how one affects the other. Developing a great leader requires training him to be a great leader.

## Recommendation

Law schools in various Nigerian universities, as well as the Nigerian Law School, should incorporate leadership training into their school curricula, to make it significantly easy to train students in leadership roles to be fulfilled in a profession with global reach. Law students, on their part, should be required to explore learning leadership development, public law, and policy issues that impact local and national communities.

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# LEADERSHIP AND CONFLICT MANAGEMENT IN PUBLIC TERTIARY INSTITUTIONS IN DELTA STATE

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## ABSTRACT

This paper examines leadership and Conflict management in public tertiary institutions in Delta State. It should be noted, that no institution exists in a vacuum likewise conflict. They are made up of people in relation with each other. Their existence is geared towards the achievement of the goals and objectives of the institution either private or public. Presently public tertiary institutions like any other institutions are grappling with the challenges of leadership tussle and conflict management in Delta State. This paper is also designed to mirror the causes of leadership and conflict management issues that rear their ugly head in our public tertiary institutions in Delta State so as to proffer solution to them. However, some vital recommendations are made to remedy these persistent problems among management staff, teaching staff and students in our public tertiary institutions in Delta State. One of the recommendations made is proper dissemination of information should be ensured to clarify members of their duties, responsibilities, benefits, privileges, right and limits, to ascertain proper understanding of functions within the institution.

**Keywords:** leadership, conflict, management and public tertiary institution.

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## INTRODUCTION

Leadership is the ability to inspire trust, relationships and encourage followers. Northouse (2016) described leadership as the ability to emphasized the pursuit of goals and motivate others to pursue them as well. He went further to say that leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Guttman (2004) viewed conflict management as a skill that leaders must be able to employ when needed to help Foster a productive working environment. There is a realisation that conflict management should be a skill that leaders need to give priority to learning and mastering. According to Kazimoto (2013) that the inability of a leader to deal with conflict will not only lead to negative outcomes but may also undermine the credibility of a leader. He went further to say that if a leader is able to establish an atmosphere of cooperation and foster teamwork making it clear that this is his/her

value system there is a likelihood that this value system will be adopted by the entire organization.

He however said that conflict has the potential to create positive opportunities and advancement towards a common goal however conflict can also devastate relationships and lead to negative outcomes conflicts don't occur in a vacuum conflict arises when there is a perceived threat to the needs, interest or concerns between parties bordering on their interactions and relationships (Kalagbor, 2017). Omisoro and Abiodun (2014) discovered while studying organisational conflicts causes effects and remedies that conflict occur in organisations as a result of competition for supremacy leadership style scarcity of common resources etc. if conflict is not timely and properly managed it could lead to low productivity and service delivery the opposite is also true that when conflict is properly managed a positive result could be achieved that is why conflict should not be ignored or mismanaged. They should be approached as soon as they are noticed and should be managed in a way that will produce positive results.

## CONCEPTUAL CLARIFICATION

### Leadership

The leader's role in managing conflict can have a significant impact on how they are resolved within the workplace or institution. Leaders spend about 24% of their time resolving conflicts, however the process to approaching conflict management relates to a great extent to their leadership style (Guttman, 2004). Leaders who use conflict management skills can provide guidance and direction towards conflict resolution. A common trait of leaders is they are able to build teams that work well together and help to set the tone for the institution. They must be able to facilitate the resolution of conflicts through effective conflict management (Guttman, 2004).

Leaders exhibit a variety of characteristics and traits that allow them to be great leaders, but does it help them when it comes to conflict management? I believe that it does. These same traits can help leaders deal with conflict. The ability to recognize one's own leadership style will ultimately help describe how a leader handles conflict. Peter Northouse states that it is up to the leader to assess what action, if any, is needed and then intervene with the specific leadership function to meet the demand of the situation. To be an effective leader, one needs to respond with the action that is required of the situation (Northouse, 2016). I feel this demonstrates that the job of a leader is to analyze a conflict and facilitate the situation to produce a resolution that can be positive and productive. Northouse reassures us that any leader can draw on his/her leadership skills to employ appropriate conflict management strategies (Northouse, 2016).

### Leadership Styles

The basic leadership styles are:

**Autocratic Leadership Style:** The classical approach sees a leader as a person that retains as much power and decision-making authority as much as possible. He does not allow his subordinates to participate in decision making process. He expects the subordinates to obey without receiving any explanations. His rewards and punishments are structured. He instills fear or resentment on those working under him.



**Democratic Leadership Style:** The democratic leadership is also known as participant leadership which encourages his subordinates to be part of the decision-making process. He informs those working under him, anything that affects their work and shares decision making and responsibilities. He develops plans to help evaluate his workers performance. He allows those working under him to establish goals, grow on the job and be promoted. He recognizes and encourages achievement.

**Bureaucratic Leadership Style:** The bureaucratic leadership requires, everything to be done according to procedure or policy. It requires the workers to perform routine task and it needs safety. It expects the workers to understand certain standards or procedures. There is always delay in decision making process, this affects the workers interest on the job. This bottleneck in decision making process is a major challenge in an organisation or institution.

**Laissez-Faire Leadership Style:** The leadership style is also known as the hands-off style. The leader provides little or no direction and it gives the workers much freedom as possible. Power is given to the Workers to determine their goals, make decisions and resolve problems on their own. It enables the workers to have pride in their work and the drive to do it successfully on their own. It does not allow the leader to understand his or her responsibilities and hoping on the workers to cover for him or her (Ukeje & Okolie, 1990).

## **Conflict Management**

Conflicts do not occur in a vacuum, conflict arise when there is a perceived threat to the needs, interests or concerns between parties bordering on their interactions and relationships Kalaghor (2017). Conflict, generally is a form of disagreement, dispute, quarrel, squabble, difference of opinion or discussion (Kalagbor, 2017). Conflict management, as used in this paper is the effort taken to address issues identified with the causes of conflicts in order to resolve the issues properly to protect the integrity and trust of the organization as well as to safeguard the rights and interest of the people involved in the conflict, and with application of policy and discipline as strategic measures to prevent future recurrence of similar conflict in the organization.

The processes, approaches, techniques and toolkits of conflict management are complex and include, investigation of real, actual, factual, likely, past and potential conflict at the earliest suspicion of it, collection of reports from witnesses and parties involved in the conflict, identification of causes of the conflicts, classification of rights and interests of parties affected by the conflict, measuring the degree of influence on the parties by external occasions, relationships, affiliations, beliefs, interests, and past experience or ancillary benefits, etc., negotiations with involved parties, reconciliation of differences between parties, mediation to define a means of resolution, restoration of relationship of trust by entreaties for correction of faults and treaties for prevention of recurrence of conflict in the organization. This is a skillful decision-making process and requires expertise to ensure timeliness and efficiency of conflict management. This paper is limited to ways achieving effective conflict management for restoration of broken relationship in public tertiary institutions.

## **Conflict Management**

Conflict management is concerned with conflict resolution and transformation, a process involving a long-term arrangement. According to Peters (2000), there are two major classes or method of resolving conflicts. These are Regular Dispute Resolution (RDR) and Alternative Dispute Resolution (ADR).

**Regular Dispute Resolution:** This includes the regular system of reporting a case to the police, getting the offender prosecuted, convicted and sentenced, if found guilty. It also covers civil litigations in court, which is through legal process. Under this system, the winner takes it all. There is always a winner or loser in the affair. If these conflicts are properly resolved, this will bring about positive outcome and productivity.

**Alternative Dispute Resolution:** As the name implies include the methods that are alternative to the regular system. In this type of dispute resolution strategy, people are encouraged to go for a win-win solution instead of a win-lose or lose-lose situation.

Conflict Management may be defined as the process of reducing negative outcomes of conflict while increasing the positive. Effectively managed conflicts can lead to a resolution that will result in positive outcomes and productivity for the team and/or organization (Loehr, 2017b; Evans, 2013). Leaders need to be able to manage conflict when it occurs, and their ability to manage them is critical to the success of the individuals and/or teams involved (Guttman, 2004).

### **Organization and Institution**

Organization is the body of interests, needs, duties, roles and responsibilities of people identified and formed into a structure of resources, processes and procedures utilized to produce or guarantee a predetermined and expected outcome tracked to set objectives, achievable and sustainable over a period of time, deployment of resources and delegation of tasks to competent people. Institution is the collection of organized structures that fit into a system of operation to achieve defined goals. These structures are a mix of people, products, processes, and policies that need coordinating units that harness their potential for maximizing productivity and optimizing service delivery to satisfy core needs of members and the public. Organization and Institution are similar by the nature of their harmonized structures and functions of their coordinating units, purpose of establishment and anticipated key outcomes. This paper uses both concepts interchangeably when discussing the concepts of relationship and conflict management.

There are various types of organization and institution, which are broadly categorized in two groups or sectors informed by their legal structure, mode of constitution, management system, scope of administrative services, functions or operations, level of trust and accountability, namely: Public Institutions, and Private Organizations. Characteristically, public institutions differ from private organizations on account ownership, size of trust and scale of accountability, albeit their coordinating units may perform similar functions internally and anticipate similar key outcomes strategically. This paper limits its reference to only public institutions, in order to streamline issues of conflict to those of public officers and how their relationship with the public is affected by those conflicts relating to exercising their public functions without diminishing public trust on the public institution.

### **Leadership and Conflict Management in Institutions**

Corporate employees are in direct relationship with their organizations and need to be carried along nicely, otherwise issues of conflicts may arise that if not properly managed could affect the organization's general performance. This was proven in a study by Vance, R.J. (2006). On the positive side of managing employee conflicts, the research proved that employees who are engaged in their work and committed to their organization give companies crucial competitive advantages – including higher productivity lower employee turnover. Thus, it is not surprising that organizations of all sizes and types have invested substantially in policies and practices that foster engagement and commitment to their workforces (Vance, 2006). To whom much is entrusted much is expected. To him who has much will be given. These immortal words of Jesus Christ, founder of the Christian Religion, aptly refer to the demand for accountability from especially people managing public assets, and entrusted with the care of public resources for use in exercising public functions. These are people in public service and civil service.

Public and civil servants are accountable to the public. The public holds them accountable for the resources in their care and for the functions they exercise. They have been saddled with a great deal of responsibility for the public. Projects for the public cannot be treated with the same attitude of selfishness a private project could be treated with. Hence, these people are trusted by the public to be transparent and highly responsible, to be careful and honest and to be selfless and accountable. These expectations are always clearly defined in the oath of office and job description as well as code of ethics guiding each of the officials.

The relationship between officials and the public is always one of trust. This makes it mandatory for office holders to be properly screened not only on the standard of stated qualifications for the office, which may not necessarily be academic but on ethics and past performance in similar roles or positions held in the past. Thus, any bridge of trust in the discharge of their duties is always treated as a serious capable of causing the removal of an official from office on ground of scandalous conduct of a public official. The most common of scandals in public institutions is conflict of interest, when proven to in fact exist and capable of affecting the exercise of a public function by a certain measurable or predictable degree.

## **CONCLUSION**

The means in which conflict is managed will determine whether the outcome will be positive and productive, or negative and destructive. Leaders are taught to lead change, development, and transformation in organizations. One-way leaders can accomplish their goals is through effective conflict management. Conflict can be described as a disagreement among two parties that is usually portrayed as antagonism or hostility. Conflict management is the process of reducing negative outcomes while increasing the positive. Leaders must be able to utilize conflict management skills to provide direction and guidance towards a resolution. Conflict is certain to occur regardless of the setting and individuals involved. For conflict to result in a positive outcome, leaders and teams must recognize that conflict not only exists but is a necessity. Understanding conflict allows leaders to manage it more effectively and can provide a path to accomplishing positive outcomes. Conflict management can be an active force that will allow leaders grow healthy relationships within their organizations which can ultimately result in effective productivity. Conflict management must be a part of a leader's toolbox and be deployed when conflict arises within a team or organization.

## **Suggestions**

- The parties concerned in conflicts must give full support to the resolutions reached at a round table meeting. No one can force them to embrace and implement the resolutions than they themselves.
- Effective human resource management system should be put in place in this organization;
- Effective communication of organizational ethics should be implemented to instruct the organization on the set and acceptable model of discipline upheld in the organization;
- Proper dissemination of information should be ensured to clarify members of their roles, duties, responsibilities, benefits, privileges, rights and limits, to ascertain proper understanding of functions within the organization;
- Organisations or institutions should try to identify the causes of the conflicts and adoption of negotiation between parties involved in the conflict. This would produce positive results.
- Institutions and Organisations to build, protect and re-build their inter-organizational and particular trust standards and compliance terms to protect their reputation with the public and their partners.
- Leaders should exhibit the qualities of a good leader, such as tolerance accommodative, rationalistic, so as to be able to manage conflicting issues in organization or institution.

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# ELECTRONIC INFORMATION GENERATION AND DISSEMINATION SKILLS FOR EFFECTIVE COMMUNICATION IN SOUTH-SOUTH NIGERIAN BUSINESS ORGANIZATIONS

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## ABSTRACT

This study examined electronic information generation and dissemination skills for effective communication in South-South Nigerian business organisations. The objective was to determine the electronic information generation and dissemination skills needed for effective communication in these organisations. Two research questions and two hypotheses were stated and tested. Survey research design was used. The population for the study was 696. The sample for the study was 366 business organisations that operate electronic offices. The instrument for the data collected was a structured questionnaire containing 22 items. The Statistical method used for data analysis was mean and standard deviation while the t-test was used as a parametric technique in testing the null hypotheses. The study revealed that electronic information generation and dissemination skills are needed for effective communication in South-South Nigerian organizations. The test of hypotheses revealed that there was no significant difference in the mean ratings of management and employees on the electronic information generation skills needed for effective communication in South-South Nigerian business organisations. There was significant difference in the mean ratings of management and employees on the electronic information dissemination skills needed for effective communication in South-South Nigerian business organisations. However, management and employees rate the skills in the two clusters (electronic information generation and dissemination) as needed for effective communication in South-South Nigerian business organisations. Based on the findings, the study concludes that electronic information generation and dissemination skills are needed for effective communication in South-South Nigerian business organisations. Therefore, it was recommended amongst others that the National Universities Commission (NUC) should include practical topics in electronic information generation and dissemination skills in the business education curriculum for the course: Office Information Technology in the business education programme.

**Keywords:** Electronic, Information Generation, Information Dissemination, Skills, Communication, Business Organisations.

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## **INTRODUCTION**

Technological breakthroughs have permeated nearly every aspect of contemporary culture, and information generation and dissemination is no exception. These advancements have significantly changed and increased the means available for generating, disseminating and communicating information both within and outside business organisations that have embraced the paperless trend and become digitally transformed. Digitally transformed organisations operate paperless offices and handle information electronically from generation to dissemination. An electronic, paperless or automated workplace is analogous to an office that utilises integrated information systems and a variety of software tools to reduce paper usage and increase electronic information generation and dissemination efficiency (Dykman & Davis, 2012). The paperless trend has expanded to include the services provided by businesses to their clients. Chao (2015), for example, highlighted that large institutions are providing their clients with the convenience of mobile applications and the possibility to receive electronic invoicing and basic business information.

Information is power and communication of information within and outside the organization has become so indispensable for effective job performance and productivity by all members of staff. Information provides economic value to an organization and according to Hinojosa and Cleveland (2017), organisations are investing in methods for disseminating information among members of their organizational network in order to retain knowledge gained through information and increase their competitive advantage. With the internet's capacity for disseminating information that is growing exponentially, businesses that wish to remain relevant in the business world must prioritise information dissemination via the internet. Electronic information generation and dissemination capabilities will enable information to flow smoothly between employees, employees and management and even between the organization and remote workers.

### **Statement of the Problem**

The workforce in business organisations is characterized by graduates who are products from institutions of learning. Extant studies show that some of the skills needed for effective electronic information generation and dissemination in organisations and institutions of learning are hardly been taught by business educators to business education students in universities and other higher institutions of learning in Nigeria. Umoru, (2020) asserted that the Office Technology and Management curriculum was well conceived to produce graduates with needed skills in the workforce but that fifteen years has passed since the curriculum was prepared and a lot of it has become outdated. Also some high level management staff still experience difficulty in embracing information technology. Information providers are faced with the challenge of disseminating the right information, to the right people, at the right time, using the right techniques and tools. To achieve this, the gap that exist between the training given to business education graduates and the skills they should possess for electronic information generation and dissemination need to be bridged. In addition, members of management team need to get over the fear of technology and communicate information electronically.

## **Aim and objective of the Study**

The aim of this study is to establish the information generation and dissemination skills needed for effective communication in South-South Nigerian business organisations. The specific objectives are to:

- Determine the information generation skills needed for effective communication in South-South Nigerian business organisations.
- Establish the information dissemination skills needed for effective communication in South-South Nigerian business organisations.

## **Research Questions**

The research questions directing the study are:

- What information generation skills are needed for effective communication in South-South Nigerian business organisations?
- What information dissemination skills are needed for effective communication in South-South Nigerian business organisations?

## **Hypotheses**

The following hypotheses formulated for this study were tested at 0.05 levels of significance:

**Ho:** There is no significant difference in the mean ratings of management and employees on the information generation skills needed for effective communication in South-South Nigerian business organisations.

**Ho:** The electronic information dissemination skills needed for effective communication do not differ significantly as perceived by employees and management in South-South Nigerian business organisations

## **THEORETICAL FRAMEWORK**

### **The National Archives of Australia Records Management Model (2004)**

The theoretical framework for this study was based on National Archives of Australia Records/Information management model (2004) which was derived from the records continuum and record life circle theories, and the Skill Acquisition Theory. The National Archives of Australia Records Management Model (2004) provides guidance on managing information in both public and private organizations to ensure that an organization's system generates, capture and maintain records effectively. The standard applies to the management of records/information in all formats or media, generated or received in the conduct of an organization's activities.

## **Skill Acquisition Theory**

Another idea that is relevant to this inquiry is the notion of skill acquisition. According to Dekeyser (2007), Skill Acquisition Theory (SAT) promotes a sort of learning in which repeated exposure results in long-lasting improvements in an individual's ability to do a given job. With sufficient repetition, the task may eventually become automatic, without the need for cognitive inspection. For instance, after we learn to drive a car, driving becomes instinctive, something we do without thinking.

## **CONCEPTUAL CLARIFICATION**

### **Information Management**

The current work environment has recorded a drastic change from paper-based processes to electronic processes. In electronic offices, information generation, storage, retrieval, dissemination, protection, retention and disposition are managed electronically. Makhura (as cited in Ibezim, (2018) emphasised that information management is concerned with the generation, receipt, processing, storage, distribution, usage and retirement of records. Alozie (2015) stated that information management is a process that controls the quality and quantity of information created in a manner that effectively serves the need of the organization. Alozie stressed further that if records containing information cannot be retrieved when they are needed, then records management skills are not being applied by records managers, in turn the organizations' ability to perform properly and give account of its actions could be negatively affected.

Agomuo (2006) described electronic information management as the application of information management principles in an electronic environment, which is normally supported by specialized technology systems. It is primarily a software based technology used by organizations to manage all their information in records electronically regardless of format over the entire life cycle of records. Agomuo stated that electronic records management supports the immediate operational requirements for business information typically within a defined work area. The introduction of computers therefore assists in achieving and adding value to the conduct of business transaction (Johare, 2001). Information management is very important to every organization because information in records is one of the organizations most valuable assets. It also supports the medium to long term information management needs of a business.

### **Electronic Information Generation and Dissemination**

Information generation is the initial capturing of information and encoding of same using the correct approach and infrastructure, for example, generating e-mail, and WhatsApp messages. Generated information is useful when it is disseminated to end users. Electronic information dissemination is initiating a transmission of or making information available through the intranet, internet or other digital network. Information dissemination is a social process that stems from interpersonal relationships and the resources that are available for information distribution electronically.



## Review of Related Empirical Studies

Hinojosa and Cleveland (2017) conducted a study on organizational information dissemination within collaborative networks using digital communication tools in the United States of America. The research question was: how does tie strength influence the effect of information dissemination within a collaborative social network. The three hypotheses proposed for the study were: the stronger the tie strength as demonstrated by intimacy, the more likely the diffusion of information and the stronger the tie strength as demonstrated by structural variables, the more likely the diffusion of information, also the stronger the tie strength as demonstrated by social distance, the more likely the diffusion of information. The participants were selected from population of employees who utilize lync for disseminating information within an organization and are considered meaningful users of the system. The preliminary data indicate that stronger tie strength has a positive effect on information dissemination. They concluded that organisations can leverage this study to determine the value of their collaboration systems and whether efforts should be conducted to promote tie strength as a mechanism for promoting information dissemination among employees.

In Botswana Shonhe (2017) reviewed literature on information dissemination techniques in the 21<sup>st</sup> century era. The objective of the study was to establish various kinds of techniques used to disseminate information in the 21<sup>st</sup> century era. The three research questions that directed the study were: what are the roles and skills required for the 21<sup>st</sup> century information provider, what are the characteristics of the 21<sup>st</sup> century information seekers and what are the techniques used for disseminating information in the 21<sup>st</sup> century era? The review showed that ICTs allow simultaneous and multiple information access. Though it provides various advantages, it has also brought challenges in the information management profession as roles and skills are changing to suit the era. It is also evident from the literature that information users and seekers in the 21<sup>st</sup> century are required to possess certain skills especially computer literacy skills. The reviewer concluded that information literacy and technology skills are necessary for effective/timely information provision and access.

Okolocha and Baba (2017) conducted a study to determine the skills required of secretaries to manage electronic information effectively in polytechnics in North-Central Nigeria. The study was conducted using a survey research design. The study was guided by two research questions: To what extent do secretaries possess electronic record creation skills necessary for effective e-records management in polytechnics in North-Central Nigeria; to what extent do secretaries possess electronic record retention skills necessary for effective e-records management in polytechnics in North-Central Nigeria, At the 0.05 threshold of significance, two null hypotheses were tested. The research questions were answered using 41 questionnaire items and their means and standard deviation. The study's findings indicated that secretaries' electronic record generation abilities were woefully inadequate for the modern era, in which electronic records management is critical. Additionally, it was discovered that secretaries possessed just a rudimentary understanding of electronic data keeping. The test of hypotheses demonstrated a statistically significant difference in the mean assessments of secretaries at state and federal polytechnics about their level of electronic information management proficiency. According to the findings, it was recommended that employers educate secretaries through in-service training in order for them to learn the skills necessary for proper computerised information management. Additionally, curriculum planners should review OTM curricula for polytechnics at all levels.

## METHODOLOGY

The research design is a survey that sought the perceptions of management and employees concerning electronic information generation and dissemination skills needed for effective information generation and dissemination in South-South Nigerian business organisations. The population for the study is 696. It consists of two groups: 174 management staff and 522 employees in South-South Nigerian business organisation. The total sample size for the study was 366 automated business organisations. The instrument for this study entitled: Skills Needed for Effective Generation and Dissemination of Information (SNEFEGADI), is a self-designed questionnaire for an ongoing study. Sections B and E were weighed on a 4 points Likert scale of Much Needed = 4, Needed = 3, Barely Needed = 2, and Not Needed = 1. Two experts vetted each item in the instrument in line with the subject matter, coverage of the content area, appropriateness of language used and clarity of purpose. While two additional experts vetted the criterion related validity of the instrument that is the scale and score used in developing Skills Needed for Effective Generation and Dissemination of Information (SNEFEGADI). The reliability of the instrument was based on Cronbach's Alpha technique which established the extent to which the questionnaire items are related to each other. After accurate computation with Statistical Package for the Social Sciences (SPSS) section B on information generation skills had a reliability coefficient of 0.82 while section E on information dissemination skills had reliability co-efficient of 0.79. The reliability for each section is shown in table 1 below.

**Table 1: Reliability of the Instrument Score**

| S/No | Dimension                                   | No of Items | Cronbach's Alpha |
|------|---|-------------|------------------|
| 1    | Electronic Information Generation Skills    | 12          | 0.82             |
| 2    | Electronic Information Dissemination Skills | 10          | 0.79             |

A Cronbach's Alpha having a threshold or cut-off of 0.70 is acceptable and generally regarded as a sufficient or satisfactory level (Taber, 2018). Therefore, the reliability obtained in these sections showed that the instrument was reliable to be used for the study. Mean and standard deviation were utilized to answer the research questions. Any mean above 2.5 was regarded as needed, and below 2.5 was regarded as not needed. While the null hypotheses were tested using t-test statistics at 0.05 alpha levels of significance with the aid of SPSS. A total of 366 questionnaires were administered by the researcher with the help of 10 (Ten) research assistants and 346 were retrieved, making 94% return rate.

## RESULTS

### Analysis of Research Questions

**Research Question One:** What electronic information generation skills are needed for effective communication in South-South Nigerian business organisations?

**Table 2:** Mean and Standard Deviation of the Responses of Management and Employees on the Electronic Information Generation Skills Needed for Effective Communication in South-South Nigerian Business Organizations

| S/No | Item statement  | Employees |      |        | Management |      |        |
|------|---|-----------|------|--------|------------|------|--------|
|      |   | $\bar{X}$ | SD   | Remark | $\bar{X}$  | SD   | Remark |
|      | Ability to:   |           |      |        |            |      |        |
| 1    | Start computer application software to enter text       | 3.72      | .49  | Needed | 3.53       | .50  | Needed |
| 2    | Double click and drag with mouse                        | 3.50      | .59  | Needed | 3.48       | .50  | Needed |
| 3    | Select items from a pull-down menu                      | 3.48      | .57  | Needed | 3.48       | .57  | Needed |
| 4    | Create files folders and templates                      | 3.55      | .61  | Needed | 3.48       | .57  | Needed |
| 5    | Use the horizontal and vertical scroll bars in a window | 3.35      | .69  | Needed | 3.33       | .51  | Needed |
| 6    | Create e-mail online where records can be stored        | 3.41      | .61  | Needed | 3.43       | .65  | Needed |
| 7    | Use Word processing application to create database      | 3.36      | .67  | Needed | 3.53       | .57  | Needed |
| 8    | Create record in more than one application at a time    | 3.17      | .67  | Needed | 3.15       | .78  | Needed |
| 9    | Work with excel application for record creation         | 3.36      | .66  | Needed | 3.50       | .57  | Needed |
| 10   | Create database on spreadsheets record keeping          | 3.26      | .67  | Needed | 3.52       | .50  | Needed |
| 11   | Create power point graphics/slides                      | 3.10      | .69  | Needed | 3.30       | .59  | Needed |
| 12   | Create online ordering packages for products            | 2.79      | .89  | Needed | 3.20       | .78  | Needed |
|      | Grand Mean  | 3.34      | 0.65 | Needed | 3.41       | 0.59 | Needed |

The data presented in table 2 shows the mean and standard deviation of the responses of management and employees on the electronic information generation skills needed for effective communication in South-South Nigerian business organisations. Management and employees have unanimous opinion, as all the items raised to elicit information on need of electronic information generation skills for effective communication item means are above the criterion mean of 2.5. Employees' item means of items in electronic information generation skills are ability to: start computer application software in order to enter text 3.72, double click and drag with mouse 3.50, select items from a pull-down menu 3.48, create files, folders and templates 3.55, use the vertical and horizontal scroll bars in widows 3.35, create email online where records can be stored 3.41, use word processing application to create database 3.36, create record in more than one application at a time 3.17, work with excel application for information generation 3.36, create database on spreadsheet record keeping 3.26, create power point graphics/slides 3.10 and create online ordering package for products 2.79.

That of management are ability to: start computer application software in order to enter text 3.53, double click and drag with mouse 3.48, select items from a pull-down menu 3.48, create files, folders and templates 3.48, use the vertical and horizontal scroll bars in widows 3.33, create email online where records can be stored 3.43, use word processing application to create database 3.53, create record in more than one application at a time 3.15, work with excel application for record generation 3.50, create database on spreadsheet record keeping 3.52, create power point graphics/slides 3.30 and create online ordering package for products 3.20. The implication of this, is that employees need the ability to start a computer application software in order to enter needed text, and double click and drag with a mouse, select items from a pull-down menu, create files, folders and templates, use the vertical and horizontal scroll bars in widows, create email online, use word processing application to create database, create record in

more than one application at a time, work with excel application for record creation, create database on spreadsheet record keeping, create power point graphics/slides and create online ordering package for products to a high extent. The grand mean of 3.34 for management and 3.41 for employees also reveal that all the electronic information generation skills are needed for effective communication in South-South Nigerian business organisations.

**Research Question Two:** What electronic information dissemination skills are needed for effective communication in South-South Nigerian business organisations?

**Table 3:** Mean and Standard Deviation of the responses of management and employees on the electronic information dissemination skills needed for effective communication in South-South Nigerian business organisations

| S/No | Item statement  | Employees |      |        | Management |     |        |
|------|---|-----------|------|--------|------------|-----|--------|
|      |   | $\bar{X}$ | SD   | Remark | $\bar{X}$  | SD  | Remark |
|      | Ability to:   |           |      |        |            |     |        |
| 1    | Print and disseminate information                                   | 3.02      | .78  | Needed | 3.05       | .75 | Needed |
| 2    | Share and transfer files/information over the network               | 3.57      | .55  | Needed | 3.63       | .52 | Needed |
| 3    | Use Short Message Service (SMS) notification and multimedia content | 3.40      | .67  | Needed | 3.55       | .53 | Needed |
| 4    | Send fax message to clients   | 3.32      | .73  | Needed | 3.45       | .57 | Needed |
| 5    | Use social media networks ie. WhatsApp/Imo                          | 2.80      | 1.05 | Needed | 3.37       | .66 | Needed |
| 6    | Use Google SMS, twitter, Facebook and other Web applications        | 3.15      | .78  | Needed | 3.37       | .66 | Needed |
| 7    | Use the Quick Response QR two dimensional bar Codes                 | 3.16      | .87  | Needed | 3.50       | .68 | Needed |
| 8    | Send data in binary mode  | 2.74      | .92  | Needed | 2.88       | .69 | Needed |
| 9    | Send data in stream mode  | 2.48      | .98  | Needed | 2.73       | .92 | Needed |
| 10   | Send data in compressed mode  | 2.52      | .97  | Needed | 2.63       | .88 | Needed |
|      | Grand Mean  | 3.02      | 0.83 | Needed | 3.22       | .69 | Needed |

The data presented in table 3 indicated the mean and standard deviation of the responses of management and employees on the need for electronic information dissemination skills for effective communication in South-South Nigerian business organisations. It can be deduced from the table above that all the item statements presented and scored are responded to as needed by both management and employees as their means are above 2.50, the criterion mean. Employees item mean of items in electronic records dissemination skills are ability to: print and disseminate information 3.02, share and transfer file/information over the network 3.57, use Short Message Service (SMS) notification and multimedia content 3.40, send fax messages to clients 3.32, use social media networks i.e. WhatsApp/Imo 2.80, use google SMS, twitter, Facebook and other Web applications 3.15, use the Quick Response QR two dimensional bar codes 3.16, send data in binary mode 2.74, send data in stream mode 2.84 and send data in compressed mode 2.52.

Ratings for management are ability to: print and disseminate information 3.05, share and transfer file/information over the network 3.63, use Short Message Service SMS notification and multimedia content 3.55, send fax messages to clients 3.45, use social media network i.e. WhatsApp/Imo 3.37, use google SMS, twitter, Facebook and other Web applications 3.37, use the Quick Response QR two dimensional bar codes 3.50, send data in binary mode 2.88, send

data in stream mode 2.73 and send data in compressed mode 2.63. All the ratings are above the criterion mean of 2.50. The implication is that ability to print and disseminate information, share and transfer file/information over the network, use Short Message Service (SMS) notification and multimedia content, send fax messages to clients, use social media networks i.e. WhatsApp/Imo, use google SMS, twitter, Facebook and other Web applications, use the Quick Response QR two dimensional bar codes, send data in binary mode, send data in stream mode and send data in compressed mode are needed to a high extent by employees in South-South Nigerian business organisations. The grand mean of 3.02 for employees and 3.22 for management also revealed that all the electronic records dissemination skills are needed for effective communication in South-South Nigerian business organisations.

## TEST OF HYPOTHESES

**Hypothesis One:** There is no significant difference on the electronic information generation skills needed for effective communication as perceived by employees and management in South-South Nigerian business organisations.

**Table 4:** T-test Analysis of the Difference on Electronic Information Generation Skills Needed For effective communication as Perceived by Employees and Management South-South Nigerian Business Organisations

| Group      | N   | $\bar{X}$ | SD   | DF  | T      | p-value | Alpha Level | Decision |
|------------|-----|-----------|------|-----|--------|---------|-------------|----------|
| Employees  | 286 | 40.04     | 4.53 | 344 | -1.412 | .159    | 0.05        | Sig      |
| Management | 60  | 40.95     | 4.63 |     |        |         |             | P>0.05   |

The data presented in table 4, shows the t-test analysis of the difference on the electronic information generation skills as perceived by employees and management in South-South Nigerian business organisations. It can be discerned from the table that employees have a mean of 40.04 and standard deviation of 4.33 while management have a mean of 40.95 and a standard deviation of 4.63 respectively. The observed probability value (p-value) or sig at 0.05 level of significance with 344 degree of freedom is .159 which is greater than the chosen alpha level of 0.05,  $t(344) = -1.412$ ,  $p > 0.05$ . Since the p-value is greater than the chosen alpha level, the null hypothesis of “There is no significant difference on the electronic information generation skills needed for effective communication as perceived by management and employees in South-South Nigerian business organisations” is accepted.

**Hypothesis Two:** The electronic information dissemination skills needed for effective communication do not differ significantly as perceived by employees and management in South-South Nigerian business organisations

**Table 5:** T-test Analysis of the Difference on the Electronic Information Dissemination Skills Needed for Effective Communication as Perceived by Employees and Management in South-South Nigerian Business Organisation

| Group      | N   | $\bar{X}$ | SD   | DF  | T      | p-value | Alpha level | Decision   |
|------------|-----|-----------|------|-----|--------|---------|-------------|------------|
| Employees  | 286 | 30.17     | 5.84 | 344 | -2.521 | .012    | 0.05        | Sig p<0.05 |
| Management | 60  | 32.17     | 4.07 |     |        |         |             |            |

The data presented in table 5 shows the t-test analysis of the difference on the electronic information dissemination skills needed for effective communication as perceived by employees and management in South-South Nigerian business organizations. It can be discerned from the table that employees have a mean of 30.17 and a standard deviation of 5.84 while management have a mean of 32.17 and a standard deviation of 4.07 respectively. The observed probability value(p-value) or sig at 0.05 level of significance with 344 degree of freedom is 0.012, which is less than the chosen alpha level,  $t(344)=-2.521$ ,  $p<0.05$ . Since the p-value is less than the chosen alpha level, the null hypothesis of “The electronic information dissemination skills needed for effective communication do not differ significantly as perceived by employees and management in South-South Nigerian business organisations” is rejected. The alternative hypothesis is upheld. Therefore, the electronic information dissemination skills needed for effective communication differ significantly as perceived by employees and management in South-South Nigerian business organisations.

## **DISCUSSION OF FINDINGS**

### **Electronic Information Generation and Dissemination skills for Effective Communication**

Data analysis revealed that electronic information generation skills are critical for employees to work in electronic offices. These skills include the ability to: start computer application software in order to enter text, double click and drag with mouse, select items from a pull-down menu, create files, folders and templates, use the vertical and horizontal scroll bars in widows, create email online where records can be stored, use word processing application to create database, create record in more than one application at a time, work with excel application for information generation, create database on spreadsheet record keeping, create power point graphics/slides, and create online ordering package for products. This study confirms the findings of Ovbiagele, Ngbonyebi, and Olaniye (2019), who examined the e-records abilities required of Office Technology Management (OTM) graduates. The authors discovered that skills such as creating e-records in spreadsheets and retrieving saved documents from internal or external hard drives are necessary for OTM graduates to work in the global electronic world of work. Okoye (2014) concurred with the findings of this study. Okoye emphasised that those who work in electronic or automated offices need to be proficient in electronic information creation.

The result of the hypothesis indicated that there was no statistically significant difference in employees' and managements' mean judgments of the electronic information generation skills needed for effective communication in South-South Nigerian organisations. This outcome is consistent with Shonhe (2017), whose review showed that information users and seekers in the 21<sup>st</sup> century are required to possess certain skills especially computer literacy skills. The reviewer concluded that information literacy and technology skills are necessary for effective/timely information provision and access. Adekannbi (2016) supported this finding, emphasising the critical nature of e-records skills and abilities for workers in today's Information Communication and Technology (ICT) era. Adekannbi argued that institutions should incorporate training in e-record skills into their curricula.

## **CONCLUSION**

The result of data analysis for the research questions one and two showed that all the items of information generation and dissemination skills were needed to generate and disseminate information in automated offices. The grand mean of 3.34 for employees, 3.41 for management in relation to research question one and 3.02 for employees, 3.22 for management in relation to research question two revealed this need. The test of hypotheses revealed that there was no significant difference in the mean ratings of management and employees on the electronic information generation skills needed for effective communication in South-South Nigerian business organisations. There was significant difference in the mean ratings of management and employees on the electronic information dissemination skills needed for effective communication in South-South Nigerian business organisations. Based on these findings, the study concludes that electronic information generation and dissemination skills are needed for effective communication in South-South Nigerian business organisations.

## **Recommendations**

In consonance with the result of this study, it is recommended that:

- Management should foster the training and re-training of employees to possess skills in the two clusters of electronic information generation and dissemination skills identified in this study.
- The National Universities Commission (NUC) should include topics in electronic information generation and dissemination skills in the business education curriculum for the course: “Office Information Technology” in business education programme.

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# SPORTS AS A VERITABLE TOOL FOR LEADERSHIP QUALITY IN EARLY CHILDHOOD CURRICULUM

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## ABSTRACT

Understanding of leadership within sports context has significantly developed for a long time and has moved from the application of global leadership models to the development and implementation specific models and approaches. Both sports and team activities provide opportunities to the childhood sports to come up with strategies of winning. Leaders always have specific goal in mind. They come up with policies that will ensure that the work being done is effective and efficient. This paper looks at the role of sports as far as the veritable tools for good leadership skill in gained from Childhood education in Nigeria in context. There is a detailed introduction of the concept of sports and how it significantly plays a role in developing leadership skills. It went on to have an overview of a series of processes which a leader in sport has to design and realized. The necessity of leadership presence (guidance) in sport can be found in the dynamic polyvalent and multidisciplinary development of contemporary human society, with the added note that management is more closely related to efficiency, and leadership with effectiveness and change, when introduced into the childhood education curriculum. And some recommendation was also looked into.

**Keywords:** Sports, Tools, Leadership, Early Childhood Education Curriculum.

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## INTRODUCTION

Sport has the unique power to bring people of diverse backgrounds, religions, interests, cultures, etc together, especially the early childhood and yet until recently, the tremendous potential of sport to achieve leadership, educational and development targets among the early childhood has more or less been largely overlooked in Nigeria. By its very nature, sport encourages universal participation bridging national, ethnic, social and religious divides. It is precisely for this reason

that sport, when effectively used as a tool for good leadership development, can serve as a catalyst for general social development.

Sport is a powerful tool which can be used to empower children as young as toddlers and the youth with life skills. It facilitates the rehabilitation & re-integration of the marginalised e.g. street children, the disabled, etc into mainstream society. Sport activities by their very nature demand perseverance, teamwork, discipline and leadership, which in turn nurture confidence and motivation for self-development. Early engagement in sports also benefits children and youth by identifying their talents physical or non-physical and motivating and guiding them to pursue it as career. Sport enhances participation, integration and cohesion into various communities whether at school, church, mosque or clubs (Coakely, 2015).

Sport can be used to mobilise and empower young women and girls who typically are more likely to be discouraged from going into sports or the disabled, for better inclusive development. Sport is a key service for young men, women and vulnerable groups, who are often exposed to negative influences. It is possible that the sporting fields and arenas could serve as a venue for experience-based learning of leadership skills, several of the key elements necessary for learning are not present. Thomas & Cheese (2005) outline three key phases of experience-based learning: (1) preparing, (2) developing, and (3) preserving. Proper preparation requires assessment of strengths and weaknesses, personal values, and learning style. Developing involves the continued practice of the skills, while preserving involves feedback and revision of learning objectives to reinforce learning and performance.

Leadership is widely recognized as an essential driver of organizational performance and improvement, but little is known about its role in improving the quality of early childhood care and education settings or outcomes for staff and children. Due to the array of theories within leadership, it is impossible to have a universal definition of the term. In a general sense, however, leadership can be defined as “a type of social influence through which one successfully garners the help and support of others to achieve a common goal” (Murphy & Johnson, 2011, p. 461). A leader is able to inspire a passion, drive, and motivation within others in order to move them to make a vision reality. According to Bennis (1988), a pioneer of leadership studies, stated, “Leadership is the capacity to translate vision to reality. These definitions can very much be related to transformational leadership, one of the most popular leadership theories today.

Leadership behaviors developed through sports may not be transferable to classroom and life tasks, much less the boardroom. Just as the classroom teaching of abstract leadership constructs is criticized for its lack of transferability to the workplace, so too are the skills learned in a competitive athletic contest which may not transfer to a corporate setting. Bruner et al., (2017) argues that managerial skills “cannot be developed in isolation of context”. Athletes may only see their field- developed skills as applicable to sports, and therefore do not use or practice them in the workplace.

The Early Childhood Education Curriculum prepares pupils for future success in the field of early childhood education by improving academic and technology skills, improving employability skills, and articulating courses to community colleges. Early childhood services are split between education, parenting and care programs. Kindergarten is delivered as an extension of public education, an entitlement for all and with no fees charged. Parenting programs have a mix of public and community sponsors (Fortin, Godbout, & St-Cerny, (2012)).

## **Sports**

Although, definitions of sports vary, many scholars agree that sports are institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex skills by participants motivated by internal and external rewards (Coakley, 2015). Sport as an institutionalized motoric activity requiring systematic physical exertion motivated through desire to improve physical shape, specific personal experience or intended result, performance, victory and reward (Sekot, 2006, p. 23). Sport is “a competitive activity involving at least two competitors, requiring physical skill, following formal rules, and occurring within a formal organizational framework” (LeUnes, 2008, p. 5).

## **Who is a Leader?**

According to Douglass (2017), a leader is defined by who participates in leadership by contributing to decision-making and influencing change and quality improvement. Leadership can include center leaders and coach (trainer) leaders. Center leaders include the primary center (or site) leader and other persons who hold formal responsibility for overseeing administrative, operational, and instructional activities within the center. Coach leaders include coaching staff who carry responsibilities in the field or gymnasium and (1) hold formal responsibilities to supervise and support other coaches and make decisions or (2) who informally contribute to decision making and influencing change and improvement.

Leadership has not been well defined or measured in ECE (Dunlop 2008; Douglass, 2017). Early Childhood Education (ECE) leadership is generally defined as “influencing or motivating groups of people to work together toward change, to accomplish a goal or solve a problem” (Douglass 2018; Nicholson et al., 2018). One review from the health field notes four common elements of leadership: (1) it is a process, (2) it entails influence, (3) it occurs within a group setting or context, and (4) it involves achieving goals that reflect a common vision (Cummings et al. 2010). Other studies in the education, health care, and management fields note similar concepts in defining leadership (Gumus et al., 2018; Hitt & Tucker, 2016; Wong et al., 2013; Montano et al., 2017; Dunst et al., 2018).

Like experts in most fields, successful leaders have mastered not only “the basics,” but also productive responses to the unique demands of the contexts in which they find themselves. In this sense, all successful leadership is “contingent” at its roots. Indeed, impressive evidence suggests that individual leaders actually behave quite differently (and productively) depending on the circumstances they are facing and the people with whom they are working. This calls into question the common belief in habitual leadership “styles” and the search for a single best model or style. We need to be developing leaders with large repertoires of practices and the capacity to choose from that repertoire as needed, not leaders trained in the delivery of one “ideal” set of practices (Dunst et al., 2018).



T.E.A.M. L.E.A.D. is an acronym for Training, Enterprising, Authenticity, Mindfulness, Listening, Empathizing, Accountability, Delegation. This model identifies eight leadership requirements, accomplishments, and skills a leader must have to be effective. In essence, this model offers a quicker rate of acceleration in all quadrants of the organization by the consistency of the leader’s conviction and commitment to excellence. Montano et al. (2017) opined that a leader must possess all of the eight core T.E.A.M. L.E.A.D. attributes to be more effective. The Team Lead concept is a self-leadership approach to leading a team. Four attributes with the acronym T.E.A.M. has *internal* attributes the leader must possess, while the remaining four L.E.A.D. show *external* attributes that enable the leader to lead the team effectively.

**Training** enhances performance, grows knowledge, makes a leader *Competent*, and boots productivity through learned skills.

**Enterprising** develops a leader’s capacity to generate ideas and skills that make them creatively *Resourceful*. A resourceful leader always finds a way to take advantage of a situation.

**Authenticity** gives a leader *Credibility* and makes people appreciate your leadership.

**Mindfulness** creates *Resilience* and happiness and increases productivity. It helps regulate your emotions. It enables you to have a greater level of emotional intelligence.

The second part begins with Listening, helps a leader *Communicate* effectively and makes them more charismatic by keeping them engaged in a conversation, and helps improve the leader’s relationships with others.

**Empathizing** with others helps build *Trust* and encourages open communication and effective feedback.

**Accountability** helps to improve *Performance* and enables people to be in control of their actions.

**Delegation** helps promote *Teamwork* by creating a mentorship environment that supports learning and development with credible skills to grow and work effectively as a team.

T.E.A.M. L.E.A.D. focuses on growing the leader internally first and having those qualities exhibited and passed on to the entire organization as a fundamental recipe for success and progress. As organizations are constantly evolving and transforming as it progresses, the same

applies to the leader, who must acquire new knowledge to remain relevant and effective in leading the organization. When an organization stagnates, it dies, consequently failing to produce the goals of its mission. A leader must also intellectually grow while constantly adopting some personal attributes and skills which accentuate goodness and effective leadership (Montano et al., 2017). The most common measurement of a leader's effectiveness is assessing group performance and the scope to which the goals and objectives of the group are met. The degree to which this can be measured is a strong indicator that leaders can influence their subordinates and lead them to achieve the organization's strategic objectives.

## **Leadership and Sports**

Coaches have a profound and lasting impact on the athletes and teams they train. Leadership theories can benefit from considering coaches as leaders and understanding how coaches' behaviors have an impact. Leadership in sports is now an education policy priority around the world. Increased sports autonomy and a greater focus on coaching and sport results have made it essential to reconsider the role of coaches as leaders in sports. There is much room for improvement to professionalise sports leadership, to support current sports leaders and to make sports leadership an attractive career for future candidates (Hitt & Tucker, 2016), and as such be included in childhood education curriculum of studies.

There is a rich body of evidence about the relevance to leaders of such features of the organizational context as geographic location, level of sport and both sport and location (district) size. Each of these features has important implications for what it means to offer successful leadership. For example, successful coaches in inner-city clubs often find it necessary to engage in more direct and top-down forms of leadership than do successful coaches in suburban settings. The curricular knowledge of successful elementary coach frequently rivals the curricular knowledge of their trainer; in contrast, secondary coaches will typically rely on their department heads for such knowledge. Similarly, small sports allow for quite direct engagement of leaders in modeling desirable forms of instruction and monitoring the practices of coaches, whereas equally successful leaders of large sports typically influence their coaches in more indirect ways; for example, through planned professional development experiences (Wong et al., 2013).

This evidence challenges the wisdom of leadership development initiatives that attempt to be all things to all leaders or refuse to acknowledge differences in leadership practices required by differences in organizational context. Being the principal of a large sport, for example, really does require quite different capacities than being the coach of a small sport. Sports leadership has become a priority in sports policy agendas internationally. It plays a key role in improving sports outcomes by influencing the motivations and capacities of coaches, as well as the sports climate and environment.

Effective sports leadership is essential to improve the efficiency and equity of sport. As countries are seeking to adapt their sporting systems to the needs of contemporary society, expectations for coaches and sports leaders are changing. Many countries have moved towards decentralisation, making sports more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall sports performance while serving more diverse populations is putting sport under pressure to use more evidence-based practices, and as such move to schooling foundation which childhood education (Wong et al., 2013).

## Leadership and Childhood

Despite the extensive research about leadership, there is not much research addressing leadership in childhood education (0 birth – 18 years). Much of the research regarding leadership is focused on or structured around business leaders or executives. One would think that studying leadership in early years would prove to be valuable because it could give insight into the development of leadership in adults. Even at a young age, children exhibit leadership skills. Just as children learn other important skills, children can learn and build on these leadership skills through their experiences. Many developmental psychologists support the developmental importance of experiential learning (Popper & Mayseless, 2007). At a young age, children are much more prone to learning skills and retaining them throughout their life. During childhood and adolescence, an individual's behavior, personality, and skills are more malleable than they are in adulthood.

Maria Montessori, a pioneer of early childhood education, believed in this idea. She heavily supported and promoted the idea of sensitive periods, the periods of a child's life when skills are best learned. Similarly, in order for an individual to develop good leadership, it is best if various skills are taught at different stages in his or her life, during the sensitive periods when certain skills are best learned (Murphy & Johnson, 2011). As detailed in the table below, Murphy and Johnson (2011) created the periods according to age ranges from 2 years up through 18 years. Although an individual continues to learn vital leadership skills past childhood, the skills learned later build off the skills learned when young, which only stresses the importance of learning as a child.

For example, in the high school late adolescence stage (ages 15-18), an individual might need to work with others to complete a project at school or a summer job. In order to do this effectively, he or she should have emotional intelligence in his or her interactions with others, which should be learned in the preschool years' stage (ages 2- 5) (Murphy, 2011). In order to do this effectively, a leader will need to use all the skills he or she learned earlier in life such as influencing others practiced in the preschool years, coordinating others in teams practiced, , public speaking to gain support for a cause, and motivating team members, all these practiced in childhood education. The childhood education structured inline will go long way to reposition sports leadership national development.

### Leadership tasks and skills for youth

| Age Range                        | New Leadership Tasks and Skills   |
|----------------------------------|---|
| Preschool years<br>(ages 2-5)    | Influencing others<br>Getting others to like you<br>Communicating wishes<br>Increased need for emotional intelligence with others (reading the emotions of others, and delaying gratification)  |
| Elementary school<br>(ages 6-11) | Coordinating others in teams<br>Earthy school leadership tasks (e.g., classroom monitor, or teacher's helper)<br>Fundraising (e.g., selling candy, etc.)<br>Public speaking to express ideas<br>Increased need for social intelligence in interactions with others (understanding social situations and acting appropriately) |

Source: Murphy (2011)

## CONCLUSION

Sport has the power to change the world. It has the power to unite in a greater way than other activity does. It speaks to youth in a language they can understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all odds and types of discrimination. It is only but an urgent need to be properly structured into the childhood education curriculum to reposition tomorrow leadership for national security, peace and unity. Play gives children the opportunity to develop skills in influencing others, getting others to like them, communicating wishes, and emotional intelligence (Murphy & Johnson, 2011). As children grow older, they have the opportunity to participate in athletics. Athletics give children the opportunity to interact with peers while working hard and striving toward a common goal as a team. With proper coaching, children can learn many skills from athletic participation. Leadership skill development in young children must be seriously considered in childhood education. However, more research is needed in the early development of leadership. As professional leadership development programs fail, it is time to turn the attention to leadership development in children.

## Recommendation

The following recommendations“ were suggested:

- Initiate and mentor a multi-stakeholder process that involves early years, schools, Community Based Organizations (CBOs) and mandated local government offices at neighborhood levels.
- Undergo a massive national rehabilitation of all neighborhood, public and private school sports playing fields to increase accessibility to a variety of sports and encourage friendly participation for all.
- Create more recreational spaces for public uses.
- All Schools from pre-primary to tertiary levels should develop and implement a structured and concise sports curriculum.
- Equip neighborhood volunteer coaches and school sport teachers in comprehensive coaching techniques (sport, life skills, counseling) through tailor-made training.
- Facilitate „sport for all „campaigns and sport events in the neighborhood & schools to sensitize the community and authorities.

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# GOOD GOVERNANCE AND ITS EFFECT ON DEMOCRACY: THE NIGERIA FOURTH REPUBLIC

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## ABSTRACT

This paper examines the concept of good governance and its effect on democracy, as it relates to Nigeria fourth Republic. This is derived from the observation that, the Nigerian citizens over times are yet to experience fulfillments of their desired expectations of good governance. Abinitio-content 2the electorate had great expectations from the potential leadership come 1999 general elections. These expectations were expressed obviously in the manner in which they heralded and participated in the process. Despite their high involvement, the people's expectations are cut short as a result of lack of good governance at all levels of government. The paper therefore examines some factors responsible for the short comings of good governance in the system, which has led to the disenchantment of the citizenry. The findings reflect as follows: there are inadequate basic infrastructure to cater for the ever increasing population of Nigeria citizens, there is high and alarming level of unemployment in the system, the system is bedeviled with issues of insecurity, the economy of the system is being looted through corrupt activities by the ruling elites, there is absence of transparency and accountability in governance at all levels and the predominance of ethnic politicization in the system amongst others. In the course of these, the paper depends solely on qualitative data which includes books, journals, internet materials and others that are carefully analysed. The Political Culture perspective is used as the foundational analysis for the paper. This paper also provides some recommendations in line with the identified problems, these includes, the need for the government to invest massively on basic social infrastructure such as roads, power supply good health facilities etc., there should be a more robust security architecture, which involve premium on human security, to tackle the high incidence of terrorism, insurgency and banditry, Transparency and Accountability are elements that depicts the hallmark of Democracy and Good governance, therefore, the government at every level must imbibe these virtues, finally, the multi- ethnic nature of the Nigeria state must be taken into consideration at every sphere of government, in terms of accessing public goods, benefits and appointments.

**Keywords:** Democracy, Good Governance, Fourth Republic, Peace and Security, Ethnicism, Social Infrastructure.

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## INTRODUCTION

In recent time, most Africa, South America and Asian states are categorizing as states that have embraced and keyed into the new wave of Democratic governance. Omoregie and Anetekhai (2019:26) referred to Nigeria as one of those African states that once again embraced democratic experience after series of struggles, arising from insincere military mid-wife transition to civil rule programmes. These efforts identified in many quarters as insincere moves has always ended in fiasco even at its embryonic stage, except that which was truncated in 1993 at a matured stage by same military government that floated the transition program, this action was vehemently resisted and aroused criticisms both at national and international level. The 1993 factor and resistance may not have yielded immediate result then, but then groups and individuals at various levels registered their grievances against those individuals and political leaders perceived to be responsible for the annulment of the June 12 elections, which ordinarily was acclaimed to be relatively peaceful and fair. June 12 became a national movement, symbol and platform in Nigerians for agitating and demanding for Democratic rule and an end to military dictatorship.

However, the transition to civil rule program that ushered in the Nigeria fourth Republic was put together also by the military regime of General A. Abubakar, who took over the helm of affairs as leader after the death of Gen. Abacha who was alleged to have died mysteriously. Omoregie and Anetekhai (2019;27) noted that at this period, both the domestic and external sphere where still charged over the truncated democratic process which happened in 1993, consequently, there where pressure at every side for democracy to be entrenched. This resulted in the move by the regime therefore; to set the political apparatus in place in ensuring the smooth democratization process. Calls were made for the formation of political parties, which inter- alia would be major players in the democratic arena in 1998. After this initial signal, the people got themselves involved in the process, paving the way for all political activities to kick start and usher Nigeria into what Larry (1997) referred to as the third wave Democracies. This culminated to the Democratic journey in 1999 that marks the political phase now referred to as the fourth Republic.

At the core of the struggle for a change of regime from the protracted military form of government to democracy generated high expectations of the people, this is based ordinarily on the elements that defines and differentiates both regime type in principles, the Nigerian citizen struggled and opted for the Democratic regime for so many reason which includes; respect for fundamental human rights of the citizens, respect for the citizens' rights to Association, the entrenchment of the rule of law among others. In fact, citizens enjoy a lot of rights and liberty in Democratic regimes as compared to that of the military or authoritarian regime. At the nucleus of the Democratic expectations was, for Democracy to entrench Good governance that will guarantee happiness for the greater majority of the Nigeria citizenry through good and well refined public policies and programs that will reflect positively on the lives of the citizens. Democratic principles are anchored on the positive side of the utilitarian elements. These are happiness and pains (Roskin et al., 2010:38). The corollary of this assertion is that man by nature is attracted to the concept of happiness rather than pains. Therefore, Democratic rule is seen as a rule that will entrench Good governance that will translate to greater happiness amongst the people in the system.

Though it is argued in many quarters that, no government can really be good, unless such has full consent and support of at least, the majority of its citizens and it is difficult if not

impossible to envisage how that consent can be obtained outside a democratic rule. So a call for good governance can never be in support for dictatorship, rather, it is equally a call for democracy. This implies that, good governance is not obtainable outside democratic norms, by this, it implies therefore that, good governance and democracy are axiomatic concepts, in that, they both reinforces themselves in the system. The three major foundational keys to achieving good governance in the system are; first, the closeness of the government to the people, secondly, its ability to coordinate and bring into a democratic balance, the many functions and often competing sectional institutions which groups of people have created to serve their particular interest and thirdly the efficiency of the institutions (official and unofficial) by means of which its decisions are made known and implemented throughout the country.

All of these form the foundation on which good governance is laid in the system. Though it is more fundamental to argue that, this foundation can only be laid effectively, on a democratic structure. The crave for Democracy and expectations of Good governance that led to the struggle and subsequently heralded the Fourth Republic in Nigeria at its inception in 1999, was historical and of monumental magnitude, but more than twenty years along the line, the question is, has the people been able to reap the dividends of Democracy which among others is Good governance, in the Fourth Republic? If the answer to the aforementioned is of the negative side of the pendulum, then, what are the factors responsible for this and why are the populaces still yearning for a change in the leadership style that will guarantee the desires of their long expectations, which in this case bothers on Good governance.

## **CONCEPTUAL CLARIFICATION**

### **Good Governance**

Governance entails a structured culture and institution through which the leadership of a state exercises its authority. These consist of even the process through which government is selected, monitored, sustained and replaced. Governance reflects the capacity of government to effectively formulate and implement policies and programmes. Ogege (2013;35) conceptualized governance as the capacity of the political leadership to effectively formulate and implement sound policies and the respect of citizens and the state including the institutions that governs the economy and social interaction amongst others. While this conceptualization captures to a large extent, the major functions of government in systems are that, it paves the way to a large extent to the definition of good governance.

Odock (2006:126) referred to good governance as a system of government based on good leadership, respect for rule of law and due process, accountability/ transparency of the state leadership to the citizens. The implication of the aforementioned definition connotes that good governance entails numerous factors as earlier stated in this paper, cumulatively, this area focuses on the ability of the political leadership of the state, to project happiness and good living condition for its citizens, through the provision of infrastructure, being transparent and accountable to the citizens, creation of job opportunity to curb the high incidence of unemployment in the system, the ability of the state through its leadership to perform its core webberian functions of engendering security of lives and property of its citizens, amongst others.

Good governance therefore can also be viewed as the use of Democratic culture and principles by the political leadership of a state in the effective performance of state and governmental functions to its citizens. The basic assumption here is the capacity of the political

leadership in using the machinery and resources within its disposal to create and implement policies and programmes that reflects the overall interest of majority of its citizens, through an institutionalized structure. The political leadership gathers more confidence and legitimacy from the citizens while the citizens enjoy more freedoms and better living standard from the system.

## **Democracy**

The concept of democracy can be said to have floods of definitions because individual and political leaders' likes associating with the usage of the word. Christenson et al. (1981) observed that, even the Nazis Germany under Adolf Hitler claimed that its government was practicing a form of democracy He referred to as a "centralized democracy" Mao Tse-Tung of China and Nasser of Egypt both claimed to be practicing another form of democracy they referred to as "party less democracies" Sekou Toure of Guniea branded his leadership style as "democratic dictatorship" Ayubkluan of Pakistan and Fidel Castro of Cuba claimed their governments were another form of democracy which they christened as "Basic Democracy" and "True Democracy" Respectively.

In the literature on democracy, there are basic elements which must be observed or present in a system before such can be termed has been democratic. These are part of the indices present in Hoffman and Graham (2009) these authors acknowledged the confusion inherent in the effort of giving an acceptable meaning to the concept. Hence, they argued that democracy entails where the people or citizens directly or indirectly consent to and are major participant in their government. The implication of this conceptualization focuses on the people, by implication the electorate as the factor with the ultimate power in democracy. In other words, the system of democracy is a self-determination concept, this is why Watson (1988) opined that, Democracy is a charming form of government, they anchored their belief on the fact that, it has the ability to improve the quality of the system and government through citizens participation, this is part of the norms inherent in democratic settings. Jega (2007) argued that, democracy must be deeply rooted in participation and/or representation and that government in democratic systems derive its power and legitimacy from the people. In this sense, government exercises authority within the framework or bodies of supreme law called constitution and right of the citizen to vote and be voted for in the system.

## **The Fourth Republic**

The Nigerian state, since independent in 1960 has gone through series of political engineering, democratic experiences and trajectories, all in an attempt to fashion and sustain a democratic culture in the state. (Omorieg & Atigan 2019). The terminology derived from these attempts marks the various phases of democracy that the country has gone through in history. Immediately after Nigeria became a sovereign state in 1960, it adopted the parliamentary form of democracy which came to an end via a military coup on the 15<sup>th</sup> of January 1966. Amucheazi (2008:9) categorized the period 1960-1966 when the military ceased power as the First Republic. Again, the country embarked on another democratic journey, this time a taste of the presidential typology of democracy between October 1st 1979 up to the 31<sup>st</sup> of December 1983, after which the military again struck and suspended all political activities and the existing social order, this period marked the second Republic.

The period between the years 1992 to June 12<sup>th</sup> 1993, a period many Nigerians regarded as an insincere transition to civil rule program that culminated to the infamous annulment of the June 12 general election. This phase is regarded as the Third Republic. The Phase of political activities which emerged from 1999 to date, where Nigerians again welcomed and celebrated the opportunity to experience another democratic rule, after decades of uninterrupted military rule. Therefore, the period between 1999 to date is regarded as the Fourth Republic; this is the period that this discourse covers.

## **THEORETICAL FRAMEWORK**

This study deploys the political culture theory as its explanatory perspective. Though other perspectives such as the system, sustainable development and elite theories can very well explain some aspects of the study but the political culture theory gives a more holistic explanation to the discourse under study. The prominence of the political culture theory in contemporary study of comparative politics became highly valued in the 1960s. Chilcote (1994:27) argued that this theory has its origin from anthropology, socialization, small group's studies and personal study in psychology. Political culture refers to a form of national or nation's culture, in this sense; it represents a re-casted notion of national character, which consists of political belief, symbols, values, norms amongst others. These indices are germane in the explanation and definition of political situations and occurrence of actions with political implication.

Varma (2007:47) generated familiar indices or parameter through which political culture can be used to measure political actions and attitudes, these they termed as types of political culture. The characterization is in tandem with the level at which individual and groups in the system react to political objects or participate in political activities. These are parochial, subject and participant political cultures. Lim (2010:91) also captured the political culture perspective as a world view that explains why and how individuals and groups behave as they do. It is a shared learned and symbolic system of values, ideas, belief and practice that shapes and influences our political perception and behaviour.

In relation to the issues in this paper, political culture explains the behaviours of the ruling class in Nigeria as it relates to power acquisition, uses of political power and power relations with the electorates. Taking an in-depth view of the history and political trajectory of democratic rule in the country and the reasons adduced by the military for its incursion in the body polity of the Nigeria state from the first Republic all through the third, three factors has always played out. These are corruption, absence of accountability/ transparency and underdevelopment which is as a result of endemic poverty, inadequate basic infrastructure and unemployment. Omoregie and Atigan (2019) posited that the military observe theses factor all through the series of Republics as constant behaviours of political leadership hence, they are always used as excuse to cease power and pretend to assume power as correctional regimes. Though, history has shown that, even the military regimes are not different from those of democracy in Nigeria, as it concerns leadership style.

The political culture theory is a mental blueprint or mental code of what we collectively think or perceive of politics, it reflects some basic assumptions as it concerns this discourse, these includes, the fact that political leaders and politicians in Nigeria perceive the notion that, assuming leadership is an opportunity to loot the economy of the state and show no signs of accountability/ transparency to the people rather than seeing leadership as service to the people. Little wonder why even the fourth Republic having been on for over twenty years, the people are

yet to enjoy the benefits of Good governance. Considering the fact that, political culture forms attitudes that plays prominent role in the political life of individual, groups and institutional behaviours in the process of nation building. Also, this theory emphasizes stability and pattern of continuity in the political life of a people in a given system.

### **Elements of Good Governance in a Democracy**

As stated earlier in the course of this paper that, democracy and good governance are concepts that do not stand alone, rather they are axiomatic in nature, this implies that, they reinforce and beautify each other. Also, Scott (2004) argued that democracy is not enough to ensure that the governed reap the gains of their own efforts. This implies that democracy must be positioned side by side with good governance for the people to enjoy the effects of democracy in the system. This part of the paper therefore, attempts to identify some salient elements that should reflect in the system before such is regarded as enjoying good governance in a democracy.

### **Development**

Development is central to the discourse of Good Governance and Democracy. Ordinarily, economic development enhances Democracy and Good Governance in any system. Todaro (1997) views the concept of development as that which takes issues such as per-capital income, capital accumulation, National income, level of unemployment, level of material resources available, standard of living of the people etc. into cognizance. In this case, all the aforementioned indices are pointers to the conceptualization of development. Rostow Cited in Wilber (1984) saw economic development as the widening of the ranges of alternatives, open to people as a discernable rise in total and in per-capital income widely diffused throughout occupational and income groups.

However, contemporary scholars has argued that development indices are useful in the definition of economic or other forms of development if only it takes the humans factor as its core concern, consequently, Dudley Sear cited in Todaro and Smith (2009 ) opined that, development must be treated in relations to a universally acceptable aim, which is, the realization of the potential of human personality, he therefore, asked these pertinent questions, what has been happening to poverty, unemployment and inequality in the society and that if these questions are answered, then, we must have given a meaning to the concept of development. Finally, Goulet, cited in Wilber (1984) conceptualized Development simply as a means to the human economic improvement.

In tandem with the conceptualization of Dudley Sear, where some issues are raised which bothers on poverty, unemployment, inequality, also basic infrastructure like good roads, well equipped and effective health services etc. are all part of the elements of good governance that must be seen to be present in a system to improve the standard of living and make life more meaningful for the generality of the people in a democracy.

### **Security**

Security can be classified as consisting of the following concerns; peaceful co-existence, food security, sustainable socio-economic development, and domestic development. This involves strengthening the rule of law, creating a democratic political culture and nurturing civility,

suitable for democratic sustenance (Jega 2007:133). It implies therefore that security stands as an inevitable element of development and good governance which is more guaranteed under a democratic dispensation. Nabon (2012:223) captured security as the capacity to achieve reconciliation among diverse groups in the society. This conceptualization takes into consideration, the mosaic nature of some states as been made up of multiple ethnic groups that are constantly in conflict over state resources, like the case in Nigeria (Omoregie, Itakpe and Agazuma (2019). This is derived from the fact that, groups by nature involve themselves in conflicts over many issues, prominent amongst them is conflicts that arise in relation to power acquisition, benefits of state resources and public goods. The ability of the state, to put machinery in place in ensuring reconciliation among these groups, shows how effective the leadership is, in making the people enjoy good governance in the system.

Nweze (2004:85) emphasized that security entails the preservation, protection and guarantee of the safety of life, property, wealth of the citizenry and measure of guard against threat to national security. The vital nature of security in contemporary states cannot be over-emphasized; this is sequel to the fact that, it is the foundation on which development is laid. It implies therefore that; development is practically impossible in periods of insecurity. It goes with the popular maxim of; no meaningful development can be achieved in a state of rancor and acrimony. Though, Omoregie et al. (2020; 378) argued that, total security may be a mirage in contemporary states, yet, they advocated that, it is the responsibility of states through it relevant agencies to show commitments in achieving its core state function of protecting the lives and property of its citizens. This is one of the means through which political leadership show-cases Good governance and development in a democratic system.

### **Accountability/ Transparency**

Democratic governance is emphasized by high level of accountability and transparency of political leadership at all levels, to this ends, democracy as a form of government emphasizes that leaders be accountable to its citizens (Agara & Aisedion 2018:108). Under a democratic regime, it is assumed that the people do not rule themselves directly; rather, they are governed through elected accountable representatives who are expected to be transparent in their dealings. Accountability and transparency are twin concepts that plays pivotal roles in ensuring good governance in democratic systems.

The demonstration of accountability on the part of leadership toward the people earns such political leadership, political legitimacy and when such a government is adjudged transparent, then, the system will not be bedeviled with all forms of prebendalism and corrupt behaviours which may hinder the development of the democratic system, thereby hindering the reflection of good governance in the democratic regime. Nigeria Fourth Republic democratic experience is said to be immersed in corrupt activities to the extent that the citizenry no longer trusts its political leadership. This has on the long run hampered good governance in the political system.

### **Political Integration**

States with diverse ethnic, cultural, language and religious colorations like Nigeria must renew its efforts politically to unite these forces and differences, in order to achieve peace and enhance good governance in its democracy. It is believed in many quarters that the most effective machinery for achieving this function is through non-involvement of the political leadership in

any form of ethnic or religious favoritism especially when it comes to public appointments and access to public goods. Mohammed (2007) argued that the task of political integration involves efforts at engendering national cohesion to achieve unity in the quest for nation building.

It is assumed therefore that, the capacity to drive this factor effectively lies in the commitment of the state and its leadership to pursue policies that are not divisive in nature but those that will integrate all forces in the system. Some of the ways of achieving these are: (i) by strengthening and maintaining communication and sense of shared stakes among different groups in the system. (ii) By undertaking recruitment techniques that reflect all shade of opinion during employment promotions in the system, socialization, and popular education in politics and civics even in the informal certain amongst other. The adoption of the aforementioned, in tackling integration crisis within the democratic space, would enhance good governance in the democratic system.

### **Factors that Hinders Good Governance in Nigeria Fourth Republic Democracy**

**Inadequate Infrastructure:** The shortage or nonexistence of basic infrastructure like constant supply of power, portable water, good and well-constructed network of roads, good and affordable health facility, efficient educational system among others in the system will certainly hinder good governance in any democracy. Since the commencement of the Nigeria fourth republic in 1999, one of the cry of the average citizen has been on the government to give adequate attention to these basic factors, but more than twenty years down the line, the successive governments are still grappling with this same issues. In the developed clime these and many more are what citizens enjoy which makes life more meaningful for them. Road across the country are more like dead traps causing accidents resulting in the loss of lives and properties. The hospital or health facilities are in a very bad shape; this make people lose confidence in the capability of the Nigeria health worker to administer to their health needs. The corollary of these is of serious hindrances on good governance.

**High Rate of Unemployment:** The high rate of unemployment, under-employment and the likes in the system, possess grave challenges to good governance in democracies. The inability of state to create job for the teeming school leavers who in most cases are youths are on the high side in developing countries like Nigeria. The resultant effect of these lapses has ridicule democratic regimes and cannot be said to have made the people enjoy good governance. Todaro and Smith (2009: 7) drew a rectangular relationship between unemployment, poverty, inequality and under-development in the system. The import of these relationships is centered on the final outcome, which are the challenges of not achieving the goal of good governance in the democratic system. With this general foundation already laid, the Nigeria fourth Republic Democratic system has so far failed in its efforts in creating jobs or providing employment opportunities through putting in place enabling environment through the provision of some basic facilities like power, social security, health insurance scheme amongst others, to the citizenry, this ordinarily will enhance entrepreneurial zeal in the people and also lesson the level of poverty in the system, bridge the level of inequality and enhance the development of the state.

**Insecurity:** Good governance and development strives in democracy under a secured environment. There are factors that induce insecurity in most developing states like Nigeria. These includes political instability, lack of social trust among various ethnic groups that makes up



the system, crises arising from religious intolerance, bad government, inability to effectively exercise jurisprudence over state territory, thereby, leading to the recent conceptualization of ungoverned territory. The coast of factors that militates against effective security in the system has also been expanded by Dudley cited in Tudaro and Smith (2009:163) who argued that underdevelopment in itself is a factor that arose from bad government, in expressing this belief, he inferred that development cannot be discussed without firstly answering these three fundamental questions which are: what is happening to inequality, poverty and unemployment in the system.

In all, good governance breeds human development and happiness amongst the citizens of a state. Omoregie et al. (2020: 381) points to the fact that, there are a whole lot of other factor like individual frustration as a result of not being able to actualize one's self within the system, bad government policies that do not go down well with the people, poverty as a result of unemployment among others, which may constitute insecurity in the system. These factors are evidently the root causes of the insurgency and terrorism presently being experienced in contemporary Nigeria, thereby hampering development which would have made the citizens enjoy the effects of good governance in the democracy of the fourth Republic.

**Corruption:** This is one of the factors that dwarf efforts aimed at ensuring good governance in any democratic system. When government institutions act outside the stipulated rules or their actions or inactions are propelled by selfish gains, based on illegal gratification. Transparency international (2004) conceptualized corruption as the abuse of entrusted power for private gains. This implies that, all action and inactions of public official that are carried out in a way to reflect selfish or private gains is classified as corruption. Also the World Bank (2013) enlarged the scope of corruption as comprising all actions involving the abuse of public power for private benefit. Taking these conceptualizations into consideration, it is in the public domain that political institutions of the Nigerian fourth Republic are conceived to be immense in corruption. This includes those in the Executive arm of government, the legislators and judiciary. Their action includes excessive hiking of contract sum for projects, padding of budgets to suit personal interest and pervasion of justice for financial gains amongst other. Though successive government regimes since 1999 had in one way or the other pretended to be fighting corruption with the creation of institutions such as the economic and financial crime commission (EFCC) and the independent corrupt practices commission (ICPC), but these has empirically not seen to have abated the issue. though it is being argued in many quarters that it is as a result government insincerity on the issue. These behaviours are part of those issues negatively affecting the fourth republic democracy and hindering the people from enjoying good governance.

## CONCLUSION

This paper has been able to draw a strong relationship between the twin concepts of Democracy and Good Governance, showing their axiomatic nature, furthermore, it emphasizes the belief that democratic form of government that is well endured with developmental projects, leadership that is accountable, where there are physical and social security amongst others are bound to reflect good governance. Which will be enjoyed by the people? The absence or low level of security, infrastructural development and lack of accountability / transparency amongst others as in the case of Nigeria fourth Republic has spelt doom for the people as far as good governance is concern. Evidently, the level of unemployment is soaring high on daily basis thereby becoming a threat to security, resulting to high incidence of terrorism, insurgency, banditry and other sundry

crimes in the system. Also the low level of infrastructural growth in the system coupled with the high rate of corruption among public office holder is of negative consequence in the nation's body polity. All these put together and others, has dwarf good governance and its effect in the country, especially in the fourth Republic.

## Recommendations

The paper recommended that:

- The Nigeria political leadership must place more attention on massive infrastructural creation to enhance the living condition of its citizenry
- There is the need for a more robust security architecture, aimed at tackling the present high level of insecurity in the country
- Government at all levels must be transparent in formulation/implementation of policies and accountable to the people at all times.
- The need for job creation cannot be overemphasized as this will take care of the employment needs of the people.
- The war on corruption should be pursued and fought sincerely; offenders should be seen to be punished in accordance with the existing laws.
- The multi-ethnic and religious nature of the country must be considered by the political leadership in the distribution of public goods as well as appointments into public offices

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# UNMET POTENTIALS OF SOFT COMPUTING TECHNIQUES AND ENTREPRENEURIAL DECISION-MAKING PROCESS: FUZZY INFERENCE APPROACH

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## ABSTRACT

One of the essential aspects of Entrepreneurship is to constantly make decisions that evaluate alternatives and make good decisions regarding a wide range of matters. Decision making involves a lot of uncertainties and associated risks which poses serious challenges for Entrepreneurs to juggle among them in order to take the good decision. Previous research works have been mainly on the analysis of the characteristics of potential entrepreneurs and the firm-creation process leaving the twin issues of uncertainties and associated risk which is inimical to good decision-making process. The increasing challenges and complexity of business environments are making business decisions and operations more difficult for entrepreneurs to predict the outcomes of these processes. Hence, this paper proposes a decision support model armed with soft computing techniques (-Fuzzy Inference System) that could be adapted for various business decision processes. Fuzzy set theory offers a natural approach to the resolution of multidimensional and complex problems when the available information is sparse and/or of poor quality. It is hoped that the system predicated on fuzzy logic would have the capability of addressing problems that are marked by different conflicting interests (considering their different degrees of membership) by tracking the uncertain and operational risk events for prompt attention to ensure good entrepreneurial decision process. This paper concluded on the need to explore the potentials of soft computing techniques – fuzzy logic- in decision making process for an entrepreneur.

**Keywords:** Fuzzy Logic, Membership Functions, Decision, Fuzzy Set, Entrepreneur

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## **INTRODUCTION**

In recent time, specific interest and research in entrepreneurship has captured the attention of both scholars and policy makers (Acs & Audretsch, 2003; Gürol & Atsan, 2006; Khefacha et al., 2014; Laviolette & Brunel, 2012; Norrman & Bager-Sjögren, 2010). Decision making is a very vital component of every business's success. Decisions based on a foundation of knowledge and sound reasoning can lead to long-term prosperity; contrary, decisions made on the basis of unsound logic, emotion or incomplete information can quickly put a business out of commission. Ultimately, what drives business success is the quality of decisions and their implementation. Good decisions mean good business. The concept of decision making has a long history; choosing among alternatives has always been a part of life. But sustained research attention to business decision making has developed only in recent years. Contemporary advances in the field include progress in such elements of decision making as the problem context; the processes of problem finding, problem solving and legitimation; and procedural and technical aids.

Entrepreneurs are not able to use classical methods to solve some kind of problems given in sociology, economics, environment, engineering medical sciences and others, since these kinds of problems have their own uncertainties. Fuzzy set theory, which was first proposed by Zadeh in 1965, has become a very important tool to solve these kinds of problems and provides an appropriate framework for representing vague concepts by allowing partial membership (Zadeh, 1965). Fuzzy set theory has been studied by both mathematicians and computer scientists and many applications of fuzzy set theory have arisen over the years, such as fuzzy control systems, fuzzy automata, fuzzy logic, fuzzy topology, fuzzy decision making among others.

Being an entrepreneur means possessing outstanding decision rights to opinions or judgments on the future outcome of a business (Foss & Klein, 2007). An entrepreneur is an adventurer who needs to be able to deal with the risk that his or her judgments may be wrong (Casson, 2005). Dealing with risks requires adaptation, in the sense of experimenting with novel ideas and with completely new technologies to cope with complex problems and unanticipated opportunities (Bhidé, 2000). In this vein this paper proposes a nature based approach - fuzzy inference model approach for decision making that will be capable of handling the complexities involved in decision making by entrepreneurs.

## **CONCEPTUAL CLARIFICATION**

### **Decision Making**

The concept of decision making has a long history; choosing among alternatives has always been a part of life. But sustained research attention to business decision making has developed only in recent years. Contemporary advances in the field include progress in such elements of decision making as the problem context; the processes of problem finding, problem solving, and legitimation; and procedural and technical aids. All decisions are about problems, and problems shape context at three levels. The macrocontext draws attention to global issues (current exchange rates, for example), national concerns (the cultural orientations toward decision processes of different countries), and provincial and state laws and cultures within nations. The mesocontext attends to organizational cultures and structure. The microcontext addresses the immediate decision environment the organization's employees, board, or office. Decision

processes differ from company to company. But all companies need to take these three context levels into consideration when a decision needs to be made.

An important difficulty in decision making is failure to act until one is too close to the decision point when information and options are greatly limited. Organizations usually work in a "reactive" mode. Problems are "found" only after the issue has begun to have a negative impact on the business. Nevertheless, processes of environmental scanning and strategic planning are designed to perform problem reconnaissance to alert business people to problems that will need attention down the line. Proactivity can be a great strength in decision making, but it requires a decision intelligence process that is absent from many organizations. This is where Fuzzy Inference System comes into play. Moreover, problem identification is of limited use if the business is slow to heed or resolve the issue. Once a problem has been identified, information is needed about the exact nature of the problem and potential actions (decision(s)) then can be taken to rectify it.

Decision-Making in business has grown as a part of operations research, as concerned with designing computational and mathematical tools for supporting the subjective evaluation of performance criteria by decision-makers (Zavadskas et al., 2014). Several research work have been carried out to develop intelligent models to support decision making in an organisation (Zavadskas & Turskis, 2010). As observed in analytical terms, the entrepreneur's notion and the organization of the firm are inseparable. Being an entrepreneur means possessing residual decision rights to opinions or judgments on the future outcome of a business (Foss et al., 2007). The researchers have also seen that the entrepreneur is an adventurer who needs to be able to deal with numerous risk(s) that his or her judgments may be wrong (Casson, 2005).

Dealing with risks requires adaptation, in the sense of experimenting with novel ideas and with completely new technologies to cope with complex problems and unanticipated opportunities (Bhidé, 2000). Entrepreneurs did not perceive less risk but, instead, used more personal values to frame venture risks. They were also more confident in their ability to influence the development of the venture in the future. Simon, Houghton and Aquino in 2000 also found that entrepreneurs suffer from an illusion of control, i.e., they believed their skill will affect performance positively even in situations where it realistically cannot, or where it is evident that outcomes are highly dependent on chance. Similarly, Busenitz and Barney in 1997 posit that entrepreneurs are more overconfident and more likely to generalize from small random samples.

### **Soft Computing in Decision Making**

Several previous studies have employed different soft computing approach to support decision making in an organisation to solve problem(s) in a problem space in business growth and sustainability (Şengül et al., 2015). These are - inclusion-based TOPSIS method with interval-valued intuitionistic fuzzy sets for multiple criteria group decision making, Applied Software Computing (Roszkowska and Wachowicz, 2015). An improvement of quantitative strategic planning matrix using multiple criteria decision making and fuzzy numbers. Applied Soft Computing, production management (Rabbani et al., 2014). There is no unique and well-defined methodology that one could follow step-by-step from the beginning to the end of a decision aiding process. When dealing with objects that can only be described and compared using several characteristics, aggregation is a major issue: it aims at operating a synthesis of the usually contradictory, features of the objects, in view of achieving a goal such as choosing among the

objects that has the highest degree of membership in a given problem space. (Bouyssou et al., 2006).

In all these research and methods applied, Fuzzy Inference System was not fully employed in that detailed fuzzy rules was not employed extensively to cover all constraints in entrepreneur decision making. The aim of this paper is to propose a model that will judiciously select fuzzy rules in the entrepreneur problem space using Mamdani Fuzzy Inference System approach that can be used to support effective decision making in an organisation.

### **Theoretical Background of Fuzzy Logic**

This paper is based on the principle of fuzzy logic, a sub component of a nature inspired methodology - Soft Computing. This section will briefly dwell on principle of fuzzy set theory in order to contextualize this research paper. As the complexity of a system increases, the utility of fuzzy logic as a modeling tool increases (Oderanti, 2010). Fuzzy logic (FL) allows approximate interpolation between input and output situations (Keshwani, Jones, Meyer and Brand, 2008). FL provides a conceptual framework that attempts to define a natural way of dealing with problems in which the source of imprecision is the absence of sharply defined criteria of class membership rather than the presence of random variables (Zadeh 1965). It is a problem solving technique that was introduced by Lotfi Zadeh in 1965 to deal with vague or imprecise problems (De Wilde 2004; DeWilde 2002; Dweiri & Kablan 2006; Kandel & Zhang 1998).

FL is used to model human reasoning and knowledge that do not have well defined boundary. Although fuzzy logic covers a wide range of theories and techniques, it is mainly based on four concepts: fuzzy sets, linguistic variables (Hajjaji & Rachid, 1995), possibility distributions (membership functions), and fuzzy if-then-rules (Dweiri & Kablan 2006). The values of a linguistic variable are both quantitatively described by a fuzzy set. Possibility distributions or membership functions are constraints on the value of a linguistic variable imposed by assigning it in a fuzzy set. Fuzzy if-then rules are knowledge representation schemes for describing a functional mapping between antecedents and consequents (Oderanti, 2010). A Fuzzy Inference System (FIS) employs fuzzy if-then rules and can model the qualitative aspects of human knowledge and reasoning processes without employing precise quantitative analysis (Oderanti, 2010). FIS are generally understandable because the knowledge in these systems is contained in the form of fuzzy if-then rules containing membership functions (Anderson & Hall 1999). FIS can be teamed as computing with words.

### **Fuzzy Inference Systems in Decision Making**

The intelligent behind FIS is to make use of rules that is generally known in a system to model the system that is driven by these rules. This gives rise to a complete system that can be used to model the complexities involved in decision making. This section will discuss a step by step approach on how to design a FIS for a given problem space (entrepreneur). The FIS is an intelligent system that is built to give correct outputs to known and unknown inputs. FIS are good at modeling real life problems once the common characteristics or the general rules of the system is known.

## **Computational Intelligence and Fuzzy Logic**

Computational Intelligence (CI) enables, through intelligent techniques inspired by nature, the development of intelligent systems that imitate aspects of human behaviour, such as: learning, perception, reasoning, evolution and adaptation (Engelbrech, 2007). Some examples of Computational Intelligence techniques are: Artificial Neural Networks, biological neuron, inspired technique (Anagnostopoulos & Maglogiannis, 2006; Aruna et al., 2011), Evolutionary Computation, inspired by biological evolution (Mohamed et al., 2011), Expert Systems, inspired by inference process (Anagnostopoulos et al., 2006), and Fuzzy Logic, inspired by language processing. The fuzzy systems theory is a formal approach that aims to address the modelling, representation, reasoning and the inaccurate information procedure as a troubleshooting strategy (Dubois & Prade, 1983). Introduced in 1965 (Zadeh, 1965), the fuzzy set theory is a tool to model the imprecision and ambiguity that arises in complex systems (Zadeh, 1965; 1979), and it was created from the combination of the concepts of classical logic and groupings, defining degrees of relevance (Lukasiewicz, 1970). Fuzzy logic is the principle concept of the proposed model in this paper.

A fuzzy set differs from a classic set to assign to each element a value in the unit interval  $[0, 1]$ . Specifically, a fuzzy set is defined as a function  $A$  of a set  $x$ , called universe of discourse, to  $[0, 1]$ . The function  $A$  is referred to as a membership function, and the value  $A(x)$  represents the degree of relevance or compatibility of the element  $x$  with the concept represented by all the fuzzy set. Thus, the fuzzy logic proposed by Zadeh (Zadeh, 1965; 1971) provides a mathematical model for the processing of inaccurate or vague information and concepts, intending to make computers carry out inferences as people. The fuzzy processing is generally composed of: Rules Base (provided by specialists or extracted from numerical data); Fuzzification Stage (activates the rules from a set of precise entries); Inference Stage (determines how rules are enabled) and Defuzzification Stage (provides precise output, generating a fuzzy set of output).

## **Conceptual Problems in Entrepreneurship Decision**

In order to deal with the complex conceptual problems in entrepreneurship decision making, there is the need to model the system that will support decision making holistically. To achieve this, fuzzy logic has the capability in considering possible constraints that affect decision making in an organization. The emphasis is based on real world of actual entrepreneurial activity. The fuzzy logic method was preferred to current mathematical models due to its ability for modeling the obscurity in the related problem space, ability to work with lower cost and easy application, higher mechanical intelligence level, ability to solve new problems by using the experience of the model within the framework of the rules defined in the model, flexible structure, compatibility for solving the insufficiently defined problems, and use of intuitive methods instead of a specific algorithm (Yilmaz and Ayan (2013)). The reasons for choosing fuzzy logic in contrast to other systems are grounded on the lack of a flexible structure of other systems, operation for accurate data and production of accurate results.



## Conceptual Framework of the Proposed System

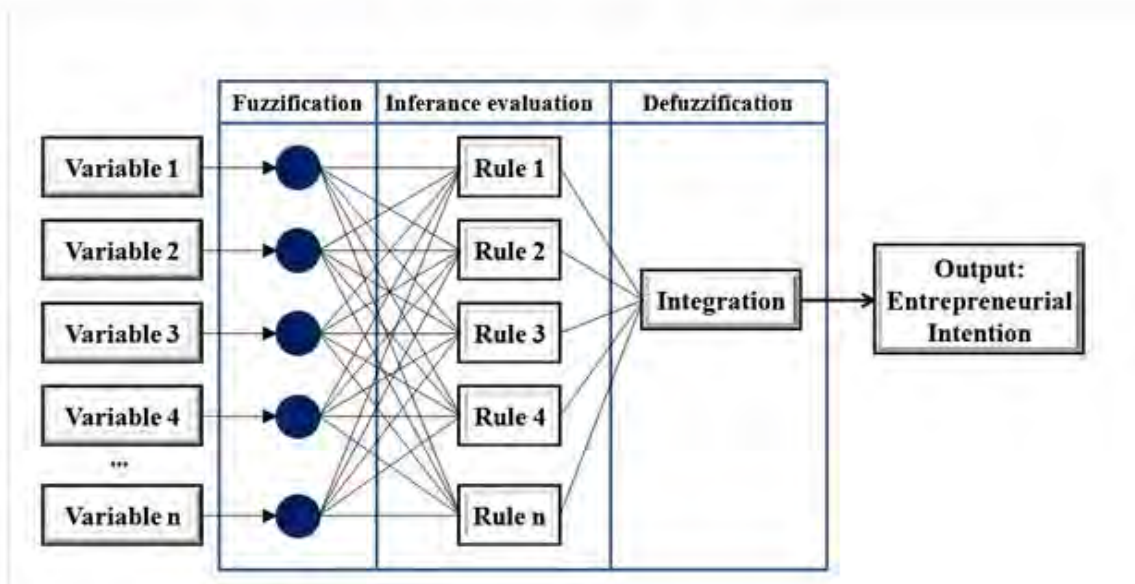


Figure 1 : Conceptual model of Fuzzy Inference Systems for entrepreneurs

A good Fuzzy Inference design needs to correctly map the inputs to the outputs, which is done by designing the correct rules in a given problem space. The major task is to correctly and adequately identify the inputs and outputs. Rules are the driving factors of the fuzzy inference system and the degree of membership of the identified membership functions are also a strong contributing factor to the final result of the designed system. The two types of fuzzy inference methods most commonly used are the Mamdani method and the Sugeno method (Negnevitsky, 2001). The difference between these two fuzzy inference methodologies is the specification of the consequent part. In the Mamdani method (Mamdani & Assilian, 1975), consequents are fuzzy sets, and the final crisp output of the Mamdani method is based on defuzzification of the overall fuzzy output using various types of defuzzification methods. This paper strongly recommends Mamdani approach because decision making in entrepreneur requires holistic consideration of many variables for final decision.

The Mamdani fuzzy inference process includes four steps (Negnevitsky, 2001) (Naaz & Ranjit, 2011). These are:

**Step 1: Fuzzification** -In fuzzification process the crisp input values are transformed into the grades of membership function (MF) for linguistic values of fuzzy sets. The membership function provides a grade for each linguistic value.

**Step 2: Rule Evaluation** - After successfully defining the input and output variables, and the corresponding MFs, it is necessary to design the rule-base of the fuzzy knowledge-base. The rule-base of FIS design is composed of IF < antecedents > THEN < conclusion > rules. These rules are then transformed from an input to an output, based on MFs that inform the projected outcomes. The total number of rules is dependent on the total number of linguistic variables and MFs. In Mamdani, the AND operator is applied on each rule for rule evaluation.

**Step 3: Aggregate output(s)** - After evaluating all the rules, the rules need to be bundled together in a particular approach to make a decision. Aggregation method is used to bundle the output fuzzy set after the evaluation of the rules. In Mamdani, the OR operator is used to aggregate the output fuzzy sets. After aggregation, the final output is a single fuzzy set.

**Step 4: Defuzzification** – This stage comes up after all others of the fuzzy inference process. A crisp number is generated from the single output fuzzy set that is found from aggregating the rules in Step 3. Figure 1 shows the conceptual model of the proposed system.

## Discussion of the Work

This work proposes the use of soft computing technique of fuzzy logic in form of fuzzy inference system for entrepreneurial decision-making process. The feature spaces or variables of the system depend on the business or entrepreneurial environment. The fuzzy inference system is used to ameliorate the negative impact of uncertainty, imprecision and associated risks on the decision making process.

## CONCLUSION

In recent time a lot of research have been on entrepreneurship in both academic research and practice. In applications and theories, different modelling techniques have been offered, a number of suitable approaches have been provided for modelling decision. Choosing a problem solution approach and a model is dependent upon the people that are involved in the process of decision making, organisation policies, available information and time among others. The most important advantage of FIS approach is its capability of addressing the problems that are marked by different conflicting interests considering their different degrees. This paper focused explicitly on the need to explore the potentials of soft computing – fuzzy logic in decision making. Fuzzy logic has the capability of handling holistically the variables involved in decision making. It is quite possible that a better understanding of the factors that influence attitudes towards entrepreneurship and entrepreneurial intent could facilitate the successful development of these initiatives. This paper focused majorly on the use of fuzzy logic and fuzzy inference systems to combat the constraints of uncertainty and associated risks that affects entrepreneurial decision.

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# MOTIVATION AND EFFECTIVE PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN DELTA CENTRAL SENATORIAL DISTRICT OF DELTA STATE, NIGERIA

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## ABSTRACT

This study examined the influence of motivation on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State. The study adopted a descriptive survey research design. The population of the study consists of teachers and principals from 203 public secondary schools. A sample of 200 teachers and 10 principals were selected from the sampled secondary schools. Two research questions and two hypotheses guided the study. The data was collected by the use of a questionnaire. Mean scores were used to analyze the research questions while Z-test was used for the hypotheses. The findings of the study revealed that motivation influences teachers' job performance in respect of building positive attitudes and beliefs towards teaching and learning. Also, male and female teachers do not differ on the best strategies to motivate teachers to perform their job effectively. Based on the findings, it was concluded that the job effectiveness of teachers highly depended on the quality, competency and skillfulness generated through motivation. Therefore, it was recommended amongst others that training of teachers should be efficiently implemented, salary and fringe benefits should be paid as when due and there should be an improved condition of service for teachers.

**Keywords:** Job Performance, Motivation, Teachers, Salary/Fringe Benefits, Training.

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## INTRODUCTION

Education is a social centre that specializes in social studies. Education prepares young people for socialization and, in effect, for socialization. Social scientists want to know how this type of socialization affects and influences other social structures, experiences and outcomes (Analoui, 2000). This is why social science education is a field that focuses on two different levels of analysis. To a large extent, sociologists work to identify how various social forces, such as politics, economic, culture, etc., create diversity in schools. In other words, what effect do other

social institutions have on the education system? At a lower level, sociologists try to identify how the diversity of school processes lead to differences in individual student outcomes.

That is if schools have different teaching methods for different processes, how does that affect each learner and what are the individual outcomes? This is why social studies courses examine social interactions in the classroom, playground, teaching and learning processes, school environment, teacher personality, motivation and performance to facilitate effective quality learning. The coherence of teacher motivation and performance also falls within the focus of social studies and it is important in the growth of any global educational system. They are probably at a level that is in line with the knowledge and skills of professionals. It is well known that many teachers fail to develop themselves within the educational setting (Robbins et al., 2004). This is because professional knowledge, skills and abilities occur when a person feels motivated in his or her work. Also, motivation and work satisfaction are very important in the lives of teachers because they are the most important reasons for working in life. Teacher motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom. While teacher motivation is fundamental to the teaching and learning process, many teachers are not well motivated (Azubuike & Orji, 2016).

Compared with other professions, teachers across various countries, school contexts and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress and burnout can negatively influence motivation and job performance. According to Michaelowa (2002), teachers who report low levels of motivation tend to perceive their student's motivation levels as low.

To Ikenyiri & Ihua-maduenyi (2011), an organization should implement a payment system that integrates both financial and non-financial aspects as this will ensure the satisfaction of diverse staff needs, thus increasing staff commitment and performance levels. Non-financial payment systems include features such as recognition, promotion, additional responsibility and personal growth. These efforts are aimed at motivating employees to meet their respected needs and to achieve assets as the organisation's source is linked to the human economy.

Similarly, a positive attitude toward teachers about teaching and a high level of desire determines her positive view of the environment. An effective teacher development project should have a complete set of these features to develop the necessary skills and attitudes for prospective teachers. These factors that affect teacher performance include attitude, academic achievement, teaching method, personal characteristics, classroom environment, personality, student relationships, preparation and editing, effective presentation, staff relationships, parents and community mobilization skills etc. Due to the economic situation, Nigerian schools are constantly developing an award system to survive and be competitive. The development of motivational strategies plays an important role in motivating employees to deliver high levels of performance, self-reflective effort and contribution. Therefore, this study focuses on the motivation and effectiveness of teachers in Delta Central Senatorial District of Delta State high schools.

## **Theoretical Framework**

This study is based on Abraham Mastow's (1943) system of human needs as stated by Peretomode (1991). The theory focuses on the inner workings of human beings that initiate, empower, guide and maintain behaviour. It promotes or undermines a person's moral integrity in

such a way that its positive effects produce contentment while its negative influence produces dissatisfaction. It is for this reason that motivation is seen as a complex pattern of behaviour studied in society that incorporates conditions, needs, desires, methods and outcomes. Motivation is the process of influencing or motivating a person to take actions that will help achieve the desired goals.

In education, a teacher should be motivated to increase productivity, efficiency, effectiveness and dedication to their tasks. This includes consideration of such things as physical, psychological and environmental variability for individual employees. It is said that if their needs are met by educational institutions by providing teachers with needs such as salary / other benefits, promotions, pension plan, social benefits, insurance policy, job security, free medical care and health care, and a decent workplace, the level of teacher performance will improve.

## **CONCEPTUAL CLARIFICATION**

### **Teachers' Motivation and Job Performance**

In an organization, job performance is determined by the extent of motivation. Motivation and performance are fundamental variables that determine the success of an organization. Thus, a school administrator who understands what specific strategy to apply gets the best of the teachers. According to Bennell (2004), low teacher motivation is colossal which is seriously compounded by political interference. To Analoui (2000), low motivation deteriorates standards of professional conduct and leads to unproductivity. Accordingly, Usman (2015) posited that teachers complain of lack of fringe benefits like transport, housing and medical allowance for many years; lack of recognition, merit awards, bonus and in-service training. With all these nasty experiences, it will be difficult for teachers to remain committed to their official assignments in the various schools.

In a study of teacher motivation decisions made by Nosheen & Hina (2015), using the network of private high schools in Baba-walpur, it was revealed that staff members were encouraged by the presence of teachers rooms, a friendly environment, the availability of learning resources, and small classroom sizes. Motivation contributes to improving employee productivity. In Malik (2010), motivation improves employee performance and in return, employee motivation improves the organization.

Abdulraham (2018), has studied the factors that influence teacher enrollment in public high schools in Kabul, Afghanistan and earned a low salary as one of the major factors influencing teacher enrollment in Afghanistan. Another study of factors influencing teachers' motivation and impact on their work Gichure (2004), also identified external factors such as employee success, exceptional benefits and work environment, as well as a few basic factors such as employee success, recognition, performance, responsibility and progress, job security and good relationships with management. In addition, a study of factors affecting teacher motivation in high schools in Thika West District, Kiambu Country, Kenya, by Nyakundi (2012), found job satisfaction, award programs, professional training and development and working conditions as factors affecting teacher motivation and work ethic. In line with this, Imo (2013) argued that motivated teachers are always looking for better ways to do their teaching work and better behaviour as a result, they are more productive.

Therefore, it means that ethical and motivated teachers are committed to giving their best to achieve the greatest result. Again, studies on motivational strategies for teachers have shown

that teachers motivated by some kind of incentives are recognized as being effective. Incentives could be intrinsic or extrinsic motivation. Teachers have the capability of reaching their highest height of potential if well motivated. According to Edo et al. (2018), development in the schools have to be geared toward acquiring or sharpening the capabilities of teachers to perform various obligations, tasks and functions associated with or related to their present or future expected roles. This means increases in knowledge, skills and the development of a positive attitude to work for the enhancement of productivity and quality services. Mehmood (2008) opined that seminars, workshops, refresher courses, conferences and correspondence courses are in-service training strategies that can motivate teachers to perform their jobs effectively. Those ingredients facilitate changes and improve the quality of teaching and learning in educational institutions.

Again, looking at Herzberg's hygiene factors point of view, salary/fringe benefits, working environment and recognition significantly affect the job performance level of the workforce. Ovidiu-Iliuta (2013) examined low and high-paid workers' job performance in the European Union (EU). The result reveals that when low-paid employees were compared to high-paid employees, a low-paid employee showed a low level of job performance. The result also showed that the gap between low-paid employees and high-paid employees' job performance expanded hence affecting the effect of performance by low earners.

### **Statement of the Problem**

The purpose of every organization is to achieve set goals and objectives. The achievement of goals depends to a large extent on the quality of workers employed in such an organization. Every employer is supposed to guarantee that each employee works optimally to realize the goals of the organization. To get the best of workers, it is not out of place to motivate them by consistent payment of their salaries, wages allowances and other incentives likely to trigger their dedication, willingness and boost their morale to work. In Nigeria, the status of teachers is nothing to write home about. To Usman (2015), there exists an alarming rate of maltreatment of teachers in Nigeria to the extent that many teachers are ashamed of proclaiming the teaching profession. He further stated that teachers are paid meager salaries with almost insignificant welfare packages. Teachers are now termed 'natural economists' because they are forced to restore to simple living as they could hardly afford the luxury. Most teachers live in poorly built houses surrounded by little or no ventilation, unclean water, no electricity, poor road network and mockery by workers from other highly remunerable occupations. In some cases, there had been no on-the-job training, recognition, promotion, salary/fringe benefits and other incentives that are accrued to the teacher. Therefore, this study examines motivation and teachers job performance in public secondary schools in the Delta central senatorial District of Delta State.

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

The aim of this study is to investigate the impact of motivation on teachers' job performance in public secondary schools in the Delta central senatorial District of Delta State. The specific objectives of the study are to:

- Determine the extent to which salary/fringe benefit contributes to a teacher's job performance.
- Determine the best ways to motivate teachers to ensure effective job performance.



## Research Questions

The following research questions guided the study:

- To what extent do salary and fringe benefits contribute to teacher's job performance?
- What are the perceptions of male and female teachers on the best strategies to motivate teachers to ensure effective job performance?

## Hypotheses

The study tested the following hypotheses:

- There is no significant difference between teacher and principal on how salary/fringe benefits influence teacher's job performance.
- There is no significant difference between male and female teachers on the strategies to motivate teachers to ensure effective job performance.

## METHODOLOGY

The design of the descriptive research study was adopted in this study. The population of the study included teachers and principals from 203 public high schools in the Delta Central Senatorial District of Delta State. The sample was selected using a multi-grade sampling method. First, the Senatorial District is made up of nine local government areas. Of the 9 local government districts, 5 were selected using a random sample method. Second, in selected local government areas two public high schools were selected to provide a total of 10 schools in. Third, in each of the 10 participating schools, 20 teachers were selected in a simple random sample, making a total of 200 teachers. All the 10 principals of the 10 public schools were used. Therefore, the sample included 200 Teachers and 10 Principals

The tool entitled Motivation and Effective Performance Questionnaire (MEPQ) was designed by the researcher. The questionnaire is divided into sections; sections A and B. Category A contains the staff information of the respondents, while section B contains the content of the questionnaires compiled about the search queries. Each statement is rated on a four-point Likert-type-rating scale, namely: strongly agree (SA), Agree (A), strongly disagree (SD) and disagree (D). The tool was contained and verified face by two experts, from the University of Delta, Agbor. The corrections made by the researchers in the final tool were effected. To ensure the reliability of the tools, it was tested on 20 teachers and 10 principals in the Delta South District of Delta State, outside the study area.

Collected data were subjected to statistical analysis using the Cronbach Alpha method. The total reliability rating obtained was 0.90. This value is considered high enough to determine a reliable tool. The questionnaire was distributed directly by the researcher with the help of two research assistants. This is a guarantee of quick delivery and retrieval of the tool. The standard deviation was used to provide answers to the research questions posed in the study. The benchmark level of acceptance was 2.50, any lower points below this benchmark would be rejected when using the Z-test statistics to test the hypotheses at the 0.05 value level.

## RESULTS

**Research Question 1:** To what extent do salary and fringe benefits contribute to teachers' job performance.

Table 1: Responses on the contribution of salary and fringe benefits to teachers' job performance.

| S/N | Items   | Teachers |        | Principal |        |
|-----|---|----------|--------|-----------|--------|
|     |   | Mean     | Remark | Mean      | Remark |
| 1   | Sustains satisfaction of employees                        | 3.22     | Agree  | 3.2       | Agree  |
| 2   | Maintain adequate job performance                         | 3.27     | Agree  | 3.0       | Agree  |
| 3   | Enhance high level of motive driven for achievement       | 3.32     | Agree  | 3.1       | Agree  |
| 4   | Determine conducive working environment                   | 3.22     | Agree  | 2.8       | Agree  |
| 5   | Determine supervisor subordinate relationship             | 3.18     | Agree  | 3.1       | Agree  |
| 6   | Determine positive attitude towards teaching and learning | 3.22     | Agree  | 3.4       | Agree  |
|     | Grand mean  | 3.23     | Agree  | 3.1       | Agree  |

Table 1 Above collected the responses of teachers with a mean score of 3.22, 3.27, 3.32, 3.22, 3.18 and 3.22. While the principal responses showed the mean score of 3.4, 3.0, 3.1, 2.80, 3.1 and 3.4 respectively. Also, the table showed an average grand mean of 3.23 for teachers and 3.13 for principals which indicated that both teachers and principals agreed that salary and fringe benefits contribute to teachers' job performance.

**Research question 2:** What are the perceptions of male and female teachers on the best strategies to motivate teachers to ensure effective job performance?

Table 2: Response of male and female teachers on the best strategies to motivate teachers to ensure effective job performance

| S/N | Items  | Male Teachers |        | Female Teachers |        |
|-----|--|---------------|--------|-----------------|--------|
|     |  | Mean          | Remark | Mean            | Remark |
| 7   | Adequate and functional training programme like seminars, workshops etc              | 3.16          | Agree  | 3.41            | Agree  |
| 8   | Timely payment of salaries, allowances, retirement benefits and bonuses              | 3.27          | Agree  | 3.25            | Agree  |
| 9   | Provision of well-equipped and functional school plant like offices, laboratories    | 3.32          | Agree  | 3.05            | Agree  |
| 10  | Availability of functional security system, discipline and morally sound environment | 3.30          | Agree  | 3.12            | Agree  |
| 11  | Pragmatic and financial recognition and teaching as the mother of all professions    | 2.93          | Agree  | 2.94            | Agree  |
| 12  | Unbiased supervision and inspection of curriculum instructions in the school         | 3.32          | Agree  | 3.04            | Agree  |
| 13  | Development of adequate housing scheme for teachers residence                        | 3.11          | Agree  | 3.03            | Agree  |
|     | Grand mean   | 3.20          | Agree  | 3.12            | Agree  |

The data presented in table 2, Indicated the responses of male teachers with a mean score of 3.16, 3.27, 3.32, 3.30, 2.93, 3.32 and 3.11. While female teachers' response showed the mean score of

3.41, 3.25, 3.05, 3.12, 2.94, 3.04 and 3.03 respectively. The table also revealed an average grand mean of 3.20 for male teachers and 3.12 for female teachers, which indicated that both male and female teachers agreed that the above listed items are the best strategies to motivate teachers to ensure effective job performance.

**Hypotheses 1:** There is no significant difference between teachers and principals on how salary and fringe benefits influence teachers job performance

Table 3: Z-test of significant difference between teachers and principals on how salary and fringe benefits influence teachers job performance

| GROUP      | N   | Mean X | SD   | Z-Cal | Z-Critical | Remark |
|------------|-----|--------|------|-------|------------|--------|
| Teachers   | 200 | 3.23   | 0.23 | 0.27  | 1.96       | Accept |
| Principals | 10  | 3.13   | 0.91 |       |            |        |

From table 3 above, Z-calculated value of 0.27 is less than the Z-critical value of 1.96 at 0.05 level of significant. Hence, the null hypotheses of no significant difference in the opinion of teachers and principals on how salary and fringe benefit influence teachers job performance is accepted.

**Hypotheses 2:** There is no significant difference between male and female teachers on the best strategies to motivate teachers to ensure effective job performance.

Table 4: Z-test of significance difference between male and female teachers on the best strategies to motivate teachers

| GROUP           | N   | Mean X | SD   | Z-Cal | Z-Critical | Remark |
|-----------------|-----|--------|------|-------|------------|--------|
| Male Teachers   | 95  | 3.20   | 0.38 | 0.52  | 1.96       | Accept |
| Female Teachers | 105 | 3.12   | 0.14 |       |            |        |

The result of table 4 indicated that the Z-calculated valued of 0.52 is less than the Z-critical of 1.96. Therefore, the null hypotheses of no significant difference in the opinions of male and female teachers on the best strategies to motivate teachers to ensure effective performance is hereby accepted.

## DISCUSSION OF FINDINGS

Findings from the first research question revealed that low salary and low income contribute to teachers` performance. This focuses on maintaining employee satisfaction, developing a high level of motivation to succeed and determining a good work environment, a positive attitude towards teaching and learning and determining management relationships with subordinates. Also, principals and teachers do not differ in their views on salary contributions and the unique benefits of teachers` performance. These findings support the view of Ovidiu-Iliuta (2013), who argued that higher-paid employees had higher levels of performance than lower-paid employees. Therefore, to achieve their goals and objectives, organizations develop competitive strategies in a highly competitive market to maximize their effectiveness. If the employees are not satisfied and

without being motivated to fulfil their responsibilities and achieve their goals, the organization cannot achieve success.

The second research question revealed that adequate and effective training programs, timely payment of agreed-upon social packages, provision of a well-equipped and efficient school facility, access to an effective security system, financial recognition of teaching as a profession, impartial supervision and curriculum assessment and the development of an adequate teacher housing program, are the best strategies where teachers can be motivated enough to work effectively. Both male and female teachers have embraced this flexibility as the best strategy to motivate teachers to do the job successfully. These findings are consistent with Imo (2013) who argued that motivated teachers are always looking for better ways to do their teaching work and as a result are more productive. Thus, teachers enjoy coordination, supervision and consistent outcomes.

## CONCLUSION

The importance of motivation in the day-to-day work of teachers cannot be overemphasized, especially when it comes to rewarding work and excitement at work. It is acknowledged that human performance of any kind is enhanced by the growth of motivation. Looking at the findings of this study, it can be found that teacher motivation is very important and should concern employers and employees. The findings of this study showed that employees place a high value on their motivation and performance. Thus, teachers remain invaluable resources that their motivation or non-motivation determines the success or failure of the school system. It is therefore imperative for the school to consider the needs and feelings of its workforce. Hence, various measures in form of training, recognition, salary/fringe benefits, unbiased suspension, provision of a well-equipped school plant, as well a conducive working environment are adequately utilized to sustain and increase the level of productivity.

## Recommendations

Based on these findings, the following recommendations are made:

- Employee growth and development in the workplace through training and development must be done efficiently and impartially by management to avoid dissatisfaction.
- Teachers' salaries and benefits must be paid on time.
- Recognition and awards should be given to teachers if they are to be properly developed and given artistic obligations.
- All appropriate working conditions for services should be provided to improve job performance.

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# DEMYSTIFY MATHEMATICS EDUCATION IN PRIMARY SCHOOLS THROUGH ASEI-PDSI INTERVENTION

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## ABSTRACT

The study was carried out to explore the effectiveness of ASEI- teaching approach in improving the academic performance of pupils the primary schools in Nigeria. The researchers adopted a quasi-experimental design. Six intact classes of primary five randomly drawn from three co-educational schools were used and a total of 214 pupils formed the sample. In each school, one class was assigned experimental while the other control. The instrument called Mathematics Achievement Test (MAT) was made up of 20 test items of multiple choice questions, with five options (A - E). The instrument, MAT was subjected to both face and content validation by experts in mathematics education and measurement and evaluation. The reliability coefficient of MAT was 0.79. The research questions were answered with the statistical tools, mean and standard deviation, while the hypotheses were tested with ANCOVA at  $P < 0.5$ . It revealed that pupils taught mathematics through ASEI-PDSI approach performed significantly better than the control. Additionally, there was indication of no significant gender influence among pupils taught with ASEI-PDSI approach. It was concluded that ASEI-PDSI instructional approach is very effective and should be recommended to all primary schools in Nigeria.

**Keywords:** ASEI-PDSI, Mathematics, Nigeria Primary Level.

Reference to this paper should be made as follows:

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## INTRODUCTION

In Nigeria mathematics is one of the compulsory school subjects in both primary and secondary school levels of education. A sound knowledge of Mathematics enhances the student's/pupil's performance in science and non- Science subjects. Additionally, it is greatly utilized in pupils' daily lives and the society at large. The quality of life according Onwuka, (2009) in any society therefore depends significantly on the standard of education. The standard of education revolves round the quality of Mathematics education. Hence, mathematics education is the corner stone of modern society (Agwagah). Improving the quality of mathematics education is essential for national development. Teachers play a vital role in ensuring success and quality education in any level of education especially at the primary level which is the foundation of all other levels Federal Republic of Nigeria, [FRN], (2014). However, evidence Bashir has shown that in Nigeria, a large number of students' population find mathematics subject so difficult and distressing that they avoid anything remotely mathematica. This leads to consistent poor performance and mass failures in the subject.

Related to this problem is the issue of gender differences in mathematics achievement. It has been established that gender is a significant factor in school mathematics achievement. However, the trend in the differential performance of male and female school children indicates some inconclusive results. According to Mullis, Martin and Foy, mathematics at the elementary school level. Other studies show inconsistency with this finding. For instance, Ingels and Dalton and Education Counts, found no significant gender differences in mathematics achievement in primary schooling. In other instances, Muthukrishna and Kwela, found a gender gap in mathematics achievement in favour of girls at primary school level. Would there be any gender differences in mathematics achievement of male and female pupils when taught using ASEI - PDSI teaching approach?

In a bid to find solution to the poor performance and mass failures of students/pupils, particularly at the primary school level, the Federal Ministry of Education (FME), in collaboration with Cooperation Agency (JICA), first conducted a baseline survey in 2005, to ascertain the strategies in use, the needs and challenges facing teaching/learning of mathematics errand science at primary education level. The major findings showed a mirage of difficulties such as Poor Teacher Pupil strategy, inadequate and poor utilization of available instructional materials, un-the Japan International conducive environment, and monotonous use of teacher-centred approach to teaching. Mckinney, Chappell, Berry and Hickman's study confirmed this finding. They also found that teachers appear to lecture and use teacher directed instruction more frequently than using student- centred methods to teach mathematics. Thus, teachers have continued to use traditional teaching methods, which have been found to be in effective as they limit the students' ability to fully understand.

The Federal Ministry of Education in Nigeria therefore, felt there is need to update teachers' knowledge and skills through education training (INSET). This led to the birth of SMASE Nigeria project SMASE, [15]. The Federal Government of Nigeria (FGN), in 2006 reached an agreement with JICA to establish SMASE in Nigeria. The choice of JICA was made because of success stories recorded in Japan and some African countries such as Kenya, Malawi, Ghana, among others, in organizing and executing sustainable educational programs for teachers through the MASE project.

SMASE is an acronym which stands for “Strengthening Mathematics and Science Educational”. The national centre in Nigeria is Educational Teachers Institute (NTI), Kaduna. The SMASE Project uses teaching approach. A SEI-PDSI stands for:

A-Attitude:  
S-Students-Centred  
E-Experiment  
I-Improvisation  
P-Plan  
D-Do  
S-See  
I-Improve

The principle of ASEI-PDSI approach calls for a paradigm shift from traditional/conventional teacher-centred approach to that of student-centred approach which is activity based. The use of ASEI lesson plan enhances the quality of preparation and teaching. Against this experimented on the use of ASEI-PDSI teaching approach in some primary schools in Nigeria.

## **Statement of the Problem**

Mathematics holds the key to National development. An improvement in its teaching and learning, especially at the primary school level, will equally transcend into improved performance which is essential for national development. The primary education is the foundation upon which other levels of education are built. In Nigeria, it has been empirically verified that pupils at this level perform very badly in mathematics. This poor performance of pupils has been attributed greatly to teachers' instructional approach. ASEI-PDSI teaching approach has successfully been tried in some countries with a lot of positive results accompanying it. The researchers believe it can equally be successful in Nigeria, particularly in bridging the gender achievement at the primary school level. It is against this background that this research work was carried out.

## **Aim and objectives of the Study:**

the aim of this study is to examine demystify mathematics education in primary schools through Asei-Pdsi intervention. specifically, the objectives of the study are to determine:

- the effect of ASEI-PDSI teaching approach on pupils' performance in mathematics in primary schools.
- the differential effect of gender on pupils' performance in mathematics in the primary schools.

## **Research Questions**

The following questions were raised to guide this study:

- What is the difference in the mean achievement scores of pupils taught mathematics using the ASEI-PDSI teaching approach and those taught with conventional method?
- What is the mean difference in mathematics achievement scores of male and female pupils in primary schools?

## **Hypotheses**

The following hypotheses are stated at 0.05 significant levels:

- There is no significant difference in the mean achievement scores of pupils taught mathematics using the ASEI-PDSI approach and those taught with conventional approach.
- There is no significant difference in the mean achievement scores of male and female pupils taught mathematics in primary schools.



## **METHODOLOGY**

### **Design**

The research design used for this study is a quasi-experimental. It is a non-equivalent, control group design. There was non-randomization of subjects because it may disrupt the arrangement and organization of the schools; hence the intact randomly assigned to experimental and control groups. classes were used.

### **Sample**

A sample of 214 primary five pupils randomly drawn from three out of the 58 co-educational primary schools in Ika South LGA of Delta state, Nigeria, were involved in the study. In each of the three schools, two intact classes were randomly selected and assigned to experimental and control groups. In all a total of six intact classes were used for the study.

### **Instrument for the Study**

The instrument for the study was a Mathematics Achievement Test (MAT) The Mathematics Achievement Test (MAT) Was made up of 20 multiple Choice test items, with five options (A-E) MAT was administered as a pretest and a posttest at the end of the Lesson Plan.

Experimental Lesson Plan prepared by the researchers was used to teach the experimental group. The lesson plan was wrillen to reflect the ASEI-PDSI instructional strategy. Each lesson period was for duration of 35 minutes and this was carried out for three consecutive weeks by the researchers. Lesson plan was also prepared for the control group.

### **Validity and Reliability of the Instrument**

The Instrument was face-validated by experts in Mathematics Education and measurement and evaluation. The corrections made by these experts were effected by the researchers in the final draft of the instrument. Also, a test blue print was used to ensure the content validation of the instrument. To obtain the reliability of the instrument, it was trial tested and the internal consistency coefficient was obtained using Cronbach's Alpha method which gave 0.79.

### **Data Analysis**

In analyzing the data, the researchers used mean and standard deviation to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the difference in the mean achievement scores of pupils taught mathematics using the ASEI-PDSI teaching approach and those taught with conventional method.

Table 1: Mean standard deviation of the answer to the research question one

| Group           | N  | Pretest |     | Protest |      |       |
|-----------------|----|---------|-----|---------|------|-------|
|                 |    | Mean    | SD  | Mean    | SD   | Mean  |
| Experimental    | 10 | 14.5    | 4.7 | 33.16   | 9.28 | 18.66 |
| Control         | 8  | 14.9    | 5.1 | 23.28   | 6.94 | 8.38  |
| Mean difference | 6  | 04      |     | 9.88    |      |       |

Table 1 show that the mean score of the experiment group (ASEI-PDSI) of 33.16, in the control group (23.28). The mean difference of 9.88 appears relatively high.

**Research question 2:** What is the mean difference in mathematics achievement scores of male and female pupils in primary schools?

Table 2: Mean standard deviation of the answer to the research question one

| Gender          | N   | Pretest |      | Protest |       |       |
|-----------------|-----|---------|------|---------|-------|-------|
|                 |     | Mean    | SD   | Mean    | SD    | Mean  |
| Male            | 101 | 15.14   | 5.75 | 27.80   | 10.08 | 18.66 |
| Female          | 113 | 14.82   | 5.08 | 28.68   | 9.12  | 12.66 |
| Mean difference |     | 0.32    |      | 0.88    |       | 13.86 |

From the table above, the posttest mean score for the male students is 27.80 with a standard deviation of 10.08 while that of the female is 28.68 with a standard deviation of 9.12. The mean difference is 0.88 which appears relatively low.

### Test of Hypotheses

**Hypothesis 1:** There is no significance difference in the mean achievement scores of pupils taught mathematics using the ASEIPDSI approach and those taught with conventional approach.

Table 3: ANCOVA showing pupils achievement in Mathematics using ASEI-PDSI approach and conventional method

|                | Sum of square | Df  | Mean square | F     | Sig  |
|----------------|---------------|-----|-------------|-------|------|
| Between groups | 4785.77       | 1   | 4785.77     | 71.14 | .000 |
| Within groups  | 13050.90      | 194 | 67.27       |       |      |
| Total          | 1783.67       | 195 |             |       |      |

Table 3 indicates the level of significance of 0.000 which is lower than the set of 0.05: Hence, we reject the null hypothesis which states that there is no significant difference in the mean achievement scores of pupils taught mathematics with ASEIPDSI approach and those taught

with conventional method. This implies that difference exist in the performance of these two group.

Table 4: ANOVA showing male and female pupils scores in mathematics achievement

|                | Sum of square | Df  | Mean square | F  | sig |
|----------------|---------------|-----|-------------|----|-----|
| Between groups | 37.66         | T   | 37.66       | 41 | .52 |
| Within groups  | 17799.01      | 212 | 91.75       |    |     |
| Total          | 17836.67      | 213 |             |    |     |

The data in the table reflect level of significance of 0.52 which is higher than the set of 0.05. Hence we uphold the hypothesis of no significant difference.

## DISCUSSIONS

The result of the experiment shows that the experimental group (that is the pupils that were taught with ASEI-PDSI teaching approach performed significantly better than those taught with conventional method. This led to the rejection of the null hypothesis of no significant difference. Hence ASEI-PDSI instructional approach could enhance performance in primary school mathematics. This result agrees with the findings of Olosunde who recommended a shift from teacher centred to student centred approach for improved performances in mathematics.

However, research question two sought to find out whether there was a differential academics obtained indicates a slightly better performance by the females. But when tested statistically, it was observed that the difference was not significant. This led us to uphold the null hypothesis of no significant difference. The result is in consonance with the findings of some previous studies. Etukudo, and Bala and Musa, which indicated no significant differences in the performance of male and female students. However, it contrary to the findings of Musa and Agwagha that revealed a significant gender difference with males performing better.

## CONCLUSION/RECOMMENDATION

Since Mathematics constitutes the cornerstone upon which modern scientific and technological development is laid, there is need therefore to give great priority and attention to the teaching of primary mathematics. The study reveals that the use of ASEI-PDSI approach could enhance mathematics teaching at the primary level which can accelerate performance. In the light of the above, the following recommendations are made:

- Mathematics teachers should attend workshops and conferences so that they keep abreast with the modern instructional strategies: and skills in mathematics.
- Mathematical Association of Nigeria during her annual workshops for mathematics teachers should lay emphasis on these innovative teaching strategies of teaching mathematics.
- The teachers that teach in the primary schools in Nigeria are holders of NCE certificates which are products of College of Education. There is urgent need therefore to incorporate ASEIPDSI instructional strategy into NCE curriculum.

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# EFFECTIVE LEADERSHIP AND EMPLOYEE (TEACHER) MOTIVATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN PORTHARCOURT METROPOLIS

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## ABSTRACT

This work looked at how effective leadership motivates teachers in senior secondary school students in Port-Harcourt Metropolis of Rivers State. Teachers' motivation has become a major issue in educational institutions in Rivers State since the last two decades. School management have not promoted teachers and this affects teaching and learning. The study adopted survey research design. Three research questions guided the study and three hypotheses were formulated and tested at 0.5 level of significance. The population used for this research is one thousand, forty-nine (1,049) teachers in the 41 government-owned senior secondary schools in Port Harcourt Metropolis of Rivers State and the sample size of two hundred and ten (210) teachers representing about 20% was selected using stratified sampling technique. A questionnaire was structured for data collection- titled "Effective leadership and teachers' motivation Questionnaire" (ELTMQ). The data collected were analyzed using percentage, mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation Coefficient. The result shows that the leadership of Senior Secondary School's Board (SSSB) in Rivers State has not been effective enough as teachers' motivation has been ignored for about 15 years. The negative effects of this is felt in the teaching and learning and attitude of teachers as most of them have started doing business in order to meet up life challenges based on the economic reality of the time in the country, Nigeria. This study recommended that if teachers are promoted as at when due, encouraged to go for seminar, workshops, symposia, given accommodation and housing allowances, they will be motivated to do their work efficiently.

**Keywords:** Leadership, Motivation, Teachers, Effectiveness, Port-Harcourt Metropolis.

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## INTRODUCTION

No successful organization achieves its vision without effective leadership. Leadership is the major and primary driver of growth, development and innovation in any organization. It does not

have to do with big names, titles or even accolades. Effective leadership is worked for and earned. It does not have a formula but has a lot to do with the achievement of the company's set goals to produce the intended results (Adoye, 2019). The magnitude of work being done by teachers are increasing on daily basis due to the fact that many teachers have retired, some dead, yet there hasn't been any replacement, recruitment or promotion of the existing teachers for the past nine years. Government keeps building new schools, yet no recruitment of new teachers to fill the gaps. This puts so much pressure on the few existing teachers and over burdens them.

Effectiveness of leadership should reflect on employees' motivation. No employee is happy when his employer does not recognize his efforts in the company he works for. For the past 15years, teachers in Rivers State have not been promoted. Some of them have gone for promotion interviews, given promotion letters but this promotion has not reflected on their salaries. This goes a long way to show how ineffective the system has been. Teachers buy lesson notes, markers, dusters and other teaching and learning materials with their personal money. Students sit on the floor in classes to learn. The laboratories are not equipped. Most schools do not even have a staff room for teachers to sit and work (Agina-Obu, 2015).

### **Statement of the Problem:**

It is important to say that different authors in the past have written papers on the need for effective leadership for employee motivation. Despite the emphasis laid on this, there is still a lacuna in the poor leadership mentality of the ministry of education in handling the affairs concerning teachers in Rivers State. The National Policy on Education NPE (2014) emphasized the need for teacher-motivation but there seems to be problems in the implementation of this important educational blue-print. According to Uriah (2022), effective leadership in every organization is a determinant to employee motivation and subsequent effective performance. In this case the effective leadership of school organization in Port-Harcourt Metropolis and by extension Rivers State deserves to be discussed in the light of the present reality of teachers' performance and effective execution of their objectives.

It is important that pertinent questions like: Are teachers fairly motivated in post primary schools in Port-Harcourt Metropolis? Are they promoted as at when due? Are they provided with conducive learning environment to enable them do their duties efficiently? Are they encouraged to attend conferences, workshops, seminars and symposia to update their knowledge? Intendent with modern time reality like work ethics according to best practices like computer knowledge and e-learning facilities and other global best practices that are required to motivate teachers towards effective performance of their duties. It is against this background that the authors of this paper reason that the teachers in senior secondary schools in Port-Harcourt Metropolis should be properly motivated for effective delivery of their duties. Therefore, this study is aimed to look at the extent to which leadership of Senior Secondary Schools' Board is effective on employees' motivation in Port-Harcourt Metropolis.

## **CONCEPTUAL CLARIFICATION**

### **Leadership**

According to Uriah and Amadi (2019), leadership is a process where one or more people influence a group of persons to move and behave in a certain way. It is a force used to translate

human and material resources into effective utilization. Leadership is a process of influencing the activities of an organization towards achieving organizational set goals (Uriah, 2019).

## **Effective Leadership**

Effectiveness is the foundation for success. It means doing the right things (Drucker in Ololube, 2009). Effectiveness entails optimal utilization of resources to obtain positive results. In order to achieve this, the company's aims and objectives must be attained through generation of creative and imaginative ideas. What makes leadership effective is the ability of achieving the company's set goals. Effective leadership has to do with the process of motivating people to work together within themselves (team work) to achieve the organizational goals Bernald (2016). It involves creating, planning, executing, training, evaluating and implementing policies all geared towards the attainment of growth and development (Uriah, 2019).

## **Who is an Effective Leader?**

Bernald (2017) in Uriah (2019) opined that an effective leader is one who listens to the plies of his subordinates and empathizes with them. He plans, drives and executes jobs with the help of the subordinates. An effective leader is an achiever, a goal-getter, team-player, an idea generator, a problem-solver, a man of integrity, honesty, competence, accountability, and fairness (Ololube et al., 2018).

According to Chan (2017) as cited in Uriah (2019), the qualities of an effective leader include:

**Types of leadership:** There are four different types of leadership. They include:

**Autocratic (authoritarian) Leadership:** In authoritative leadership style, the leader uses force to drive the vision. He does not take suggestions nor considers the opinion of his followers. Employees always frown to this style of leadership and fights back when they can, but the good thing is that this encourages them to work with their strength and strive to be leaders themselves.

**Democratic (participative) Leadership:** Democracy means government of the people, by the people and for the people. In this style of leadership, the leader listens and takes notes from his subordinates; then makes informed decisions from the people's opinions.

**Laissez-faire Leadership:** the term „laissez faire“ is a French word meaning „let them do“. Here the leader literally does not care what the employee does. The leader delegates most of his powers to his subordinates and feels less concerned. This type of leadership empowers the employees to take initiatives but limits his general growth and development.

**Transformational (visionary) Leadership:** here, the leader pushes his followers/subordinates beyond their immediate self-interests by creating a vision to guide them through influence, inspiration and executing future projects. This puts the subordinates into a mind frame of maturity and ideals for future achievements.

An effective leader is one who is sensitive, flexible, warm, empathetic, inspiring, passionate, persistent, optimistic, objective, self-aware, articulate, and confident. He executes the vision of

the organization. The authors therefore considered the characteristics/qualities of an effective leader to include:

- To actualize the organizational goal through team work.
- To encourage strategic thinking, innovation, and action.
- To practice effective communication across diverse cultures within the organization.
- To possess ethical and civic orientation.
- To be conscious of self-awareness and personal development.

### **Skills to Effective Leadership**

- Good communication skills
- Accountability and competency
- Integrity and transparency/character
- Empathy and fairness
- Inspiring confidence in the followers
- High level of emotional intelligence
- Building trust
- Adequate knowledge of leadership
- Expansion of common grounds
- Making difficult conversations appear easy
- Manages public attention
- Empower and motivates employees
- Delivery of constructive feedback

### **Who is an Employee?**

In this scenario, the Senior Secondary Schools“ Board and Ministry of Education are the employers while the school teachers are the employees. According to Hornby (2019), an employee is a person engaged to work for wages or salary, especially at non-executive level. An employee gets paid to work for a company or organization. Employees are generally defined by the higher level of control that the employer has over the details of the employee“s work. The employees have the most powerful energy in a company, and therefore should be motivated to work.

### **motivation**

According to Hornby (2019). Motivation is defined as a reason for acting in a particular way. It is a process that initiates, guides and maintains goal-oriented behaviours. Motivation encourages workers to put in their best in a place of work. Motivation can come in the form of salary increment, award presentation, personal recognition, incentives, allowances, grants among others. Robert-Okah (2014) in Uriah et al. (2019) opined that motivation is the inner force that ignites, propels, pokes, spurs or energizes, directs and sustains behaviour towards goal achievement. When workers are not motivated, they seem to lose interest in the job and this affects their general performance and the company“s aims and objectives might not be met.



## Two Approaches to Motivation

According to Robert-Okah (2014, p.102), he listed two approaches to motivation which include: Intrinsic motivation and extrinsic motivation.

**Intrinsic motivation:** Here, the job to be done is set in a way that it becomes very interesting, challenging and fulfilling to the workers. This provides rewards to the workers.

**Extrinsic motivation:** This involves the use of external rewards such as increment in salary/wages, promotion to higher level, praises, handshakes, recognitions, award presentation, appraisal. This approach to motivation is appreciated more by workers as it enhances better performance (Uriah & Amadi, 2019).

## Effect of Motivation on Employee's Work Delivery

According to Amara (2014), the success of an organization depends largely on employee's motivation.

- Motivation of employee spurs commitment in them to make sacrifices for the company.
- Motivation encourages better performance to achieve organizational goals.
- It gives the employee a sense of belonging.
- It encourages the spirit of healthy competition among workers and this brings about increase in productivity.
- Motivation of teachers has a positive effect on the learning of the students. This is because if teachers are adequately motivated, they will be happy and would go the extra miles to deliver their jobs very well.

## Theoretical Framework-Functionalist Theory

The functionalists view education as what makes a man to become a functional member of his society; to be able to get acculturated into his culture and be able to contribute his own quota in the development of the society. The proponents of this theory include Auguste Comte (1798-1857), Herbert Spencer (1820-1903), Emile Durkheim (1858-1917) and Talcott Parsons (1902-1979). This theory became the dominant social theory of sociology in the 1940s and 1950s in America. The major view of functionalism is that it sees the society as a system with different parts which have to work together as a whole to achieve the aims and objectives of that society.

According to Herbert Spencer, the functionalists see the society as a living organism with different parts (organs-lungs, kidney, heart, liver, etc.) which must work together in synergy to produce a functional human body. If any part of the body is faulty, it will definitely affect other parts and the human falls sick. This is exactly what happens between the teachers and their employers (SSSB). If the board did not do their part in promoting and encouraging teachers, the system becomes dysfunctional and this would affect teachers ,performance.

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

The aim of this study is to investigate the effects of leadership on the motivation of teachers in senior secondary schools in Port-Harcourt Metropolis. The study specifically looked at the following objectives:

- To ascertain the extent to which supervision of teachers in senior secondary schools in Port-Harcourt Metropolis has motivated teachers for effective duty delivery.
- To assess the extent to which teachers in senior secondary schools in Port-Harcourt Metropolis are promoted as at when due.
- To proffer solutions to effective leadership for motivation of teachers in senior secondary schools in Port-Harcourt Metropolis.

## **Research Questions**

The following research questions guided the study.

- To what extent do supervision of teachers in senior secondary schools in Port-Harcourt Metropolis motivate them to do their jobs efficiently?
- To what extent does effective leadership lead to promotion of teachers in senior secondary schools in Port-Harcourt Metropolis?
- What are the solutions to effective leadership for motivation of teachers in senior secondary schools in Port-Harcourt Metropolis?

## **Hypotheses**

The following null hypotheses were formulated to guide the study. These hypotheses were tested at 0.05 level of significance.

- **H<sub>01</sub>:** There is no significant relationship between supervision of teachers in senior secondary schools in Port-Harcourt Metropolis and motivation of teachers.
- **H<sub>02</sub>:** There is no significant relationship between effective leadership and promotion of teachers in senior secondary schools in Port-Harcourt Metropolis.
- **H<sub>03</sub>:** There is no significant relationship between solutions to effective leadership and motivation of teachers in senior secondary schools in Port-Harcourt Metropolis.

## **RESULTS**

**Research Question One:** To what extent does supervision of teachers in senior secondary schools in Port-Harcourt Metropolis motivate them to do their jobs efficiently?

Table 1: Mean and standard deviation of supervision of teachers and teachers' motivation in Port-Harcourt Metropolis

| S/N | Supervision of teachers  | VHE         | HE          | LE          | VLE         | Mean | S. D | Decision |
|-----|--|-------------|-------------|-------------|-------------|------|------|----------|
| 1   | Teachers are encouraged to attend conferences  | 32<br>16%   | 18<br>9%    | 79<br>39.5% | 71<br>35.5% | 2.02 | 0.66 | Rejected |
| 2   | Teachers are provided with all items needed for effective lesson delivery            | 20<br>10%   | 19<br>9.5%  | 83<br>41.5% | 78<br>39%   | 1.78 | 0.84 | Rejected |
| 3   | School infrastructures are in perfect conditions for effective teaching and learning | 7<br>3.5%   | 5<br>2.5%   | 54<br>27%   | 134<br>67%  | 1.93 | 0.95 | Rejected |
| 4   | Teachers write their lesson notes and go to classes regularly                        | 75<br>37.5% | 74<br>37%   | 31<br>15.5% | 20<br>10%   | 2.75 | 0.96 | Accepted |
| 5   | Supervisors come to supervise teachers regularly                                     | 106<br>53%  | 59<br>29.5% | 24<br>12%   | 11<br>5.5%  | 2.98 | 1.10 | Accepted |

The result of the data analysis as represented in Table 1.1 revealed that the respondents had a mean score of 2.02 (SD = 0.66) on item 1. For item 2, the table also showed that a mean score of 1.78 (SD=0.84) was obtained. Item 3 yielded a mean score of 1.93 (SD =0.95), item 4 has a mean score of 2.75 (SD= 0.96) while item 5 has a mean score of 2.98 (SD= 1.10). This result of the above table shows that items 1-3 have mean that are less than the criterion mean and therefore rejected while items 4 and 5 have mean that are less than the criterion mean and therefore accepted. It means that the respondents agreed to only items 4 and 5. It then becomes obvious that supervision of teachers do not motivate them rather it demoralizes them.

**Research Question Two:** To what extent does effective leadership lead to promotion of teachers in senior secondary schools in Port-Harcourt Metropolis promoted as at when due?

Table 1.2: Mean and standard deviation of effective leadership and promotion of teachers

| S/NO | Promotion of teachers                                    | VHE         | HE           | LE          | VLE          | Mean | S.D  | Decision |
|------|--|-------------|--------------|-------------|--------------|------|------|----------|
| 6    | Teachers are regularly promoted                          | 0           | 0            | 67<br>33.5% | 133<br>66.5% | 2.96 | 0.52 | Rejected |
| 7    | Salaries are paid as at when due                         | 81<br>25.5% | 66<br>33.33% | 33<br>16.5% | 20<br>10%    | 2.22 | 0.41 | Accepted |
| 8    | Teacher-student ratio is adequate as stated in NPE, 2014 | 21<br>10.5% | 40<br>20%    | 55<br>27.5% | 84<br>42%    | 2.84 | 0.50 | Rejected |
| 9    | Teachers are given end of year and car incentives        | 0           | 0            | 98<br>49%   | 102<br>51%   | 3.05 | 0.54 | Rejected |
| 10   | Outstanding teachers are recognized and appreciated      | 21<br>10.5% | 35<br>17.5%  | 79<br>39.5% | 65<br>32.5%  | 2.77 | 0.91 | Rejected |

The result of the data analysis as represented in Table 1.2 revealed that the respondents had a mean score of 2.96(SD = 0.52) on item 6. For item 7, the table also showed that a mean score of 2.22(SD=0.41) was obtained. Item 8 yielded a mean score of 2.84 (SD =0.5), item 9 has a mean score of 3.05 (SD= 0.54) while item 10 has a mean score of 2.77 (S.D = 0.91). From the results obtained from item 6-10, it is observed that the mean scores are mostly higher than the criterion mean of 2.5. This therefore suggests that respondents agreed with the items in the questionnaire.

**Research Question Three:** What are the solutions to effective leadership for motivation of teachers in senior secondary schools in Port-Harcourt Metropolis?

Table 1.3: Mean and standard deviation of Solution to effective leadership to promote teachers' motivation

| S/N | Ways of motivating employees/teachers   | VHE         | HE          | LE          | VLE         | Mean | S.D  | Decision |
|-----|---|-------------|-------------|-------------|-------------|------|------|----------|
| 11  | Promotion of teachers will encourage the effective work delivery                      | 62<br>31%   | 49<br>24.5% | 44<br>22%   | 45<br>22.5% | 2.34 | 0.47 | Accepted |
| 12  | Payment of teachers' salary on time will encourage to do more work                    | 94<br>47 %  | 77<br>38.5% | 14<br>7%    | 15<br>7.75% | 2.25 | 0.32 | Accepted |
| 13  | Adequate infrastructures will enhance effective delivery of lessons                   | 48<br>24%   | 69<br>34.5% | 40<br>20%   | 43<br>21.5% | 1.97 | 0.35 | Accepted |
| 14  | Employment of more teachers will address the teacher-student ratio                    | 77<br>38.5% | 72<br>36%   | 31<br>15.5% | 21<br>10.5% | 2.03 | 0.53 | Accepted |
| 15  | Provision of end of year allowances/incentives and incentives will motivate employees | 58<br>29%   | 88<br>44%   | 34<br>17%   | 20<br>10%   | 2.19 | 0.97 | Accepted |

The result of the data analysis as represented in Table 1.3 revealed that the respondents had a mean score of 2.34 (SD = 0.47) on item 11. For item 12, the table also showed that a mean score of 2.25 (SD=0.32) was obtained. Item 13 yielded a mean score of 1.97 (SD =0.35) while item 14 has a mean score of 2.03 (SD= 0.53) and finally, item 15 has a mean score of 2.19 (S.D = 0.97). From the results obtained, it is observed that the mean scores are below the criterion mean of 2.5. This therefore suggests that respondents agreed with the items in the questionnaire. This implies that if these measures are taken, teachers will be motivated better to do their work.

### Test of Hypotheses

Ho1: There is no significant relationship between supervision of teachers in senior secondary schools in Port-Harcourt Metropolis and motivation of teachers to do their jobs efficiently

Table 2.1: Pearson Product Moment Correlation of supervision of teachers in senior secondary schools in Port-Harcourt Metropolis and motivation of teachers to do their jobs efficiently

| Variables               | Mean  | SD   | N   | df  | r    | p-value | A    | Decision               |
|-------------------------|-------|------|-----|-----|------|---------|------|------------------------|
| Supervision of teachers | 2.94  | 0.37 | 200 | 199 | 0.54 | 0.000   | 0.05 | reject HO <sub>1</sub> |
| Motivation of teachers  | 32.24 | 5.94 |     |     |      |         |      |                        |

From the result displayed on Table 2.1, it can be observed that the mean score on supervision of teachers (mean=2.94, SD=0.37) and that of teachers' motivation (mean=32.24, SD=5.94) were correlated using Pearson Product Moment Correlation, an r-value of 0.54 was obtained at 199 degree of freedom. This result suggests that there is a strong positive relationship between the supervision of teachers in senior secondary schools in Port-Harcourt Metropolis and motivation of teachers to do their jobs efficiently. Further analysis revealed that the correlational value was significant with a p-value of 0.000 obtained at 0.05 level of significance. Therefore, the null

hypothesis is rejected since the calculated P-value of 0.000 is less than that of the alpha value at significance level of 0.05.

**Ho2:** There is no significant relationship between effective leadership and promotion of teachers in senior secondary schools in Port-Harcourt Metropolis.

Table 2.2: Pearson Product Moment Correlation of effective leadership and promotion of teachers in senior secondary schools in Port-Harcourt Metropolis

| Variables               | Mean  | SD   | N   | df  | r    | p-value | A    | Decision               |
|-------------------------|-------|------|-----|-----|------|---------|------|------------------------|
| Supervision of teachers | 18.55 | 4.04 | 200 | 199 | 0.78 | 0.002   | 0.05 | reject HO <sub>2</sub> |
| Motivation of teachers  | 31.43 | 5.20 |     |     |      |         |      |                        |

From the result displayed on Table 2.2, it can be observed that the mean score of effective leadership (mean=18.55, SD=4.04) and that of promotion of teachers (mean=31.43, SD=5.20) were correlated using Pearson Product Moment Correlation, an r-value of 0.78 was obtained at 199 degree of freedom. This result suggests that there is a positive relationship between effective leadership and promotion of teachers in senior secondary schools in Port-Harcourt Metropolis. Further analysis revealed that the correlational value was significant with a p-value of 0.002 obtained at 0.05 level of significance. The null hypothesis is therefore rejected.

**Ho3:** There is no significant relationship between solutions to effective leadership and motivation of teachers in senior secondary schools in Port-Harcourt Metropolis.

Table 2.3: Pearson Product Moment Correlation of solutions to effective leadership and motivation of teachers in senior secondary schools in Port-Harcourt Metropolis

| Variables               | Mean  | SD   | N   | df  | r    | p-value | A    | Decision               |
|-------------------------|-------|------|-----|-----|------|---------|------|------------------------|
| Supervision of teachers | 17.82 | 4.18 | 200 | 199 | 0.23 | 0.001   | 0.05 | reject HO <sub>2</sub> |
| Motivation of teachers  | 33.06 | 6.91 |     |     |      |         |      |                        |

From the result displayed on Table 2.3, it can be observed that when the mean score on ways of improving effective leadership (mean=17.82, SD=4.18) and that of motivation of teachers (mean=33.06, SD=6.91) were correlated using Pearson Product Moment Correlation, an r-value of 0.23 was obtained at 199 degree of freedom. This result suggests that there is a positive relationship between solutions to effective leadership and motivation of teachers in senior secondary schools in Port-Harcourt Metropolis. Further analysis revealed that the correlational value was significant with a p-value of 0.001 obtained at 0.05 level of significance. Therefore, the null hypothesis is rejected since the calculated value of 0.001 is less than that of the alpha level value at 0.05.

## CONCLUSION

In conclusion, from the data collection, findings and analysis, the researchers have no doubt but to conclude that teachers in Port-Harcourt Metropolis are not being motivated. Most of the teachers have been doing their works for the past 10 years without being promoted. This implies

that there is no effective leadership by the Senior Secondary School's Board (SSSB), and this is not good for the growth and development of education in Rivers State.

## Recommendations

The researcher recommends that in order to get the best out of the teachers in Port-Harcourt Metropolis for effective job delivery:

- Teachers should be promoted as at when due.
- Salaries should be paid as at when due.
- Teachers should be encouraged to attend seminars, workshops, symposia to update their knowledge.
- Teachers should be provided with accommodation, hospital allowances and other incentives.
- The terms and conditions of teaching should be revealed and government should make policies that will enhance personal development.

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# LEADERSHIP STRATEGIES AND QUALITY EDUCATION SERVICE DELIVERY FOR A SUSTAINABLE ADULT EDUCATION PROGRAMMES IN TERTIARY INSTITUTIONS IN BAYELSA STATE

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## ABSTRACT

In today's globalized world and knowledge –driven economy, any society wishing to develop must put in place a proper and well-planned educational system that will help drive technological advancement and transformation of society. This is because education has proven itself to be a potent kit for growth, development, progress and prosperity to individuals and nations alike. This study examined leadership strategies and quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State. A correlational research design was adopted for the study. The population of the study comprised of all the 87 lecturers in the 3 tertiary institutions that have adult education programmes in Bayelsa State, Nigeria. All the 87 lecturers from the three tertiary institutions in Bayelsa formed the sample. The instrument for data collection is Leadership Strategy and Adult Educational Services Delivery Scale (LSAESDS) developed by the researcher and validated experts. The reliability of the instruments was established using Cronbach Alpha formula and a value of 0.844 was obtained and considered appropriate for the study. The research questions were answered using mean and standard deviation, while Pearson Product Moment Correlation was used to test the hypotheses. The findings revealed that the extent to which institutional leadership strategies (measured as motivational and delegative strategies) influence education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State was high. Also, the findings revealed that leadership strategies (measured as motivational and delegative strategies) significantly influence quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State. It recommended amongst others that adult education lecturers should enhance their motivational and delegative strategies for a sustainable adult education programme in tertiary institutions in Bayelsa State.

**Keywords:** Leadership Strategies, Adult Education Programmes, Quality Educational Service Delivery.

Reference to this paper should be made as follows:

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## INTRODUCTION

In today's globalized world and knowledge –driven economy, any society wishing to develop must put in place a proper and well-planned educational system that will help drive technological advancement and transformation of society. This is because education has proven itself to be a potent kit for growth, development, progress and prosperity to individuals and nations alike. The Nigeria Policy on Education, was quick to note this fact when it declared that education is an instrument “par-excellence” for effective national



development (FRN, 2014). Also, Korikiye (2017) noted that countries that respond astutely in providing functional education would experience progress, while others who do not respond will face the risk of being stagnated and even slip backward. Human capital when adequately developed and sufficiently owned, remains the fundamental basis for wealth accumulation by any nation.

Adult education, according to Omolewa (2011) is the education provided for men and women who for one reason or the other dropped out of the formal school system, or those who for the purpose of work and their engagements are unable to register for full time courses, abandoning in the process, their work and family. According to Eyibe (2015:4) adult education is “any kind of education designed for the illiterate population, the formal school dropouts, and the unskilled and semi-skilled workers and carried on outside the formal school setting” United Nations Educational, Scientific and Cultural Organizations (UNESCO) in Eya, et. al., (2011:4) defined adult education as the process by which men and women in groups or institutional settings seek to improve themselves or their society by increasing their skills or knowledge or by their sensitivity. The definitions of adult education above, imply that adult education includes literacy programme, remedial programme as well as skill-training and re-training programme. The work-oriented definitions given to adult education by the scholars and UNESCO attest to its vital role in developing the human resources of a country.

The objectives of mass literacy, adult and non-formal education as stipulated by FRN (2014:25) include:

- Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender.
- Provide functional and remedial education for those young people who did not complete secondary education.
- Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills, and,
- Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

Despite the universally acknowledged importance of adult education in Nigeria, research report has consistently shown that it is plagued with a beehive of challenges which ranges from inadequate funding, corruption, political instability and weak leadership strategies (Aduwari, 2021). Gardner (2016) opined that leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers. Leadership strategies is thus a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization. It is the manifestation of the dominant pattern of behaviour of a leader. It is also a process through which a school administrator influences a lecturers or group of teachers in the attainment of educational goals (Omolayo, 2015). The assertion presupposes that leadership strategy is the way in which that process is carried out.

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group’s tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a

particular context (Cole, 2016). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration. Due to the globalization of today, it is of great importance to be effective in more than one institution. Leadership strategies encompasses how they relate to others within and outside the organization, how they view themselves and their positions and to a large extent whether or not they are successful as leaders. If a task needs to be accomplished, how does a particular leader set out to get it done? If an emergency arises, how does a leader handle it? If the organization needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership strategy.

Effective leadership is a sine-qua-non to quality service delivery in the tertiary educational system in Nigeria. Leadership in any organization implies the action and interaction with persons and things with a view to attaining specific objectives. It is the ability to plan, control, direct and coordinate the activities of school involving both human and material resources for achieving school goals. Hoy and Miskel (2008) aver that leadership is a social influence process that is comprised of both rational and emotional elements.

Educational practitioners have recognized leadership as vitally important for institutions, since it is the engine of survival. This recognition has come at a time when the challenges of adult education programmes worldwide are more demanding than ever before (Nkata, 2015). The rapid growth of the scope, methodology and the ever-increasing enrolment has triggered improved managerial acumen within adult educators at different levels. At such, educators have been struggling over the years to find the combination of approaches that will be most effective in leading schools through these periods of turbulence and change in all sectors of our economy.

Presently, tertiary education of which adult education is a part in Nigeria has seen the light of a lot of leadership misfortunes characterized by series of corrupt practices. Given such high stakes as these, and given its high impact, trustworthy leadership is a critical element of success in any of quality education service for sustainable adult education programmes and the importance of effective educational leadership has never been greater than at present. To this end, this study is aimed at examining tertiary institution leadership strategies and quality educational service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State.

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

The aim of this study was examined leadership strategies and quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State. Specifically, the study will achieve the following:

- Determine the extent to which leadership motivational strategy influences quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State.
- investigate the extent to which delegative leadership strategies influences quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State.

## Research Questions

The following research questions were raised to guide the study:

- To what extent does leadership motivational strategies influence quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State?
- To what extent does leadership delegative leadership influences quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State?

## Hypotheses

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

- Leadership motivational strategies does not significantly influence quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State.
- Delegative leadership strategies do not significantly influence quality education service delivery for a sustainable adult education programme in tertiary institutions in Bayelsa State.

## METHODOLOGY

This study adopted a correlational research design. Gay (2016) described a correlational survey as a study that involves the collecting of data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. This design was selected because it enabled data to be collected in order to test the hypotheses or answer questions concerning the current status of a phenomenon. The population of the study comprised of all adult education lecturers in Bayelsa State. All the 87 lecturers in the three tertiary institutions that have adult education department in Bayelsa State. The instrument for data collection is Leadership Strategy and Adult Educational Services Delivery Scale (LSAESDS) developed by the researcher. It consists of two (2) sections, namely; Section A and B. Section A measured the demographic variables of the respondents, Section B consist of a 12-item on the motivational strategy and delegative strategy on a 4-point rating scale of Very High Extent =4, High Extent =3, Low Extent = 2 and Very Low Extent = 1.

The content and face validity of the instrument was done by experts from measurement and evaluation and adult and non-formal education. Their corrections and suggestions resulted to the final draft used in the study. The instrument was trial tested using ten (10) lecturers of adult education in Rivers State, that did not participate in the research but possess the same characteristics of the population of interest. The reliability co-efficient of 0.844 was obtained using Cronbach Alpha formula which was considered appropriate for this study. The data was analyzed using mean and standard deviation for the research questions and Pearson Product Moment Correlation at 0.05 level of significance to test the hypotheses. The decision rule for answering the research questions was arrived at by finding the average of the 4-point scale, thus;  $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$  thus, any item with mean of 2.50 and above was interpreted a high level, while mean score below were interpreted as Low level. For the hypotheses, if calculated p-value is greater than the critical t-value, reject null hypotheses. Otherwise accept the null hypotheses.

## ANALYSIS AND RESULTS

**Research Questions One:** To what extent does leadership motivational strategies influences quality education service delivery for sustainable adult education programmes in tertiary institution in Bayelsa State?

Table 1: Mean and Standard Deviation of responses on extent to which leadership motivational strategies influences quality education service delivery

| S/N | ITEMS  | X           | SD          | REMARK |
|-----|--|-------------|-------------|--------|
| 1.  | Job satisfaction has a direct link to workers commitments  | 3.2137      | .74359      | HE     |
| 2.  | Motivational role played by leaders enhances quality service delivery.   | 2.7997      | .75399      | HE     |
| 3.  | There is a significant relationship between interesting work content and commitment.   | 3.2020      | .40183      | HE     |
| 4.  | Leadership role that enhances regular salary has a strong correlation with quality service delivery.   | 3.2053      | .75152      | HE     |
| 5.  | Leadership that ensures the provision of other financial benefits (rather than salary) being given to workers enhances quality service delivery. | 3.0017      | .63483      | HE     |
| 6.  | Attractive welfare packages enhanced by leadership, positively affect your service delivery.   | 3.0017      | .63483      | HE     |
|     | <b>GRAND MEAN</b>  | <b>3.07</b> | <b>0.65</b> | HE     |

To answer research question one, stated above, items 1-6 was analysed and the information in Table 1 revealed the mean and standard deviation on the extent to which leadership motivational strategies influences quality education service delivery for sustainable adult education programmes. The data indicated that all items had mean score above 2.50, therefore, were interpreted as high extent. This implies that the extent to which leadership motivational strategies influences quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State was high.

**Research Questions Two:** To what extent does delegative leadership strategies influences quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State?

Table 2: Mean and Standard Deviation of responses on extent to which leadership delegative strategies influences quality education service delivery

| S/N | ITEMS   | X           | SD          | REMARK |
|-----|---|-------------|-------------|--------|
| 7   | My superior considers the individual difference of subordinates in relating to them     | 2.5940      | .48904      | HE     |
| 8   | My superior treats subordinates as individuals rather than just a member of staff       | 2.7997      | .40058      | HE     |
| 9   | My superior helps me to develop my strengths  | 2.3940      | .48904      | LE     |
| 10  | My superior gives personal attention to subordinates                                    | 2.5977      | .49078      | HE     |
| 11  | My superior considers the individual difference of subordinates in relating to them     | 2.9917      | .62682      | HE     |
| 12  | My superior treats their subordinates as individuals rather than just a member of staff | 3.1920      | .39419      | HE     |
|     | <b>GRAND MEAN</b>   | <b>2.89</b> | <b>0.45</b> |        |

To answer research question two, stated above, items 7-12 was analysed and the information in Table 2 revealed the mean and standard deviation on the extent to which delegative leadership strategies influences quality education service delivery for sustainable adult education programmes. The data shows that items 7, 8, 10, 11 and 12 was greater than the criteria mean value of 2.50 and, were rated as high extent, while items 9 had a mean value lower than the criterion mean and so were rated as low extent. The grand mean value of 2.89 was also higher than the criteria mean of 2.50. Thus, the extent to which delegative leadership strategies influences quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State was high.

## Test of Hypotheses

**Hypothesis One:** Leadership motivational strategies does not significantly influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.

Table 3: Pearson Correlations analysis showing relationship between Leadership motivational strategies and quality education service delivery

|                                    |                     | Leadership motivational strategies | quality education service delivery |
|------------------------------------|---------------------|------------------------------------|------------------------------------|
| Leadership motivational strategies | Pearson Correlation | 1                                  | .571**                             |
|                                    | Sig. (2-tailed)     |                                    | .000                               |
|                                    | N                   | 308                                | 308                                |
| quality education service delivery | Pearson Correlation | .571**                             | 1                                  |
|                                    | Sig. (2-tailed)     | .000                               |                                    |
|                                    | N                   | 308                                | 308                                |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3 revealed that significant relationship exists between Leadership motivational strategy and quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State. This is revealed in the R-value of .571, N of 308 and a p-value of .000. Since,  $p < 0.05$ , therefore the null hypothesis is rejected. Hence, leadership motivational strategy significantly influences quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.

**Hypothesis Two:** Delegative leadership strategies do not significantly influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.

Table 4: Pearson Correlation analysis showing relationship between delegative leadership strategies and quality education service delivery

|                                    |                     | Delegative Leadership strategies | Quality education service delivery |
|------------------------------------|---------------------|----------------------------------|------------------------------------|
| Delegative Leadership strategies   | Pearson Correlation | 1                                | .372**                             |
|                                    | Sig. (2-tailed)     |                                  | .000                               |
|                                    | N                   | 308                              | 308                                |
| Quality education service delivery | Pearson Correlation | .372**                           | 1                                  |
|                                    | Sig. (2-tailed)     | .000                             |                                    |
|                                    | N                   | 308                              | 308                                |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 4 revealed that significant relationship exists between delegative leadership strategies and quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State. This is revealed in the R-value of .372, N of 308 and a p-value of .000. Since,  $p < 0.05$ , therefore the null hypothesis is rejected. Hence, delegative leadership strategies significantly influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.

## **DISCUSSION OF FINDINGS**

### **Leadership Motivational Strategies and Quality Educational Service Delivery in Tertiary Institutions**

The findings in this study showed that the extent to which leadership motivational strategies influenced quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State is high. Also, the study revealed that leadership motivational strategies significantly influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State. This is in agreement with the findings of Aimi, et. al., (2011), Agharuwhe (2014), Yaya (2019) and who reported that employee's sense of achievement had a significant relationship on their level of motivation they receive. It also substantiates the findings of Nbina (2011), Ahiauzu (2011) and Frye (2014) who submitted that the motivational skills displayed by leaders to a high extent influences job effectiveness. This implies that leadership motivational strategies are a measure of quality education service delivery in tertiary institutions.

### **Delegative Leadership Strategies and Quality Education Service Delivery in Tertiary Institutions**

The findings in this study showed that the extent to which leadership participatory strategies influenced quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State is high. Also, the study revealed that leadership participatory strategies significantly influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State. This is in agreement with the works of Awofeso (2014) who referred to delegation as transfer of authority and decision-making from the central authority to semi-autonomous bodies and individuals to perform specific essential functions.

Leadership delegated strategy enables the institutions and their personnel to function independently without direct control from the centre or head before they can perform their tasks. To a large extent, this brings about hard work and high performance as members of public institutions such as the school are made work efficiently and effectively within the authority at their disposal without unnecessary interference. Importantly, delegative strategy requires the superior to be skilled in sharing, transferring and allocating duties to others who are also capable of delivering those responsibilities for attaining the expectation of the institution (Reginald, 2012). Reginald further maintained that institutional heads become more effective and succeed when they distribute tasks to other members of the school. This makes them to participate and be committed to the organizational activities which in the long run led to quality service delivery.

## CONCLUSION

This study has examined leadership strategies and quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State. It has established that the extent to which institutional leadership strategies (measured as motivational, and delegative strategies) influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State was high. Also, the findings revealed that leadership strategies (measured as motivational and delegative strategies) significantly influence quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.

## Recommendations

From the result of the findings from this study, the research recommends that:

- Leaders should enhance their motivational strategies for quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.
- Leaders should be greatly involved in delegation as a leadership skill that leads to quality education service delivery for sustainable adult education programmes in tertiary institutions in Bayelsa State.

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# FACILITIES STATUS FOR EFFECTIVE TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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## Abstract

This study examined facilities status for effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. The study was guided with three research questions and three hypotheses. The study adopted the descriptive approach to enable the researcher sample opinion of respondents". The population for the study was six thousand eight hundred and ninety-three teachers (6,893) teachers drawn from all the public senior secondary schools in Rivers State. The simple random sampling technique was used to determine the sample size of 1,379 which represent 20% of the total population while the stratified proportionate sampling method was applied in the unit sampling for each school. The instrument for data collection was a self-structured questionnaire titled: Facilities Status for Effective Teaching and Learning of Entrepreneurship Education Questionnaire (FSETLEEQ). The responses to the items were assessed on a four-point Likert scale of Strongly Agree (SA) =4, Agreed (A) =3, Disagreed (D) = 2 and Strongly Disagreed (SD) =1. Instrument was validated by the researcher's supervisor and other while its reliability was also determined using Cronbach Alpha and the index results obtained is  $\alpha=0.89$ . Mean and standard deviation was being employed to answer the research questions while Independent Sample t-test was used to test the hypotheses at .05 significance level with the aid of SPSS Version 25.0. From the 1,379 (100%) copies of questionnaire distributed, only 1,158 (84%) copies of the questionnaire were correctly filled and were used for the analysis. Findings from the study reveal that art room, music room and workshop enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. The study therefore concluded that facilities status enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. The study recommended among others that government should ensure the provision of world class facilities to enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

**Keywords:** Facilities Status, Teaching and Learning, Entrepreneurship Education.

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## INTRODUCTION

Nigeria, despite her natural and human endowments is facing a lot of challenges in terms of social, political and economic development as a result of the fall-outs of the past and continuous mismanagement of her resources, corruption, rising crime rate, ignorance, poor and hopeless health conditions of her citizens, religious bigotry, lack of love, illiteracy, high rate of unemployment, poverty, political immaturity, tribal sentiments to mention but a few (Beiki, 2013). Beiki (2013) further remarked that without any iota of doubt, the rate of youth unemployment is on the increase. For example, unemployment rate in Nigeria is reported by the National Bureau of Statistics to averaged 14.60% from 2006 until 2011, reaching an all-time high of 23.90% in December of 2011, and record low of 5.30% in December of 2006. The youth must be empowered to avoid future youth restiveness as well as eliminate all other social vices such as Cyber Crimes, Armed Robbery, Kidnapping, Prostitutions, Boko Haram Insurgency, among other ills that could hinder them from becoming responsible leaders of tomorrow.

Since education increases knowledge, which in itself is the cure for ignorance, the government of Nigeria thereby sees education as important to us as a nation. Knowledge acquired can be in diverse fields but ultimately, it is such as can better our lives and makes us more civil citizens of our country, Nigeria. They saw education as an indispensable means of transmitting the skills and knowledge that are required by individuals to fully participate and contribute to the development of economic, social and political activities of any country (Onyali & Victor, 2017). According to Ogba and Odo (2015) education has been proved to nal planners have been searching for an effective and viable functional education. In Nigeria, government has put in place many policies and programmes be a potent instrument for national development. History has it that over the years, education which are aimed at addressing the needs and expectations of Nigerians and also place the graduates of secondary schools on the right footing to stand out and compete favourably with their counterpart in other nation of the world (Ajani et al., 2015). Hence, these call for proper expansions of educational facilities in the country by the government and private sector as well as the inability of the Nigerian economy to expand enough as fast as the growth of graduate population tended to have created an awesome rate of unemployment.

As a result, these graduates have continued to be idle at home much longer than necessary. Hence, this sceneries seems to make most of the ready tools for miscreants who perpetuate in armed robbery, kidnapping, political thugs, militancy and insurgency (Centre for Entrepreneurship Development in Nwangwu & Ononogbu, 2014). The Nigerian government in the bid to provide such functional education to enable its citizens be functional members of the society, introduced entrepreneurship education in the curriculum of secondary schools. In 2000 entrepreneurship education was given full attention. Entrepreneurship education therefore will do for the learner is to inculcate values stir in the learner that urge of power, autonomy, wake the feel to be affiliated to innovations, engage in novel discoveries as well as pursue the need to achieve (Onyene, 2014).

In the light of the above, there is a great need for entrepreneurship education to be introduced at all facets of education in Nigeria. By so doing we are inculcating the habit of entrepreneurship in our trainees, who will not be white colour job seekers, rather, would be potential entrepreneurs and job providers as well as teachers that would inculcate into our secondary school leavers the entrepreneurship ideals. This shall go a long way to reduce

unemployment in the society as well as improving the social, political and economic status of this nation. Entrepreneurship education is therefore concerned with the acquisition of skills in local crafts and proper technological training for self-reliance. It is the basic education that prepares people for organizing, owning and managing a business and becoming self-reliant. It is vocational and technical in nature and deeply embedded in practical work.

Entrepreneurship education is both a need factor and a tool required to provide the knowledge economy with sharp focus. This aims at furnishing Nigeria learning population with the spirit and skills necessary for them as leaders of tomorrow to reform the economy by addressing issues like beefing up the non-oil export earning, refocusing adult labour force, reforming service sector and implementing a social charter around education, health agroallied activities, empowerment as well as appropriate life skills programmes. According to Ogba and Igu in Ogba and Od (2015), entrepreneurship education was designed to reduce unemployment and increase the economic growth of the individuals concerned and the society in general. A graduate entrepreneur is one who ought to have been exposed to creative values while in the classroom learning, one whose knowledge is not tied to some bookish recipe; one who can link theories to practice, and or one with demonstrable intellectual capacity to think and act out of the box in order to find solution to life needs, human needs and national concerns.

The entrepreneurship education is meant to enable a Nigerian child overcome the problem of unemployment and business challenges. Sarri (2010) viewed entrepreneurship as a creative and innovative response to the environment. It constitutes the circle of activities starting from the conception of the investment opportunity to successfully transforming the activity in the viable business reality. These skills are inherent in the business education programme of schools, colleges and universities. In fact, the Nigerian workers and students should learn to acquire the entrepreneurship skills so that they will help their community. This will go a long way to make them self-reliant and self-sufficient.

The problem of unemployable secondary school graduates in Nigeria is as a result of not having functional education in relation to the needs and aspirations of the nation. Functional education cannot be achieved without availability, adequacy and utilisation of the facilities. This is because facilities constitute very important resources in the attainment of entrepreneurship education. Encyclopedia of Education in Borko (2010), asserted that the school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression system but that the facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, play grounds, areas for outdoor learning and vehicular access and parking.

Mgbodile (2004) stated that the quality and quantity of facilities available and utilised in the school influence the level of interaction that exist between teachers and students. Adeyemo in Ogba and Odo (2015) maintained that if facilities are adequate in correspondence to student ratio students' achievement in self-esteem and participation will be highly facilitated. Some of these facilities need for entrepreneurship education includes but not limited to art room, music room and workshop facility. The efficiency and excellence of interaction provided for students through adequate provisions of facilities will enable them achieve lasting educational goals. Offem (2021) affirmed that since facilities have been noticed to do with quality, the availability and provision of resources in the right number will facilitate effective teaching and learning in schools. Educationist should hence be interested in the availability, adequacy and utilisation of facilities that enhance effective teaching and learning. According to Chukwudi et al. (2015), that

topmost in our national discourse is that our graduates will continue to remain in the labour market if they not only prefer white collar jobs but also fail to learn trades. The best options to have joked the chronic unemployment situation in our country have been to promote entrepreneurial education that will promote skill acquisition.

This will aid the production of employable and skilled manpower needed for national development. The Nigerian government, no doubt, has been making frantic efforts in bridging the gap between employment and unemployment figures and this has led to introduction of entrepreneurship education in the curriculum of schools, which secondary school level is one. The puzzle on this regard is that although the cost of maintaining entrepreneurship education programme has continued to increase, the demand for the quality of this educational programme has been on the increase. Entrepreneurship education facilities will help to equip an individual with skills, knowledge and technical knowhow to be able to exist independently and live a full life.

### **Statement of the Problem**

The Nigerian government, no doubt, has been making frantic efforts in bridging the gap between employment and unemployment figures and this has led to introduction of entrepreneurship education in the curriculum of schools, which secondary school level is one. The puzzle on this regard is that, although the cost of maintaining entrepreneurship education programme has continued to increase, the demand for the quality of this educational programme has been on the increase. Studying entrepreneurship education in secondary schools since its introduction has always been facing challenges. Challenges came as a result of acquiring facilities for the teaching and learning of entrepreneurship education as a course. This has forced teachers and students struggling to teach and learn entrepreneurship education. The problem of this research therefore is to examine facilities status for effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

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

The aim of this study was to examine facilities status for effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. The specific objectives are to:

- Determine how status of art room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.
- Investigate how status of music room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.
- Ascertain how status of workshop facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

### **Research Questions**

The following research questions guided this study:

- How status of art room facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State?

- How status of music room facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State?
- How status of workshop facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State?

## **Hypotheses**

The following hypotheses were formulated to guide this study:

- There is no significant difference between the mean rating of teachers and students how status of art room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State
- There is no significant difference between the mean rating of teachers and students how status of music room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State
- There is no significant difference between the mean rating of teachers and students how status of workshop facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State

## **THEORETICAL FRAMEWORK**

The theoretical framework of this study is on Action Learning Theory.

### **Action Learning Theory**

Action Learning is a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. It helps organizations develop creative, flexible and successful strategies to pressing problems. Marquardt and Banks (2010) indicated that action learning was introduced in the 1940s when Reg Revans implemented action learning in the coal mines of Wales (Revans, 1982). This version is however disputed by the Business Week which in its issue of October 10, 2005 says that it was introduced in the past 125 years. Dispute put aside, action learning recently became a vital tool in the workplace, not only for solving complex problems but also for developing leaders and building teams (Kramer, 2008; Marquardt, 2004; Raelin, 2009). According to Revans (1982) action learning is for tackling the „wicked problems“ of organizations and society rather than the puzzles which are the focus of much conventional education and training. It can only if any efforts are conducted in the light of certain critical values. It is argued that Revans was motivated by the potential human beings have in dealing with difficult challenges and problems through own learning experiences. He was not comfortable with prescribed learning formula that characterised traditional teaching; rather, he was convinced that individual development takes place through experiential learning that follows pragmatic approaches.

Revans therefore sought the improvement of human systems by those who must live and work in them. Without prescriptive formula of how to learn and get wisdom, action learning simply relies on an idea that needs realization and is concerned with achieving useful change. With the profound learning that comes from being engaged in this process, it can never be communicated as a simple formula or technique. In other words, individuals learn differently and

they have to be well organized for achieving the objectives of learning. Though no fixed formula is prescribed, action learning follows certain common principles. The masterpiece is that individuals come together to exchange, support and challenge each other in action and learning as highlighted by Marquardt and Banks (2010) in the following 4 principles:

- that learning be acquired in the midst of action and dedicated to the task at hand. Under normal circumstances, especially in organizations, participation is and must be voluntary (although one can be persuaded or encouraged);
- that participants work on problems aimed at organizational as well as personal development and the intersection between them. That means each must own an organizational task, problem, or challenge or opportunity on which they are committed to act;
- that learners work in peer learning teams to support and challenge each other. This is because people are very much more likely to succeed with the help of friends. Therefore, team or group members help each other think through the issues, create options etc.;
- that its users demonstrate a learning-to-learn aptitude entailing a search for fresh questions over expert knowledge. This refers to taking action and learning from the experience of taking that action.

Critics about action learning say it is time consuming. It is against this backdrop that multiple experiments have been initiated in order to attain strong learning and actions results in the shortest term limits. However, as developing an individual or organization does not happen overnight and that it is not a one-man's affair, collaborative efforts require that teams work together guided by a learning coach and team leaders as well. The advantage of working in (small) groups (also known as "sets") is that people tackle important organizational or social challenges and learn from their attempts to improve things. From the perspective of leadership development, a comparison between action learning and other methodologies currently in use demonstrated that "action learning can be tailored to develop specific leadership competencies identified by individual team members, while, at the same time, developing other leadership skills needed in organizations" (Marquardt & Banks, 2010).

The theory is relevant to this study because in entrepreneurship education, it is obvious that skills and competences developed can serve learners' personal interests as well as organizational interests. This also applies to employability skills that every employer is looking into university graduates. With team development, if the intention is to create a venture and if other conditions are united, the theories, principles, and practices of action learning are very supportive. In this sense, the better the atmosphere in the creation process of team the higher the potential for strong business outcomes. The theory will also help to increase effectiveness and profitability of business, improved problem solving and leadership capacity, greater adaptability and resilience, where individual and organisational learning from implementing new strategies or culture change will benefit too.

## **CONCEPTUAL CLARIFICATION**

### **Entrepreneurship Education**

For defining entrepreneurship, it is good to understand its origin and evolution. The word “entrepreneurship” finds its essence in activities performed by an "entrepreneur". The word entrepreneur derives from the French which literally means someone who takes between or goes between. According to Isaac et al. (2007), entrepreneurship education is defined as the purposeful intervention by an instructor in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the business world. On the other side, Alberti, Sciascia and Poli (2004) cited by Ntsimanyane et al. (2021) defined entrepreneurship education as the structured and formal transmission of entrepreneurial competencies, which in other words, refers to the skills, concepts and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Küttim et al. (2014) explain that entrepreneurship education (EE) will, in a broader and modern sense, prepare not only “an entrepreneurial person” who may become self-employed (owner of an enterprise), but also is able to pursue entrepreneurship and innovation as an employee; and/or exhibits “enterprising behavior.

With EE, students get and increase competencies to lead a rewarding, self-determined professional life; they are well placed to add significant social, cultural and economic value to society through entrepreneurial activity throughout their careers. In principle all students should have an opportunity to engage with enterprise and entrepreneurship, and to align it with their subject(s) of choice. This enables them to identify and seek out new opportunities; have higher aspirations in their careers; be resilient; and better adapt to change (QAA, 2018). EE aims to build upon “entrepreneurship” - the enterprising competencies of students who are capable of identifying opportunities and developing ventures through becoming self-employed, setting up new businesses; or “Intrapreneurship”- developing and growing part of an existing venture (QAA, 2018). Intrapreneurs are described by Pinchot (1985) as the “dreamers who do”; those who take hands-on responsibility for creating innovation of any kind within an existing organization (Gündoğdu, 2012).

According to Berglund and Holmgren (2013), “entrepreneurship is a dynamic and social process, where individuals, alone or in co-operation, identify opportunities and do something with them to reshape ideas to practical or aimed activities in social, cultural, or economical contexts.” Though too loose to provide a specific orientation, the above definitions allow every other individual definition to fit in. Today, people can venture into social entrepreneurship, cultural entrepreneurship, religious entrepreneurship, economic entrepreneurship etc. with the profit being or not pecuniary.

## **Teaching and Learning of Entrepreneurship Education**

The Oxford Dictionary (2005) defines education as the theory and practice of teaching or information about training in a particular subject. Teaching and learning go hand in hand and combined they form the basis for education. While teaching is about transferring knowledge/skills and behaviours to the learner/student, learning is about learner/student receiving and applying them. There must be a gap for them to take effect. Teaching is not only about the content it is also about the methodology. From that angle teaching entrepreneurship means looking at the extent to which the education system is effective in providing instruction and experience in the creation, management as well as sustainability of Small, Micro and Medium Enterprises. Chimucheka (2014) further added that the Consortium for Entrepreneurship Education (2004) looks at entrepreneurship education as a life-long learning process which

proceeds through at least five distinct stages of development. The stages include the basics, competence awareness, creative applications, start up and finally, growth. In this process learners should acquire knowledge and understand concepts, apply them in the spirit of competence and material development.

Entrepreneurship teaching generally recognizes the importance of two aspects in its definition: first, a broader concept of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities and it is not directly focused at the creation of new businesses and, second, a more specific concept of training on how to create a business (EU, 2004). Whereas the focus of entrepreneurship teaching in the past was on venture creation (with writing business plans being the model), modern scholars argue that the real challenge for entrepreneurship education lies within the development of entrepreneurial behaviour, like seizing opportunities, making decisions and developing social skills; i.e. learning for entrepreneurship, rather than learning about entrepreneurship (Gibb, 2002). The choice of the training approach is dependent on whether the intention of both educators and learners is to create a business or to create awareness and knowledge about what to do and how to do it in business context.

There are many approaches for teaching entrepreneurship based on the transmission approaches of knowledge, skills and behaviours between teacher and students. Some approaches are teacher centred (also known as instructive and the most dominant in Rwanda) while others are student centred (also known as action or experiential learning and appearing in various trials). Amongst characteristics of the teacher centred approach (to mention a few), knowledge is transmitted from professor to students, students passively receive information, professor's role is to be primary information giver and primary evaluator, emphasis is on right answers etc. In the learner-centered approach students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on, students are actively involved, professor's role is to coach and facilitate, professor and students evaluate learning together, emphasis is on generating better questions and learning from errors, etc. (Huba & Freed, 2000).

## **Identified Facilities Status for Effective Teaching and Learning of Entrepreneurship Education**

However, for effective teaching and learning of entrepreneurship education in schools, there is needed to ascertain the facilities status. They include the followings:

**Art Room:** Is room in a school set aside for instruction in the visual arts. arts entrepreneurship” is a management process through which cultural workers seek to support their creativity and autonomy, advance their capacity for adaptability, and create artistic as well as economic and social value. The studio of any artist, especially from the 15th to the 19th centuries, characterized all the assistants, thus the designation of paintings as "from the workshop of..." or "studio of..." An art studio is sometimes called an atelier, especially in earlier eras. Art can communicate information, shape our everyday lives, make a social statement and be enjoyed for aesthetic beauty.

**Music Room:** A room in a school set aside for instruction in music. musical skills give them students the opportunity to work on their math skills, reading and writing skills, science skills,

and history knowledge. Music education is important in our schools. And yet, it seems these days, it is being offered less and less in many school systems. Unfortunately, many schools have begun to exclude music from their curriculums to make room for other subjects. Music is an extremely important subject for all children to learn and can lead to better brain development, increases in human connection, and even stress relief. As music is removed from schools, children will no longer receive these benefits unless they enroll in private lessons, which is much too expensive for some families to afford.

Performing Arts is given huge importance in the curriculum. Ample opportunities are provided to the students to give expression to their imaginations and thus enhance creativity. The well-equipped Music room contains a variety of classical and western musical instruments. The benefits of music education are immense and highly beneficial to students. Music positively impacts a child's academic performance, assists in developing social skills, and provides an outlet for creativity that is crucial to a child's development

**Workshop:** A workshop can introduce a new concept, spurring participants to investigate it further on their own, or can demonstrate and encourage the practice of actual methods. It's a great way to teach hands-on skills because it offers participants a chance to try out new methods and fail in a safe situation. Failure is often the best teacher, and failure in this instance doesn't carry a cost. At the same time, feedback, from both the presenter and peers in the group, helps a participant understand what she can do to avoid failure in a real situation. A workshop is a way for someone to pass on to colleagues' ideas and methods that he has developed or finds important. Teaching a graduate course may not be possible, but he may be able to reach large numbers of people by conducting workshops in various situations. Especially for people who work together, a workshop can help to create a sense of community or common purpose among its participants.

A workshop, in general, is a gathering in which a group of people with interests, expertise, or professions in a particular field, that are actively involved in intensive discussion and research on a specific topic or project. Holding a workshop is one of the institution efforts in improving the skills and abilities of their employees. Improving employee performance will not take a long time with the help of automated competency management software. Since the skills and abilities of employees will affect the company's business, thus the role of complete competency management software is essential to assist the company in developing employees' potential. The more skills an employee has, the greater the impact on that individual's performance.

### **Review of Related Empirical Studies**

Cortina and Fazel (2015) examined the Art Room with an evaluation of a targeted school-based group intervention for students with emotional and behavioural difficulties. This paper reports on a quantitative evaluation of the impact of The Art Room on students' emotional and behavioural problems. Questionnaires on psychological functioning were administered before and after attending The Art Room. Teachers completed the SDQ and children completed the sMFQ. Students showed a significant reduction in emotional and behavioural problems (teacher-reported SDQ scores) and clinical caseness. There was also a significant improvement in their mood and feelings (child-reported sMFQ), with an 87.5% improvement in those students who were



depressed at baseline. The intervention is improving students' emotional and behavioural problems and promoting prosocial behaviour at school.

Joseph (2019) examined arts and academic achievement with an empirical evidence for arts realities in United States education law and around the World. This experimental study examined whether and to what extent the use of creative dramatics interventions increased the vocabulary achievement of fourth grade students in a language arts classroom. The 20-day study was conducted across five weeks of school—for 45 minutes each day—during the normally scheduled language arts instruction block. It included a pretest, 17 consecutive school days of instruction, and a posttest. A retention test was administered five weeks later. Three fourth grade teachers were randomly assigned to a random sample of 83 fourth graders. The study was conducted at a Learning Assistance Program (LAP) reading and math school, in a large rural school district in Washington State. Descriptive statistics were used to describe the demographics of the sample...inferential statistics were used to calculate the differences between groups.

Ronan et al. (2018) conducted an empirical approach to the relationship between emotion and music production quality. The study investigated the relationship between music production qualities and musically induced and perceived emotions. A listening test was performed where 10 critical listeners and 10 non-critical listeners evaluated 10 songs. There were two mixes of each song, the low quality mix and the high quality mix. Each participant's subjective experience was measured directly through questionnaire and indirectly by examining peripheral physiological changes, change in facial expressions and the number of head nods and shakes they made as they listened to each mix. We showed that music production quality had more of an emotional impact on critical listeners. Also, critical listeners had significantly different emotional responses to non-critical listeners for the high quality mixes and to a lesser extent the low quality mixes. The findings suggest that having a high level of skill in mix engineering only seems to matter in an emotional context to a subset of music listeners.

Björk et al. (2021) examined the potential of a mixed-methods approach for research on learning to theorise music. The study explore the potential of a mixed-methods research design for understanding how theorising is developed and how the different methodological approaches used in the study can improve our understanding of precollege students' experiences of learning to theorise music. The study combines (1) qualitative methods such as observation, analysis of video and audio recordings and interviews, (2) software development as music education research, (3) eye tracking and (4) musical analysis. We suggest that a considerable advantage of a mixed-methods approach is that it can make students' thinking visible and audible. In addition, it can improve precision in identifying novelty and surprise during the learning process. Such moments of new musical conceptualisation are particularly important in a context of abundant access to many musical genres and styles.

Kong (2009) conducted an empirical study of school-based planning for the use of information technology to improve the quality of education in the twenty-first century This study aims to provide recommendations on school-based planning for the use of information technology (IT) to improve the quality of school education. Focus group discussions and case studies were conducted to collect the views of school practitioners on the need for IT in education and related areas of school-based planning. The results of this study indicated that schools in Hong Kong recognise the importance of Twenty-first Century Knowledge, the role of IT and the need for school-based IT in education plans. The schools put considerable effort into curriculum re-interpretation to accommodate the use of IT to improve learning and teaching, and

have shown determination in their leadership to provide and manage IT infrastructure in response to the trend towards the integration of IT into school education. Four sets of school-based strategies are recommended to promote the role of IT in enhancing school education, namely the use of IT to foster the capability of enquiry learning, the promotion of self-regulated learning involving the use of digital resources, the use of digital student learning records to encourage assessment for learning, and the creation of a digital campus for effective learning and teaching.

Essien et al. (2016) examined the influence of in-service training, seminars and workshops attendance by social studies teachers on academic performance of students in junior secondary schools in Cross River State, Nigeria. To achieve the purpose of this study, one hypothesis was formulated to direct the study. Ex-post facto research design was adopted for the study. A sample of five hundred Social Studies teachers (500) and students were selected for the study. The instruments for data collection were a set of questionnaire to measure Social Studies teachers' in-service training, seminar and workshop training and Social Studies Performance Test (SOSPT) to measure students academic performance. The reliability estimate of the instruments was established through the split-half reliability method and its associate Spearman Brown prophecy formula. Pearson product moment correlation analysis was adopted to test the hypothesis at .05 level of significance. The result of the analysis revealed that there exists a positive and small relationship between the frequency of teachers' attendance at in-service training, seminars and workshops and students' academic performance in social studies. It was recommended that government should make it mandatory for all teachers in both primary and post primary to undergo professional training. As it is the case with other professions like law and medicine among others.

## **METHODOLOGY**

This research adopted a descriptive approach to enable the researcher describe or define the topic at hand. The population for the study was six thousand eight hundred and ninety-three teachers (6,893) principals drawn from all the public senior secondary schools in Rivers State. The simple random sampling technique was used to determine the sample size of 1,379 which represent 20% of the total population while the stratified proportionate sampling method was applied in the unit sampling for each school. The instrument for data collection was a self-structured questionnaire titled: Facilities Status for Effective Teaching and Learning of Entrepreneurship Education Questionnaire (FSETLEEQ). The responses to the items were assessed on a four-point Likert scale of Strongly Agree (SA) =4, Agreed (A) =3, Disagreed (D) = 2 and Strongly Disagreed (SD) =1. Instrument was validated by the researcher's supervisor and other while its reliability was also determined using Cronbach Alpha and the index results obtained is  $\alpha=0.89$ . Mean and standard deviation was be employed to answer the research questions while Independent Sample T-test was used to test the hypotheses at .05 significance level with the aid of SPSS Version 25.0. From the 1,379(100%) copies of questionnaire distributed, only 1,061(77%) copies of the questionnaire were correctly filled and was used for the analysis.

## **DATA ANALYSIS AND RESULT**

From the 1,379(100%) copies of questionnaire distributed only 1,061(77%) copies of the questionnaire were used for the analysis which represent a response rate of 77% from the study population.

**Research Questions One:** How status of art room facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State?

Table 1: Mean and Standard Deviation for Research Question One

| Items   | N     | Mean  | SD.   | Remark |
|---|-------|-------|-------|--------|
| 1. The art room drives each child to be curious and original in their work while they study a variety of Art forms.                       | 1,061 | 3.146 | .905  | Agree  |
| 2. technology at art rooms can level the playing field, allowing classes to look at or listen to high-level art at a relatively low cost. | 1,061 | 3.231 | 1.246 | Agree  |
| 3. Art room facility help provides teachers with more tools to support students.  | 1,061 | 3.118 | .847  | Agree  |
| Valid N (listwise)  | 1,061 |       |       |        |

The first research question states how status of art room facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State? The result of the analysis shows the mean scores of 3.146, 3.231 and 3.118 respectively which are above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents agree that art room facility enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

**Research Questions Two:** How status of music room facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State?

Table 2: Mean and Standard Deviation for Research Question Two

|   | N     | Mean  | S.D   | Remark |
|---|-------|-------|-------|--------|
| 4. Music room facility helpt to encourage language learning, communication, and reading among students  | 1,061 | 2.915 | 1.096 | Agree  |
| 5. When children participate in music and movement activities in a group, they also develop and refine their social skills .                    | 1,061 | 3.011 | 1.044 | Agree  |
| 6. When music room is equipped, students learn to work as a team, they learn to share and they learn how to be creative in a group environment. | 1,061 | 2.819 | 1.000 | Agree  |
| Valid N (listwise)  | 1,061 |       |       |        |

The second research question states “how status of music room facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State? The result of the analysis shows the mean scores of 2.915, 3.011 and 2.52 respectively which is above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents agree to the manifestations that music room facility enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State

**Research Questions Three:** How status of workshop facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State?

Table 3: Mean and Standard Deviation for Research Question Three

|   | N     | Mean  | SD   | Remark |
|---|-------|-------|------|--------|
| 7. Workshop facility help to introduce a new idea, inspire participants to further explore it on their own, or may illustrate and promote actual process practice | 1,061 | 3.141 | .957 | Agree  |

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| 8. Workshop facility is a great way to teach hands-on skills as it gives learners an opportunity to try out new methods and fail in a safe environment.            | 1,061 | 3.016 | .968  | Agree |
| 9. explains the fact that technical education and its related workshop practices is a programme whereby students acquire industrial-technical knowledge and skills | 1,061 | 2.881 | 1.029 | Agree |
| Valid N (listwise)   | 1,061 |       |       |       |

The Third research question states “How status of workshop facility does enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State? The result of the analysis shows the mean scores of 3.141, 3.016 and 2.881 respectively which is above the criterion mean value of 2.50 in a modified four-point Likert scale. This means that majority of the respondents agree to manifestation that workshop facility enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

### Test of Hypotheses

The test of hypotheses was carried out using independent sample t-test at a 95% confidence interval. The 0.05 significance level is adopted as criterion for the probability of either accepting the null hypotheses at ( $p>0.05$ ) or rejecting the null hypotheses at ( $p<0.05$ ).

**Hypotheses One:** There is no significant difference between the mean rating of teachers and students how status of art room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

Table 4: Summary of independent t-test analysis on the difference between the opinions of teachers and students on the status of art room facility and effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

| Respondents | n   | SD    | df   | t     | Sig. | Decision |             |
|-------------|-----|-------|------|-------|------|----------|-------------|
| Teachers    | 711 | 09.25 | 2.10 | 1,059 | 5.36 | 0.02     | Significant |
| Students    | 350 | 13.38 | 1.36 |       |      |          |             |

Table 4 indicates that  $t= 5.36$ ,  $df = 1,059$ , and  $P = 0.02<0.05$ , hence, there is significant difference between the opinion on teachers and students on status of art room facility and effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. Therefore, the null hypothesis one is rejected at the 0.05 level of significance which implies that status of art room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

**Hypothesis 2:** There is no significant difference between the mean rating of teachers and students how status of music room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

Table 5: Summary of independent t-test analysis on the difference between the opinions teachers and students on the status of music room facility and effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State

| Respondents | n   | Mean  | SD   | df    | t    | Sig. | Decision        |
|-------------|-----|-------|------|-------|------|------|-----------------|
| Teachers    | 711 | 9.94  | 3.41 | 1,059 | 3.38 | 0.62 | Not Significant |
| Students    | 350 | 12.41 | 3.03 |       |      |      |                 |

Table 5 indicates that  $t = 3.38$ ,  $df = 1,059$ , and  $P = 0.62 > 0.05$ , hence, there is no significant difference between the mean rate of teachers and students on the status of music room facility and effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. Therefore, the null hypothesis two is retained at the 0.05 level of significance. This implies that status of music room facility enhance effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

**Hypothesis 3:** There is no significant difference between the mean rating of teachers and students how status of workshop facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

Table 6: Summary of independent t-test analysis on the difference between the mean rating of teachers and students how status of workshop facility on effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

| Respondents | n   | Mean  | SD   | df    | t    | Sig. | Decision        |
|-------------|-----|-------|------|-------|------|------|-----------------|
| Teachers    | 711 | 11.80 | 2.00 | 1,059 | 3.52 | 0.02 | Not Significant |
| Students    | 350 | 11.67 | 2.07 |       |      |      |                 |

Table 6 indicates that  $t = 3.52$ ,  $df = 1,059$ , and  $P = 0.02 < 0.05$ , hence, there is significant difference between the mean rating of teachers and students how status of workshop facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. Therefore, the null hypothesis three is rejected at the 0.05 level of significance. This implies that status of workshop facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

In discussing the findings of this study, the researcher has followed the order of the data analyzed using relevant literatures to support the findings and results. The study utilized mean and standard deviation to answer the research questions and inferential statistical techniques (independent sample t-test) to test the stated hypotheses. The findings from the test of hypotheses in table 4 revealed that there is significant difference between the opinion's teachers and students the status of art room facility and effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State. Similarly, table 5 revealed that there is no significant difference between the mean rate of teachers and students on the status of music room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State and table 6 shows that there is significant difference between the mean

rate of teachers and students on the status of workshop facility enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

This finding is corroborated by Ferres et al. (2008) on trust as a precursor to the potential mediating effect of transformational leadership? Whereas traditional transformational leadership studies tend to test the concept as an independent variable, this paper tests it as a mediator of the effects of management/peer trust, perceived organizational support and procedural justice. Focus group results and survey questionnaires indicated that trust in management and trust in peers had a significant influence on transformational leadership and that transformational leadership was a significant predictor of turnover intention, OCB conscientiousness and affective commitment. Quantitative results did not support the proposed mediating effects of transformational leadership

The findings affirmed the study by Ronan et al. (2018) on music production qualities and musically induced and perceived emotions. The current article shows how music room facility enhances effective teaching and learning of entrepreneurship education in public secondary schools. Music room facilities not only enhances effective teaching and learning of entrepreneurship education but as well contribute to development of reasoning and language, improved coordination, emotional development, enhanced auditory skills and improved creative thinking. This study contributes to the literature by exploring a framework upon which to continue developing a more comprehensive understanding of the relationships between facilities status for effective teaching and learning of entrepreneurship education.

This result also collaborates with the study by Cortina and Fazel (2015) who examined the art room with an evaluation of a targeted school-based group intervention for students with emotional and behavioural difficulties. His reports on a quantitative evaluation of the impact of the art room on students' emotional and behavioural problems. Questionnaires on psychological functioning were administered before and after attending The Art Room. Teachers completed the SDQ and children completed the MFQ. Students showed a significant reduction in emotional and behavioural problems (teacher-reported SDQ scores) and clinical caseness. There was also a significant improvement in their mood and feelings (child-reported sMFQ), with an 87.5% improvement in those students who were depressed at baseline. The intervention is improving students' emotional and behavioural problems and promoting prosocial behaviour at school.

## **CONCLUSION**

Based on the study finding, it was concluded that Entrepreneurship education is both a need factor and a tool required to provide the knowledge economy with sharp focus. The Nigerian government, no doubt, has been making frantic efforts in bridging the gap between employment and unemployment figures and this has led to introduction of entrepreneurship education in the curriculum of schools, which secondary school level is one. Therefore, facilities status enhances effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

## **Recommendations**

Drawing from the study findings, it was recommended that:

- Government should ensure adequate provision of art room facility for effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

- Government should ensure adequate provision music room facility for effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.
- Government should ensure adequate provision workshop facility for effective teaching and learning of entrepreneurship education in public secondary schools in Rivers State.

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# EMPLOYEE RETENTION, MOTIVATION AND ORGANIZATIONAL GROWTH

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## Abstract

Organizational growth is one which has a greater ability to withstand market fluctuations, increased power and greater efficiencies from economies of scale following its workforce commitment as a result of the existing relationship within the organization. This paper therefore, examines employee retention, motivation and organizational growth. Several related literatures were reviewed on employee retention, motivation and organizational growth. The paper further examined how organization employ retention strategy to create and also reduce its employee turnover as well as prevent attrition, increase retention, and foster employee engagement. The paper then perceived that for organization to maintain its existence, its credible workplace need to be retain and also motivated when the need arises through increment in wages, allowance, staff welfare, good working condition, etc and focused in order to remain employed and fully productive for the benefit of the organization. However, organizations are also faced with several challenges that affect proper employee retention and motivation for effective organizational growth which includes dissatisfaction of salary, lack of appreciation and poor organizational leadership. Drawing from the paper, it was concluded that a well application of employee retention strategies and adequate motivation such as; salary increment, performance appraisals provide them with advanced opportunities and being transparent with employees, will makes employees stay-put and contribute to organizational growth. The paper suggested that management of organizations should reward employees for their attitude and accomplishment to make them feel welcomed and also pay their employees well to make them perform better and also develop better habits.

Keywords: Employee Retention, Motivation, Organizational Growth.

**Keywords:** Employee, Performance Optimization, Quality Service Delivery, Educational Sector.

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## INTRODUCTION

A set up where individuals come together and work in unison to achieve a common goal is called as organization. Individuals working together in an organization to earn their bread and butter as well as make profits are called employees. Employees are the lifeline of an organization and contribute effectively to its successful running and profit making. Organizational growth, often referred to as “OG”, is a broad phrase that captures many things (Baker & Faulkner, 2017). Fundamentally though, organizational growth can be thought of as intentional work designed to change and improve an organization so that it is better at what it does. In many instances the social systems, ways of working, cultures, methods of communication, relationships, human knowledge and behaviors within organizations determine how effective and competitive they are. They also determine what those organizations are like to work for and how fulfilling and rewarding the individuals who work for them find them to be. The fundamental premise of organizational growth, which derives many of its roots from organizational psychology, sociology and change management, is that by designing and delivering “interventions” that change the social systems, ways of working and cultures within organizations, it is possible to both improve their competitiveness, and make them better places for people to work.

An organization cannot survive if the employees are not serious about it and are more concerned about their personal interests. So, focusing on the people within an organization is an effective way to increase competitiveness. Creating great places to work is important for improving competitiveness in all industries, but it’s particularly important in industries that require people to be creative, innovative, solve problems, manage complexity or otherwise perform more complex mental tasks. In these industries, being a great organization to work for really is a significant competitive advantage. Organizational growth is one of the few fields of work in which it is really possible to create great outcomes for both individuals and organizations (Holman, 2009). To create lasting change though, organizations need to ensure that the benefits of organizational growth programs are shared with employees, not simply captured as cost savings for the organization. And for organization to growth, it most maintains its efficient workforce by way of retention and also motivation.

Employee retention is referred to as the various policies and practices which let the employees stick to an organization for a longer period of time. Every organization invests time and money to groom a newly employed staff and make him a corporate ready material and bring him at par with the existing employees. The organization is completely at loss when the employees leave their job once they are fully trained. Employee retention takes into account the various measures taken so that an individual stay in an organization for the maximum period of time. However, the retention of valuable employees is one of the most critical issues confronting leaders (Mayfield & Mayfield, 2008). Talented employees who have competencies that are critical for the survival of an organization are difficult to retain because they often attach more importance to their own career path than to organizational loyalty, which, in turn, can result in voluntary turnover (De Vos et al., 2005).

Employee retention management involves strategic actions to keep employees motivated such as increment in wages, allowance, staff welfare, good working condition, etc and focused in order to remain employed and fully productive for the benefit of the organization. A comprehensive employee retention program can play a vital role in both attracting and retaining key employees, as well as in reducing turnover and its related costs. All of these contribute to an organization's productivity and overall business performance. It is more efficient to retain a

quality employee than to recruit, train and orient a replacement employee of the same quality. Fairness and transparency are fundamental yet powerful concepts that can make a lasting impression on employees.

Employee retention involves various steps taken to retain an employee who wishes to move on. An employee must find his job challenging and as per his interest to excel at work and stay with the organization for a longer period of time. The management plays an important role in retaining the talented employees who are familiar with the working conditions of the organization and thus perform better than the employees who just come and go. Motivation plays an important role in employee satisfaction and eventually employee retention. Nothing works better than motivation at workplace. Motivation acts as a catalyst to an individual's success. The team leaders and the managers must constantly motivate the employees to extract the best out of them. The availability of motivational packages is a central consideration on the decision of employees to remain at their current workplace without looking for alternative jobs elsewhere.

An organization survival depend workforce and if it's the top performers quit. It needs employees who are loyal and work hard with full dedication to achieve the organization's objective. It is essential for the management to retain its valuable employees who think in favour of the organization and contribute their level best. An employee who spends a longer duration at any particular organization is familiar with the rules, guidelines and policies of the organization and thus can adjust better. Motives are the expressed needs and could be conscious or subconscious. They are always directed towards goals. Motivating people to perform better and thus to achieve organizational objectives has been the greatest challenge to managers. Motivating people to perform, higher than their normal physical and mental capacities, and to keep them satisfied is a very complex function of management. Motivation is an inspirational process which impels the members of the team to pull their weight effectively to give their loyalty to the group, to carry out the tasks properly that they have accepted, and generally to play an effective part in the job that the group has undertaken (Singh & Pathak, 2017).

Employee retention remains a dilemma for many organizational basically because there is a high demand in the public and private sectors for workers in critical areas such as health care, information technology, engineering, accounting, and auditing. The supply of qualified workers is limited and good workforce planning requires a twofold approach of aggressive recruitment and innovative retention strategies (Samuel & Chipunza, 2013). Employee motivation has also been recognized to have some impact in reversing employee turnover issues. In fact, the demotivation of a single important employee of an organization can lead to low productivity (Sonia, 2010). In this sense, it would be the responsibility of organization to have a proper understanding of what motivates employees in carrying out their functions. Despite this recognition, motivation policies or strategies are not focused on elimination of unwanted turnover. Also, the costs to the employer as a result of management's inability to retain its employees include separation benefits to the employee, lost productivity, recruitment costs, training costs, and diminished services as new employees get up to speed. It is therefore on this backdrop that this study sought to examine employee retention, motivation and institutional growth.

## CONCEPTUAL CLARIFICATION

### Employee Retention

Retention is a complex concept and there is no single technique for keeping employees with a company. In literature, retention has been viewed as an obligation to continue to do business or exchange with a particular company on an ongoing basis (Zineldin, 2000). Employee retention is also defined as an organization's ability to prevent the number of people who leave their job in a certain period, either voluntarily or involuntarily. Increasing employee retention has a direct impact on business performance and success. A more detailed and recent definition for the concept of retention is customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions (Ruiz-Molina et al., 2015). Studies have also indicated that retention is driven by several key factors, which ought to be managed congruently: organizational culture, communication, strategy, pay and benefits, flexible work schedule and career development systems (Logan, 2000). As a result, employees are now making strategic career moves to guarantee employment that satisfy their need for security. On the other hand, employers have a need to keep their staff from leaving or going to work for other companies. In fact, companies that offer employee development programs are finding success with retaining workers (Logan, 2000). This is true because of the great expenses associated with hiring and retraining new employees.

Retention is the ability of an organization to retain its employees. Employee retention can be represented by a statistic. However, retention is related to the effort by which employers attempt to retain the employee in the workforce. But there should be a distinct line or drawing that should show the low performing employees and top performers, and the effort to retain employees should be targeted at valuable, contributing employees. Employees turnover is a symptom of deeper issues that have not been resolved, which may include low employee morale, absence of a clear career path, lack of recognition, poor employee manager relationship or many other issues. It is the process or way in which a university or company strive or try to make sure or put some strategies in place on how to keep their employees for maximum profit. The ability of a university or company to keep his employee can be describe as employee retention and it can be seen as the effort put on by employers to retain their employees in the work force of their universities (Ramlall, 2004).

In fact, literature on employee retention shows that wooing existing employees through employee development or talent management programmes costs less than acquiring new talents, as organizations know their employees; their wants and desires; while the initial cost of attracting the new employees has already been expended (Logan, 2000). The literature on employee retention clearly explains that satisfied employees who are happy with their jobs are more devoted for doing a good job and look forward to improve their organizational customers' satisfaction (Denton, 2012). Employees who are satisfied have higher intentions of persisting with their organization, which results in a decreased turnover rate (Stauss et al. 2001). Organizations need to keep their best employees around to thrive. This is the goal of employee retention. Employee retention refers to the strategies an organization develops to mitigate employee turnover risks and the processes it puts in place to retain its critical talent. Employee retention is a leading challenge for organizations and HR departments today. Individuals leave their jobs for many different reasons. Some are voluntary, such as taking another job, while

others are involuntary, such as getting laid off. Employee retention strategies primarily focus on voluntary turnover that is detrimental to the organization, as opposed to the loss of a poor performer. It also focuses on turnover that is avoidable, such as an employee leaving their job because they're moving out-of-state.

## **Motivation**

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what helps you lose extra weight, for instance, or pushes you to get that promotion at work. In short, motivation causes you to act in a way that gets you closer to your goals. In everyday usage, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions. Motivation includes the biological, emotional, social, and cognitive forces that activate human behavior. It is the process of stimulating people to actions to accomplish the goals. Motivation is defined by Robbins et al. (2004) as the methods that relate to an individual's intensity, route and determination of effort towards the achievement of goals. Quick and Nelson (2006) defined motivation as the process of producing and maintaining goal-directed behaviour. Motivation is the reason for which humans and other animals initiate, continue, or terminate a behavior at a given time.

Motivational states are commonly understood as forces acting within the agent that create a disposition to engage in goal-directed behavior (Fiebich & Coltheart, 2015). All underlying behaviours are caused by motives or needs. An individual possesses a variety of needs that compete against each other, where the need with the strongest strength at a given moment is the one that results in a specific activity. Generally, sources of motivation are categorized into two groups: extrinsic motivators and intrinsic motivators. Behaviour that is performed for its own sake is intrinsically motivated and behaviour that is performed to acquire material or social rewards or to avoid punishment is extrinsically motivated. Examples of extrinsic motivators are salary, working conditions and job security, while opportunities to use one's own initiative and creativity are examples of intrinsic motivators.

Motivation also involves factors that direct and maintain goal-directed actions, although, such motives are rarely directly observable. As a result, we must often infer the reasons why people do the things that they do based on observable behaviors (Boyko, 2013). Motivation serves as a guiding force for all human behavior. So, understanding how motivation works and the factors that may impact it can be important for several reasons.

## **Institutional Growth**

Organizational growth is a stage a organization reaches when it can consider expansion and may look for additional options to generate more revenue. Organizational growth is often a function of industry growth trends, business lifecycle and the owners' desire for equity value creation. Organizational growth is something many businesses strive for, regardless of their size. It has the potential to provide companies with a variety of benefits, including greater ability to withstand market fluctuations, increased power and greater efficiencies from economies of scale. Understanding the key stages of organizational growth can be essential to ensuring the longevity of their organization. Organisation is born when more than one person co-ordinates to do a work; such as a person passing bundles to another person to keep them in order. People helping one

another in work constitute an organisation. Organisation refers to a way in which the component of an enterprise is put into working order, so as to achieve the objectives of the firm (Defourny & Nyssens, 2010).. The components of organisation consist of men, machine, materials, methods, money, functions, authority and responsibility.

Organisation involves division of work among people whose effort must be coordinated to achieve specific objectives and to implement predetermined strategies. Organisation is the foundation upon which the whole structure of management is built. a dynamic sense, organisation as a process refers to the defining and grouping of the activities of the enterprise and establishing authority relationship among them. In the other words, it is the process by which the manager assembles his employees, delegates authority, fixes the responsibility and gets the work done. In a static sense, the term organisation refers to the structure manned by a group of individual who are working together towards a common goal (Mengis & Eppler, 2008). In other words, it refers to the structure of relationship among position and jobs which is built up for the attainment of the common objectives.

The task of organisation is to integrate the components effectively for the purpose of attaining the common goal. Organising is the function of gathering resources, establishing orderly uses for such resources and structuring tasks to fulfill organisation plans. It includes the determination of what tasks are to be done, how the task are to be grouped, who is going to be responsible to do the task and who will make decisions about these tasks. Organisation is an effective and necessary instrument for the attainment of predetermined goals with the following features (Amaratunga & Baldry, 2002):

**Division of Labour:** The total work to be done is divided into small parts and each work is entrusted to particular individual. After the division of the total effort into functions and sub-functions, the next step is to group the activities on the basis of; Similarity of work, division of labour will lead to specialization because of doing the same work again and again. It helps to increase the quantity and quality of output without waste of time, energy and resources.

**Co-Ordination:** The people in the organisation are assigned with different functions, but the aim is to attain organisational goal. So they have to co-ordinate between: the employee and his work, one employee and another one employee as well as One department and another.

**Objectives:** Every organisation should have specific and well defined objectives. Objectives cannot be accomplished without an organisation. Similarly, the organisation cannot exist for a long time without objective and goals.

**Authority-Responsibility Relationship:** An organisation structure consists of various positions arranged in a hierarchy with a clear definition of the authority and responsibility, associated with each position.

**Communication:** Every organisation has its own method of communication. In organizations, group of persons work together towards the goal of the organization, so effective communication is needed among them. The channels of communication may be formal, informal, downward, upward or horizontal.

## Key Drivers of Employee Retention

Getting existing staff to continue to work year in year out is considered cheaper than the cost of acquiring new ones. That is one of the main reasons why employee retention is equally important in any institution, if not more so. Investing time and money into creating loyal employee who would not defect is well worth it. On that note institution will have to understand what retention is and its driving forces behind employee staying or leaving the institution in order for them to attain higher productivity (Elizabeth & Adele, 2011).

## Why Employees Leave Jobs

However, every institution must have knowledge of retention strategies why employees leave an institution and why they stay. To look at the key drivers behind retaining employees, it is helpful to look at what compels employees to quit. Some of the top reasons employees quit are which has different implications on the university:

**Employee Dissatisfaction:** Attack this issue with traditional retention strategies such as monitoring workplace attitudes and addressing the drivers of turnover.

**Better Alternatives:** Retain employees by ensuring that the organization is competitive in terms of rewards, developmental opportunities and the quality of the work environment. Be prepared to deal with external offers for valued employees.

**A Planned Change:** Some employees may have a predetermined plan to quit (e.g., if their spouse becomes pregnant, if they get a job advancement opportunity, if they are accepted into a degree program). However, increasing rewards tied to tenure or in response to employee needs may alter the plans of some employees. For example, if a company is seeing exits based on family-related plans, more generous parental leave and family-friendly policies may help reduce the impact.

**A Negative Experience:** Employees sometimes leave on impulse, without any plan for the future. Generally, this is the result of a negative response to a specific action (e.g., being passed over for a promotion or experiencing difficulties with a supervisor). Analyze the types and frequencies of work-related issues that are driving employees to leave. Provide training to minimize prevalent negative interactions (e.g., harassment, bullying, or unfair and inconsistent treatment) and provide support mechanisms to deal with those problems (e.g., conflict resolution procedures, alternative work schedules or employee assistance programs).

Some direct consequences of poor employee retention are increased costs and lower productivity and team morale. When somebody in the company leaves within only a few months of being hired, the time and money spent during the hiring and onboarding process are lost. Having to start the hiring process all over again thus results in increased expenses. Restarting the training process also lowers efficiency. Additionally, office morale is affected as other employees might have to temporarily take up additional tasks. Gradually, they might lose confidence in management and also end up leaving. Therefore, while it is certainly important for firms to attract and secure talent, learning how to retain these talents is also a key aspect in maintaining a organizational productivity and competitive edge (Frank et al., 2004).

## **Why Employee Stay-put in their Job**

Effective employee retention can save an organization from productivity losses. High-retention workplaces tend to employ more committed workers who, in turn, get more done. Committed employees are more likely to improve customer relationships, and teams that have had time to coalesce also tend to be more productive. Institution with a high employee retention rate and highly engaged employees focus on a few important methods for retaining employees.

**Recognition and Appreciation:** Employee retention starts with creating a healthy work culture and recognizing people as individuals rather than replaceable parts. That means demonstrating authentic appreciation for the jobs team members are doing and recognizing their contributions. Most feedback employees get is negative or corrective and it carries a lot of weight. Business leaders need to ensure they are also providing positive feedback regularly. A study published in the Harvard Business Review shows a direct correlation between positive and negative feedback and performance (Herzberg, 2008). When team members received a higher ratio of positive to negative feedback, it resulted in high-performing teams. The study shows that the highest-performing teams had a ratio of 5.6 positive comments to each negative one (Peters & Carr, 2013).

**Work Balance:** There is a lot of talk these days about achieving a work-life balance. While that's important, what's often overlooked is creating an equitable work balance. In most organizations, high achievers tend to get rewarded with more work. If you want to retain your best team members, make sure you are not overloading them. Fairly distribute the work across your team. When employees feel overwhelmed or burned out, they tend to shut down and performance suffers. The flip side is true, too. When employees do not feel energized and challenged by the work they have to perform, it can lead to disengagement. Find the right balance for your team (Plester & Hutchison, 2016).

**Flexibility:** Flexibility in work accommodations has become the norm in 2022, at least as far as employees are concerned. A lot of employees have had the opportunity to work from home or work remotely over the past year, and they decided they liked it. More than half of employees surveyed by YouGov and Microsoft said they would quit their jobs if their employers would not offer remote or hybrid job opportunities (Rauf et al., 2021). Offer employees an opportunity to help design their work schedule to accommodate a better work-life balance. Be open to work arrangements beyond the traditional 9-to-5. Options to explore include remote/hybrid work, flex time, part-time arrangements, and job sharing.

**Training and Development:** Developing your employees is essential to improving their job skills and positioning them for promotions. It also plays an important role in employee retention. LinkedIn's Workforce Learning Report showed that 94% of employees would stay at a organization longer if it invested in helping them learn and grow. Gen Zers and Millennials, now the largest groups in the workforce; say learning is the number one thing that makes them happy at work (DeKay, 2009). More than 1 in 4 say lack of learning opportunities is the top reason they'd leave their jobs.



**Organizational and Individual Alignment:** When employees do not feel connected to their work, engagement suffers. The job can feel like it's just a paycheck. High-performing organizations work hard to create organizational and individual alignment to give employees a sense of belonging and purpose. Employees need to understand the institutional goals and their part in achieving those goals. This requires a strong culture along with consistent communication about goals and roles. Employees want to understand how the job they do ties to organizational goals and what they get out of doing the work besides a paycheck (Chalofsky & Krishna, 2009). When goals are aligned, engagement soars. Employees that understand and embrace the mission see greater purpose in their work and stay longer.

**Competitive Pay Plans:** Pay and benefits have always been an important part of hiring and retaining employees. With so many workers considering switching jobs right now, examining pay plans is essential.

**Personalized Employee Experience:** A organizations workforce is now more diverse than ever employees are from several different generations, with varying backgrounds and work experience. Therefore, a generic strategy to improve employee experience is no longer feasible. Linda Teo believes that retention initiatives should be personalized to each employee, firmly stating that the benefits of an engaged workforce outweigh the costs.

**Long-term Benefits:** Employee retention efforts definitely do not come without a cost, but your company stands to gain immense long-term advantages. Several studies have long established the positive and significant relationship that job satisfaction has with performance, with an increase in job satisfaction leading to increased and better performance. Therefore, investing in your employees improves workplace productivity. A good overall employee experience also creates advocates for your company, building your reputation and attracting more talent to your company (Qualtrics, 2018).

As important as it is to understand the reasons that drive employees to leave an organization, it is just as important to understand why valuable employees stay. Studies have suggested that employees become embedded in their jobs and their communities and as they participate in their professional and community life, they develop a web of connections and relationships, both on and off the job. Leaving a job would require severing or rearranging these social and value networks. Thus, the more embedded employees are in an organization, the more likely they are to stay. Companies can increase employee engagement by providing mentors, designing team-based projects, fostering team cohesiveness, encouraging employee referrals, and providing clear socialization and communication about the company's values and culture, as well as offering financial incentives based on tenure or unique incentives that may not be common elsewhere. Employers must be responsive to the wants of employees. Prior to the COVID-19 pandemic, research found that nearly a third of workers sought out a new job because their current workplace didn't offer flexible work opportunities. After 2020, many workplaces have remote work and flexible scheduling options that have been put to the test. Employers can use this new flexibility to their advantage.

## **Role of Motivation in Employee Retention**

Employee retention involves various steps taken to retain an employee who wishes to move on. An employee must find his job challenging and as per his interest to excel at work and stay with the organization for a longer period of time. The management plays an important role in retaining the talented employees who are familiar with the working conditions of the organization and thus perform better than the employees who just come and go. Motivation plays an important role in employee satisfaction and eventually employee retention. Nothing works better than motivation. Motivation acts as a catalyst to an individual's success. The team leaders and the managers must constantly motivate the employees to extract the best out of them. The management cannot completely put a full stop to the process of employees quitting their jobs but can control it to a large extent and employee retention and motivation are interrelated with one another. Michael and Crispen (2009) added that the role of motivation in employee retention is the key to keeping employees productive and committed to the work but can apply the following strategies to retain an employee:

**Reward and Recognition:** is a system where employees are acknowledged for their engagement in intrinsic or extrinsic ways. Recognition and reward are present in a work environment where there are appropriate acknowledgement and appreciation of employees' efforts in a fair and timely manner. Rewarding and recognizing employees' leads to greater employee engagement, which increases retention and helps, create a more positive overall workplace. Incorporating a rewards and recognition program helps increase employee engagement, leading to many benefits for the organization, like increased productivity and retention.

**Salary Increment:** is measured as a percentage of an employee's overall base pay. It is usually a percentage of the employee's annual salary. Increments are used by employers to increase or decrease base salary, as well as to grant incentives. Increment in salary has a high effect on employee retention within any organization because with satisfactory salary, employees will feel that the organization is caring about employee needs. Employee satisfaction will be shown by the stay of employees at the organization or retention.

**Performance Appraisals:** is a regular review of an employee's job performance and contribution to a organization. Organization use performance appraisals to determine which employees have contributed the most to the company's growth, review progress, and reward high-achieving workers. It is also a system plays a very vital role to increase employee retention and commitment because it is helpful to identify employees' weaknesses, strengths and future skills required for employee growth and performance. It is considered a door to increase employees' growth and career in the organization.

**Provide them with Advanced Opportunities:** Most of the employees leave their jobs for many reasons, like lack of proper management, non-adjustable corporate culture, office politics, lack of motivation and opportunities, and many more. So, to encourage employees to stay committed to an organization, they need to establish a clear pathway for them to grow and promise advanced opportunities. When organizations make employees believe that they care for their growth and give them the platform to express their ideas, this would automatically encourage them to be more committed and effective with their work.

**Appreciate their Accomplishments:** Constructive criticism is essential for any employees to learn from their mistakes, however, this should be a healthy criticism, not an insult or personal attack (Einarsen, 2000). Organizations employees are the backbone of an organization, so they would not want them to stay demotivated and afraid while working under their supervision. So, along with criticism, they also need to appreciate them for their accomplishments whether it be a successful task completion or any personal achievements. Motivational emails to the team are an excellent idea for that. Appreciation and recognition would always motivate employees to lift up their game and produce the best results that can actually help organization to grow.

**Company Culture and Community Matters:** Employees spend a lot of time on the job. Around 1,920 hours (8.00am-4.00pm) are spent each year only at workplace. So, motivating and encouraging them with a positive work culture is important to make them valued and cared for. Conducting a culture fit assessment throughout the hiring process allows them to hire employees who are goal-oriented and can contribute to the success of the team. Therefore, building a positive, healthy, and friendly workplace culture would always motivate employees to stay attached and efficient with organization.

**Ask for all Kinds of Feedbacks:** It is necessary that organization ask for feedback from each and every employee. Asking for feedback does not mean they will only take reports of their performance and tasks. It will make sure they know how they are feeling, whether they are too stressed or not, or any other issues. When they take this feedback, employees will feel more connected with them and this would also motivate them to be more productive and committed to the organization.

**Being Transparent with Employees:** The majority of employees prefer to share news about their work or regular life. However, if organizations ignore and do not let them open up to them, then they will never be able to understand their employees. So, it is important that organizations are transparent with their employees. Moreover, allowing their employees to stay engaged and connected with them will increase their trust in them. And this is one of the most effective motivational strategies in the workplace. Maintain transparency with employees regarding business decisions like strategies, growth targets, commission rates, and many more. However, when organizations make decisions on their own, it will only result in dissatisfaction and disengagement. So, an open-door policy increases their workforce's collective motivation and keeps people dedicated to organization direction.

### **Employee Retention, Motivation and Institutional Growth**

Effective employee retention can save an organization from productivity losses. High-retention workplaces tend to employ more engaged workers who, in turn, get more done. Engaged employees are more likely to improve client relationships, and teams that have had time to coalesce also tend to be more productive. Employee retention and motivation are not just about motivating and also minimizing damage to the organization when employees leave. It also offers opportunities to improve organizational performance across a number of key metrics. Motivation leads to the stability in the work force. Motivation builds confidence among subordinates, improves work performance, secures their loyalty, and reduces absenteeism and labour turnover

(Osa & Amos, 2014). It improves the image of the organisation and consequently, attracts competent personnel in an organization. However, the following are how effective employee retention and motivation strategies contribute to organizational growth:

**Morale Improvement:** A revolving door environment can dampen employee morale. Aside from lost connections, employees who remain may have to take on heavier workloads or responsibilities. As a result, their motivation and satisfaction can also nosedive. Just as concerning is the contagious nature of turnover. Employees may decide to leave because they notice others are job hunting, talking about quitting or actually leaving the organization. Organizations with successful employee retention programs can lift employee morale, enable greater connectedness and engagement, and create contagions of positive emotions in the workplace.

**Recruitment and Training Efficiency:** Replacing an employee carries significant costs. After an organization finds qualified employees and successfully recruits and onboard them, they have to be trained. Should a new hire leave, all that money goes down the drain. By focusing on employee retention, recruiting costs can be dramatically reduced. Another consideration is to recruit from within the organization. The cost to train and re-skill an employee from within can save an organization tens of thousands of dollars per person (Thirgood & Johal, 2016).

**Increased Productivity:** Persistent turnover causes a host of issues for employers. The most immediate impact is loss of productivity. On average, it can take a new hire one to two years to reach the productivity of an existing employee. In addition, new hires need time to build relationships with co-workers and customers. An understaffed environment also causes problems of its own among them, employee overtime and burnout, lower work quality and delays. Effective employee retention can save an organization from productivity losses. High-retention workplaces tend to employ more engaged workers who, in turn, get more done. Engaged employees are more likely to improve customer relationships, and teams that have had time to coalesce also tend to be more productive.

Motivated employees are loyal to their organization and find value and social status in their work. Thus, they are driven to discover their best selves for the organization. Whenever employees are giving their best in the workplace, the whole workflow becomes more efficient. Thus, organizations' capacity to produce high-quality work increases. With time employees can take on more responsibilities without compromising the quality of their work. As a result, the organization can increase both quality and productivity effectively with the help of their motivated workers. With this result, companies can give their employees appropriate recognition and incentives while acquiring fresh talents to increase overall productivity significantly.

**Improved Corporate Culture:** The perceptions, preferences and behaviors of people who work at a company form its corporate culture, which plays an indisputable role in recruiting and retaining the right people. When an employee leaves, others will often wonder why and perhaps start to question their own loyalty to the organization. Conversely, when engaged employees who are aligned with an organization's culture stay, they strengthen the organizational ethos and environment.

**Better Employee Experience:** Employee experience is an employee's perception of their interactions within an organization from when they first applied for a position to when they leave. It also takes into consideration each person's relationships with co-workers, managers and customers. A positive employee experience often fuels productivity and fosters more positive customer experiences, which can lead to greater customer loyalty. Many factors impacting employee experience are outside the organizational control. However, by focusing on what employees want and keeping more of their best talent on board, organizations can build a better employee experience, which in turn drives retention (Morgan, 2017).

**Increased Revenue:** Revenue gains stem from reduced hiring costs, increases in productivity, and the delivery of better customer experiences, among others. Tracking revenue increases from retention policies can be an important organization metric to demonstrate the return on investment of those initiatives. Each organization needs to make a sustainable profit margin to keep itself afloat. This profit depends on the quantity and quality of an organization work. Organizations can take several initiatives to keep their employees motivated. With motivated employees, organizations can increase the quality and quantity of the work they produce. Therefore, the profit margin can be increased accordingly. An increase in profit allows organization leaders to give better salaries, incentives, rewards, and benefits to make employees' lives easier. Thus, employees stay loyal and engaged with the organization and keep evolving with it.

**Improved Employee Engagement and Satisfaction:** A positive employee experience can boost employee engagement, defined as the level of connection and dedication a person has to their role and organization. Engaged employees feel motivated and care about their work and company; they feel they have proverbial skin in the game and are more likely to stay. The level of engagement is closely tied to employee satisfaction and morale, all of which are critical to an organization's success. An added bonus: Engaged employees often become brand ambassadors who speak positively about their companies across their networks. Focusing on employee retention pays dividends across the organization. An effective employee retention strategy is a critical component of comprehensive workforce planning. And human capital management software is a critical tool to help measure employee turnover, as well as aid with efforts to improve attrition rates and track the financial impact from those initiatives.

Creating a successful employee retention approach takes significant effort, executive oversight and targeted investment, but it pays off for organizations that implement the strategies, tools and processes required to retain their best and brightest talent. Organizations that fail to focus on employee retention and turnover reduction can suffer significant blows not only in terms of the hard costs related to finding, recruiting, onboarding and training replacements, but also in terms of lost productivity and knowledge, impact on customer and employee experiences, and lower morale and weaker corporate culture (Phillips & Connell, 2003).

**Increases the Work-Life Quality:** Most employees nowadays are more interested in having a good work-lives balance. This tendency has been seen in millennial workers, who make a prominent number in recent workplaces. Organizations that keep their employees motivated can offer their employees a good work-life balance. This gives the employees opportunities to separate their personal life from work life and treat each life with the necessary importance. With

this opportunity, employees can have the ability to deal with any issues of their personal life in their own time and will be able to give the best input in their work. Therefore, workplace productivity increases and excellent office culture is established.

**Product Quality and Expansion:** Employee motivation drives the quality of work and boosts performance in an organization (Manzoor, 2012). When organizations keep their employees motivated, production can be done without interruption. Therefore, organizations achieve great harmony in the whole workflow, influencing productivity positively. With the harmony in workflow, there comes a decreased error margin. Therefore, the product quality has increased significantly. Also, the job performance of motivated employees is significantly higher than unmotivated employees. With better motivation, the aptitudes and skills of employees increase significantly. Thus, they become more involved in the production process and deliver top-notch product quality. These products increase the market value of the organization and can make the organization a household name.

### **Challenges of Employee Retention and Motivation that affect Organizational Growth**

The followings are some of the challenges of employee retention and motivation that affect organizational growth:

**Dissatisfaction of Salary:** It goes without saying that in the absence of the right incentives, employees will be on the constant lookout for a new job. Some estimates show that most employees would leave for a 10 percent hike offered by another organization. As a result, if organization does not want to have an increased cost of employee turnover then they need to break from the trend of miserly salaries and hikes. However, employees are not just looking for great salaries; they are also interested in the benefits on offer.

**Lack of Appreciation:** Like everyone else, employees feel the need to be thanked and appreciated for what they bring to the table. To have the best chance of talent retention, they need to prioritize in lifting the employee morale, appreciating them and focussing on employee experience, which will lead to an engaged and motivated workforce. So failure of organization appreciating a well performing employee, it makes the employee not putting his best which will affect the organizational growth.

**Poor Organizational Leadership:** When leadership of an organization lack the ability to provide direction, coaching and motivation for staff, organisational culture and morale often suffer. Poor leadership is the root cause of high employee turnover and loss of productivity. Bad leadership in business leads to toxic working attitudes, staff segregation, loss of high-performing employees, and an unattractive workplace culture that is unlikely to inspire results from your staff while creating a cycle of poor staff retention.

### **CONCLUSION**

Organizational growth is one of the few fields of work in which it is really possible to create great outcomes for both individuals and organizations. To create lasting change though, organizations need to ensure that the benefits of organizational growth programs are shared with

employees, not simply captured as cost savings for the organization. For organization to maintain its existence, its credible workplace need to be retain and also motivated when the need arise. Employee retention management involves strategic actions to keep employees motivated such as increment in wages, allowance, staff welfare, good working condition, etc and focused in order to remain employed and fully productive for the benefit of the organization. Meanwhile, employees quit job because they feel not satisfied, appreciated, lack work-life balance, training and development as well as poor competitive pay plans and package. So, when organization met up these needs by motivating them with salary increment, performance appraisals provide them with advanced opportunities and being transparent with employees, it makes employees stay-put which will contribute to organizational growth.

## Suggestions

The following points were suggested to tackle the challenges facing employee retention and motivation for effective organizational growth:

- Management of organizations should reward employees for their attitude and accomplishment to make them feel welcomed so contributing to organizational growth;
- Management of organizations should pay their employees well to make them perform better and also develop better habits;
- Management of organizations should practice inclusive culture at workplace to enhances employee engagement and innovation, creates a sense of belonging, improves the employee experience, enhances innovation and improves leadership skills and abilities;
- Organizations should have a good organizational leadership and culture to motivate and inspires employees to be more engaged in their work duties and interactions with others.

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# CHARACTER IN ARCHITECTURE: LESSONS FOR IMPACTFUL LEADERSHIP IN ORGANISATIONS

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## Abstract

Character in architecture is comparable with the attributes of an individual in leadership, and the success of any organisation will not reach beyond the character of its leaders. This principle contains character similes for success in leadership which are applicable whether you are a business manager, teacher, computer programmer, engineer, sales executive, trainee, clerk, factory worker, home maker, parent, athlete, or student. Leadership exists in every and any organisation – there is usually a person or persons whom responsibilities are placed upon, by virtue of their disposition and qualification to manage the affairs of members of that organisation. The position of responsibility has very little to do with what is to be done, it is fundamentally a matter of whom the person is in terms of character. The purpose of this study is to investigate, and understand characters in various historical piece of building that is synonymous to that of individual, with a view to understand the attributes and personal characteristics that could impact on organisational leadership. This was done by studying some great buildings in history that have characters which have made them world success from the time of their inception till date, and are still being reverend. The study concluded that leadership is born out of character and determination to be and express oneself fully, which invariably impacts on the leadership of an organisation, just as buildings with exquisite characters are reverend in the world till this date. The study recommended that leadership that will endure and be impactful should be in comparison to the character of historical buildings.

**Keywords:** Character, Architecture, Lessons, Impactful, Leadership, Organisation, Historical buildings.

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## INTRODUCTION

Leadership exists in every organisation – there is leadership in Government; leadership in Architecture; leadership in Education; Leadership in Engineering; leadership in Business and Industry (Napoleon, 2017). There are many theories and concepts that have evolved in the attempt to capture the complex nature of this seemingly phenomenon of leadership and character. Character of buildings make them what they are, so also character of leaders makes them what they are. However, there are some general principles that are common to definitions that are worth considering. According to Munroe (2005), there is difference between “leadership” and “the leader.” The leader is the designated position and the individual assuming the position, accepting the responsibility and accountability that accompany the designated position.

Leadership is not a technique, a style, or the acquisition of skills, but a manifestation of a spirit (Munroe, 2008). Leadership, on the other hand, is the function of the designated position and the exercise of the responsibilities involved in the position, so also it is with architectural buildings for a

designated function and exercising the responsibilities involved in the position. There are many instances where individuals who are designated and placed in position as leaders fail to function and provide leadership – in a situation like this, the case some past leadership, and the present-day Nigeria national leadership (from the year 2014 – 2022) comes to mind. Character and vision are the way leaders are made, of which leadership is not a gift but a result. Character is both formed and revealed by how one deals with everyday situations as well as extraordinary pressures and temptations (George, 2015). Like a well-made tower, character is built stone by stone, decision by decision (Josephson, 2015; Munroe, 2008).

Character determines how we lead our lives, how we deal with life's unearned fortunes and misfortunes and how we make choices that determine how those fortunes and misfortunes work to make us what we become. Architecture can be pungent and loud, making fundamental statements; so, it is with character in leadership – character makes fundamental statement as well. It is pertinent to mention that there are two forms of leadership. The first, and by far most effective is leadership by consent (good character) of, and with the sympathy of follower. The second is leadership by force (bad character), without the consent and sympathy of the followers.

History is filled with evidences that leadership by force cannot endure. The down fall and disappearance of dictators and kings is significant, just as that of Adolf Hitler of Germany, Saddam Hussein of Iraqi, and king Saul of Israel, to mention a few. It means that people will not follow forced leadership indefinitely, because it will not make positive and meaningful impact on an organisation. It is then clear from the above that leadership by consent is the one that inspires teamwork from the followers; because the result of followership is teamwork. It is this form of character impact on organisational leadership, a similitude of character in historical buildings that are impactful in the world, that this work is all about.

## **CONCEPTUAL CLARIFICATION**

In this review of literature, historical buildings with striking architectural character, that has some Leadership Quality Lessons will be explore. This will be supported with example of some effective leaders in history that exhibited characters synonymous with architectural buildings (those that are reverend) that shows leadership quality.

### **Historical Buildings with striking Architectural Character, that has some Leadership Quality Lessons**

History is the story of people, events, and places. Without people, events and places, there would be no history. According to Munroe (2008), one of the most consistent findings by historians and empirically oriented social psychologists is that the nature and type of leadership exhibited depends on the situation, the tasks to be performed, and the unique characteristic of the leader. Just as most of the world-renowned buildings exhibits greatness based on their character, so also impactful leadership-based-character is truly our past and our destiny, and is the only thing that will fulfill our natural passion for greatness (Munroe, 2008). This section therefore reveals attributes of buildings whose character has impact anywhere they are considered globally. Be it character of purpose, discipline, accountability, innovation, passion, integrity, a good self-image, and firmness, buildings exhibit such characters as individuals. Some of the world-renowned buildings to be explored are follows:

### **The Eiffel Tower in Paris (Plate 1)**

Eiffel Tower is a leading steel construction project, designed by Gustave Eiffel (1832 – 1923) – leading steel construction expert of his time. According to Sebestyén and Pollington (2018), the Tower was built for the Paris World Exhibition in 1889 and the intention at that time was that it should be only a „temporary“ exhibit. Originally 300 metres high, it was taller than any previous man-made structure. More than a century later, during which it has become one of the best-loved buildings in the world, it is still standing intact. The building is assessed to have character of purpose, discipline, goal, a good self-image, and commitment. It is a building that is sought after within any part of the world – everyone who goes into Paris will love to identify with the building because of the positive impact it has made in the field of architecture and engineering. Its character of influence has no limit, as it has a leading role of inspiring numerous and diverse types of steel construction in the world (Jacobs, 2011).

### **Frank Lloyd Wright’s Falling Water (The Kaufman House) (Plate 2)**

Fallingwater was a masterpiece of Wright's theories on organic architecture, which sought to integrate humans, architecture, and nature together so that each one would be improved by the relationship (W Zipf, 2020). It was voted in 2000 by the American Institute of Architects as the greatest building of the twentieth century (Sebestyén and Poliington, 2018) – in essence, leadership. It is an Iconic building of a perfect mix that brought architecture into a broader awareness, according to Wiseman (2000) – which means a building with character. Falling Water, probably the most famous house of Wright, is built right over a water fall in Bear Run, near Pittsburgh, Pennsylvania. It blends perfectly with its surroundings; yet it is obviously man-made. It cannot really be said to be an extension of the environment, though, however harmonious the blend. According to Jacobs (2011), it bears too conspicuously the stamp of its creator.

Wiseman (2000) asserted that Fallingwater is a series of over-lapping concrete trays set into a wooded slope and anchored to the underlying rock. The most dramatic aspect of the building is the way two of the trays extended out over the stream at a point where it cascaded over a low water fall. While the crisp geometry of the trays bears a superficial similarity to the spare planes then in use by the European avant-garde, it was used in ways unthinkable to most architects whose goal most often was to emphasize the distinction between man-made and the natural. Falling water stood deliberately apart from its surroundings, and could not have been anywhere but where it was. Wright accomplished this self-specifically by exploring the topography as he had in previous building, sliding the horizontal forms over and under each other. Falling water seems to be simultaneously emerging from and receding into its elemental sources in the surrounding earth; from certain angles, the house seems to be in the grip of stony fingers reaching up out of the ground (Jacobs, 2011). As in no other building he designed, Wright embodied in Falling water his convictions about the bonding of the man-made and the natural in a unified whole.

### **Sydney Opera House in Australia (Plate 3)**

The applicable image of Sydney Opera House was that of sailboats in the Sydney harbor – a lyric expression that responded to its siting. It was designed as a shell structure that looks like several billows“ sails, with an appropriate image for an opera house (Jacobs, 2011). It is a beautiful symbol for the city of Australia, as image communication is important to architectural design. Embodied in the character of Sydney Opera House is purposefulness, passion, discipline, commitment, vision, integrity, and tenacity.

## **Trans World Airlines (TWA) Terminal Building (John F. Kennedy International Airport) in New York (Plate 4)**

The roof of the Idlewild TWA terminal at New York Airport reminds viewers of the wings of a bird or airplane (Sebestyen and Pollington, 2018). The terminal expressed the essence that can be depicted in the design of the building with the expression of movement and travel as the key idea that could hold the whole project together – a building which could be distinctive and memorable, the architecture itself expressing the drama of specialness and excitement of travel. According to Wiseman (2014), Eero Saarinen wanted the architecture to reveal the terminal, not as a static, enclosed place, but as a place of movement and transition. TWA building has an imposing character of being pungent and loud, showing a good self-image, still being purposeful, with inspirational character and tenacity.

## **Campus of University of Virginia, Charlottesville, (Plate 5)**

The University of Virginia was one of the earliest and still strong expressions of the early American concern for moral message transmitted by architecture in the work of Thomas Jefferson (1743 – 1826) (Wiseman, 1998). Although he was never apprenticed to a master builder (the process that had for centuries served as architectural training then), as posited by Wiseman (2000) Jefferson was extraordinarily well-read and, unlike most of his peers, well-travelled. He had been America's minister to France and spent five years there, during which he was mightily impressed by what he saw of the surviving Romans ruins, especially the Maison Carre at Nimes, which he described as “one of the most beautiful, if not the most beautiful and precious morsel of architecture left us by antiquity”.

For Jefferson, architecture was the full physical expression of national purpose, and with the success of the Revolution, it became an essential part of his political programme for the then new United States. According to Wiseman (1998), down the middle of the University campus was the lawn (as seen in Plate 5), a great grass common to be shared by all. It originally opened out to an endless view westward – literally and symbolically toward the future of a country yet to be explored. The campus on which Jefferson worked from 1817 until his death, was thus both an architectural and a philosophical statement. Jefferson's concept of the university as an “academic village” also formed the basis for what became uniquely American architectural phenomenon – which signifies leadership.

## **Monticello, Charlottesville, Virginia (Plate 6)**

Thomas Jefferson home at Monticello (which means „little mountain“) also embodied what he considered to be a fundamental element of the then new American society: a free-standing farm, just as the University of Virginia was a center of learning. It helped to create a new level of awareness of the nation's architecture, and gave birth to what amounted to a new character era of architectural practice, full of synonymous to that of individual character in leadership.

## **Some effective leaders in history that exhibited characters synonymous with architectural buildings that shows leadership quality:**

According to Munroe (2008), Leaders are often ordinary people who accept or are placed in extraordinary circumstances that brought forth their latent potential, producing a character that inspires confidence and trust within others. Therefore, some leaders in history that exhibited character synonymous to historical architectural buildings to be considered are as follows;

**MOSES:** Moses, the historic Hebrew deliverer, was give a clear sense of purpose. In his writings, he described his encounter with God in the wilderness where he was told what he had been born to

accomplish; freeing his fellow Hebrews, who were slaves in Egypt, and leading them to the promise land. After some initial doubts about his assignment, Moses became passionate about his purpose, he believed in his purpose so deeply, that they also began to believe that their freedom was possible (Munroe, 2008). By his character, he inspired them to have the courage to abandon their painful, but accustomed, role of being a slave labour force in Egypt. The result was that they were willing to follow him (leadership) out into the desert where there was no civilization and no source of food and water. They had caught the vision for the Land that Moses told them about, a “land flowing with milk and honey,” and were influenced to follow him into the unknown wilderness with confidence (The illustrated Bible, 1992).

**ABRAHAM LINCOLN:** Abraham Lincoln, the 16<sup>th</sup> president of America, believed that it was essential for the future of the United States to keep the country united at a time when the Southern states wanted to secede over the issue of slavery and states’ right. His purpose was to preserve the Union, and his passion to do so led him to hold on to his vision of a unified country, even when it led to civil war (Munroe, 2008). Then, Americans fought each other. Many Northerners wanted the president to end slavery at once, but some Southerners were in favour of slavery while others were on the side of the Union. With the tenacious character of Abraham Lincoln as president, he helped to influence the nation to throw off the yoke of slavery. Just before Lincoln’s Emancipation Proclamation went into effect, he announced his purpose and passion for his action in his annual message to congress. Finally, Lincoln inspired people to bring an end to the war and to restore unity of the country. Even though he achieved his purpose, indeed, it eventually cost him his life. As long as the nation of America lives, Abraham Lincoln will be remembered (just as most notable piece of architecture that stands the test of time) for his fight against slavery and for saving the Union (Tannenbaum, et al. 2015).

**APOSTLE PAUL:** Paul, the early Christian leader, and writer, was dedicated to the purpose of taking the message of Christianity to the Gentile people. At first passionately opposed to the way of Christianity, he received his purpose on the road to Damascus when he had an encounter with the living Christ (The illustrated Bible, 1992). Paul’s life was turned 180 degrees, as he discovered that he was born to become an emissary to the people who were not of his own race and culture (Munroe, 2008). His passion for his purpose can be found in his letter to the early Christians of Rome, in which he wrote that he was, in the first place “obligated to the Greeks and non-Greeks”, secondly, “eager to preach to them”, and thirdly, “not ashamed of the gospel” (The illustrated Bible, 1992).

He described being constantly on the move, facing danger from rivers, bandits, his own country men, and Gentiles. He laboured and toiled, and had often gone without sleep. Besides everything else, he faced daily the pressure of his concern for all the churches. Paul’s dedication to his purpose and genuine love for the people he served inspired not only his generation, but also succeeding generations who, for two thousand years, have read his words and been influenced by his vision and examples – character that is typical of all the Plates in this article. This is essence of true leadership – purpose, conviction, passion, inspiration, and commitment unto death (Munroe, 2008).

**NELSON MANDELA:** Nelson Mandela, the first democratically elected President of South Africa had a life purpose of eliminating the policy of apartheid and the establishment of racial equality in that Country. He desired the formation of a free and democratic society for all people, black and white (Kumar, 2018). His passion for his purpose led him to fight for these causes, for which he was sentenced to life in prison (Munroe, 2008). Following international pressure, Mandela was released from prison after twenty-eight years. He then worked with South Africa’s white leader. W.F. de Klerk, to eliminate apartheid.

Mandela’s passion transformed an entire country’s outlook, government, structure, and policies. His sense of purpose as a young lawyer, produced a vision of a new South Africa without discrimination and

racism. The purpose and vision ignited a deep passion that exploded into a sacrificial flame of imprisonment and a willingness to die for his conviction. From the above reviewed literature, characters in architecture which can corroborate with the attributes of an individual as posited by Munroe (2005,2008), and can impact on organisational leadership are sieved out and highlighted as follows:

**Purposefulness:** The attitude of purpose is the first attribute that marks out an influential leader. No matter what position you may hold in life or any organisation, you must relate it to your sense of purpose and approach it with passion.

**Passion:** The attitude of passion is the second most indispensable attribute of leadership and serves as a driving force of motivation that sustains the focus of the leader, which impacts an organisation. Without passion, one lacks energy, and boredom infects one's mind and life.

**Priorities:** The most important thing in life and leadership is to know what you are supposed to do. Any activity that we undertake consume our time, talents, effort, energy, and life. What we do, therefore, determines who we are, and what we become.

**Discipline:** This is self-policing. It is self-imposed standards and restrictions motivated by a desire that is greater than the alternatives. Any study of the characteristics of impactful leaders will reveal that they are prisoners of the passion of their purpose.

**Commitment:** Nothing can be accomplished unless a commitment is made concerning it. Commitment is key to great accomplishment in life, and a strong character that impacts on organisational leadership.

**Vision:** The inspiration of leadership is vision. A vision is a picture of what you want to accomplish. Leaders do not wait for the future to come; they create it. They don't wait for others to do what they should or could do – this is the distinction of leaders.

**Goals:** Goals protect us from undue influence of other people. True leaders are always zealous for and jealous of their goals because these goals represent their lives. This is vital because your future depends on the goals you set – either consciously or subconsciously. Where we end up in life is a result of the goals that we set or did not set for our life. When our goals change, our lives change, so goals must be rightly set, and carefully guarded.

**Initiative:** The attitude of initiative enables you to be your own coach so that you maintain momentum in pursuit of your life's purpose. The creation story is our primary example of the leadership attitude of initiative. The account of creation in the first book by Moses in The Holy Bible. And God said, "Let there be light, and there was light (Holy Bible, 2004). Before God spoke, the earth was formless, void, and dark. It would have remained that way if He had not initiated the process of creation – leaders don't just dream; they awaken and act on their dreams.

**Honesty:** If we live by the rule of honesty and accept our problems, we can go far the road of achievements. If leaders are not honest, their deception will soon be discovered; and the morale and motivation of the people will plummet. Carson and Murphey (2013), in their book "Think Big" illustrated this point with Iraq's Saddam Hussein. Dishonest during the crisis in Kuwait, Saddam stated only days before invading Kuwait that he had no intention of invading Kuwait. Subsequent investigations revealed large amounts of monies he had stashed away for himself from the oil revenues of his country. Consequently, his dishonest dealings wreaked havoc and destruction upon his own country.

**Tenacity:** Persistence is the keynote to success for all great leaders. If you are going to become discouraged at the first sign of opposition or adversity, you will never become a great leader whose character is impactful. True leaders believe that the attainment of their purpose is not optional, but that it is an obligation and a necessity, so they would never think of giving up.

## **METHODOLOGY**

To achieve the aim of this study, qualitative research method was adopted. The assumption underlying qualitative method to research is that it focuses on qualities of phenomena under investigation rather than numeric measurement (Flick, 2014). Documentation, drawings, and photographs served as a tool for gathering illustrative, non-verbal, and pictorial information on some great buildings in history (buildings that have impacted, and are still impacting humanity) that have characters synonyms with individuals which have made them world success from the time of their inception to date – and are still being reverend. The buildings design concepts, philosophies, and ideologies have made them world leading projects since their creation. Supporting the adoption of qualitative method in research, Flick (2014) argues that it enables the researcher to understand the phenomena in their context-specific setting. Qualitative researches are commonly employed in studying complex situations, particularly research involving human beings (Flick, 2014). Therefore, the position of this research essentially underscores the adoption of qualitative research method.

## **RESULTS AND DISCUSSION**

The empirical findings of this study indicates that the findings of Munroe (2005, 2008, 2015), George (2015), Sebestyen and Pollington (2018), Tannenbaun, et al. (2015), Wiseman (2000, 2014), The Illustrated Bible (1992), Napoleon (2017), provided evidence of lessons that correlates character in architecture with character in organisational leadership. In line with these authors, from Table. 1, the Eiffel Tower exhibits a high level of purposefulness (the first attribute that marks out an influential leader) and a distinct inspirational power in the design concept. The use of construction materials which led to self-imposed standards shows a great level of discipline. From plate 1., the project shows a memorable and focused goal, honesty in its construction materials, persistent character of tenacity, and a good self-image of being a pride of Paris. The passionate nature of the Tower is the driving force sustaining its reverence.

And it still possesses the integrity of still standing the test of time till this present generation. This paper also indicates in Table 1. that Falling Water (The Kaufmann House), has the purpose of residential comfort and excitement with a distinct inspirational power. The design and construction materials of the organic architecture led to self-imposed standard of discipline and commitment (the key to great accomplishment in life for leadership). The goal of the project is memorable and focused, showing honesty in the building materials with tenacity of the building site and orientation in the organic concept of architecture. From Plate 2., it is evident that Falling Water has a good self-image, full of passion, and integrity in the construction method. Also as indicated in Table 1., Sydney Opera House, is an art theatre, has purposefulness for public gathering with a distinct inspirational power as can be seen from Plate 3. The design and construction materials exhibit a strong sense of discipline, with highly committed concept and form. From the reviewed literature, the architecture has a memorable and focused goal.

It has tenacity, a good self-image for the country of Australia where it is located, a passionate building with high integrity. Also as indicated in Table 1., TWA Terminal Building (John F. Kennedy International Airport), expressed the purpose that can be depicted in the design of the building with the expression of high inspirational power of movement and travel as the key idea that held the whole



project together. It is a building which is distinctive and memorable, the architecture itself expressing the drama of specialness and excitement of travel, as can be seen from Plate 4. It has a committed design concept and form, with a memorable and focused goals, a persistent character of tenacity, and a good self-image for New York. Passion is the driving force sustaining its reverence with the integrity of construction methods and materials – still standing the test of time.

Table 1: Architectural Character, comparable with the attributes of an individual in leadership

| Character attributes of an individual | Purposefulness  | Inspirational power | Discipline   | Commitment                   | Goals  | Honesty   | Tenacity                       | A good self-image            | Passion                                | Integrity   |
|---------------------------------------|---|---------------------|--|------------------------------|--|---|--------------------------------|------------------------------|--|---|
| <b>Buildings</b>                      | <b>Building concept, form, element, material, or part, comparable with the above attributes</b> |                     |  |                              |  |   |                                |                              |  |   |
| The Eiffel Tower                      | Exhibition  | Distinctive         | The use of construction material led to self-imposed standards     | Design concept               | Memorable and focused goals                                      | Building Materials are real                           | Persistent character           | <b>The Pride of Paris</b>    | Driving force sustaining its reverence | Construction method - Still standing the test of time |
| Falling Water (The Kaufmann House)    | Residential comfort and excitement  | Distinctive         | The design and construction material led to self-imposed standards | Design concept               | Memorable and focused goals                                      | Building Materials are organic                        | Building site, and orientation | One of American image maker  | Driving force sustaining its reverence | Construction method                                   |
| Sydney Opera House                    | Public gathering  | Distinctive         | The design and construction material led to self-imposed standards | Design concept and Form      | Memorable and focused goals                                      | No deception in building materials and design concept | Persistent character           | Sail imagery                 | Driving force sustaining its reverence | Construction method                                   |
| TWA Terminal Building                 | Expression of movement and air travel   | Distinctive         | The design and construction material led to self-imposed standards | Design concept and Form      | Memorable and focused goals – a place of movement and transition | No deception in design concept, and project purpose   | Persistent character           | <b>New York</b> image maker  | Driving force sustaining its reverence | Construction method                                   |
| Campus of University of Virginia,     | Center of learning  | Distinctive         | The design led to self-imposed standards                           | Design concept and Landscape | Memorable and focused goals – a Centre for learning              | No deception in design concept, and project purpose   | Persistent character           | Virginia image maker         | Driving force sustaining its reverence | Construction method                                   |
| Monticello, Charlottesville, Virginia | A residence in free-standing farm   | Distinctive         | The design led to self-imposed standards                           | Design concept and Landscape | Memorable and focused goals – a living farm                      | No deception in design concept, and project purpose   | Persistent character           | Thomas Jefferson image maker | Driving force sustaining its reverence | Construction method                                   |

The Campus of University of Virginia, also as presented in Table 1. has the purposefulness of Centre of Learning, with a distinctive inspirational power of self-imposed standard. It has great commitment in its design concept and landscaping (see Plate 5), with memorable and focused goals – a centre for academic excellence, with no deception in design concept, and project purpose (honesty). The campus has a persistent character of tenacity, a good self-image, passion, and integrity. As presented also in Table 1., is the Monticello, Charlottesville, Virginia (see Plate 6) has its purposefulness to be a residence of free-standing farm with a distinctive inspirational power. It has disciplined and committed design concept that led to self-imposed standard, of being a memorable and focused goal as a living farm. As revealed by Plate 6, the project shows honesty of design concept and project purpose, with tenacity of persistent character, a good self-image for as abode for one-time American President (Thomas Jefferson). The look at the plate reveals a building of inspiration, passion, and integrity.

## CONCLUSION/RECOMMENDATIONS

The preceding discourse has been an attempt to justify character in architecture as synonymous to character in organisational leadership. Looking at plates 1 to 6 of this paper, one could see the character of leadership (purpose, conviction, passion, inspiration, honesty, commitment, influence, initiative, accountability, discipline, innovation, tenacity, goal, a good self-image, and vision). It is not exhaustive, but what is paramount is that character, whether on the positive side or negative is the controlling force in the effectiveness or ineffectiveness of a leader that will inspire progress or the contrary, of members in any organisation. Just as buildings are judged by the content of their character, so also leaders are judged by the content of their character. The attitude of purpose is the first attribute that marks out an influential leader. As buildings are very purposeful in their making and functions, so also leadership should be motivated by purpose, because as Munroe (2015) puts it when purpose is not known, abuse is inevitable.

Looking at every piece of architecture, there is always evidence of in-built passion with a clear sense of purpose and significance for its creation by the architect. When a person discovers a sense of purpose, it is supposed to produce a passion for pursuing it, and that passion is what inspires other people to want to join in the pursuit – which in essence is organisational leadership. Then as people are inspired, their thinking and their lives are naturally influenced. True inspiration is not manipulation or brainwashing, so it is with every piece of architecture – architectural buildings are true to themselves, and so it should be with leadership. A building and its character have a sole purpose of enhancing the quality of life irrespective of where it is built – fulfilling purpose for the present and future generation – whether in Africa, Asia, Europe, America, or Australia, so also is expected of leadership to enhance the quality of individuals in any organisation.

As architecture is both art and science, leadership is both art and science; it is innate and yet learned; it is inherent and yet must be developed. In affirmation with Munroe (2008), leadership with good character is the hope of the future of our world and will determine the success or failure of homes, communities, cities, nations, and planet.

Arising from the forgoing, this paper hereby recommends the following:

- Constant leadership training in every organisation as there is constancy in architectural creation.
- The development of leaders in any organisation must begin with a review of the organisation's purpose, as purpose is the first attribute that marks out influential leadership.
- The success of any organisation will not reach beyond the character of its leaders. Excellence breeds character, and character breeds excellence, consequently, leaders in any organisation should be conscious of developing the leaders around them, just as architects strive to design

exquisite buildings (leaders that will impact organisations share themselves and what they have learnt).

- Leaders are in a position to provide followers with an environment of security in which they can grow and develop (just as architects produce exquisite buildings in their right locations or site). Soon, the followers begin to think, act, and produce bigger and better results than they are. Finally, they become what they think they are.

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# CONTINGENCY LEADERSHIP APPROACH: AN ANTIDOTE TO ORGANIZATIONAL CONFLICT

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## Abstract

This conceptual paper was set out to unearth a new set of factors called antidotes of contingency leadership approach that could help in resolving organizational conflict. It is premised on the basis that if the contingency leadership approach is offered in a tensed up organizational climate, taking into cognizance the various under mentioned styles, the leader would be able to reduce drastically the impact of conflicts in organizations. In this paper, contingency leadership approach was explicated as the right type of leadership that depends on the environmental situation that arises in the context of a particular action or behavior. On the other hand, conflict was described as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (individual, group, organization, etc.). Whereas organizational conflict is the internal discord that results from differences in ideas, values, or feelings between two or more people within an organization. The paper reviewed different leadership styles and qualities of good leaders, however, anchoring on the contingency approach of leadership. Since conflict in organizations is indispensable, the paper proffered some styles of contingency approaches as antidotes to conflicts in organizations which included; integrating or collaborating, obliging or accommodating, dominating or competing and avoiding styles. The paper concluded that organizational leaders need to empower people to deal with their own conflicts to minimize the impact of conflict arising internally. The paper suggested among other things that school administrators should adopt the different leadership styles and know what situation that warrants the application of any, as this will increase cooperation and peaceful coexistence among staff and employees of the school.

**Keywords:** Contingency, Leadership, Approach, Organizational Conflict.

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## INTRODUCTION

The failure or success of any organization is often attributed to leadership. Leaders therefore play invaluable roles in the successful and peaceful running of organizations. Leadership involves giving direction and managing all the resources within the organization, ensuring effectiveness

and efficiency. However, it is common that where different human elements are gathered, conflict must arise. The presence of emotional tensions and conflicts in the organization is one dimension of organizational environment. The leaders may help to release tensions, harmonize misunderstanding and deal with disruptive behaviors (McMullin & Raggo, 2020). Leaders react to problems, resolve crises, reward and punish followers, provide encouragement and support to followers. Leaders are also concerned about organizational innovation, seek to foster organizational cultures that are conducive to creativity, innovation, conflict-free and challenging environment.

In the ideal and conducive environment, leaders tend to influence strategies in conflict management and enhance people to work together effectively. It becomes imperative for a leader to achieve organizational objectives, accomplished by focusing on both the rational and emotional aspects of conflicting issues while resolving disputes or conflicts that occur at any level in the organizational hierarchy. Given the dominant role of leadership in work place and the complexity in understanding human resource management in complex organizations, the effects of leaders requires attention to the issues like conflict handling (Smith et al., 2007). It was argued that the employees' perception of leadership styles has relationship with conflict management.

Conflict in organizations is often avoided and suppressed because of its negative consequences and to seek to preserve consistency, stability and harmony within the organization (Nadler & Tushman, 1999 in Ogona, 2020). Such situations necessitate conflict to be studied empirically focusing on its appearance, causes, consequences, emotional, cognitive, motivational and behavioral aspects (Sumner, 2005). To function effectively at any level within organizations conflict management skills are important prerequisites. Therefore, being aware of the extent of conflict at various levels of an organization is crucial for the management of organizations.

Conflict management has grown into a major subfield of organizational behavior. Conflict resolution is prescribed not simply as a mechanism for dealing with differences within an existing social system, but also as an approach that can facilitate constructive social change toward a responsive and equitable system (McMullin & Raggo, 2020). Today, successful organizations need to develop the processes, cultures and behaviors capable of accommodating and resolving conflicts in ways that benefit consumers and employees (Nadler & Tushman, 1999 in Ogona, 2020).

The strength of social systems lies partly in how managers prevent serious conflicts and when conflicts do arise, how they address them to maintain system integrity and preserve the well-being of their members. Organizations adapt to changes in the environment by facing major conflicts, addressing them and reorganizing the necessity to deal with them. Conflict management is the practice of identifying and handling conflict in a sensible, fair and efficient manner. Despite the universal acceptance of leadership importance in corporate organizations, leaders are still challenged with the problem of choosing the right leadership approach to addressing the issue of organizational conflict.

## **CONCEPTUAL CLARIFICATIONS**

### **Leadership**

Leadership is a broad concept that has been described and defined variously by philosophers, scholars, researchers and even laymen. It is as old as man and his interactions in the universe which involves both simple and complex ramifications. Leadership is the process of influencing

the activities of a group of people by a leader in efforts towards goal achievement. It involves a force that initiates action in people and the leader. Leadership could be described as the ability to get things done with the assistance and co-operation of other people within the school system. Nowadays, the role of principal is to emphasize his or her activity as the transformational and instructional leader.

The word „leader“ comes from old English word „leden“ which means “cause to go with one“. It was first appeared in around 1125. It appeared in English in about 1300 as `ledere“, which was formed from Middle English leden“ with the meaning „to lead“. The meaning „person in front“ is first recorded in 1570 (Ashikuzzaman, 2017). Leadership can be defined as the ability to inspire other people to accomplish things. Webster`s new word dictionary of the English language defines the word `leadership“ as „the position or guidance of a leader, the ability to lead“, which doesn`t help much in understanding the concept. It may be understood that a leader is the one who uses inborn and developed abilities to convert vision into reality through not only own effort, but also those of other people.

A leader should be able to assess where the people are and then proceed with the step-by-step movement of the people towards the fulfillment of the vision in the best interest of the people. Leadership may also be referred to as the use of influence (non-coercive) to motivate the behaviour of groups of people to achieve their chosen goals. There is no common definition of a concept like leadership, perhaps the best definition of leadership can be framed by the reader himself based on his/her own understanding, maturity and experience. Ultimately, it is the ability of a person to influence a group of people towards the achievement of goals, which are in the interest of public good and organizational interest.

### **The Process of Leadership**

Leadership is all about the ability to influence the behaviour of others to get the willing cooperation of the members of groups, organizations etc. to achieve the goals as per the vision of the leader and need of the followers. It involves inter-relationship between the leader and the followers by which they develop mutual trust and rapport to understand their goals and methodology of achieving them (Stajković et al., 2018). Since a leader „sells hope“ to the followers, a leader has to be a person of great passion, empathy and integrity who keeps the overall interest of the organization and followers before his/her personal interest. Since every situation is dynamic, the behaviour pattern of the leader and follower keeps changing and the goals have also to be modified according to the changes in social, political, educational and technological changes that take place. Leaders have to shift their style of leadership depending on the situation as it keeps changing.

### **Qualities of Good Leaders**

Leadership at any level largely depends on the inherited personal qualities that enable the person to lead a group. A set of specialized personal behaviours desirable influences the life of the people fulfills their aspirations and elevates the person to presume the role of a leader. A leader should have all those behaviours that can influence the behaviours of others intensifying their impulses to love and respect their leader. The leadership qualities possessed should be a strong stimulant, which can stimulate others to work in the same direction as intended by the leader. A leader must partake the same degree of functions of executive, planner, policy maker, expert,

extraordinary group representative, controller of internal relationship, purveyor of reward and punishment, arbitrator, a mediator, and exemplar”.

A leader’s true caliber is thus measured by the consideration and tolerance they have for others. Though every child can’t climb the steps of leadership, at least those with characteristics of leadership should be guided to become good leaders. Teachers should clearly have a wider understanding of those traits that function as qualities of a good leader. The well-established qualities of a leader or the distinguishing characteristics of leadership are: A leader should:

- Possess a versatile personality by which she/he can inspire others and has taken the position to look after the welfare of others with genuine consideration.
- Be courageous and should strongly represent the group during problem, adversities, and fills courage at all difficult times.
- Try to understand the psychology of the group so that the behaviours of the group members are appropriately controlled and directed by sympathetically and carefully dominating over the minds of others.
- Present themselves as a model before others, projecting before others good ideas so that they identify them, gets influenced by them and tries to emulate them.
- Try to be familiar with everyone and treat himself as a member of the group that she/he represents.
- Be a dedicated representative of the group, carefully watching for the interests and needs of the members of the group, and work to meet their requirements.
- Have the ability to exhibit tolerance without getting irritated or emotionally withdrawn by the troublesome behaviours of the group members.
- Command prestige forms others in the group by trying to do satisfying things at the times of need and thus earn their appreciation. The capacity of the leaders to lead the group by responding to their needs earns their respect.
- Be intelligent, plan, guide and direct all the activities of the group and thus project the width of their responsibility.
- Be tactful, conscious and by wise democratic actions that keep the group members united and the group together about their individual and social responsibility and work with a true desire to fulfil them.
- Act as a mediator with tools of justice ever kept ready for implementation and solve all naturally arising social tensions that can occasionally crop up and thus maintain a harmonious social relationship.
- Promote good and binding inter-personal relationship between the members of the group so that unity is undisturbed instead is well sustained within the group and all resources within the group are effectively mobilised.
- Have the drive and determination to face tough times, be tough with tough, reinforce enthusiasm and energy into the group and lead the group to discharge all its obligations and be counted.

- Be a good communicator, an expert with many resources to be able to speak to people in a convincing manner with high intelligence and understanding.
- Stimulate the members to keep themselves away from anti-social simulations and provide them with an opportunity for those social participations that share the pursuit of social growth.
- Have sublime faith in himself to have faith on other and also faith in his ideas. With a whole-sighted personality, analyse the problems from different angles.

By trying to acquire these specialised personal qualities, one can really look forward to leading the people in the desired direction. One can sow the seeds of courtesy, provide protection and help at the time of difficulties, manure the power of dependence and gather the consideration as a true leader. If students try to uphold these qualities and imbibe them to their life, then they can stand up to be extraordinary representatives. From the foregoing, a detailed explanation has been done as to who a leader is and his qualities, however, this paper centres on contingency leadership and its approach to conflict resolution in organizations.

### **Contingency Leadership**

The Contingency theory of leadership is a leadership theory that was coined in 1964 and developed until the 1970s (Yukl, 1989 in Ogona, 2020). This theory was coined by Fiedler (1964) who was triggered by his anxiety over the existence of leadership effects in certain situations that could not be explained by previous leadership theories, which were mostly based on trait and behavioral paradigms (Vroom & Jago, 2007; Hernandez et al., 2011). As researchers develop interest in other leadership theories that also adapt to world developments.

The contingency theory of leadership was first put forward by Fred E. Fiedler in an article entitled “A Contingency Model of Leadership Effectiveness”. The basis of the approach to the contingency theory of leadership is that the right type of leadership depends on the environmental situation that arises in the context of a particular action or behavior (Saha, 1979 in Ary & Rizky, 2021). According to Hernandez et al. (2011), the emergence of the contingency theory approach in the 1960s and 1970s was an attempt to define the effects of leadership and explain more variations on the effectiveness of leaders that take into account situational factors more precisely. Leadership theory developed previously is usually based on a paradigm derived from traits, especially for the 1900s and behavioral for the 1930s (Vroom and Jago, 2007; Hernandez et al., 2011).

Fiedler attempted to clarify that task-oriented leaders are more viable in exceedingly favorable or exceedingly unfavorable circumstances, whereas relationship-oriented leaders are more compelling in tolerably favorable circumstances, so that certain authority styles will be more successful depending on the circumstance in which they are set, not over time and circumstance. Furthermore, leadership should not be conceptualized only as adaptive-reactive, but also proactive and entrepreneurial. The Contingency Theory of leadership has proven to be one of the most valid and reliable measures of individual leadership potential (Waters, 2013). This variety of evidence makes experts admit that the context of the situation affects the effectiveness of a leader. Therefore, when there is conflict or chaos in the organization, it is the responsibility of the leader to take adequate contingency leadership approach to arrest the situation.



## **Organizational Conflict**

There are various definitions of conflict have been provided by many researchers from multiple disciplines like psychology, behavioral sciences, sociology, communication and anthropology. Arikewuyo (2009) considered conflict as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (individual, group, organization, etc.). Schein (2010) defined conflict as the internal discord that results from differences in ideas, values, or feelings between two or more people.

Conflict in organizations is often avoided and suppressed because of its negative consequences and to seek to preserve consistency, stability and harmony within the organization. Such situations necessitate conflict to be studied empirically focusing on its appearance, causes, consequences, emotional, cognitive, motivational and behavioral aspects (Sumner, 2005). To function effectively at any level within organizations conflict management skills are important prerequisites. Therefore, being aware of the extent of conflict at various levels of an organization is crucial for the management of organizations. Too little conflict results in organizational stasis, while too much conflict reduces the organization's effectiveness and eventually immobilizes its employees (Schein, 2010).

Conflict management has grown into a major subfield of organizational behavior. Conflict resolution is prescribed not simply as a mechanism for dealing with differences within an existing social system, but also as an approach that can facilitate constructive social change toward a responsive and equitable system (McMullin & Raggo, 2020). Today, successful organizations need to develop the processes, cultures and behaviors capable of accommodating and resolving conflicts in ways that benefit consumers and employees (Nadler & Tushman, 1999).

## **Contingency Leadership Approach as a Conflict Resolution Mechanism**

A contingent style is intentional, and leaders should act strategically after they have inquired into the situation, the conflict points, their own needs, the needs of others and the wider ecosystem. To develop the appropriate strategy, wider perspectives should be considered and this can potentially mean a new way of thinking about a complex situation. By putting the various pieces of the puzzle together, the plan of action will be strategic and integrated and will allow the leader to build cohesion. Various disasters and major calamities in the world in recent years have invited several studies on the success of handling the crisis, the results of which have led to the relevance of the contingency theory of leadership in certain situations (Hemmer & Elliff, 2019; Keen et al., 2020).

The word "contingency" literally means a situation that is still shrouded in uncertainty and is beyond reach (KBBI, 2020). Fiedler revealed that the contingency leadership theory tries to match individuals with appropriate situations based on the individual's leadership style. This means that in certain or abnormal circumstances (either above or below), effective leadership is one that is able to adapt or adapt to the situation at hand. An abnormal situation, more precisely above normal, was a crisis or conflict.

Various studies on the contingency theory of leadership have shown valid evidence of leadership effectiveness for certain individuals in certain situations (Waters, 2013). In any case, most critically for the consider of administration, the contingency theory of leadership contends that leaders ought to not be anticipated to lead in each circumstance which organizations ought to attempt to put leaders in ideal circumstances (Finkelstein et al., 2008 in Waters, 2013). This is as

experienced by various countries in dealing with crisis, conflicts like the COVID-19 pandemic crisis, protests, etc. It can even be said to be extreme, until now it is still unknown when it will end, certain leadership styles are only suitable for situations in certain countries and cannot be generalized.

### **Methods of Managing Organizational Conflicts for Contingency Leaders**

The nature of a contingency leader from literature reviewed presents him as one who is ever ready to switch style, blend or integrate methods, patterns and approaches geared towards achieving organizational goals. Even if it requires taking risks for the purposes of securing a peaceful organizational climate, the leader is willing to stake his life. Some of such styles:

**Integrating or collaborating style:** Integrating or collaborating style involves openness, exchange of information and examination of differences to reach an effective solution acceptable to both parties. When people use the integrating style, they have concerns for themselves and for others, are problem-solving and solution-oriented (Arikewuyo, 2009). Studies have shown that leaders who use an integrating style achieved more behavioral compliance, less likely to experience persistent conflict at work and have less disputes (Arikewuyo, 2009). Contingency leaders are expected to apply this approach in times of conflict in the organization in order to reduce the impact of conflict to the smooth running of the organization.

**Obliging or accommodating style:** The obliging or accommodating style is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concerns of the other party. Accommodating is an appropriate strategy when two people cannot agree, but a decision is required to be made. Like the collaborating style, the accommodating style is cooperative, but unlike the collaborating style, the accommodating style is indirect and passive. Leaders with this model are prone to achieve better results in resolving conflicts in the organizations.

**Dominating or competing style:** In the dominating or competing style, people are more concerned with their own interests than their partner's interests. This style is assertive and uncooperative. Managers who use the competing style typically are ineffective in meeting their goals and inappropriate in their treatment to subordinates and escalation of conflict and are less likely to comply with directives of management (Arikewuyo, 2009). Although this style seems ineffective, it is the duty of the leader to take initiatives and understand the situation and the degree of the conflict in order to identify the right approach to adopt.

**Avoiding style:** The avoiding style has been associated with withdrawal or sidestepping situations based on having little or no concern for oneself or others. As such, it is uncooperative and indirect. This style has also been called non-confrontation, inaction and withdrawal that is shown to be inappropriate and ineffective (Lowe & Gardner, 2000). The compromising style involves give and take, whereby both parties give up something to make a mutually acceptable decision, characterized by moderate levels of both cooperation and assertiveness. The available research suggests that the compromising style is generally perceived to be moderately appropriate and effective.

There are certain conditions that need to be nurtured and cultivated if we are to engage properly with conflict and to make the most of the opportunity that presents itself. We need to empower

people to deal with their own conflicts. This means allowing them to take responsibility to enter into a dialogue with the others who are part of the conflict.

## CONCLUSION

Modern organizations face unprecedented challenges in today's fast-paced, high-tech, information-based competitive environments. As more and more organizations move toward decentralized, organic-type organizational structures, organizational members at all levels are being encouraged to take greater responsibility for their own job tasks and work behaviors. This trend toward more flexible and decentralized organizational forms has focused attention on a variety of leadership approaches laced with participatory management concepts. This conceptual paper had set out to unearth a new set of factors called antidotes of contingency leadership approach that could help in resolving organizational conflict. It is premised on the basis that if the contingency leadership approach is offered in a tensed up organizational climate, taking into cognizance the various aforementioned styles above, and the leader would be able to reduce drastically the impact of conflicts in organizations.

## Suggestions

The following suggestions were made to ameliorate the impact of conflicts in organizations using contingency leadership approach:

- Educational leaders should endeavour to adapt emotional intelligence in handling issues that may arise in the work place.
- School administrators are enjoined to adopt the different leadership styles and know what situation that warrants the application of any, as this will increase cooperation and peaceful coexistence among staff and employees of the school.
- Periodic trainings should be conducted for school leaders to understand how to apply contingency leadership in order to save the school from mayhem.

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# EDUCATION FOR ECONOMIC RECOVERY: THE NIGERIAN EXPERIENCE

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## ABSTRACT

This paper discussed education for economic recovery and the Nigerian experience. Related literatures which revealed quality education can promote socio economic recovery, the Covid-19 outbreak landed many economies of nations of the world into serious crises. Till now, most developing nations are struggling to come out of economic recession and downturn. Researchers, economic analysts and experts are seriously strategizing on ways to recover from these economic crises. Hence, Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic recovery without substantial investment in all levels of their education system. In essence, education raises economic prospects, productivity, creativity, entrepreneurship and technology. This shows that education plays a crucial role in securing economic recovery and social progress through improvement of gross domestic product (GDP). This paper outlined improved literacy level of the human resource through acquisition of relevant morals and expertise as an instrument of launching nations into the world of sustainable development. The study concludes that for Nigeria education to achieve economic recovery, the mentality of pleasure without work, or work without accountability should be written off in governance practices, as this will help to reduce the rate of stealing fund meant for economic development purpose. Seeing these benefits of education to economic recovery, the study suggested amongst other things that the clarion call for proper funding from federal, state, local governments, companies, philanthropic organization and private organization should be answer to enable Nigeria education produce the desired results which will stimulate economic recovery, as enshrined in the National Policy on Education.

**Keyword:** Education, Recovery, Economic Recovery, Economic Development, Policy.

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## INTRODUCTION

The main purpose of this paper is to show that the role of education in economic recovery is a crucial sector in any nation. Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both micro and macro levels. This explains why the state of education in Nigeria continues to be our national discourse at all levels. Consequently, the implication of the declining quality of education at all levels has far reaching negative impact on a nation's moral, civic, cultural and economic sustainability. At this point, it

is important to realize that discussions on education and its reforms to make it contribute meaningfully to economic recovery should gradually and systematically move away from a politicized to a more analytical approach that appreciates the complexities inherent in proffering genuine and workable solutions for revamping our educational system

In the Nigerian context, for the sector (i.e., education) to contribute meaningfully to economic recovery; there should be proper funding of the three tiers of government. If this is done in the proper way, the Academic Staff Union of Universities will not have any need to embark on industrial actions as there will be improved infrastructure in the primary, secondary and post-secondary schools; there will be no more brain-drain as research activities will be effectively carried out and examination misconduct will be eradicated or reduced and the sector will contribute meaningfully to economic recovery. Samalia and Murtala (2010) state that something urgent has to be done in the educational sector since illiterates are leading Nigerians. Education is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labor, it helps to raise the poor from poverty. It increases the overall productivity and intellectual flexibility of the labor force. It helps to ensure that a country is competitive in world markets now characterized by changing tenancy.

## **CONCEPTUAL CLARIFICATION**

### **Economic Recovery**

Economic recovery is a period of growth that follows recession, characterized by a sustained period of improving socioeconomic activity. Normally, during an economic recovery, gross domestic product (GDP) grows, incomes rise, and unemployment falls as the economy rebounds from its pick. During an economic recovery, the economy undergoes a process of adaptation and adjustment to new conditions, including the factors that triggered the recession in the first place and the new policies and rules implemented by governments and central banks in response to the recession (Investopedia, 20221). The labor, capital goods, and other productive resources that were tied up and went downtrend during the recession period are re-employed in new activities as unemployed workers find new jobs and failed firms are bought up or divided up by others. Recovery is an economy healing itself from the damage done, and it sets the stage for a new expansion.

Many economists of education have worked on measuring and understanding the actual movement series of the socioeconomic activities, which economic recoveries is among. Agabi (2017) noted that one of the modern ideas of movement series of the socioeconomic activities is based on work done by economist and author Joseph Alois Schumpeter. During recessions, the economy declines until it reaches its peak. Only after that trough is an economic recovery seen. Economists often play a big part in defining an economy's business cycle phase as well as the stages of economic growth or contraction it may be experiencing. To assess the economy, economists look at both leading and lagging economic indicators in their analysis.

Leading indicators can be things such as the stock market, which often rises ahead of an economic recovery. This is usually because future expectations drive stock prices. On the other hand, employment is typically somewhat of a lagging indicator. Unemployment often remains high even as the economy begins to recover because many employers will not hire additional personnel until they are reasonably confident there is a long-term need for new hiring (Investopedia, 2021). GDP is usually the key indicator of an economic phase. Two quarters of

consecutive negative GDP growth indicates a recession. Other economic indicators for consideration can include consumer confidence and inflation.

### **Economic Recovery in Nigeria**

Education is a fundamental indicator for measuring progress of development in any society. It is important for growth and development of any nation. The advent of COVID-19 cases in 2021 has threatened fiscal space and inadequate vaccination progress. Beyond the direct impact of COVID-19 infections and deaths, this extraordinary crisis forced families into poverty, worsened income situation and wealth inequalities, and disrupted international trade, restricting many global, national, and state economic activities. The economic downtrend shocks of 2021 have continued into 2022, posing economic threat among Nigeria economy and the conflict in Ukraine adding to a bombardment of pre-existing challenges and sending shocks through global food, energy and commodity markets (United Nations, Department of Economic and Social Affairs [UN DESA] 2022).

As risks to people's economic security have increased in Nigeria, their ability to cope and recover has been unable to be achieved especially in their educational sector. Policies, services and social protection systems are struggling to adapt to rapid changes in the economy due to the Covid 19 outbreak. And in some cases, the very system of decrease in their GDP hampers country projections. While some countries have been able to take advantage of low interest rates to finance social protection and sustainable investment, there is growing concern that the cost of financing for countries most in need, particularly those with high debt burdens of which Nigeria is not excluded, is rising

Over the past decades, successive Nigerian governments have launched various economic renewal or recovery plans aimed at boosting or reforming the economy. In 2007, the Umar Musa Yar'Ádua administration launched the 7-point Agenda and subsequently, the Vision 2020-20. The Goodluck Jonathan administration launched the National Industrial Revolution Plan and the Nigeria Integrated Infrastructure Master Plan in 2014. In a similar fashion, the Muhammadu Buhari administration launched yet another economic plan tagged Economic Recovery and Growth Plan (ERGP). The ERGP was launched soon after Nigeria slumped into economic recession in the second half of 2016 (PWC, 2017). The UN High-level Advisory Board (Question and Answer) Set the six big questions for the Global Economic Recovery GER presents a strong overarching message under the sovereign nations of their jurisdiction need to rethink, reform and if existing styles are not working reset existing rules and norms, if they are going to move beyond the paradigm of 'business as usual' in the current context.

The concern of the government of Nigeria to pull the country out of recession and place her on the path of sustainable growth sounds familiar as all the previous governments in Nigeria had done similarly to neglect the role of education as way out of the present recessing nature the economy. There is however this forewarning that the factors which frustrated the many past plans by various governments seems not to be clearly identified and strategies of tackling them discovered (Kyarem, 2018). Despite the comprehensiveness of the ERGP document published by Ministry of Budget & National Planning on February, 2017, only a casual attention is paid to potential risks that are capable of derailing any vision of success from the plan.

In the 140 -page - ERGP document, the downside risks are contained in just 23 lines occupying less than half a page; yet, they are capable of frustrating whatever policy measures that may be applied to revive the national economy due to educational poor funding,

politicization among Nigeria institutional leaders amongst other things. This economic omission or commission has created uncertainty in many circles over the prospects of a successful implementation, particularly in the absence of clear strategies for tackling the possible downside risks casually mentioned in the plan. This paper is therefore, unique as it addresses the cogent issues bedeviling the Nigeria economic activities using quality education as the way out the present economic recession in Nigeria.

### **Education as a Tool for Economic Recovery**

In this paper, there are certain concepts like education in Nigeria context and economic recovery which need clarification. This is done for proper understanding and good grasp. Academically, the word education is derived from two Latin words “educare” and “educere” (Agabi, 2017). Accordingly, “educare, means to train, to form or to mould. In other words, it means that the society trains, forms or moulds the individual to achieve the social needs and aspirations. “Educere”, on the other hand means to build, to lead, or to develop. This is mostly favoured by the humanists who argue that the function of education is to develop the natural potentialities in the child to enable him function in the society according to his abilities, interests and needs. This is child-centered orientation.

Ordinarily, education is exclusively used for the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It also involves a desirable approach in human behaviour through the process of teaching and learning. Fafunwa (2004) defines education as what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live<sup>469</sup>. From the above, education is seen as the total development of the individual child through acceptable methods and techniques according to his abilities and interests to meet up the needs of the society and for the individual to take his rightful place and<sup>469</sup>contribute equally to the enhancement of the society. This paper supports this definition of education that. Education is the heart of economic recovery and the source of quality human capital development that will propel Nigeria to be among the top 20 economies in the world (Jonathan, 2011). In other word, the quality of our workforce is a direct reflection of the quality of our schooling system.

Since Nigeria got her political independence in 1960, she has demonstrated her commitment to education as a tool for personal and national economic recovery. In her effort to see education as a vehicle for economic recovery, especially the 2019 pandemic outbreak. Nigeria fashioned out the National Policy on Education as part of the post independent Pan-African educational reforms in the early 1960s. Educational reform was then seen an essential ingredient of the nation-building efforts of the newly independent states of Africa. (Cogan, et al., 2009). Nigeria also conducted a National Curriculum Conference in 1969 to change the existing education system which had become irrelevant and inappropriate to national needs, aspirations and goals (Federal Republic of Nigeria, 2014).

Since then, there have been several other educational reforms all aimed at making the Nigerian educational system more relevant to nation-building and growth. Education is basic to economic recovery. Obviously, the standards and quality of the educational system and the capacity to innovate determine the place of growth and development of a nation. Education also promotes the culture of productivity by enabling individuals to discover the creative potentials in



them and apply same the improvement of the existing skill and technique of performing specific tasks, thereby increasing the efficiency of their personal societal efforts (Obasanjo, 2012).

School teaches trains people to be useful to themselves and the society they live. By this, they have to be productive and discover their creative abilities and use this to perform specific tasks to attain self-actualization. Education also develops in individuals those values which make for good citizenship, such as honesty, selflessness, tolerance, dedication, hard work and personal integrity, all of which provide the rich soil from which good leadership potential is groomed (Ananyi, et, al. 2022). As already noted, education trains an individual to be responsible in the society. From this, it is clear that education gives moral training.

Consequently, if the Boko Haram Islamic group had received quality and sound education, they would have abstained from violence and it follows that if our elected representatives in political sensitive offices to make social orders had been well trained educationally, there wouldn't have been ugly incident surfacing the national economic down trend on or till date since the advent of covid 19 which has persistently posing threat in the nation's economic activities. This, therefore, shows that Nigerian leaders are educational bankrupt and have nothing to offer in terms of economic recovery from their leadership style. This therefore demonstrates that education has not fully impacted positively on Nigerian leaders.

From the above, it is clear that education has a critical function in economic recovery. But in the Nigerian, context, education has not fully played its roles in the regard. This is as a result of certain inherent problems in the Nigerian education system. First among these problems is inadequate funding. Education is no doubt, directly linked with the processes of nation building and development. Education in Nigeria has not been properly funded and this leads to poor infrastructure developed in the universities, secondary and primary schools. This poor infrastructure makes the environment very hostile. This explains why highly placed Nigerians like senators and state legislators are cruel.

### **Restrictions of Education to Economic Recovery in Nigeria**

For about two decades after independence, Nigeria maintained high qualitative educational standards and indirectly a positive development index. The Nigeria government in recent time has not sufficiently funded education to the extent of making a significant impact on the educational system from 1999-2015, the percentage of budgetary allocation to education has not exceeded 12 percent which is not meeting the minimum requirement Other serious challenges to the educational system include:

- Poor implementation of education policies such as the 6334 system,
- Constant change of educational policies,
- Emphasis on certificates and status,
- Inadequate infrastructures,
- Improper implementation of ICT program in schools,
- Corruption in the system

The teacher therefore, is very vital in the socio-economic and political engineering of any country that needs to exodus. Who is then a teacher? A teacher is a professional, who in morally accepted manner, imparts knowledge, and learning experiences at his/her disposal to stimulate, guide, direct learners to acquire adequate mastery of the skill” The educational system provides

the needed manpower for economic recovery and indisputable tool, fixed in the citizens to assist nations in meeting their political, moral, cultural and economic aspirations. This is what is obtainable in advanced political systems with quality educational system like US, Britain, France and even Singapore, South Korea etc.

The quality of a nation's education determines the level of its economic activities. Whether formal or informal or semi-formal education is significant tool for economic recovery. Another contribution is the production of political, social-economic, medical experts and other essential specialists that are key to policy making economic recovery.

## CONCLUSION

The discussion above illustrates the strategic position of education in charting the course of economic recovery in Nigeria. The crisis which has engulfed the Nigerian education sector centers on government neglect of funding education, politicization of education, changing political environment, incessant change of educational policies and corruption. This paper focused on benefits of education to economic recovery in Nigeria. Nigeria education contributes to economic through provision of sound educational system. Education has the capacity of building economic recovering for quality human capital development that will propel Nigeria to be among the top 20 economies in the world as noted by the former, Obasanjo, Yar'Adua, Jonathan, and Buhari's administration. Conclusively, the quality of our workforce is a direct reflection of the quality of our schooling system, hence, for education to contribute meaningfully to economic recovery, some vital keys which is availability of quality education which is seen as social services to withstand this economic recession, by addressing the problem facing our educational system.

## Suggestion

Based on necessary related literatures reviewed, prominent among the suggestions are that:

- Teachers should be carried along in election process to sensitize voters to choose leaders who has the interest of education at heart to achieve economic recovery.
- the clarion call for proper funding from federal, state, local governments, companies, philanthropic organization and private organization should be answer to enable Nigeria education produce the desired results which will stimulate economic recovery, as enshrined in the National Policy on Education.
- Budget allocation to education should endeavour to reach the bench mark of UNESCO recommendation of 25% of the total budget for education sector.
- There should be strong political will among political leaders to ensure continuity of educational policies and doggedness in the fight against corruption.

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# INTEGRATING GOOD CHARACTER IN ORGANIZATIONAL LEADERSHIP: A KEY TO ECONOMIC RECOVERY IN NIGERIA

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## ABSTRACT

Nations of the world have been facing severe economic downturn, especially in the post Covid-19 era. The economic sustenance and recovery of cooperate organizations and institutions rest on the character, ability and capacity of the leader. The character of a leader is a major determinant and defining factor as to whether the institution/organization will succeed or fail. This paper therefore, focused on integrating good character in organizational leadership as a key to economic recovery in Nigeria. Fundamental principles of good character were reviewed to include: honesty, accountability, integrity, justice and fairness amongst others. These core values can be integrated into the leadership of organization, which will ultimately lead to the recovery of any declining economy. Therefore, this paper concluded that any organization without leaders who possess good character is already bereft of growth, advancement and development economically and otherwise. The paper suggested among other that leaders of organizations as a matter of urgency be enrolled in character assessment and evaluation programs to build moral and mental capacity, in order to overcome the challenges of economic maladministration.

**Keywords:** Good Character, Organization, Leadership, Economic Recovery.

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## INTRODUCTION

Leadership is the process of influencing, inspiring, motivating and stimulating group activities towards achieving desired results. Leadership involves relationships between the employer and the employees; the leader and the followers and the nature of this relationship is determined by the character of the leader or administrator. For someone to be a leader he or she should have followers or supporters and for the leader to be effective and efficient, he needs to acquire adequate leadership skills through education, training and practical experiences. It is suggested that the greatest and effective power of any leader comes from his character. The leader needs the trust and confidence of many of his followers. The greater the number of people who trust the leader, the greater the power he commands. The need to have the trust on the leader, leads to his acceptance by employees or subordinates and also

for the employees to have a positive perception, that their leader's character or behaviour is satisfying their needs.

When employees or subordinates identify their leader's character or behaviour as satisfying, motivating, inspiring and empowering, by meeting their expectations, they will be motivated towards achievement of set goals (Block, 2003). A leader with good character engages in behaviour that complements employees' abilities and compensates for their deficiencies. Baporikar (2018) citing Spillane (2006) indicates that leaders with good character or who behave well are responsible, accountable and they make sure that education in their area is at its best. To him, effective leadership makes a difference in any organization by improving learning and quality of staff performance.

Baporikar (2018) maintained that an effective and efficient education leader shares much of the same characteristics as a successful business leader. He outlines the following leadership characteristics which include among others; dynamic, participative, moral, transformational, strategic, instructional etc. Instructional leadership character clearly specifies particular leadership practices which impact on organization and on the staff. It is important to integrate good character in organizational leadership. That is why House and Mitchell (1975) proposed that if the behaviour/character of the leader clarifies the goals and makes them more attractive, then people should expect good performance, satisfaction and increase in leader acceptance by followers.

## CONCEPTUAL CLARIFICATION

### Character

Character is defined as the qualities and features that make a person what he is or the opinion people have about somebody. Some of these qualities may be internal dispossession like talents or special natural skills while other qualities may be learnt through education, training and experience. Burgoyne (2010:42) indicates that the will to lead is largely innate but the ability to do it well is largely learnt. This clearly shows that leadership is influenced by both the innate characteristics of the leader and leadership characteristics learned. Character is also defined in the Oxford Advanced Learner's dictionary (2006) as the opinion people have about somebody, for instance, a person who is trustworthy, a man or woman of good character, a reliable and disciplined person, a person who has integrity. Institutional leaders are expected to reflect or command these elements of good character honesty, trustworthiness, truthfulness, reliability, integrity and one who gives others confidence, loving and friendly.

The character of the leader is the power-base of all successful leaders because the more subordinates trust their leader the more powerful the leader becomes. There are some basic characteristics in a leader that predisposes him to be considered by others to make him a leader. In situations where the character of a leader is good, has values, ethical behaviour and admirable, the leader commands support from followers. Now, if the leader's characteristics are so significant and admired in terms of inspiring, motivating, stimulating and providing enthusiastic response from subordinates, it is likely for him to succeed. Good character/behaviour is associated with self-discipline, a disciplined individual who promotes order, obeys rules and regulations.

Sule-Dan and Alegbeleye (2015) indicate that several studies like Mohammed (2016) presented arguments and they tied discipline to strict adherence to rules and regulations. That is, a situation where workers are expected to cooperate and behave in a normal way. Sule-Dan and Alegbeleye (2015) see self-discipline to have a superior impact than enforced discipline in an organization. Discipline as a good character in an organization is as a

situation where workers are expected to cooperate and behave in a normal and orderly way, as any reasonable person would expect an employee to do (Sule-Dan & Alegbeleye, 2015:19). To them, this is imperative since the organizational goals are to enhance workers' satisfaction and this would lead to higher productivity and profitability. This, by implication, involves leadership effectiveness and high performance. The institutional leader who desires effectiveness and efficiency in the operation of the organization goals should be concerned with organizational discipline or good character to ensure achievement of set goals.

Sule-Dan and Alegbeleye (2015) indicate that it is appropriate to limit consideration of discipline to three areas which include:

**Self-discipline:** This is concerned with self-control of the individual to adjust to certain needs and demands

**Esprit de corps:** This is concerned with orderly behaviour (character) within group;

**Judicial process:** This is concerned with monitoring performance and applying corrections to avoid future occurrence of an undesirable act in any leadership.

### **Integrating Good Characters in Organizational Leadership**

To inspire subordinates to have the desire and enthusiasm towards the achievement of individual and organizational goals. That is, he should be able to motivate and arouse their consciousness that makes their work interesting and pleasurable.

- To identify subordinates needs. To do this, the leader should be fully aware of subordinates different interests and difficulties if they could be helped to maximize their performance in the workplace.
- To exhibit tolerance: Leaders are expected to exhibit tolerance by recognizing that the subordinates are heterogeneous in nature. These leaders are expected to be kind, patient, sympathetic and flexible in their relationship with the employees of their organization. These attributes encourage effective participation of employees in decision which influences their work or tasks designed to achieve set organizational goals (Usman, 2016).
- To exhibit understanding of employees training and education needs, aspirations, priorities, special problems and difficulties in attaining personnel growth and institutional goals. They should adopt suitable strategies for resolving employees' problems and difficulties.
- To have good personality by being knowledgeable, versatile, communicate effectively with employees and should have cordial relationship with subordinates and organizational stakeholders.
- To exhibit humility: Organizational leaders should be prepared always to learn from the experiences of their subordinates who may be older or more experienced than them.
- To protect and help subordinates: The leader protects the employees from ridicule and abuse in all teaching and learning tasks. Their integrity must be preserved because they are respected individuals in their society. The leader helps the employees by removing all bottlenecks and obstacles hindering their personal and organizational development or attainment of set goals.

- To be resourceful: Leaders must be resourceful. This is a very important quality or attribute of a good leader or administrator because educational resources (human and material) are scarce relative to demand for them. As resourceful persons, leaders should manage and improve all teaching learning situations and programmes through effective control and decision-making processes (Usman, 2016).

These are some of the basic attributes of good character required to be integrated to organizational leadership to ensure confidence of the employees or subordinates. Great leaders in organizations command the above listed qualities and more. In order to improve interpersonal effectiveness, the leader needs to be fully aware of the consequences of his behaviour and decide whether or not the consequences and the feedback received from others match his intentions or objectives. Great leader characters are usually democratic, ethical, charismatic, influential, transformational and impressive. Some basic leadership styles like transactional, transformational and democratic when integrated with good leadership character will provide proper decision making, policy formulation and implementation in their organizations for effective and efficient management. Good and well behaved leaders seek out self-development opportunities that will assist them to learn, train and practice new leadership skills. Well planned and executed leadership training programmes promote leadership effectiveness and efficiency.

### **Economic Recovery in Nigeria**

The Economy growth is commonly defined as the change in national income over time, usually measured over one year. National income is the amount produced by a country in one year. We could also define economic growth as the increase in the production possibilities frontier (PPF) that results from an increase in the supply of resources or an improvement in technology. A country's economic growth is usually indicated by an increase in that country's gross domestic product, or GDP. Generally speaking, gross domestic product is an economic model that reflects the value of a country's output. In other words, a country's GDP is the total monetary value of the goods and services produced by that country over a specific period of time (Kallie, 2017). Every organization that operates within a nation has leaders at different levels that coordinate both human and material resources to achieve predetermined goals.

These leaders are expected to possess the abilities to motivate, inspire, direct and organize everyone within the organization for the main aim of achieving set objectives (Ogona, 2020). Successive Nigerian Governments have made concerted efforts in economic and development planning, in a bid to revamp the economy already battered by historical trajectory and orchestrated by maladministration. Efforts to harness available domestic and external resources towards the attainment of economic development and growth to meet the yearnings and aspirations of Nigeria started with the First National Development Plan (1962-1968), followed by the second National Development Plan (1970-1974), the Third Plan (1975-1980) and the Fourth Plan (1981-1985) (Adeyemi, 2001:8).

The Structural Adjustment Programme (SAP) was introduced in 1986 as a policy instrument to address the grave distortions that had reduced a booming and dynamic economy to a state of acute depression and negative growth during the 1982-1985. The Federal Government also embarked on three year rolling plans between 1990 and 1998 and long term perspective planning (Ikeanyibe, 2009; Iheanacho, 2014). With the return of Democracy in 1999, the desire to revive the ailing Nigerian economy became the hallmark of the then administration. Hence, an ambitious economic programme was introduced between

2003 and 2007 known as the National Economic Empowerment and Development Strategy (NEEDS).

It was a medium term plan which focused on wealth creation, employment generation, poverty reduction and value orientation. Next was the Vision 20-2020, a perspective plan which aimed at making Nigeria a fully developed economy and one of the best 20 economies of the world by the year 2020. President Goodluck Jonathan's administration introduced the Transformation Agenda, which was aimed at transforming our thinking, institutional organization and human capital to support the aspirations of the Nigerian people, through a blueprint on key policies, programmes and projects to be implemented during 2011 – 2015. The TA is not a standalone, strategic plan, as it builds on the foundations of the 1st National Implementation Plan (NIP) of the Nigeria Vision 20:2020 (NV20:2020).

The (NV20:2020) is an expression of Nigeria's intent to improve the living standards of her citizens and place the country among the top 20 economies in the world, with a minimum GDP of \$900 billion and a per capita income of not less than \$4000 per annum. Other objectives are to achieve fiscal prudence, fiscal balance, low inflation and availability of infrastructural facilities to propel the economy. Whilst these initiatives have achieved varying degrees of success, implementation across board has always been challenging. However, in keeping with the above tradition of rolling out economic plans, the Buhari administration has launched yet another plan, this time a comprehensive economic intervention plan tagged the Economic Recovery and Growth Plan (ERGP).

The ERGP, which comes on the heels of Nigeria's slump into recession for the first time in 25 years and the sharp fall in oil prices from highs of about \$112 a barrel in 2014 to below \$50 in 2016, is targeted at propelling Nigeria back to sustainable, accelerated development and restoring economic growth in the medium term, 2017-2020. The ERGP is based on 3 strategic objectives supported by enablers and a clear delivery plan. The inclusive growth plan involves promoting national prosperity by ensuring that the following measures are put in place: Restoring growth; Investing in the Nigerian people; Building a globally competitive economy. Against the backdrop of the failures of the previous plans, and given that the ERGP is almost two years into the implementation period, coupled with the fact that the period between mid-2018 and mid 2019 shall be dedicated to electioneering as against governance, there is need to reflect on the level of performance in the implementation of the ERGP, with a view to identifying the areas of prospects or otherwise and making recommendations for the future (Okafor, 2016).

### **Good Character Traits of Leaders for Economic Recovery in Nigeria**

The success or failure of any organization is often attributed to the workings of the leader at the helm of affairs (Ogona, 2022). The following traits are what our leaders need in order to recover the poor Nigeria economy for it to be revamped

**Integrity:** is an essential leadership trait for the individual, organization and the country. It's especially important for top-level executives who are charting the organization's course and making countless other significant decisions. Integrity may actually be a potential blind spot for organizations, so organizations should reinforces the importance of honesty and integrity to leaders at various levels.

**Delegation:** is one of the core responsibilities of a leader, but it can be tricky to delegate effectively. The goal isn't just to free yourself up — it's also to enable your direct reports to grow, facilitate teamwork, provide autonomy, and lead to better decision-making. The best



leaders build trust in the workplace and on their teams through effective delegation.

**Communication:** The best leaders are skilled communicators who are able to communicate in a variety of ways, from transmitting information to inspiring others to coaching direct reports. And you must be able to listen to, and communicate with, a wide range of people across roles, geographies, social identities, and more. The quality and effectiveness of communication among leaders across an organization directly affects the success of the business strategy, too.

**Self-Awareness:** While this is a more inwardly focused trait, self-awareness and humility are paramount for leadership. The better one understand himself and recognize his own strengths and weaknesses, the more effective one can be as a leader.

**Gratitude:** Being thankful can lead to higher self-esteem, reduced depression and anxiety, and better sleep. Gratitude can even make one a better leader. Yet few people regularly say “thank you” in work settings, even though most people say they’d be willing to work harder for an appreciative boss. The best leaders know how to show gratitude in the workplace.

**Learning Agility:** is the ability to know what to do when you don’t know what to do. If you’re a “quick study” or are able to excel in unfamiliar circumstances, you might already be learning agile. But anybody can foster and increase learning agility through practice, experience, and effort. After all, great leaders are really great learners.

**Influence:** Being able to convince people through the influencing tactics of logical, emotional, or cooperative appeals is an important trait of inspiring, effective leaders. Influence is quite different from manipulation, and it needs to be done authentically and transparently. It requires emotional intelligence and trust.

**Courage:** It can be hard to speak up at work, whether you want to voice a new idea, provide feedback to a direct report, or flag a concern for someone above you. That’s part of the reason courage is a key trait of good leaders. Rather than avoiding problems or allowing conflicts to fester, having courage enables leaders to step up and move things in the right direction. A workplace with high levels of psychological safety and strong conversational skills across the organization will foster a coaching culture that supports courage and truth-telling.

**Respect:** Treating people with respect on a daily basis is one of the most important things a leader can do. It will ease tensions and conflict, create trust, and improve effectiveness. Creating a culture of respect is about more than the absence of disrespect. Respectfulness can be shown in many different ways, but it often starts with simply being a good listener who truly seeks to understand the perspectives of others.

Every developing country, especially in Africa, strives towards ensuring economic development which Nigeria as a developing country is not outside of the track. Nigeria is a country bequeathed with bountiful human and natural resources. Nigeria’s total population in 2016 was projected to be 193,392,517 (Npop, 2017) cited in Jega (2017). The population has a large size of the well-educated and skilled workforce. Yet, a significant number of the population (67 percent) is said to be living below the poverty line, while many more fall into poverty daily (Olubunmi, 2018). The country’s landmass is immensely comprising of about 924,000 square kilometers, most of which arable, and rich in mineral and non-mineral

resources especially large deposits of oil and gas. Nigeria economy depends on oil as its main foreign exchange earner, which in 2002 constituted about 90% of her foreign exchange earnings.

Nigeria as a developing country assumes responsibility for general administration as it is done in other government in developed countries. Nigeria has had a relatively long experience in development planning starting with the Colonial Development Plan (1958-68). Medium-term development plans and national rolling plans were also developed and carried out with mixed output. Other major strategic initiatives, such as the Structural Adjustment Programme (SAP) by the Babangida regime in 1984, the National Economic Empowerment and Development Strategy (NEEDS) launched in 2003, by the Obasanjo administration, the Strategy for Attaining the Millennium Development Goals (SAMDG) in 2000, the 7-Point Agenda, by the Yar'adua administration in 2007, Transformation Agenda by the Jonathan administration in 2011, Vision 20:2020, and the recent Economic Recovery and Growth Plan 2017-2020. – were not seen to have been effectively implemented due to unethical leaders and bad governance.

## CONCLUSION

Organizational leadership involves relationships and the nature of these relationships depends on the character of the leader. Leader good character relates positively with organizational leadership. Character is defined as the qualities and features that make a person what he is or the opinion people have about somebody. That is, trustworthiness, truthfulness, honesty, reliable person/leader, man or woman of integrity. Great leaders' character is usually democratic, ethical, value-driven, charismatic, influential, transformational and impressive. Leadership is the process of influencing, inspiring, motivating and stimulating group activities towards achieving desired results. Organizational leadership involves developing and communicating organizational vision for the future, motivating and securing their engagement. Good transformational leaders adopt approaches centered on humanistic, virtue driven, dynamic and takes into consideration the needs and aspirations of employees or subordinates. Effective and efficient leadership, combined with good character, provides opportunities for proper training of leaders and conducive conditions necessary for leaders to perform their best.

## Suggestion

This study suggests that organizational leadership should be integrated with good character and good working conditions that are motivating, stimulating, value-driven, inspiring, dynamic and transformational to ensure effectiveness and efficiency in the workplace.

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# SCHOOL SAFETY AND SECURITY: CONCERNS AND FORMS OF INSECURITY IN MEETING EDUCATIONAL GOALS

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## Abstract

This paper explored the evolution, activities and consequences of cults and cult-like organisations on Nigerian campuses. Cults, both on campus and in society in general, carry serious negative consequences for education. The presence of violent cults in institutions of learning has resulted in the death and injury of both students and faculty. Their activities continue to impact feelings of safety and security as well as the more tangible election and/or appointment of student and university governments. While cults have been active on campuses in Nigeria for more than three decades there are a number of steps that can be taken to discourage and decrease their presence. It is imperative that students, parents, tertiary education administrations, legal entities, and government begin to take more immediate, concrete and consistent steps to actively extinguish this threat to education.

**Keywords:** School, Safety, Security, Concerns, Forms, Insecurity, Educational Goals.

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## INTRODUCTION

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems (United Nations, 2012a).

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, gender, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups (United Nations, 2012b). However, it is most unfortunate that human rights are no fundamental freedom in Nigerian Universities because of secret cult activities. Youth violence on campuses of tertiary institutions has increasingly become a worrisome scenario for institution of higher education administrators, governments and members of the civil society. Our tertiary institutions are subsets of the various macro societies and they are a reflection of society's increasing use of violent behaviour (Gboyega, 2005).

Tertiary education plays a crucial role in the supply of high-level work force for the socio-political and economic development of a nation. The effective management of this educational sector becomes indispensable. Education is generally accepted as a major instrument for the promotion of socio-economic, political and cultural development (Ekundayo & Ajayi, 2009; Ekpenyong, 2010; Uriah & Wosu, 2012). However, the most important and uncomfortable problem facing tertiary institutions today as providers of quality work force are the danger and aggressiveness of cult members and cult related activities (Osakinle & Falana, 2011). The potential for obliteration of lives and damage to property on campuses has escalated so fast and terribly as now. There is hardly any academic session without reported cases of cultism in most Nigerian institutions. There is no single Nigerian government owned tertiary institution that has not experienced the threat of cultism (Ajayi, Ekundayo & Osalusi, 2010; Fayokun, 2011).

In defining cultism, dictionaries often include such phrases as activities kept hidden or separated from the knowledge of others, but known only to initiates; something which is popular and regarded as predominantly significant by a certain group of people: a fashion, craze or fad; system of religious worship especially one that is expressed in rituals. Cultism can be said to emanate from the great or excessive admiration or belief in a person or idea. It can be manifested in rituals, praise, songs, chants and worship (Adelola, 1997). Rituals and praises are used to symbolise the individual re-entry into the community and into the new group (Pinnock, [n.d]; Covey, 2010). It is a practice that may be difficult to dislodge even with superior argument and may have negative effects on both members and non-members. Secret cults can therefore be defined as a set of practices, belief systems or ideas whose essence are known only to inner members and is excessively admired and defended even to the point of laying down one's life. It is this doggedness and strong conviction demonstrated by members that reinforce the importance of and awe for the group, especially among non-members. Renown Secret cults in Nigeria include: *The Reformed Ogboni Fraternity*, *Oboni Society* (in Ikwerre land), *Ekpo Society* (in Cross River State), *The Odumu Masquerade* (in Okrika Land), *The Akujane Society* (in Igala land), *The Ejalekwu Society* (in Idoma land), *The Eyo Society* (in Lagos), to mention but a few (Ajayi, [n.d]).

## LITERATURE REVIEW

### Historical Perspectives

The secret cult phenomenon is not new in Africa (Ekpenyong, 2010). However, cult activities first developed on the high seas during the Italian renaissance. It involved notorious and dangerous sea robbers (pirates) who robbed seas merchants of their goods and slaves. Their violent activities accounted for their marine-based names like the Sea Dogs, Vikings, and Olympus Marino, which were signs of ships used by the barbaric German tribes who defeated the Roman army and plundered the Roman Empire in 476 AD. It is worth noting that most colonial discoveries in the West Indies, Asia and Africa were made by buccaneers and pirates (Robert-Okah, 2003). Jacques Cartier of France, a buccaneer by the order of the King of France, discovered Canada in 1534, while his fellow seaman, Samuel de Champlain founded the city of Quebec in 1608. Worthy of note also, are the dreadful exploits of Francis Drake (also known as the „iron pirate), who between 1577-1580, set out with the intention of reaching the pacific coast of Spain, thus opening sea routes that were hitherto unknown. He was officially knighted by the Queen of England for his exploits in capturing valuable cargoes in the Spanish ports and at sea (Akani, 1996). Later in 1861, a white American cult, the Ku- Klux- Klan (KKK) evolved to oppose with violence those who supported progressive change in the status of blacks in that country.

Cultism in Nigeria first began as a campus confraternity in 1953 when Professors Wole Soyinka, Aig-Imoukhuede, Pius Oleghe, Ralph Opara, Nat Oyelola and Muyiwa Awe, and others registered the pirate confraternity at the University of Ibadan (Ajayi, n.d; Ekpenyong, 2010; Agih, 2011). Its objectives then were to:

- Abolish the colonial mentality;
- Abolish conventions (conventions of bribery and corruption);
- Revive the age of chivalry; and
- End tribalism and elitism.

According to Akani (1996), the pirate confraternity was a seemingly social organisation, aimed at fighting the evils of society. The organisation, otherwise known as the Sea Dogs, was a patriotic organisation aimed at upholding strong beliefs in African cultural revival. It stood against discrimination in all forms, injustice, the reckless display of wealth, and class distinction on campus. It also focused on the student/lecturer relationship, opposed sexual harassment of female students, engendered healthy academic competition and generally served as the nucleus of campus cultural nationalism. It was seen as honourable to be a member because of the academic brilliance, gentility and decorum of members. It is always assumed that secret cults have one positive thing about them, they do not harm unless provoked and they could serve as an instrument for cleansing society of any evil act (Opaluwah, 2009).

Unhealthy developments in the early 1970s led to the formation of the Buccaneers and sowed the seeds of the new form of cultism seen on campuses today. These seeds were nurtured in the 1980s by the proliferation of universities and other higher education institutions, increased student enrolment without a corresponding improvement and increase in infrastructure, the erosion of academic standards, examination malpractice, and the politicisation of appointments

of university vice chancellors, registrar and other top positions (Rotimi, 2005). The subsequent over politicisation of student union offices made it necessary for contestants and their sponsors to solicit support from cult groups. Other factors included long periods of military rule, corruption, and the attendant injustice in both the ivory tower and larger society. Cult groups began to wear dreaded hair and assume violent postures and higher education institutions became jungles where people perceived as enemies were threatened, haunted, brutalised, maimed and killed (Akani, 1999).

The return of partisan politics in 1999 gave greater impetus to cultism as some politicians, desperate to win elections, recruited and armed cultists to undermine popular wishes. This reached a crescendo in the 2003 elections, when many political office seekers recruited gangsters who organised themselves into cult-like groups to aid and abet electoral malpractice. Cults and similar organisations multiplied by leaps and bound in response. Today, cultism has become prolific as it has evolved from an exclusively higher institution-based group to operate in secondary and primary schools as well and has permeated the streets of our cities, villages, waterfronts, fishing ports, and farm settlements - it now exists at all levels of society. Robert-Okah (2003) has made note of more than 100 of these deadly groups.

### **Why Students Join Cults**

According to Ezeali in Ogidefa (2008), the following are some of the reasons students join cults:

- *Search for responsibility:* Some students join cult groups in order to perform certain services. For example, to fight perceived injustice on campuses against their members.
- *Search for satisfaction of one's aspirations and needs:* Students who are in desperate need of satisfying their aspiration and needs may go to the extent of becoming cult members. For example, a student may belong to a cult whose objective is to ensure high success of their members in academic examinations by whatever means.
- *Search for security:* Many students join cult groups for protection. Some female and male students join to secure their relationships.
- *Search for social identity:* Students join cults to be popular. They want to be regarded as powerful people; for them, it is a way of achieving prestige and greatness. It is their belief that they can influence decisions on campus and dictate Students Union Elections through these groups
- *Search for protection against sanctions:* Some students join campus cults to gain respect and recognition and to acquire protection against sanctions from members of the community.

### **Causes of Cultism**

Despite the negative consequences of cultism, cult activities still thrive on Nigerian campuses. Ogidefa (2008) and Osakinle and Falana, (2011) identified some of the causes of cultism on Nigerian campuses. A number of institutional administrators are autocratic and maintain hostile relationships with staff and students. They rarely involve members of the community in decision-making. They ban student unionism at will. This atmosphere promotes violence and cult activities because the peaceful resolution of conflicts has been made impossible. Some

institutions maintain boarding facilities but administrators rarely find time to understand what is going on in these hostels. Cultists in educational institutions watch government officials violate the laws of the land with impunity because they are members of secret cults. Governments also fail to apply sanctions against cultists who contravene the law because of the protection offered by those affiliated with cults in the corridors of power. Cultists are therefore given the impression that they can get away with acts of lawlessness (Ogidefa, 2008).

Some parents have abandoned their responsibility for the moral upbringing of their children because of the desire for material wealth. They hardly show interest in the progress of their children at school and rarely attend parents' forum meetings. Schools teach Islamic and Christian Religious Studies so that students pass their examinations without emphasising the moral lessons that can be gleaned from such topics. Some religious leaders also fail to act as good role models for younger generations. The hearts of the young are consequently left vulnerable. Our educational institutions have inadequate basic amenities including accommodation, transportation, and recreational facilities. Students are sometimes encouraged to join violent groups like cults that wreak havoc in these institutions because of the insensitivity of government and institutional administrators to their plight (Osakinle & Falana, 2011).

The mass media also expose the young to all kinds of negative behaviours, occultism literature and obscene behaviour. Advertisements and literature in the media detail the ways in which youths and adults can join cult organisations, both locally and internationally. Youth who suffer from mental illness tend to be more frustrated and fed up with life. In an attempt to express their anger against neglect, they may join cults to unleash terror on the society that has contributed to their emotional distress. Student's participation in cult activities may be influenced by their parent's involvement in similar activities. Parents who are members of cults will not see anything wrong with their children's involvement in cultism. Parents may encourage their children to join cults so that they may maintain the traditional titles given to them. Children from broken homes may also find solace in cultism. A home that is characterised by child abuse, intolerance, violence, insecurity and hostility may be a breeding ground for prospective cult members.

Motivation for joining cults may come from peer group influence. Some students have become cult members because their friends are members. Members of a particular peer group influence one another based on the experiences they have had in their various environments. Nigerian adult society is often materialistic, dishonest, and corrupt. There is intense ambition for wealth and power and some members of society unleash terror on other members in order to achieve their goals. Some recruit young adults to perpetrate heinous crimes and can erase the long arm of the law. They are the fraudsters, kidnappers and ritual murderers. Children who grow up in this kind of environment may see nothing wrong with cult activities that involve the maiming and killing of innocent people. There is also the issue of "Godfatherism" - people who are ready to protect cultists from prosecution. In some institutions, certain administrators and lecturers are members of cults and student cults are used against other members of the community to promote selfish interests. There are allegations that some Vice Chancellors sponsor cult activities in their universities to silence dissent (Osakinle & Falana, 2011). In addition, many learning facilities in educational institutions are so inadequate that some students cannot cope academically. Because of the enthusiasm for certificates, such intellectually weak students join cults to harass lecturers and administrators into providing undeserved marks.



## Effects of Cultism on Educational Development

The Nigerian institutions of higher education system is characterised by numerous problems (Ololube & Egbezor, 2011; Agih, 2011), which have resulted in a poor worldwide ranking based on research output, coupled with teacher-student ratio; proportion of international staff; employers' rating of graduates; and peer review. This is evident in the 2005 report of the Nigerian „National Universities Commission“ (NUC) accreditation exercise. NUC found that non-accreditation of the law programmes of the first generation universities in Nigeria (universities of Ibadan, Ife, and Nsukka), was a direct consequence of structural problems, dearth of qualified academic staff and learning facilities (Nwaopara et al., 2008).

However, the educational aims and objectives of the Nigerian philosophy of education include the inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society (FRN, 2014). Increases in cultism in our campuses and without doubt, larger society are becoming worrisome. The Nigerian educational system has failed to achieve its aims and objectives in large part because of cult related activities (Ogunbameru, 2004).

Wali (2007) and Ololube (2011a) has highlighted some of the factors that have an effect on educational development in Nigeria:

- Cult activities disrupt academic calendars and business activities on campus
- Cult activities disrupt social and recreational events on campuses
- Cult activities on campus lead to the death of students and staff
- Cult members destroy facilities on campus when clashing with rival cults
- Cult members harass, embarrass and humiliate innocent students and staff
- Members of school communities have their movement restricted because of cult activities
- School property is stolen by cultists
- Students and staff are physically injured by cult members
- Students and staff live under constant fear following the activities of cult members on campuses and consequently academic activities are affected.
- Parents and host communities are greatly affected by the activities of cultists

## Remedies to Cult Activities on Campus

Nigeria with well over one hundred and fifty tertiary institutions, has witnessed unprecedented violent behaviours occasioned by students' involvement in campus cultism (Gboyega, 2005). Nigerian government at all levels and student-governing bodies in institutions have tried in curbing cultic activities in Nigerian campuses and it seems that their efforts are not enough to arrest the situation. The unprecedented increase in cultism and cult-related activities within and beyond campuses and the attendant tension, insecurity and threats to life and property need to be taken seriously and addressed by those in power immediately (Ololube, 2011a). Below are some of the ways that cult activities on campus might be curtailed:

**The role of parents:** It is the duty of parents to give their children and wards proper attention and training by monitoring their daily activities early in life. They must also show examples of good behaviour and morals/ethics to their children and wards. Parents should be able to provide

counselling for their children and wards on continual bases so that they do not deviate from prescribed rules and regulations. Parents should deemphasise materialism as a means of survival.

**The role of religious organisations:** It is evident that religious organisations have failed in their duty to bring stability to society and overpower the concentration on materialism in their preaching. A deemphasis on material wealth will go a long way in the reduction of cult activities on campuses.

**The role of students:** Students also have a greater role to play in curbing the activities of cults on campus. Students should see and speak about cult activity as anti-social and anti-academic. They should realise that none have benefited from cult activity and many have encountered trouble with the law and death as a result. Students should spot, expose and ensure instant punishment for cultists. Students should discourage each other from joining cult groups and remain serious in their academic pursuits. Nigerian students should agitate for independent student unionism and ensure that credible leaders are elected to champion a new orientation for students on Nigerian campuses. On an interpersonal level, students should encourage cultists through seminars, symposia, workshops, and group discussions to abandon their counter-productive exhibitions and channel their energies to progressive activism. In this way, students can redirect their energies towards capacity building that will ultimately usher in a virile society (Ajayi, n.d).

**The role of the government:** It is the functional responsibility of government to make laws that will protect its citizens. Laws are normative and play a role in social engineering. As such, laws must prevent anarchy in society and on campuses. Government's failure to secure and protect lives and property is tantamount to serious weakness on its part. It is the responsibility of government to improve facilities and living conditions on campuses so as to minimise perceived strain on the social system which influences cultism on Nigerian campuses.

**The role of the institutions:** Academic freedom, autonomy and the proper democratisation of education will ensure full participation of students and other marginalised segments of the academic community in the process of policy formulation and decision making.

**The role of the society:** Nigerian society is engulfed with nepotism, tribalism, favouritism, bribery, corruption, and killing. These activities have set negative precedents in society. Meritocracy has been eroded and replaced with violent activities that hinder developments in the educational systems. All members of society have a responsibility to report unlawful activities to constituted authorities for sanctions.

**The role of guidance counsellors:** Guidance counsellors in educational institutions are concerned with the overall development of students. Cultism is a deviant behaviour and counsellors should be able to help students achieve self-understanding, overcome obstacles to personal growth and development, and achieve optimum development of their personal resources without resorting to violence (Osakinle & Falana, 2011). According to Ogidafa, (2008) guidance counsellors should:

- Assist students and staff/lecturers to better understand themselves and emotional conflicts that can impact their lives. Offer them effective means of coping with personal problems and assist them in effectively pursuing their positive goals;
- Counsel parents/guardians and seek their cooperation in areas that affect their children and wards;
- Encourage students to expose any secret, unauthorised group meetings of students as this could lay the foundation for cult formation;
- Organise a Vice-Chancellor/Rector/Provost-student dialogue at least once a semester to address student concerns with campus and academic life;
- Organise and execute orientation programmes each semester for new and old students pointing out the dangers inherent in cult membership
- Show films on the repercussions of cultism and other anti-social behaviours such as exam malpractice, sexual immorality, and robbery and give former victims a chance to share their stories;
- Work in close relationship with the students' affairs office and other service units of the institution to facilitate conducive environment for learning.

## **METHODOLOGY**

In this study, a qualitative research design that used document analysis to evaluate the activities of the secrete cults was employed. This approach was used because it enabled the researcher to obtain and interpret information, its meaning and experiences from a broad standpoint. Documents are valuable sources of data about research. The categories of documents used in this study include both primary and secondary sources. Primary sources include reports and publications that have first-hand information on the theme of this paper. Secondary sources include textbooks, journals, and reports of research carried out by other investigators, relevant to this topic. Primary and secondary documents such as these are often generated contemporaneously with the events they refer to. Hence, they are less likely to be subject to memory decay or memory distortion as compared to data obtained from an interview (Bowen, 2009). When seeking out the aforementioned materials, there was a need to assess their validity and value to this research. To some extent such assessments are contingent on the agenda and approach of this research (Pole & Lampard, 2002; Ololube, 2009a, b, 2011b; Bowen, 2005, 2009; Creswell, 2003; Curry, Nembhard & Bradley, 2009; Uriah & Wosu, 2012). All the materials used for this study were validated using Scott's (1990) overlapping validity criteria of authenticity, credibility, representativeness and meaning.

## **CONCLUSION**

This paper evaluated the role of cult activities on educational development. It highlights that the administrative style of institutional administrators, government's lukewarm attitude towards cult related activities, inadequate religious and moral instructions and education, inadequate welfare programmes for students, inability for the mass media to effectively education their audience are among the causes of cultism on our campuses. Others factors are mental illness, parental and home background, peer group influence, the society we live in—where the adult society is often materialistic, dishonest, and corrupt. The support staff of educational institutions give to cultists

and the unfavourable learning environments where many learning facilities in educational institutions are so inadequate that some students cannot cope academically. As a result, join cult to be able to intimidate lecturers to award unmerited grades.

Tertiary education system is responsible for the development and production of high-level work force within the context of the needs of the nation (Ololube & Egbezor, 2011). Tertiary education systems in Nigeria has failed to produce and enlarge the quality needed labour force, which is the bedrock of development of any country because it has been bisected with myriads of cult related problems like volatile academic programmes, examination malpractices, sexual harassment, killings, drug abuse and aggressive students' unionism.

However, this paper suggests remedies to cult activities on campus. Parents should give their children and wards proper attention and training by monitoring their every day activities early in life. Religious organisations should deemphasise material wealth and tell the truth to there audience that there is no food for lazy men and women order than preaching prosperity. This will go a long way in the reduction of cult activities on campuses. Students on their own have a greater role to play in curbing the activities of cults on campus. They should see and speak about cult activity as anti-social and anti-academic. Government has the sole responsibility to make laws that will protect its citizens and punish criminals. Therefore, government should stand up to these responsibilities. Societies worldwide are engulfed with nepotism, tribalism, favouritism, bribery, corruption, and killings. These activities have set negative precedents in societies. The earlier we make a „U“ tum the better for our societies.

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# A CRITICAL EVALUATION OF CHARACTER AND MANAGEMENT IN ORGANISATIONAL LEADERSHIP IN NIGERIA

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## Abstract

The basic thrust of this paper is on the character evaluation and management of leaders in organizational setting. The obvious causes of poor character leadership and its attendant effects were lucidly discussed. The paper is categorized into: introduction, conceptual clarification, etc. The centrality of the paper is anchored on its objectives which include the following; Assess the relationship between character control and management, establish relationship between character control and organizational leadership, and identified the nature of character and activities of leaders in organization and the consequences of bad character on the stability of organizational setting. The study adopted the Human relations theory as theoretical framework, and the qualitative research analysis method. This enabled the researcher to show interest in critical observations, case studies among others. The findings include the following: bad character leads to poor organizational management, poor productivity arose from lack of character control in organizational setting etc. The paper submits that appropriate recommendations were suggested and the paper contended that for existing institutions to achieve its goals, leaders of such organizations/institutions should have sense of belonging, organizational drive anchored on good character and other leadership qualities.

**Keywords:** Organization; Management; Leadership; Character.

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## INTRODUCTION

The existence of organization is to assist government (both public and private sectors) to harness the goals of government expectations. It is therefore sacrosanct to acknowledge that in order for goals of this magnitude to be attained, the character of the leader in charge of such organization must be geared towards the genuine pursuit of goals by the leaders. It further requires the effective and resourceful drive of the leader, working in tandem with the personnel of the organization in order to achieve these objectives. Strategies that are environmental friendly should be such that are adopted and acceptable to both the leader and the led. The essence of this

approach is to ensure that productivity which is the fulcrum of the organization do not suffer. According to Okoh (2005), “attitude to work is a critical determinant of productivity in any organization, public or private. It has to do with the feeling, habits and beliefs that affect the individual behaviour at work. These may pre-dispose a positive or negative attitude to work.

Over the years, organizations all over the world (be it public or private) as governments agencies, assist to formulate and implement government policies and programmes since government cannot do it all by itself. Therefore, the functionality of these organizations depends on the availability of leaders whose objective is to direct and co-ordinate the activities of the organization (structures, personnel, resources etc) towards goal attainment. University institutions, police service commission, the Army, local government service commission, Shell petroleum, Agip petroleum, Hospital Management Board, just to mention a few are all in the vanguard of assisting existing governments in tackling issues of productivity and services that are expected of government.

As insightful as the collective approach may seem toward goal attainment, some organizational leaders for reasons that this paper intend to explore hinder the process which consequently distort organizational output and further frustrate the efforts of government. This is because some heads of institutions (organizations) do not always meet up with goal of organizations with basic administrative functions that are character bound. Often time, the master/servant approach is always adopted towards the pursuit of the organizational goals. The use of incessant queries to subordinates even when it does not call for it is the most welcomed approach on the part of some heads towards achieving results. Agree that it yield some results at the end of the day but not in all cases. Again, some heads of institutions may not even give punishment to erring staff of the organization, either because they have a strong affinity with the affected staff or they are afraid of sanctioning them. The efforts and offenses of workers are not directly related to rewards and punishments” (Ejiofor, 1987). This is because according to Okok (2005), “favoritism towards ethnic men, secret cult members, the opposite sex, Club members and other extraneous factor create laxity and flexibility in the implementation of rules and regulations, such that workers are not punished when they err and are rewarded even when their work performance is low.

Character control and management of organizations is built on ego which consequently retards the pace and progress of organizational output. An organization that is out to complement the effort of the government should be headed by a leader that is not egoistic conscious. More often than not, such leaders should see himself/herself as part of the people he is leading. The master/servant relationship approach should not get into his head. By so doing, the goal of the organization is guaranteed. This is because, these subordinates will not even see him as a boss but rather as one of them. In order words, the human relation approach or behavioural approach as suggested by Elton Mayor should be adopted. “For in this may, by making the employees happy, the organization would obtain their full co-operative and effort and thus increase its efficiency. The leadership can achieve this objective without necessarily losing its bearing in terms of the goal of the organization or establishment. (Ibodje, 1999).

## **THEORETICAL FRAMEWORK**

Considering the sensitivity of this topic, as it cross across the fields of human endeavor, so many theories including, structural change theory, system theory, elite theory McGregor group theory X and Y, just to mention a few would have sufficed for this study. But, we have decided to adopt the human relations theory because of its peculiarity and suitability to the topic.



## **The Human Relations Theory**

The Human relations theory, alternatively referred to as behavioral theory was developed by Elton mayor. The basic thrust of the theory is anchored on the smooth relationship between the leader and his subordinates in course of goal attainment in an organisation. Elton Mayor is of the view that for every organization to attain its goals and objectives there should be cordial relationship between the leader of the organization and his personnel. It was on the strength of this he came up with a study that has to do with “The Ban wiring Room study” where the supervisor in charge of the work created an atmosphere of cordiality between himself and the workers to achieve the goals and objectives of the organization. According to Ibodje (2000), “It was found that the supervisor was in fact under great pressure to conform to the norms of the group of which he was supposed to be in charge”. The point to note is that organizations achieve its goals faster and quicker when the master/servant relationship as it is most seen and recognized in some organizations is jettisoned. So, the Elton Mayor theory will help to enhance and smoothen the relationship between the leadership and its subordinate in the pursuit of organizational goals given its peculiarity.

## **CONCEPTUAL CLARIFICATION**

Over the years most organizations were designed by successive governments to help pursue and achieve the goals of government. So, these organizations/institutions are headed by leaders that would help key into the belief and expectations of government in order to achieve these objectives. For clearer understanding and interpretation of these goals, a clearer definition and meaning of some these concepts are very necessary in this aspect of the paper. Concepts such as organization, management, leadership and character requires some analysis and explanations. The idea is to see how these concepts works in synergy to achieve government expectations as well as aspirations in existing organizations/institutions.

### **Organization**

Organization implies a setting, accommodating human and material resources geared towards achieving an objective. It can equally be seen and regarded as institution set up by government to collectively assist in the formulation and implementation of government directives or policies. Nwachukwu (1988), opined that an organization is a group of people bound together to provided a unit of action for the achievement of predetermined objectives. Similarly, Isibor (2002), sees organization as the process of combining the work which individuals and groups have to perform with the facilities necessary for its execution; that the duties so performed provide the best channel for efficient, systematic, positive and co-ordinated application of available effort. In the words of Sherlekar (1984), organization is a “conscious combination and a systematic arrangement of various economic resources otherwise known as the 6ms-namely men, money, machine, materials and management”. Corroborating the above concept of organization, Oyibo et al (2000), conceptualized organization to mean “social institutions which have been in existence since the beginning of civilization.

Different interpretations and meaning can be used for the concept of organization. What is imperative is its objectives and goals. Thus there are private organizations that has similar objectives of government or public organizations. There are private organizations that requires the back up of government in the execution of its policies and programmes. Perhaps, it is in the light of this Sharma (1984), cited in Oyibo et al (2000) defined organization to mean “the

rational coordination of the activities of a number of people for the achievement of some common explicit purpose/goal, through division of labour and function and a hierarchy of authority and responsibility.

## **Management**

Management unlike organization is the act of influencing and directing people in an organization to achieve the objective of that organization. In other words, management involves coordination, directing, controlling etc of the subordinates by the manager or supervisor (leader) in order to achieve the objective and goals of the organization. According to Obiora et al (2018), management is the administration of an organization, whether it is business, or not for profit organisation or government body.” In line with the above, Griffin (1997) opined that “management is a set of activities (including planning and decision making, organizing, leading and controlling) directed at an organizations resources (human, financial, physical and information) with the aim of achieving organizational goals in an efficient and effective manner.

However, what becomes very important to note here is that management and organization share common similarity in terms of goal or objective attainment. That is, the two complements each other. According to Ibodje (2000), “Organization and management go together just as the physiological structure of a snail and the biological process which enables it to function and produce some specific pattern of action go together. He went further to say that while organisation (as a structural framework) can assume some definite form and thus be static within a given period of time, management as the invisible operationalisation of the framework can be dynamic with production, regards to production of outputs or results depending on the changes in the inputs of experience and others with which the structure is run. So, these two concepts depend on each other to achieve the objective of every existing organization. This is because according to Okoli et al (2002), “attitude of an employee towards organisation goals or towards authority exercised over him is very closely related to the attitudes of the person who work with him.”

## **Leadership**

A leader is one who has the innate potential and idea to direct, and co-ordinate the action of others in organisation in order to achieve a desired goal or objective. According to Obiora (2020), a leader can be defined as a person that leads or hold a dominant or superior position within his field and is able to exercise a high degree of influence over others. It can also be seen as a person who influences a group of persons towards the attainment of a goal.” In the same vein, Sapru (2013), sees leadership as “the process of directing the behaviour of others towards the accomplishments of some objectives.” Again, Ezeh (2013), opined that leadership is a social and influencing function that involves influencing people in order to attain the goals of an organization. In line with the above, Ivancovich et al (1994), considered leadership as the process of influencing other people to attain organizational goal.

## **Character**

Character implies good behavioural conduct. It has to do with the behaviour and manner an individual parade himself particularly in his relationship with people. More fundamentally, his action in pursuing one goal or the other as it relates to organizational setting. There are individual with poor and nauseating character (behaviour that affects the goal of an organization,

be you a subordinate or a leader. Once you have this type of people in a group arrangement or organization, the objective or goal of that organization suffers. This is obviously because the character of the individual in the organization leaves much to be desired. Thus, the good behavioural conduct of the individual towards organizational goal can be termed organizational behaviour. The good behaviour of personnel or leader of the organization help in many ways to harness the achievement of the organization. According to Okieruovo (2018), organizational behaviour often abbreviated as OB is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. It is logical to conclude that a good character that is anchored on organizational behaviour can bring about job satisfaction and realization of organizational goals. So, both the leader and his subordinates need this variable as a therapy to achieving the goals and objectives of organization.

From the concepts, analyse so far, the effectiveness and efficiency of institutions/organizations depend primarily on the availability of the leader to help government actualize its expectations and objectives. This is obviously because government cannot do it alone. It therefore requires the character of a good leader to be able to ensure that these dreams (objectives) are realizable given his sense of character evaluation regarding the job. Human capacity has become a critical index of competition in the world of business, unsatisfied employees produce unsatisfactory results, therefore, it is very vital for top management to take care of their employee to ensure that they are satisfied with their jobs; when they are satisfied, they strive to attain the organizations' goals and objectives (Eguan, 1998). Quereshi et al. (2007), concluded that HRM practices are positively correlated with employees' performance. Performance appraisal as HRM practice as opined by Shahzad et al. (2008) showed "a formalized process for monitoring workers and is intended to be a management tool to improve the performance as well as productivity of workers.

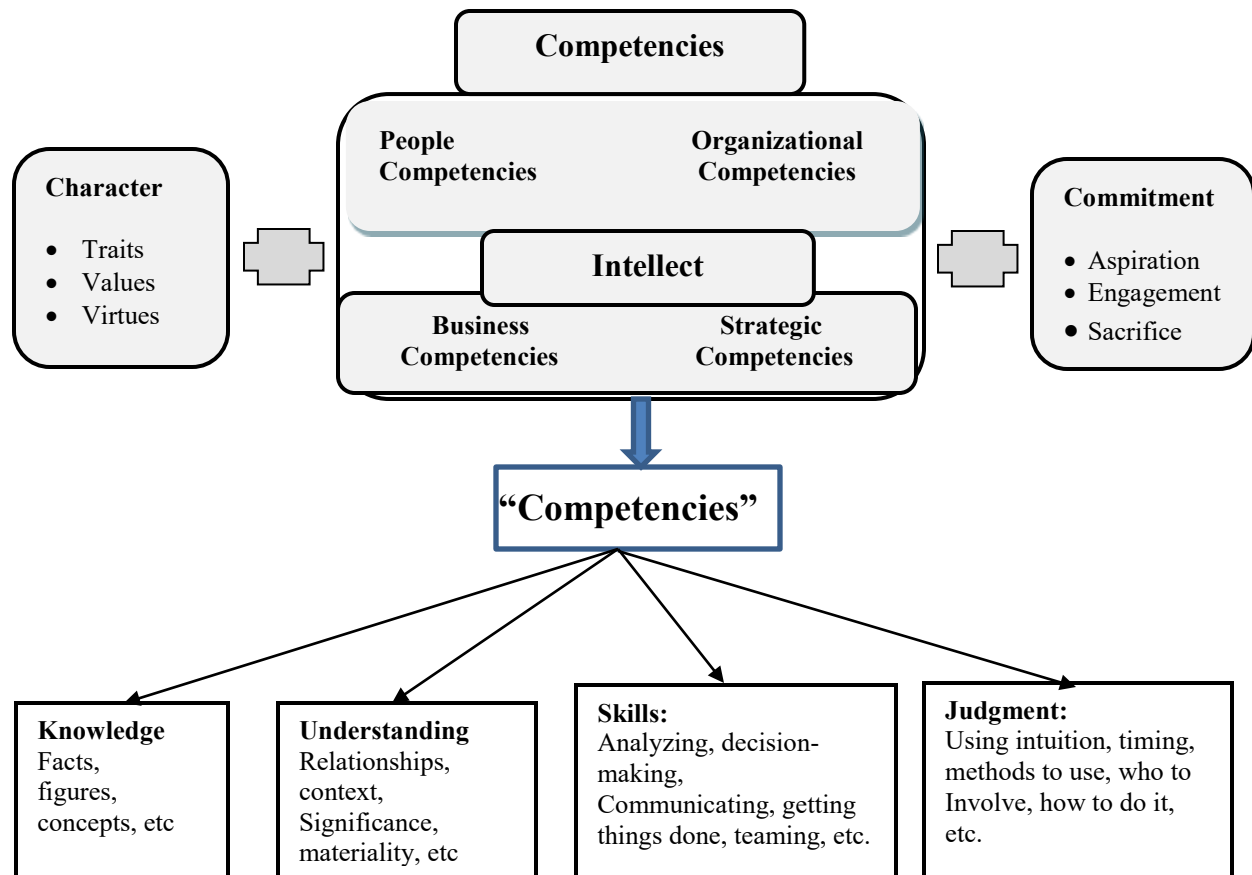
The summary of this part of the literature review is for the heads of these organizations to apply some semblance of rationality in dealing with the subordinates in order to be able to achieve the desired goals and objectives of the organization for existing government. The reality is that; government can't be everywhere. Therefore, the onus is upon the individual heads to use their talents, initiatives to create a better work environment that is devoid of acrimony and hatred. Motivation, inspiration and good neighbourliness" (relationship) will promote and sustain productivity in institutions or organizations.

### **Role of Character and Management in Organisational Leadership**

An organization that is headed by a leader should be such that the leader of the organisation should as a matter of necessity influence the subordinates to achieve the goal of the organization. The diagram below reflects an organization of competencies where individual character is clearly defined by traits, values and virtues. The point to note is that for the organisation to attain its goals, apart from the aforementioned character traits the average organizational worker is expected to possess, the diagram revealed that with the competent as well as strategies that will assist in achieving results, some levels of commitments that are anchored on aspiration, engagement and sacrifice, as shown in the diagram must be seen to be displayed by both the leader and the workers. To this end, competence that is embedded in knowledge, understanding (that has to do with traits of relationship, significance etc), skills and judgments would have helped to accelerate organizational output and productivity. So, the leader requires some of these variables to achieve objectives and goals of organizations. The use of intuitive, timing methods,

who to involve, how to involve the staff or personnel of the organization should be sacrosanct in the mind of the leader so that the pursuit of goals is guaranteed.

**Fig. 1** Diagram depicting a leader's strategies in work organizational setting.



Source: Gandz et al. (2010).

From the analysis of the diagram provided in figure I above, it goes to show that character of a leader vis-à-vis his subordinates should be built on traits, values and virtues. In agreement with this, competencies of personnel with its leaders should equally be anchored on aspiration, engagement and sacrifices. More often than not, it has been observed that most organizations do not make the much anticipated achievements probably because of the absence of sacrifices, lack of commitment to organizational goals. Perhaps, because it is not their personal business.

It is therefore fundamental to acknowledge that from the diagram above, competencies of leaders and their subordinate should be sustained by knowledge, understanding skills and judgment. These attributes mentioned becomes necessary for the leader in order to be sure of his goals and objectives. As contained in the diagram, judgment is very fundamental. The ability to use the right persons, time specification for an existing job and some levels of intuition are necessary ingredients for an effective and efficient job performance and organizational output.

## CONCLUSION

The conclusion of this paper is built on the fact that leaders of organization or governmental institutions should as a matter of necessity relate well with their subordinates in course of pursuing organizational goals. In the diagram mention in the discussion, it was clearly seen that goals as well as objectives of the organization were realizable borns out of good traits of

character in working organization. The competencies of the leaders among other variable helped to accelerate the degree of productive output. Therefore, the human relation's theory that places much emphasis on good relationship between the boss and the subordinates towards organizational goal attainment should be encouraged. McGregor theory "Y" that makes the average organizational worker to see work as if though he is resting or playing should equally be seen as a therapy for successful goal attainment leaders should at all times work in tandem with their staff to achieve results. According to Obi (2004), during a two-year research, the researchers discovered that to some degree the results they were obtaining were influenced by the fact that researchers themselves had become part of the experiment. In other words, the preference of the researcher was affecting the results because the workers enjoyed receiving attention and being the subject of study and were willing to co-operate with the researcher to produce results they believed the researcher desired.

### Suggestions

The following suggestions are made in the light of the foregoing discussion:

- The leaders should adopt the Mc Gregor theory „Y“ in the work organization.
- Adopt the Elton Mayor "Human relations theory. That is the boss should see himself as a worker among the subordinates she or he is leading.
- Better and friendly working environment should be created to motivate workers.
- Suggestion boxes devoid of victimization should be put in certain positions within the organization for workers to express their minds in order for the boss to know their feelings and how he/she leads.
- The boss should device a strategy to show some empathy on people who are bereaved and more importantly to check on those through a Committee on those who may not be favourable disposed to come to work the previous days.

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# BUILDING LEADERSHIP POTENTIALS AMONG UNDERGRADUATES THROUGH MANAGEMENT AND CURBING OF DRUG ABUSE

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## Abstract

The study examined drug misuse and the issues brought on by it. Drug abuse is the use of drugs, whether they are legal or not, improperly. Environment and heredity are the two main categories into which the causes of drug misuse can be classified. The signs of drug abuse can be broken down into two categories: both behavioral and physical signs. Physical manifestations of the condition include bloodshot or glazed eyes, dilated or constricted pupils, abrupt weight fluctuations, changes in hygiene, dental problems, changes in skin, and difficulty falling asleep or excessive sleep. Increased hostility or irritability, changes in attitude or demeanor, lethargy, sadness, abrupt changes in a social network, drastic changes in habits and/or priorities, and involvement in criminal activities are only a few examples of behavioral indicators. Long-term effects of drug abuse include depression, anxiety, panic disorders, increased aggression, paranoia, and hallucinations, while short-term effects include changes in appetite, sleepiness or insomnia, increased heart rate, slurred speech, changes in cognitive ability, and a temporary sense of euphoria. Understanding how substance misuse arises, avoiding peer pressure and temptation, and information-dissemination programs that focus largely on teaching about drugs and their effects are just a few of the several strategies to prevent drug usage. In conclusion, healthcare professionals should customize a patient's care to their needs. Behavioral therapy, group therapy, and medicine are frequently used in conjunction in community-based organizations and state-funded treatment programs.

**Keywords:** Leadership, Potentials, Undergraduates, Management, Drug Abuse.

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## INTRODUCTION

The use of certain chemicals to produce pleasurable effects on the brain is referred to as drug misuse or substance abuse. Over 190 million people use drugs worldwide, and the problem is becoming worse at an alarming rate, especially among young adults under 30. (Mandal, 2021). Dumain (2021) defines drug misuse as the use of legal or illicit substances inappropriately. You might exceed the recommended dosage or utilize a prescription written for someone else. You might misuse drugs to feel better, reduce stress, or escape from reality. However, you may generally stop using altogether or adjust your bad habits.



Drug misuse is a widespread issue that puts people's lives, societies, politics, and security in many nations at serious risk (United Nations, 2008). United Nations (2005) observed that the availability of a broad variety of drugs and a growing consumer base have led to an increase in illicit drug use around the world. The main worry is that youngsters appear to be the new target market for the global drug industry (NACADA, 2012). Drug abuse is the use of drugs for reasons other than medical needs, which has an adverse social, cognitive, and physical impact on the user (Kuria, 2016).

An individual's increased propensity to argue with friends, instructors, and school officials may be a sign of social impacts. Cognitive impacts include memory loss and a person's inability to focus on their academic work. As a result, according to Lewinsohn (2007), a drug is anything that alters how individuals feel, think, see, or behave but is not food or water. It is a substance that, as a result of its chemical makeup, alters how the body, mind, and emotions work. Through chewing, breathing, drinking, smoking, rubbing on the skin, or injection, it can enter the body. The use of drugs by young people around the world has become a serious issue that affects everyone. Many people, especially young people, are pushed into a downward cycle of hopelessness by addiction, which can sometimes be fatal. They range from ecstasy-using teenagers and glue-sniffing street kids to devout heroin and cocaine addicts (Nacada, 2005).

Drug misuse is to blame for lost income, property damage in schools, skyrocketing health care costs, and disintegrated families. It is a problem that impacts all of us, including parents, kids, teachers, elected leaders, taxpayers, and employees. Marijuana usage was more frequently reported worldwide, and Americans had the highest rate of use at 42.4% compared to New Zealanders' 41.9%. The United States had citizens who were four times more likely to report using cocaine in their lifetime than the next closest country, New Zealand (16% vs. 4%). (Warner 2005-2008). The currently proposed research aims to investigate the extent and character of alcohol use and how it influences students' academic performance in line with current studies on alcohol and drug use among college and secondary students.

According to a South African survey, smoking and alcohol usage are both prevalent among high school students, with a rate of 39.1% and 10.6%, respectively. Drug usage in South Africa is double the global average, which indicates a severe drug issue. Their drug use affects more than 15% of the population. According to studies, those who begin drinking before the age of 15 have a fourfold increased risk of developing alcoholism.

Students who use drugs or drink in school are three times more likely to commit violent crimes. As drug dealers target schoolchildren in Nigeria, drug abuse is escalating into a catastrophe in both rural and urban areas. Therefore, it is necessary to do the study in order to evaluate the drug abuse issue.

## **CONCEPTUAL CLARIFICATION**

Drug is a drug that some people smoke, inject, or otherwise consume to experience pleasurable or stimulating experiences. It can also be a component of a medicine or a drug used to treat sick patients. According to Sussman and Ames (2009), a drug is a material that may be ingested into a person's body and, if ingested, affects certain bodily functions. Chemical molecules known as drugs have the power to alter how your body and mind function (National Institute of Health, 2021). Drugs may be used for disease diagnosis, treatment, or prevention. Drugs can help the body heal from illnesses by killing microorganisms. Some medications help to stop headaches. Some medicines influence neurotransmitter activity by crossing the blood-brain barrier. The focus of this book is mostly on drug types that have a direct or indirect impact on how neurotransmitters operate in the brain. Drugs are metabolized by the body in four phases, and when taken concurrently, they may interact in a variety of ways.

According to the National Institute of Health (2021), medicines are chemical molecules that have an impact on both the body and the mind. The precise effects vary from person to person and depend on the medication, dose, and manner of administration. Even using a medicine moderately or in accordance with a doctor's prescription can have short-term effects. As an illustration, drinking one or two drinks can cause mild drunkenness. It's possible to feel unconstrained, at ease, or tired. Blood pressure is raised and alertness is increased by nicotine from cigarettes and other tobacco products. While taking an opioid as prescribed by a doctor can assist with moderate to severe pain, opioids can also make you feel sleepy, cause shallow breathing, and cause constipation (Yellayi, 2020).

## **Drug Abuse**

The use of certain chemicals to produce pleasurable effects on the brain is referred to as drug misuse (Mandal, 2021). According to the National Institute of Health (2021), drug misuse is the use of legal or illicit substances inappropriately. You might exceed the recommended dosage or utilize a prescription written for someone else. You might misuse drugs to feel better, reduce stress, or escape from reality. However, you may generally stop using altogether or adjust your bad habits. One of the ills of modern civilization is drug misuse. It has affected every part of our society and every region. It can be found in both rural and urban places, among the rich and the poor, men and women, young and elderly.

However, young boys and girls are most likely to engage in it, particularly at hostels and virtually all educational and technical institutions. As a result, drug abuse is a problem in practically every nation on earth. Alcohol is used worldwide and is getting more and more readily available. Addiction has turned into a serious curse for people. It has an impact on people in addition to drug addicts, either directly or indirectly. It is a character flaw in the eyes of the average person. Sociologists view it as a social issue, but moral theologians might see it as a matter of vice. Law enforcement agencies view it as a crime and believe it to be sinful. It can be classified as a personality disorder issue by the psychiatrist.

Alcoholism is treated as an illness, and alcoholics' anonymous groups and treatment facilities refer to their clients as patients (National Drug Intelligence Center, 2011). Drug abuse, sometimes referred to as substance abuse, is the habitual use of a drug in which the person consumes the drug in quantities or ways that are hazardous to them or others (Centers for Disease Control and Prevention, 2020). And substance dependence may be identified when a person continues to use alcohol or other drugs despite issues associated to that usage. As a result, compulsive and frequent usage may cause tolerance to the drug's effects and withdrawal symptoms when use is cut back or discontinued. Chemical substances make up drugs.

A drug is a naturally occurring substance or a pharmaceutical preparation that is used primarily to alter an existing process or state (physiological, psychological, or biochemical). In other words, a drug is any substance that modifies an individual's physical or mental functioning. Drug interactions alter the body's biochemical systems. A substance is considered psychoactive if it affects sensory perceptions, mood, thinking processes, feelings, or behavior. Pharmacology is the scientific field that studies how drugs work (Rehm et al., 2009). In contrast to others, some medicines are both legal and unlawful. Legally speaking, alcohol and tobacco are acceptable as some types of medication. Drugs used for medical purposes, though, can also be abused.

It can be used excessively, for an extended period of time, repeatedly, incorrectly, etc. Because of the dependence and tolerance, they cause, illegal narcotics like heroin and cocaine are bad for the body and the mind. It is referred to as "drug abuse" when these medications are used in amounts, concentrations, or cycles that harm a person's physical or mental health and are not medically necessary. While other substances produce both physical and psychological

dependence, its usage results in addiction, which breeds tolerance and reliance (U.S. Department of Health and Human Services, 2014).

## **Symptoms of Drug Abuse**

Physical and behavioral symptoms make up the two main categories of drug abuse symptoms (Thomas, 2021).

### **Physical Signs of Drug Abuse**

Drug use can cause some of the most observable physiological and psychological effects. For instance, when a drug is used for a sufficiently long time or frequently enough that your body becomes accustomed to the persistently elevated presence of the substance, tolerance to the drug develops. As tolerance increases, larger doses or stronger concentrations are needed to produce the same results.

People who use drugs to get high could start taking such high dosages to go past their tolerance that they put themselves at higher and higher risk of overdosing, which might be fatal.

Changes in appearance, such as bloodshot or glassy eyes, might be additional indicators of suspected drug use:

- Widening or dilated pupils.
- Sudden weight fluctuations.
- Hygiene modifications.
- Dental problems.
- Skin modifications
- Sleep issues or excessive sleep.

Depending on the substance and the procedure, different signs will appear (i.e., smoking, injection, etc.).

### **Behavioral Signs of Drug Abuse**

Drug usage frequently causes a person's behavior and habits to change drastically. Some medicines might make it difficult for the brain to concentrate and think effectively.

Problematic substance use is occasionally connected with behavioral changes like the ones listed below:

- A rise in hostility or impatience.
- Shifts in personality or attitude.
- Lethargy.
- Depression.
- Rapid adjustments in a social network.
- Significant adjustments to routines or priorities.
- Participation in illegal conduct.

## **Types of Drug Abuse**

There are many different sorts of drugs and they can be categorized; according to Tice et al. (2018), there are two main groups of substances that are abused:

- Legal narcotics
- Illegal substances

Drugs that are developed, bought, sold, and made legally are those that fall under this category. Pharmaceuticals such as aspirin-containing cough syrups, laxatives, antacids, vitamins, and certain contraceptives, etc. Laxatives, antacids, vitamins, aspirin cough syrups, some contraceptives, etc. are examples of legal pharmaceuticals that can be purchased without a doctor's prescription. These over-the-counter medications, which cost billions to make and market globally, are used for dandruff, constipation, comfort, drowsiness, excitement, and other conditions (Chen et al., 2009).

Prescription pharmaceuticals are any pills or medications that a pharmacist dispenses based on a doctor's or dentist's prescription. Analgesics, contraceptives, antibiotics, medicated shampoos, stimulants, sedatives, antidepressants, anesthetics, etc. are some of them. Amphetamines, barbiturates, opioids, and other psychotropic prescription medicines are misused at the same time to change one's level of consciousness and sensitivity to pain, among other things. Numerous alcoholic beverages, cigarettes, coffees, and teas are used in excess, mistreated, and misused as social drugs.

They are prescription medications that are psychoactive (Lander et al., 2013). Consequently, these are separated into the following three categories:

- Non-prescription
- Prescription medications
- Social drugs, including alcohol, coffee, and nicotine

Drugs that are abused and not used legitimately are considered illegal. It can be broadly split into two categories based on whether it has the potential to create high or low dependence: Cannabis and other hallucinogens because low reliance compared to amphetamines, cocaine, depressants, and opioids, etc. Illegal substances come in a variety of forms depending on their capacity to cause clinical dependence. Heroin, cocaine, amphetamines, barbiturates, etc. are all drugs that cause severe dependence. Additionally, marijuana, LSD, psilocybin, and other substances that cause weekly reliance (Simmons, 2008). Simmons (2008) claims that mistreated. Additionally, drugs are separated based on their nature, origin, mode of action, and effects.

They are examined in a number of categories, including:

**Narcotic painkillers:** The word "narco" in Greek means to numb or deaden. Analgesic denotes a substance that kills or lessens pain. These substances cause a person to slow down and feel happy. These are typically prescribed as painkillers by dentists and physicians. Among them, codeine, morphine, percodan, etc., are significant. Narcotics include certain illegal drugs like heroin and brown sugar. In medicine, the term "narcotic" refers to opium, its derivatives, or artificial drugs that have effects similar to those of opium. They are rather highly addictive painkillers (Shankaran, 2007).

**Stimulants:** are substances such as chemicals and medications that momentarily excite or speed up the central nervous system, as well as the mind and body. "Pep" pills are substances that people consume in order to develop amazing mental and physical abilities. These are referred to as "uppers" because they provide mental balance, excitement, and a very sensuous sense of euphoria by lifting the person out of sorrow and sadness. In the form of pills, stimulants are available and are recommended by physicians. However, some young guys abuse them in order

to experience an ecstasy-like state. Nicotine and caffeine are two commonly used stimulants. Cocaine and amphetamines are the most potent and strong stimulants. These substances have a particularly strong draw on the younger generation. They disrupt the neurological system by traveling through the blood to the brain (Goldstein & Volkow, 2011).

**Depressants:** sometimes referred to as "downers," depress or slow down mental processes, particularly those of the central nervous system, heart rate, and respiration. Chemicals are used by some people to relax, feel peaceful, and sleep well (Fowler & Volkow, 2007).

**Cannabis:** is the name given to marijuana and other substances made from the cannabis sativa plant native to India. It has been grown for generations in various parts of the world due to the robust stem fiber, the oil in the seed, and the psychotropic qualities. The cannabis plant can produce more than 60 cannabinoids; the two most popular drugs in this group are charas (Hashish), Ganja (Marijauna), Bhaang etc (Grant, 2001).

### **Drug Abuse's Root Causes**

Goldstein and Volkow (2011) assert that there are numerous factors that contribute to drug misuse. Below are a few of them:

**Genetics:** Only a small number of those who take drugs abuse them, however it has been shown that drug addiction frequently runs in families, indicating heredity may be one of the reasons of drug abuse. Although having drug-using parents puts a child at danger, it is possible for the youngster to grow up drug-free. Drug misuse is also conceivable in families where there are no other drug users. It is evident that drug dependence is not solely due to heredity (Croft, 2021).

**Co-Occurring Disorders:** Drug misuse frequently coexists with other illnesses, such mental illness. Although it is not believed that drug usage directly causes mental illness, one condition may signal and make the other more difficult. The desire to control the symptoms of an underlying mental disorder may be one of the factors that contribute to drug usage. For instance, a depressed person might utilize drugs to "get high" repeatedly to alleviate their sad symptoms (called self-medication). Drug usage was not caused by depression, but it was one of its contributing factors. However, it is well recognized that not everyone who has a mental disorder consumes drugs, therefore mental illness is not the only factor contributing to drug usage (Tracy, 2021).

**Environmental Conditions:** There are some situations in life that increase the likelihood of abusing drugs rather than directly causing it, especially for younger users. Drug abuse is frequently attributed to parental maltreatment and neglect. Adolescents and pre-adolescents may use drugs in an effort to get their parents' attention or run away from abusive ones; persistent drug usage can lead to drug misuse. Drug abuse can also be greatly influenced by a drug user or by the presence of drugs in the home (Croft, 2021).

### **Drug Abuse's Effects**

Drug misuse can have both immediate and long-term health implications, says Yellayi (2021).

#### **Short Term Effects**

According to Zucker (2008), taking or abusing a prescription drug can result in a number of other immediate side effects, including:

- altered appetite;
- disturbed sleep or insomnia;
- elevated heart rate;
- slurred speech;
- modifications in cognitive function;
- a momentary feeling of euphoria;
- loss of coordination

Drug usage can have an impact on a person's life in ways other than just on their physical health (Croft, 2021). People with substance use disorders, for instance, could struggle to stop taking drugs, have marital issues, perform poorly in school or at work, have trouble keeping up with their personal cleanliness, or noticeably change their look, like losing a lot of weight.

- greater risk-taking and impulsivity;
- a decline in interest in once-enjoyable activities

### **Long-Term Effects**

Drug misuse, especially over a lengthy period of time, can have a variety of long-term health repercussions, claims DiClemente (2005). Chronic drug use can change the structure and function of the brain, which can have long-term psychological impacts like depression and anxiety.

- Panic conditions
- heightened hostility;
- paranoia;
- hallucinations

**The memory**, learning, and focus of a person can also be impacted by long-term drug usage. Depending on the drug's nature and length of usage, several long-term physical impacts can result from drug use (Hill, 2005). However, authorities have connected persistent drug use to the subsequent illnesses: cardiovascular illness, Cocaine and methamphetamine are two stimulants that can harm the heart and blood vessels. The prolonged use of these medications increases the risk of heart attack, arrhythmia, and coronary artery disease (Guo, 2001).

**Issues with the respiratory system:** Smoking or inhaling drugs can harm the respiratory system and cause chronic respiratory illnesses and disorders. By attaching to particular receptors in the central nervous system that control respiration, opioids slow a person's breathing. These medicines can cause slow breathing or loud snoring by slowing down a person's breathing. If an individual consumes a significant amount of an opioid or consumes it combined with other medications like alcohol or sleep aids, they may completely stop breathing (Yellayi, 2021).

**Damage to the kidneys:** The kidneys remove extra minerals and waste from the blood. Drugs like heroin, ketamine, and synthetic cannabinoids can harm or even destroy the kidneys.

**Liver disease:** Drug and alcohol abuse that is continuous can harm the liver's cells, causing inflammation, scarring, and even liver failure.

An overdose can happen when a person consumes too much of one drug or a combination of drugs. The Centers for Disease Control and Prevention (CDC) estimate that drug overdoses resulted in 67,367 fatalities in the US in 2018. Opioids were a factor in over 70% of these fatalities (Zucker, 2008). There is no single, surefire strategy to stop someone from misusing drugs or alcohol, but there are things that everyone can do to stop substance addiction, according to Control of Drug Abuse Anon (2022). The top five ways to stop substance usage are as follows:

**Recognize the progression of substance misuse.** Utilizing addictive substances for pleasure, whether illicit or prescribed, seeking out euphoria after each use, or abusing prescription medicines are the first signs of substance misuse.

**Steer clear of peer pressure and temptation.** By avoiding friends or relatives who encourage substance use, you can cultivate healthy relationships and friendships. We often hear that "we become most like those we surround ourselves with," which means that if you are among people who abuse alcohol and/or drugs, you are more likely to do the same. Teenagers and adults both experience peer pressure on a regular basis. Develop a solid manner to say no, come up with a strong justification, or make a strategy in advance to avoid caving in to peer pressure if you want to stay drug-free.

**Obtain treatment for mental disorders.** Substance misuse and mental disorders frequently coexist. You should get professional assistance from a qualified therapist or counselor if you are struggling with a mental ailment like anxiety, depression, or post-traumatic stress disorder. A professional can teach you effective coping mechanisms so you may manage your symptoms without abusing alcohol or drugs.

**Examine the danger signs.** Examine your family's history of addiction and mental illness. Several studies have shown that these conditions tend to run in families, but they can be avoided. Your chances of overcoming your biological, environmental, and physical risk factors increase as you become more aware of them.

**Live a life that is in harmony.** When something is missing or not functioning in their lives, people frequently turn to drugs and alcohol. You may overcome these life challenges and have a balanced, healthy life by developing your stress management abilities. Create aspirations and goals for the future. These will assist you in concentrating on your goals and in realizing that drugs and alcohol will only stand in your way and prevent you from attaining them.

## CONCLUSION

It becomes obvious that the curse of drug trafficking and addiction affects every region of the world. Drug usage has grown to be a major issue that affects millions of people, particularly young people who are meant to be the leaders of the future generation. Drug addiction has made millions of drug addicts' lives worse since it has made them live wretched lives where they are unable to tell the difference between life and death. The drug abuse situation around the world paints a bleak image. After the oil and armaments trade, it is the third-largest industry in the world, with a \$500 billion annual turnover. Around 190 million individuals around the world use drugs in some way. Drug misuse has a number of intrinsic issues since it increases crime and violence globally and causes enormous amounts of human suffering. Illegal drug production and distribution are also major issues. The international society has made many efforts to educate

people about the dangers of drugs in general and youth in particular. One such activity is the annual observance of June 26 as International Day against Drug Abuse and Illicit Trafficking. The situation is not any better in India, where there are more and more drug users every day.

According to a UN estimate, there are at least one million heroin addicts in Nigeria, however unverified claims claim there may be as many as five million. The Nigerian government is dedicated to confronting and eliminating the drug trafficking threat, and many actions have been made in this direction at the national and state levels. To carry out the campaign against drug abuse, addiction, and trafficking, adequate measures have been taken, including innovative improvements to the legislative, judicial, and enforcement institutions. Strict penalties have been established for some drug-related offenses in an effort to send a deterrent message to potential offenders. All schools of higher learning should enact strict regulations, similar to those that are available in India, including fine payment and imprisonment for a minimum of 10 years that may be increased to 20 years. The state has developed a comprehensive policy with targeted programs to reduce drug usage generally, and numerous government and non-governmental organizations are working in this direction. To deter drug addiction and trafficking, measures are done such as offering education, counseling, and rehabilitation programs. It is never too late, as the saying goes. As a result, we must all concentrate solely on this crucial issue right now. The government should set goals to lower the levels of drug usage. It ought to guarantee that effective precautions are being implemented.

For instance, the drug testing of incoming students entering Nigerian universities should be used as a corrective step rather than a punitive one to reduce drug consumption among undergraduates, who are our country's future leaders. We should all work successfully to end this issue at the personal level. Additionally, talking to and positively influencing children is a crucial role of parents. They shouldn't put too much pressure on them academically and socially so that they become this threat. For drug addiction to be controlled, parental control, including a healthy home environment, is essential. Parents, set an example by modeling empathy and compassion for others in front of their kids. According to research, drug misuse can be decreased by the implementation of preventative programs that involve the family, schools, communities, and media. Youths who regard drug usage as detrimental cut back on their drug use, despite the fact that several events and cultural variables influence drug abuse patterns. As a result, it's important to educate children and the general public about the dangers of drug usage and to constantly stressing to students, parents, and medical experts that abstaining from drug use can avoid drug addiction.

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# EFFECT OF LEADERSHIP ON THE PRACTICAL USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN PRIVATE SCHOOL SYSTEM IN ASABA

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## Abstract

This paper examines the effects of leaders on the practical use of ICT in teaching and learning using a case study of a private school system in Asaba. The key source of data for this research were the interviews with school heads and teachers, observations, and document analysis, which revealed that the leaders are critical factors when it comes to ICT deployment in a classroom in an effective manner. School leaders do not need to be information technology (IT) experts, but they must have the vision to adopt this reform, be capable of setting an example, and be able to support their teachers by offering ongoing professional development to help them feel confident ICT users. This will help teachers integrate ICT into daily lesson planning, which will ultimately improve students' learning.

**Keywords:** Leadership, Information, Telecommunication, Technology, ICT, IT.

Reference to this paper should be made as follows:

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## INTRODUCTION

This article focused on how school leader methods affect students' practical usage of ICT for effective teaching. The way teachers teach, pupils learn, and school principals administer their schools are changing as a result of ICT implementation. Support and coordination are essential to integrating ICT into teaching. In the modern world, successful ICT integration is a challenging task for both the administrative and educational sectors. A lot of studies have been done on ICT adoption in schools, but very few show the relationship between the ICT's meaningful practical use and the impact of leadership strategies on it. The ultimate goal of ICT adoption is to enable effective learning transformation, inspire teachers to incorporate ICT into their pedagogical practices, and motivate students to use ICT in everyday life. Over the past ten years, ICT has been added to both public and private schools in Pakistan, especially in the Punjab province.

A significant amount of foreign aid has been spent on setting up a foundational IT infrastructure and implementing computer education in all of Punjab's public schools. The educational effectiveness of technology in teaching and student learning, however, is a contest (Stuart, 2009). Information and Communication Technology (ICT) can be deployed effectively, if school heads actively support it, learn it well, have sufficient knowledge of it, provide ongoing professional development, and support their staff in the process of this change (Tearle, 2004), moving from objectivist knowledge to constructivist one, this research will determine the impact of leadership strategies on meaningful use of ICT in schools. For students to engage in meaningful learning through effective use of ICT, they must actively engage in ICT-integrated activities, reflect on their prior learning, discuss and analyze specific situations in groups, and work collaboratively rather than competitively (Jonassen, 2010).

## CONCEPTUAL CLARIFICATION

ICT has influenced changes in educational philosophy as well as how it is incorporated into the teaching and learning process, according to Tondeur, Valcke, and Van Braak's (2008) analysis, which found a substantial difference in how it is implemented in classrooms and how it affects students' learning. Constructivism needs to inform technology-led learning more (Clouse & Nelson, 2000). Learning is fueled by student understanding and the effort they put forth to complete a task or activity, and the nature of a task dictates the level of learning that is necessary (Jonassen, 2010:2). Jonassen (2010:3) stated that the work should involve active, creative, intentional, authentic, and cooperative actions to truly engage students in their learning. Support learning as a process of actively building knowledge rather than only acquiring it, and define instruction as a process of assisting that construction via cooperative real activities rather than merely delivering knowledge. Students engage in higher-level thinking and reasoning when they use technology for investigations (active and manipulative), exploration (articulate and reflective), writing and model building (intentional and authentic), community building and communication (collaborative), design, and visualization. Technology may not be the best teacher, but it can be a very effective tool for thinking (Jonassen, 2010:10).

In Pakistan, ICT initiatives in the education sector began in 2004. To increase educational standards through ICT, significant foreign aid has been invested in this field. For the past ten years, private school systems in Punjab have been successfully integrating ICT into their curricula. Few, though, are using ICT in teaching and learning processes effectively because strong school leadership is a key component. The head of the school must cultivate and communicate his or her ICT vision to all levels of the workforce because when the leader is enthusiastic and forward-thinking about ICT, the team follows suit. The study's focus, the private school system, has been offering top-notch instruction for 34 years. To foster higher-order thinking, the educational system is renowned for providing pupils with a demanding, innovative, and all-around learning environment.

The degree of assistance teachers receive from their school administrators is one of the most important elements in determining whether they successfully integrate technology into their classes. Additionally, the schools were noted by Schiller (2002) as "standing out from the crowd" (pg. When it comes to integrating ICT in their classrooms, 292 school principals have recognized ICT as a critical component of students' learning. Effective learning of a student using technology will not occur if technology is used traditionally - as delivery mechanisms for instructional lessons and students as recipients of that information (Jonassen, 2010, p. 10). It

means that kids will learn more if schools use technology as a learning tool and have students learn with it instead of from it (Jonassen, 2010, p. 6).

## METHODOLOGY

This particular case study was assisted by the qualitative research approach since it aided in examining, enlightening, and comprehending the function of a school leader and its attributes toward efficient usage of ICT in classrooms for students' practical learning. All of the participants in the study who were interviewed were key figures in their schools, i.e., school administrators and instructors. The researcher gave these stakeholders pseudo-codes to safeguard their identities. The following tools were used to get the data from a private school system in Asaba, Delta State:

**Interviews:** Interviews served as the main source of information.

**School Documents:** The teachers chosen by the school heads as excellent practitioners were used in them. Lesson plans, curricular documents, ICT rules and procedures, school mission statements, job descriptions for teachers and school administrators, etc.

**Questionnaires:** All teachers, the school's administration, the IT coordinator, and the curriculum creator or assessor were given questionnaires.

**Observations:** Examine the school's IT infrastructure and facilities, as well as ICT-integrated classrooms.

Patton (2002) says that triangulation enriches the study by combining methods. Different tools were used to collect data because "triangulation enriches the study by combining methods." The interview was the main source of information for this study, so the table below shows the practical framework of research questions, the interview questions, and the themes that came out of them.

Table 1. Applied Framework of Research Questions

| Research Question   | Theme                            | Interview Questions   |
|---|----------------------------------|---|
| Is leadership exertions are important regarding ICT implementation? | Computer Savoy                   | - Expertise in the computer: How frequently do you use the computer for administrative and personal tasks? Which websites do you usually visit?<br>- When did you start working for ICT skill development?  |
|   | Leadership Role                  | - Define your leadership style.<br>- In your opinion, what should be the role of a leader in ICT integration in school?<br>- What should be the vision of a school principal for ICT integration?   |
|   | Leadership Support regarding ICT | - Is there any ICT professional development program for teachers? Kindly share the objectives of those training?<br>- How do you support your teachers in defining the key factors while integrating ICT in their teaching methodology?<br>- What IT resources are available in your school?<br>- Identify key players who introduce and support ICT in your school and what exactly are their roles?<br>- Is there any specific strategy you have regarding ICT? |

|  |                                      |   |
|--|--------------------------------------|---|
| How important is a role of a private school Head office  | Role of Top Management (Head Office) | <ul style="list-style-type: none"> <li>- Is ICT implementation a part of the school development plan?</li> <li>- Is there any ICT professional development program for teachers? Kindly share the objectives of those training?</li> </ul>  |
| when it comes to the implementation of technology in the classrooms?                             |                                      | <ul style="list-style-type: none"> <li>- What IT resources are available in your school?</li> <li>- Identify key players who introduce and support ICT in your school and what exactly are their roles?</li> <li>- Is any curriculum support available for the teachers concerning ICT?</li> </ul>  |
|  | ICT integration pros and cons        | <ul style="list-style-type: none"> <li>- In your opinion, is it easy to incorporate ICT in the teaching and learning process?</li> <li>- What are the barriers to ICT integration with teaching and learning?</li> </ul>  |
| Student in   |                                      |   |
| How learning of the students and their conformity similar to the meaningful learning attributes? | ICT integration examples             | <ul style="list-style-type: none"> <li>- How do your teachers incorporate ICT into their teaching practices? Give few examples?</li> <li>- How do you support / your head support you/ your teachers in defining the key factors while integrating ICT into your / their teaching</li> </ul>  |
|  | ICT integrated classroom             | <ul style="list-style-type: none"> <li>- In your opinion, how technology enhances students' learning?</li> <li>- What is a role of a student in an ICT-integrated classroom?</li> <li>- How do teachers assess students' learning in a technology integrated lesson?</li> <li>- In your opinion, how technology helps students to learn effectively?</li> </ul> |

## RESULTS AND DISCUSSION

This research emphasizes the effect of leaders on the practical use of ICT that results in successful learning through a case study of a private school in Asaba, Delta State. The study's findings corroborated the literature review and backed up its research questions. From the data collected, themes emerged that talked about how important and influential the school heads' strategies, actions, and support of the teachers were in bringing ICT into the classrooms to help students learn more.

### Practical use of ICT

Numerous ICT-integrated activities were present; that have been highlighted. As students worked in groups to conduct research, discuss and assess their work, make required adjustments, and be ready to deliver their final arguments, a select few classes had successfully used ICT as a tool for teaching and learning. Instead of learning about technology, the students were actively engaged in their studies and activities. These activities were shifting from the objectivist form of knowledge to the constructed form, had developed high-order thinking in students, and had made them accountable for their work, as Jonassen identified the ingredients of meaningful learning for students through ICT, which were knowledge construction, not reproduction; conversation,

not reception; articulation, not repetition; collaboration, not a competition; and reflection, not prescription (2010).

On the other hand, many educators were replacing the traditional whiteboards and blackboards in their classrooms with ICT. The study found that they were using YouTube as a visual tool that makes ideas easy to understand; students can easily relate to it, and they can layer new knowledge on top of the old. The students get information at the beginning of a session, and they are expected to reflect at the end of the class. By being used as a delivery medium in the classroom, technology is advancing conventional instructional technology. A few YouTube links are also provided by the head office in their lesson plans for teachers. Others, on the other hand, employ technology just for its own sake and have no actual ambition to integrate ICT into their lesson plans. How successfully technology is used and if it leads to a student learning something helpful will depend on the quality of a lesson created by the teachers. Few instructors are self-motivated and assured in their use of ICT because they have only recently started using it as adults, according to the report. Many teachers who had been in their jobs for more than ten years but didn't know how to use computers didn't want to use them in the classroom.

### **Effects of Leadership**

An essential part of the appropriate integration of ICT must be played by school leaders. As evidenced by the literature, leaders must ensure that ICT-integrated lessons are pedagogically led rather than technologically driven. According to the research, the majority of instructors seek advice from their school leaders when integrating ICT into teaching and learning. The administrators of the schools have provided encouragement and assistance to the instructors whenever necessary. They have always made an effort to organize teachers' lessons in a way that makes effective use of the restricted IT resources. Due to the limited resources, such as the single computer lab per school, school administrators planned their schedules so that as many teachers as possible could utilize a computer lab. According to research, school chiefs advised their instructors to stick to the lesson objective and view technology as a tool for learning as they planned their ICT-integrated lessons. While delivering an ICT-integrated class, the lesson's main aim should not be overlooked. Teachers are consistently encouraged by school administrators by being recognized in front of the entire workforce or by receiving stars in their planners.

Two of the Heads noted that they think it's important to set a good example when integrating ICT since it inspires teachers to continue along the same route, which eventually results in the creation of a learning environment that uses ICT. The principals of the schools were aware of ICT integration techniques and their significance in the industry of education. H2 and H4 had started using computers when it became required of them at the business, and they had been doing so for the previous ten years, but H3 was a self-taught computer engineer. Although ICT integration is a part of the school growth plan and school heads have refused to accept any planners from teachers that do not include ICT integration, sadly the school administration has not taken any concrete action in this area. Although school heads had expressed their support for ongoing professional development for teachers so that they could understand and use technology in their classrooms effectively, there is no professional development or continual on-campus ICT training for teachers. It was noted from the documentation that there had previously been teacher training, and a few teachers had also brought it up in their interviews.

Overall, school leaders are working hard to foster a culture of learning among their staff members. According to students, teachers have received the most resources, advice, support, and

motivation; if they continue to be reluctant to effectively integrate ICT into their lessons, they likely lack the necessary skills. Professional development for teachers is constantly needed. If quality is anticipated from the instructors, then the right individuals should be hired for the proper jobs on an ongoing basis since quality teachers can create quality lessons to improve the habit of the learning students through the quality use of ICT.

## CONCLUSION

The education system does have a perspective on how ICT will be used to enhance student learning and teacher instruction. Nevertheless, some approaches must be rethought to successfully integrate ICT into the classroom. Unfortunately, technology is still used as an advancement of instructional technology and behaves as a vehicle for delivering information from educational videos, songs, and illustrations to the student. Despite the research, schools are incorporating ICT into their teaching and learning because it is part of their school development plans.

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# DETERMINANTS OF LEADERSHIP EFFECTIVENESS IN THE ADMINISTRATION OF SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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## Abstract

The purpose of this study was to establish whether some selected factors are determinants of leadership effectiveness in the administration of senior secondary schools in Rivers State. The present increasing demand by the State Ministry of education for improved, balanced and excellent school performance from all the secondary schools in Rivers State has definitely created a strong desire and stimulus for effective school leaders. While current statistics indicate an increasing trend in the number of schools in the state, it is undisputable that there is also an equally growing need for competent head/Leaders at all levels. In this study we took a look at the different determinants that helps leaders to be effective, some of these determinants are fairness, honest communication, integrity, and competency.

**Keywords:** Leadership, Effectiveness, Administration, Secondary Schools.

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## INTRODUCTION

Anthony and Schneider (2003) were of the opinion that teachers consider trust more important now than ever and this trust is based on the developed interpersonal dependency initiated by the leader. Effective school leaders do not only demonstrate that they are paragons of efficiency and elegance per-se but mentors to those who engage in trust building activities that enable the school to flourish and motivate stakeholders to get up to the task of preparing students to outsmart and prevent all academic roadblocks in a blatant of different ways. The study is motivated by the performance of senior secondary schools in Rivers State. This view is supported by Ampurire (2018) who stated that the 2016 West African Examination Council (WAEC) and the National Examination Council Examination (NECO) results showed a higher failure rate of students in the Rivers State.

His conclusion was based on results realised by WAEC and NECO that pointed to a pattern of the steady trend that showed poor performance at all senior secondary education compared to other States in Nigeria. He also advised here that effective leadership is a function of the school head/teacher's abilities, characteristics and behaviours that influence the functioning of the school. In other words, the head teacher's intellectual and task-relevant



abilities in the motivation of staff play a significant role in the effective school leadership (Fleener & Bryant, 2002). The study by Nigel et al. (2003) also supports the analysis that effective school leaders are those with ability to exploit the diverse qualities of others thereby empowering them to practice management within the school. According to Duignan (2006), leadership effectiveness is hindered by a number of challenges such as providing a value-driven vision, managing staff relationships and effectively communicating with each group or department to prepare for continuous improvement and avoid poor performance.

One of the primary concerns of the determinants of leadership Effectiveness Research is the question of what constitutes school administrative effectiveness. School effectiveness in this contest is refers to as the effectiveness enhancing conditions at school level, It includes all the contextual variables related with school such as teaching, learning, administration, students motivation and community involvement. (Scheerens, 2004). The leadership school effectiveness emphasis on the enhancing conditions of schooling and output measures, mostly achieve by the student. Rutter, (1983) and Sammons et al., (1996) have long rejected this stand and stated that school effectiveness should not focus on mere academic achievement but other factors such as classroom behaviour, student participation rates, and attitudes towards learning. This study therefore is set out to examine factors determining effective leadership using selected secondary schools in Rivers State.

The study is important because according to Laila (2015), the leader of a school is a principal, who directs, administers and manages human and material educational resources in the school. Earlier studies such as that of MacBreath and Mortimore (2001) also indicated that effective educational leaders are preoccupied with improving educational achievements by ensuring quality of both the human and material resources in the delivery process. An effective leader is therefore the basis for institutional development which is in itself a source of competitive advantage. Block and Manning (2007) also opined that the essential roles of effective leaders include developing a vision and the strategies necessary to achieve not only the vision but to build an academic environment necessary for school growth, excellence and survival.

In Rivers state just like elsewhere in the educational sector, head teachers are therefore expected to come from among those individuals who are not only masters of their subjects but of their emotions and spend considerable time to build teams that appear civilized, descent, and fair in interaction with the different stakeholders. Conversely, the poor undesirable ones demonstrate greed, envy, lust, hatred and are only skilful at indirect manipulation. Studies on effective leadership behaviour is been on-going (Yukl, 2006), ever since it gained prominence in the 1950s following a series of studies by Ohio University that used factor analysis to identify two broad categories termed as:

- Consideration where the leader has concern for people and interpersonal relationships; and
- Initiating structure in which such a leader demonstrates concern for accomplishing tasks that are in line with the goals of the institution.

This was followed by the Michigan leadership studies (Yukl, 2006), that subsequently identified three types of behaviours that distinguish between effective and ineffective leaders which include:

- Task oriented behaviour that only focuses on task oriented functions such as planning and work scheduling
- Relations-oriented behaviour in which the leader concentrates on showing trust and confidence to subordinates
- Participative leadership where the leader uses more group or team supervision instead of supervising each and every individual alone.

Recently, Mpaata and Mpaata (2019) observed that the school head should be able to lobby government for the needed resources and also provide a conducive learning environment. In another research study, Mpaata and Mpaata (2018) concluded that the availability of effective leadership is critical to the implementation of the educational policies in Nigeria. To support this view, the study by the Wallace Foundation (2012) identified various practices central to effective school leadership that among others include; (1) nurturing trust; (2) enabling teachers to teach at their best and students to learn at their utmost; and (3) managing people, data and records.

The finding of Olatunji, et al. (2011) documented that the attainment of educational goals is a function of the collective interplay of the internal and external forces to the school. The study advised effective school leader to diligently influence such forces to achieve the specified goals of the school. While analysing the supervisory role of the Leader/head teachers, Mpaata, et al. (2017) concluded that a school head is a planner and a manager of the educational process who is expected to have a super-vision so as to effectively guide, communicate and play the leadership role both within and outside the school. Mpaata (2007) in his work, stated that in the academic setting, one is categorized as a leader when is armed with one or more of the following realms as applied to leadership, see table 1.

Table 1: Realms of leadership application

| No. | Realm      | Meaning                       | Leadership metaphor |
|-----|------------|-------------------------------|---------------------|
| 1   | Time       | To exist before               | Predecessor         |
| 2   | Place      | To arrive at before           | Pioneer             |
| 3   | Route      | To find the way before        | Trailblazer         |
| 4   | Skills     | To have more skills           | Expert              |
| 5   | Knowledge  | To have more information      | Authority           |
| 6   | . Ability  | To have more ability          | Master              |
| 7   | Power      | To have more influence        | Superior            |
| 8   | Experience | To have more history          | Senior              |
| 9   | Learning   | To have more learning         | Scholar             |
| 10  | Technology | To have a better way          | Inventor            |
| 11  | Paradigm   | To have a better map or model | Innovator           |

Source: Mpaata (2007)

## THEORETICAL FRAMEWORK

Leadership theories are the explanations of how and why certain people become leaders. They focus on the traits and behaviours that people can adopt to increase their leadership capabilities. In this section we will look at some theoretical frameworks that will guide this study. Behavioural approach to leadership study as one of the theories of leadership behavioural approach is a much better theory when compared to Great Man or Trait theory. According to Adiola (2020) the lack of consistent leadership trait and leadership effectiveness as discovered in the trait theory led researchers to shift their attention away from the study of trait to search for

explanations that are more reliable to leadership effectiveness. Instead of focusing on the trait or inborn abilities of leaders, researchers moved their attention to what good and effective leaders do to influence and win large followership.

A typical example of this is the current move or change we are experiencing in our political landscape at the moment, we have seen how a particular party candidate, whose party and person is unpopular compared to the two heavy weight parties, but the unpopular candidate by his leadership qualities and abilities have own a very large number of youths and first time voters to himself and party and have become the talk on the nation. Behavioural theory of leadership pays a lot of attention on the particular behaviour of a leader. According to Western Governors University (2020) the behavioural leadership theory focuses on how leaders behave, and assumes that these traits can be copied by other leaders. Sometimes called the style theory, it suggests that leaders are not born successful, but can be created and developed based on learnable behaviour.

Behavioural theories of leadership focus heavily on the actions of a leader, this theory suggests that the best predictor of leadership success is viewing how a leader acts. Action rather than qualities are the focal points of behavioural learning theory. According to Equilibria, (2022) these learnable behaviours of effective leaders are his or her personality diversity indicators (PDI). PDI is developed by a company called equilibria they are offshore safety consulting firm who used four colours (Red, Green, Yellow, and Blue) to describe and create awareness of a persons or leader's personality styles, communication styles and behavioural tendencies, see figure 1.

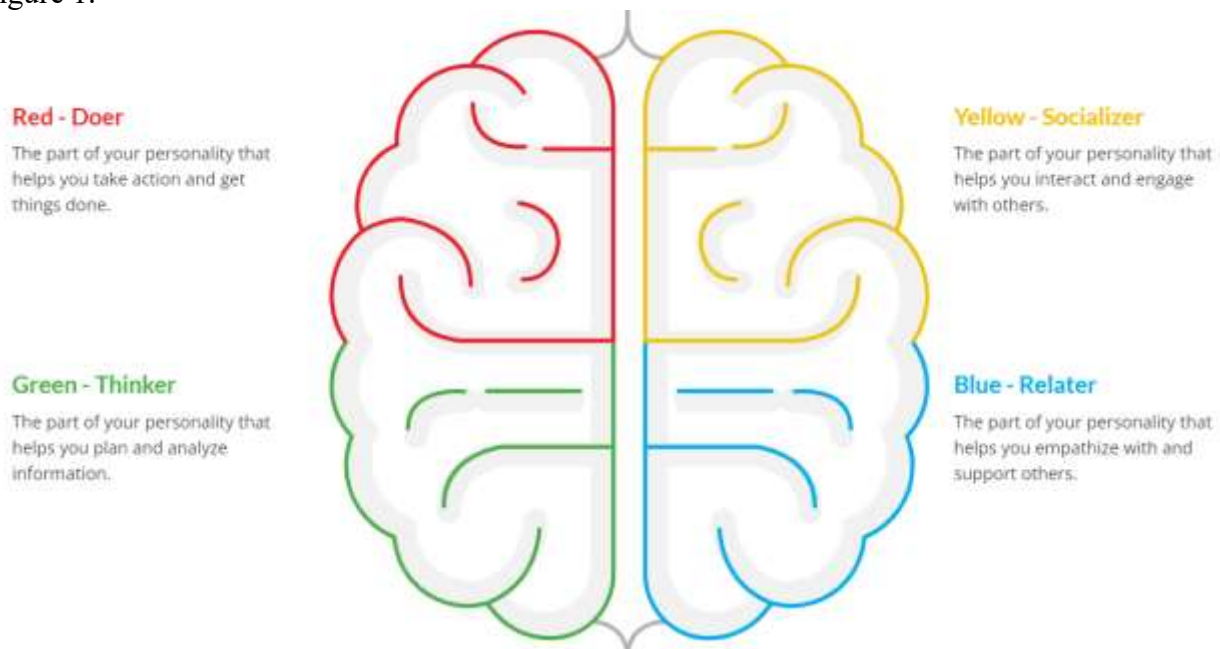


Figure 1: Four Main E-Colors  
(Source: [www.equilibria.com](http://www.equilibria.com), 2022)

The four main e-colors in figure 1 is inline and agreement with two important behavioural researches carries out by Ohio State University in 1940s and the University of Michigan. The findings of these two researches revealed that leaders are either People or task oriented, people oriented leaders ensures that; the needs of the staff were met, staff are highly motivated, coaching and mentoring staff, listening to staff, observing staff at work, there is mutual trust,

respect, warmth and a good rapport with subordinates. While the task oriented leaders ensure that; state ways and manner the leader and subordinates relates, organizes channel of communication and ways of getting the job done, making sure employees are assigned task and knows what is expected of him or her. (Adiele, 2022).

Another theory that guided this study is Fiedler's contingency theory of leadership effectiveness. The theory was propounded by Fiedler in 1967. From the findings of his research, a combination of the trait and situation make up the contingency theory of leadership. This theory to a large extent indicates the ability a leader exercises to influence the task situation and the degree to which the leaders style, personality and approach fit the group (Oluwuo & Nwabueze, 2016). Fiedler also assumed that, what makes a leader is not only the personality attributes, but also, the situational factors, and the interaction between the leader and the situation. In his work, he identifies three situational characteristics that influence effectiveness of leadership.

Leadership, followership and relationship, which is concerned with how well the leader likes his members and the way he is liked by the group members too. Also, his task structure, which involves the extent to which the work is laid down on a step to step basis of his leadership function. In addition, leader-position power refers to the amount of formal authority a leader possesses. Fiedler's contingency theory postulates that there is no single best way for the manager to lead. He states that, situations create different leadership styles required for a manager.

The relevance of contingency theory to this paper with reference to leader-follower relationship is that, it has to do with the school climate which is focused on the principal's behaviour or style of interaction with the staff and students. There should be good rapport between the principal and staff, principal and students, staff and students, principal and members of Board of Governors, school and the community. These relationships depend on the principal's managerial skills. In the school, there should be open climate affectionate, friendly relationship not harsh or hostile, but where everyone is free to make their contributions for the actualization of educational goals. In addition to conducive school climate, good communication is an absolute prerequisite for the efficient running of any secondary school. For a school to maintain a good working relationship among its workers there must be effective communication. The principal should decide on the type of information to be imparted formally or informally.

## **CONCEPTUAL FRAMEWORK**

### **Determinants**

A determinant is a factor or because that makes something happen or leads directly to a decision. Determinants can also be used to give explicit formulas for the solution of a system of  $n$  equations in  $n$  unknowns, and for the inverse of an invertible matrix. It is also being used to give formulas for the area/volume of certain geometric figures.

### **Leadership**

Leadership is a process of social influence which maximizes the efforts of others, towards achieving a particular goal. Leadership involves making sound -- and sometimes difficult --

decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals.

### **Effectiveness**

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. Effectiveness in management is concerned with doing the right task, completing activities and achieving goals. In other words, it is concerned with the end result.

### **Leadership effectiveness**

Leadership effectiveness can be defined as “the leader's ability to effectively influence followers and other organizational stakeholders to reach the goals of the organization (Yukl, 2005).

### **Concept of Leadership**

There are as many different definitions of leadership as there are persons who have attempted to define the concept. This is because leaders and leadership situations differ. However, many scholars define leadership as a way of influencing followers or subordinates to achieve organizational goals. Ezeani (2006), defined leadership as the art or process of influencing people so that they will strive willingly towards the achievement of group goals. Leadership is a process through which leaders influence their followers to act for the achievement of certain goals that represent the values, needs, aspirations and expectation of both leaders and followers. Also Ivancevich, Konopaske and Matteson (2008), defined leadership as the process of influencing others to facilitate the attainment of organizational goals.

According to Bass (1999), leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. Leadership is defined as the ability to get things done with the support and cooperation of other people within the institution, organization, or system (Adesina, 2011). Leadership occurs when one group member modifies the motivation or competencies of others in the group. Leadership can also be explained as a development of a clear and complete system of expectations in order to identify, evoke and use the potentials of all resources in the organization, the most important of which is people (Ololube, 2004). Every leader must deal with three important variables, the people who are being led, the task that the people are performing, and the environment in which the people and the task exist. As such, Ekhatior (2009) opined that leadership is usually regarded as the important modifier of organization's behaviour. Getting the right person in the leadership job would definitely solve all.

### **Administration**

Administration, also referred to as business administration, is the management and application of the processes an office, business, or organisation. It involves the efficient and effective organisation of people, information, and other resources to achieve organisational objectives. Information is key to business operations, and people are the resources who make use of information to add value to an organisation. This means that companies will struggle without some type of administration management ([www.instam.org](http://www.instam.org), 2022). So administration as it

regards school can be defined as that process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. School heads are said to be effective when their administrative style is yielding the needed result and helping to improve the quality of education and its grandaunts.

School heads or Principals are expected to have and exhibit some good administrative qualities for an effective senior secondary school administration, school heads are supposed to lead and live by examples as their leadership styles has a way to impact on both the teachers and the student. A school head who lacks the ability to notices and understand that his or her school needs help in a particular area will not be unable to identify issues and where to channel the request for assistance. As school administration one should be able to identify problems both personal and school problems to get the best out of either the teacher or student. To lead effectively the school administrator should be a DOER that is one who leads by example and knows how to roll up his or her sleeves. The school administrator should be THINKER that is one who can think outside the box and be creative in providing solution. The school administrator should be a SOCIALIZER that is one who engage and relate with all that he or she comes across. And then finally the school administrator should be a RELATER that is one who can empathize and support people.

### **Senior Secondary School**

According to Tenaja, (2022) Senior Secondary Education is the higher level of Secondary Education. Students in Senior Secondary are about 15 to 18 years of age and are in the phase of being young adults. The senior secondary years of a student involve the 11th & 12th grades students. Senior Secondary is also referred to as High school in various places. Senior secondary school is complex system which requires effective leadership style to achieve the set goals, it is for this reason that the Rivers State government through its Ministry of Education decided to put senior secondary schools under its own management board. At this stage in the life of the student they need school leaders with good and effective leadership style, leaders that will work and show good examples with their character and life style since the student are almost moving into adulthood. School Principal's at this educational stage needs to be good mentors and role models.

### **Determinants and Leadership Effectiveness**

There are some determinants and effective leadership factors that assist school heads and administrator to meet or exceed educational goals. These determinant are a must have for every Leader/Principals for effective school administration, without these factors the school will be unable to make the needed impact on the students and its environment. Where these determinants are lacking in an individual who is supposed to lead then the theories we based this study on (Behavioural and Fiedler's contingency Leadership theories) can be relied on to train and develop the individual so as to be able to meet or exceed the educational goals. For instance, the E-Color is a personality diversity indicator tool that helps people first understand themselves and also understand the people they are walking with. From the four main colours or PDI we can develop twelve other personality style by combining the four main PDI's, see figure 2.



Figure 2: Twelve Different Personality Style  
 (Source: [www.equilibria.com](http://www.equilibria.com), 2022)

Some of these determinant factors leaders must possess or acquire are fairness, honest communication, integrity, and competence, and we will look at these factors one after the other in the next sections.

**Fairness:** Fairness is when a person is said to be impartial and just treatment or behaviour without favouritism or discrimination. Or the quality of treating people equally or in a way that is right or reasonable. To be a school Leader and a good school administrator one is not only supposed to possess fairness as a quality but seen as been fair in dealing with people and situation. The ability to treat people as they ought to be creates an environment and atmosphere of peace and harmony, it removes tensed and an agitated atmosphere which in turn helps the schools' leader to be more effective in the discharge of his or her duties.

Also for a leader to be effective in carrying out their duties that leader has to be able to take or make decisions that would be fair to all. School administrators make decision on a day basis, there are lots of situations that requires the school leader to make or decide on the path to follow, the ability of the school leader to hear from all side of the story and involve others in the decision making process, that is applying democratic processes in decision making especially as it affects the entire school shows how effective he or she is. To be effective in fairness a school leader has to be a very good DOER and THINKER.

**Honest Communication:** Communication is vital tool when it comes to administration, according to Adiele, (2020) a good knowledge of the communication process can aid a leaders understanding, recognition and resolution of its wrong application for organizational effectiveness, thus promote successful leadership. Without the use of effective communication school leaders will find themselves in a pool of problems all the time. Now communication is one thing and honest communication is another, meaning there is bad communications, the degree of honest communication, which is if the leader's communication is that which is honest always they will be able to achieve higher level of effectiveness in set goals. Taking from our E-

Color PDI tool to be a good communicator that leader has to be a very good SOCIALIZER and a RELATER.

**Integrity:** According to Wikipedia (2022) Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions. In ethics when we are discussing about behaviour and morality, an individual is said to possess the virtue of integrity if the individual's actions are based upon an internally consistent framework of principles. These principles should uniformly adhere to sound logical axioms or postulates. One can describe a person as having ethical integrity to the extent that the individual's actions, beliefs, methods, measures, and principles all derive from a single core group of values. (Wikipedia, 2022). School administrators who have very high integrity are more effective in the discharge of their responsibilities, the leader is more accepted and respected when his or her subordinates see that they are straight forward and do things in the right way, that they are truthful and accurate in their dealings.

**Competence:** According to IGI Global (2022) competency is defined as the capacity to respond to individual, or societal, demands in order to perform an activity or complete a given task. They are developed through acting and interacting in both formal and informal educational or professional contexts, and require going beyond the mere reproduction of acquired knowledge. At its highest level, this conceptualization of competence implies to choose and adapt from within the acquired processes those ones necessary to solve an unknown complex task or problem. School Administrators ought to be competent in the first place before being appointed or promoted to a leadership position. If as leaders they are not able to complete a simple task effectively then the school authority has problems in their hands, the way forward would be to train and retrain in such a way that they are able to identify the THINKING-DOER in them while relying on their other two personality style the RELATING-SOCIALIZER to relate and delegate duties they do not have time to accomplish.

## CONCLUSION

In conclusion, the determinants of an effective Leader/School Head as one who does not only ensure instructional material requisition, school supervision and management, regular teaching and student assessment but above all, one who encourages the development, building and transfer of fairness, honest communication, integrity and competence culture and environment. The major finding however is that if school administrators or leaders are not at present concerned with building the determinant culture which is key in managing other functions as well as providing guidance to teachers which will in turn result to leadership effectiveness holistically. Therefore, while the school head teachers are effective in areas that focus on teaching and resource support as documented here, they are challenged to ensure that the determinants are integrated in the system and this can be done by ensuring that there are trust building forums, conflict resolution engagements and investment in activities in which a strong bond of cooperation and collaboration is gained.

Put another way, school head can positively contribute to school effectiveness when they are prepared and able to use extensive leadership knowledge with ethics and skills to solve complex school-based problems and with a working relationship with stakeholders including



theboard of trustee, staff, PTA, students, and the community. Only when there is fairness, honest communication, integrity, and competence can the performance of schools and their survival be guaranteed beyond those who are leading and managing them now.

## Suggestions

Drawing from the paper the following suggestions were made:

- Leaders especially senior secondary leaders should as a matter of urgency strive to be seen as effective in the discharge of their primary and secondary responsibilities. Where leaders or would be leaders are lacking in effectiveness those in authority should train and retrain them so they can discover their hidden abilities and in turn push their various schools towards effective outcomes.
- Leadership qualities should be one of the first things school authority should be able to discover in their intended employees, this way it becomes easy to appoint or promote a person in the future. The use and introduction of personality diversity tool during the initial stages of employment processes will help identify those that have leadership qualities that would lead to effectiveness in the system on time, and those that will need some mentoring to help them identify theirs.

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# UPSIDE-DOWN LEADERSHIP: A PANACEA TO FALLING STANDARDS OF PUBLIC UNIVERSITIES IN NIGERIA

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## ABSTRACT

Records abound that Nigerian universities just like the country itself have been plunged into a state of perpetual falling standards, evident in the latest Webometrics ranking of top universities, where no single Nigerian university made the list of 1<sup>st</sup> 1000 universities in the world. The unceasing decline of public universities in Nigeria has called for urgent attention; as spotlight has been beamed on vice chancellors who are the leaders of these institutions. This paper focused on “Upside-down leadership: A panacea to Falling Standards of Public Universities in Nigeria”. It is indisputable to point out the fact that conventional leadership approaches have not been applied and adopted in an attempt to tackling the issue, however, it is beyond obvious to note that it has not yielded the much desired change capable of revamping the public universities. Therefore, this paper introduced a novel approach to leadership referred to as the upside-down leadership approach. This approach to leadership is profound due to its quality, content and tenacity to defy the odds, accepts oppositions and reverse the status quo by combining the features of problem solving, team spirit, exemplary leadership, accept opposition, desire to serve, passion and commitment, vision / goal setting and strong character to bring about a paradigm shift in leadership, management and administration of universities in Nigeria. The paper concluded that the growth and development of a country is largely dependent on the quality of university education, hence, the persons at the helm of affairs in the leadership of universities have enormous roles to play to revitalize the higher institutions. Among other things, the paper suggested that the appointment of vice chancellors in federal and state universities should be strictly based on merit and not politically motivated to avoid jeopardizing the fate of a whole institution on grounds of political affiliation or association.

**Keywords:** Upside-down Leadership, Falling Standards, Public Universities, Nigeria.

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## INTRODUCTION

The crux of leadership exegesis as gathered from different sources borders on impact, influence, inspiration and motivation initiated by a leader on the followers. The leader is often perceived as the pathfinder, goal setter and road map to achieving pre-determined goals. The outcome of any functional organization is largely dependent on the leadership prowess, tenacity and proficiency of the leader (Ogona, 2020). In other words, if an organization succeeds, we hail the leader, but if it fails, we blame leader, hence, the place of a leader in any given organization cannot be undermined. Leaders are pace setters, they are expected to give the pathway and roadmap by providing clear vision and direction to all other members of the organization.

Leadership is one of the basic and most important needs in a university. It is often considered to be the solution to most organizational problems (Daft & Marcic, 2006). It can direct human resources toward the strategic objectives of an institution and ensure that organizational functions are aligned with the external environment. In educational institutions, leaders are expected to evaluate to what extent the goals of education are achieved in various levels of education. Take for instance, tertiary institutions, specifically universities that are led by vice chancellors. Considering the goals stipulated in the national policy of education about universities, are these institutions achieving the said goals?

According to the National Policy on Education, the goals of tertiary education that is necessary for system performance include 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 the local and external environment;
- acquire both physical and intellectual skills for self-reliance;
- promote and encourage scholarship and community service;
- forge and cement national unity; and
- promote national and international understanding and interaction (Federal Republic of Nigeria, 2014).

However, given these goals expected from these institutions, to what extent have they fared? According to Abdul (2013, p.13), who conducted a study on the evaluation of the Universities education goals in Nigeria, “the goals of Universities' education is moderately been achieved”, he opined. Nigerian universities lack prestige. According to the 2019 Times Higher Education world university rankings, Nigeria has two universities in the world's top thousand, Covenant University and the University of Ibadan. This compares to nine from South Africa – out of a total of 26 in total – and 11 from Egypt. This is too poor for a giant of Africa. African educational leaders have a demand placed on them to step up their game in restoring the value and standards of university education to meet up with global trends.

## CONCEPTUAL CLARIFICATION

### Leadership

Leadership can be defined as the ability to inspire other people to accomplish things. Webster's new word dictionary of the English language defines the word 'leadership' as 'the position or guidance of a leader, the ability to lead', which doesn't help much in understanding the concept. It may be understood that a leader is the one who uses inborn and developed abilities to convert vision into reality through not only own effort, but also those of other people. A leader should be able to assess where the people are and then proceed with the step-by-step movement of the people towards the fulfillment of the vision in the best interest of the people. Leadership may also be referred to as the use of influence (non-coercive) to motivate the behaviour of groups of people to achieve their chosen goals (Ogona, 2022).

Vice-Chancellor's job involves both management and leadership, but the latter is more important than the former. A Vice-Chancellor (VC) does not successfully run a university primarily by crunching the numbers, redrawing organizational charts or applying the latest business school concepts and techniques. The key function of a Vice-Chancellor is to lead the university: to harness the social forces within it, to shape and guide its values, to build a management team, and to inspire it and others working in the university to take initiatives around a shared vision and a strategy to implement it. In short, a Vice-Chancellor should be an enabler rather than a controller (Bain, 2004 in Daramola & Amos, 2016).

### Problems Associated with Nigerian Universities

Nigerian universities are plagued with a plethora of problems, different scholars and researchers have sought for ways to unravel the cause of the continual falling standards of our higher institutions of learning. Some of such problems were reviewed in this paper. Ogunode et al. (2019) has attributed the problem facing the Nigerian Universities to the poor leadership style of Vice-Chancellor. Many Nigerian University leaders emerged without due process. They are appointed by politicians. They are less qualified to handle the academic institutions like the universities set up. They lack competence, leadership skills, and managerial skills to transform the Universities for sustainability. Udida et al. (2009) supported this claim when they said 'University system is faced with a lot of drawbacks and these problems that affect system performance include inadequate funding, inadequate coordination of curriculum, leadership problems, lack of infrastructural facilities, to mention but a few. Some Universities administrators are dictatorial, corrupt and not flexible in school governance.

University leadership, therefore, must manage knowledge production, knowledge impartation and knowledge dissemination or transfer by way of research, teaching and services respectively, as well as the resources and facilities to ensure adequate flow of their operations. Management in the university system involves leading and directing the 'knowledge drivers'. This, therefore, requires that the management provides a high level of leadership for two reasons: one is to win the respect of the rest for adequate followership and the other is to keep the knowledge development flow. Poor management of the knowledge drivers can hamper development because quality academic programmes, quality teaching and research would be affected leading to poor quality and low quantity of knowledge that can aid the development of the nation.

The Nigerian university system has been beset by a staggering number of challenges, the effects of which are readily observable in our society. Some important leadership and management issues affecting Nigerian universities include poor leadership and governance resulting in ineffectiveness and incompetence at all levels, non-realization of national cohesiveness, incessant crime and insecurity, inadequate funding, and poor quality of products turned over (World Bank, 2000). Downplaying performance evaluation and subsequent implementation of reactionary measures based on the outcome of evaluation exercises by university leaderships and decision makers are the reasons these problems are not only still in existence but growing in magnitude by the day. The challenges enumerated above call for good leadership in universities to ensure speedy development of the economy and the entire nation at large.

Corruption and dishonesty is everywhere in Nigeria but their existence in higher education possess a major problem for the nation because of its consequences in all other fields . In Nigerian tertiary institutions, besides corruption in many quarters. There are administrative irregularities, especially in recruitment of staff. Although it is an established fact that there is nothing so important to Colleges and Universities as quality and vigor of their lecturers, yet recruitment, interview and selection processes were once very rigorous, are virtually nonexistent right now. Lecturers who were once employed on the basis of intellectual promise and learning is gradually giving way to nepotism or favoritism. People are employed in many instances without a thorough background check,. As a result, persons with dishonest tendencies, female and male harassers, cultists, mentally or emotionally disturbed persons, and all manners of characters etc. Are employed in higher education institutions. These questionable characters are still in our campuses because only few get sacked once employed Ekong (1995:25) was blunt in asserting that:

The younger generation of teachers ...and workers in Nigerian Universities have been born and nurtured in an atmosphere of .... Corruption; when lecturers could sell lecture notes as “handouts” receive various forms of gratification in exchange of grades .... With impunity, (ask students to donate goats, sheep’s, cows, bottles of wines, salad, ingredients and raise funds to organize a lecturers’ birthday party, without any sense of shame, emphasis mine).

Similarly, in talking about low level of honesty and integrity in higher education in Nigeria, Sokoto (2006) lamented thus:

I am constantly shocked at what both students and lecturers in Nigeria get away with. For instance, in several Universities in the U.S., a professor cannot use his or her authored textbooks in a class that he or she is teaching (except assessed and approved by the Department/Faculty). In Nigeria, not only do lecturers assign their own so called text books, but they insist that students buy sometimes these very **imperfect** books (sometimes when they are not even relevant to the course) at price set by them and if there is no evidence of purchased the books the student(s) may not be given an assignment, and will not get a score for continuous assessment. In other situations, lecturers photocopy books (other persons) and sell to students for personal profit. Even when the students already have those books they will have to buy if they hope to pass the course. you could never do a thing like that (in the U.S).

Honesty and integrity in operations of all aspects of higher education is crucial if an institution is to achieve excellence and move to achieve pre-eminence. It is for this reason that the government of Bangladesh had to remove the presidents and vice Chancellors of four public Universities for their alleged involvement in corruption, especially administrative irregularities in recruiting professors and other lecturers following an investigation by the country's University regulatory body. In effect, strong character and high moral standards should and is the watch word of both teachers and chief executives of Colleges and Universities because corruption and moral turpitude are detrimental to work of a "higher education" man.

### **Possible ways to attain Effective University Leadership in Nigeria**

In order to lead a university effectively, it is incumbent on the VC to have a clear vision of his direction and to possess the ability to rally the others. He likewise needs the ability to recognize correct choices and bring out the best in others, emotional intelligence, the ability to facilitate communication and mediate conflict, a sense of fairness and also, the kind of authenticity and integrity that creates trust (Bain, 2004; Bennis, 2009). A strong moral compass is required, though not necessarily belonging to a religious faith. Character counts in the position of the VC more than any other single quality, it is more important than how much the VC knows of foreign policy or economics, or even of politics. Hereafter, we shall try to do justice to the topic by providing clues as to how our universities should be managed and led towards achieving world class status. The points raised here are not exhaustive of the managerial and leadership issues that should be addressed in our universities, but they would go a long way in providing basic information on the requirements for good leadership in Nigerian universities.

According to Ogunode et al. (2019), Nigerian universities need effective leadership to sustain the development of universities' education. The leader must have integrity, must be knowledgeable, and practice modern types of management leadership styles. He or she must be visionary and ready to adjust to situations in the system. The performance of the administrator should be sustained through the proper utilization of material and human resources in the achievement of the institutional goals and objectives. The sustainability of the universities' education in Nigerian depends largely on the capacity of the leaders. So, universities administrators should be selected based on what they can offer the system.

In the last 10 years, the tertiary education sector has been a looming tragedy that necessitated the need for a declaration of emergency on education. However, the attendant laxity and lack of urgency seemed to have dragged it into a potentially irreparable state as the ubiquitous malady that has afflicted the political class has also found a place in tertiary institutions of learning. The university, being a typical citadel of learning and culture, is a veritable exemplar of the paralysis that is afflicting its entire community of academics, administrators and students (The Guardian, December 21, 2021).

Reports indicate that the university system is being run aground by administrators who lack both the reason and capacity to manage the 21st century university system. Vice chancellors have sometimes become crude politicians of the most ignoble stock, sacrificing merit and excellence on the altar of ethnic bigotry and religious parochialism. The recruitment process and succession management plans have succumbed to the pestilence of systemic contagion, so much so that all manner of certificated or lettered persons, with little or no interest for the high culture, elevated thinking and refinement that university education bestows, have muscled their way to the pinnacle of university administration. The level of all-comers' intrusion is such that

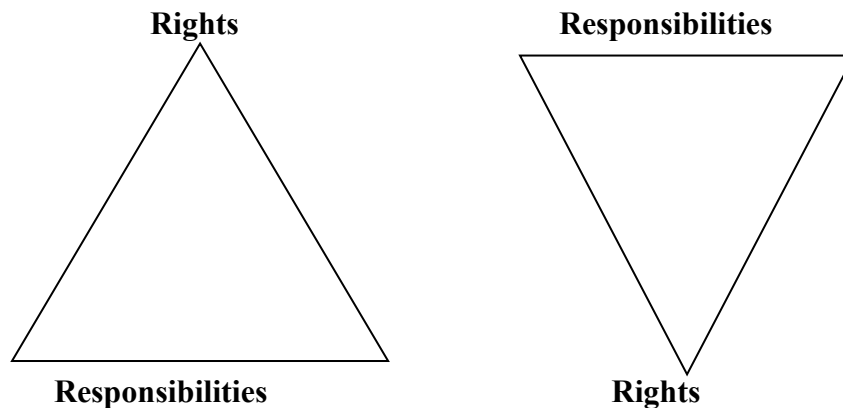
professional and technical associations have in some cases become the regulators of university curriculum, rather than of practice.

Oftentimes, it is so ridiculous that these associations pontificate on matters of appointments and promotions of academic staff to the relegation of University Senate provisions. This is an indictment on the governance system of the university and the National University Commission (NUC) (The Guardian, December 21, 2021). The teachers' union (ASUU) that should be at the forefront of problem-solving has become a consistently weeping child, and often indecisive about what it wants for the university system and its members. It pretentiously fails to make frontal attack against aberrations relating to manpower, and the intrusion of technical associations in the running of the affairs of academics. This ugly development of the state of public universities in Nigeria has called for the need for leadership innovation in the running of universities. Leadership innovation is the process of developing, generating, applying or promoting new ideas by employees to increase job performance.

### **Upside-Down Leadership: The Panacea to Falling Standards in Nigerian Universities**

Today, the rapid social and technological changes in our environment highlight the significance of leadership Innovative of employees and especially for teachers, hence, this study unravels a new concept in leadership referred to as —**upside-down leadership**”.

#### **Upside-Leadership Mode**



**Source:** Maxwell (2007)

By turning the hierarchical pyramid upside down, the leaders' style stands in contrast with the conventional and traditional leadership approaches. As presented above, the right-side up pyramid explains the leader who seeks to keep his job, rights and privileges rather than doing the job, hence, maintains all his rights at the expense of his responsibilities. Consequently, the upside down leader understands that as one rises in the leadership ladder, your rights begin to decrease, giving way for more responsibilities. Therefore, your focus as a leader becomes the needs of the organization, people, clients, and business partners and teams. As you grow in leadership, you deliberately surrender those rights and options and cling to serving the people, because leadership is about adding value and not getting perks (Maxwell, 2007).

This is a new concept of leadership that introduces the leader as one who does things entirely different from the expectations of onlookers. This concept was first introduced by John



Maxwell, a foremost multi award winning leadership author and motivational speaker in 2002. Maxwell opined that upside-down leaders see solving problems as the fastest way of gaining leadership, instilling new values into the team, developing strong character, having a clear vision, and never allowing people's rejection of their leadership style to change their focus on achieving goals (Maxwell, 2007). He further stated that upside-down leaders are change agents who transform the traditional paradigm, they are first servants before leaders, hence, they are not swayed by their lengthy titles or intimidating statuses, but displays high sense of humility, responsibility, confidence, commitment, passion and sacrifice. Upside down leaders reverse the values and conduct of nearly every other leader with strong character that is necessary to maintain strong conduct.

This concept was however developed by Taylor Field in his book titled, "Upside-down Leadership: Redefining influence and success". According to Taylor, upside-down leaders creatively challenges us to flip conventional ideas upside down, escape clichés on leadership, and to see real leadership principles revealed as right side up (Taylor, 2012). By turning the hierarchical pyramid upside down, the leaders' style stands in contrast with the conventional and traditional leadership approaches. Consequently, the upside-down leader understands that as one rises in the leadership ladder, your rights begin to decrease, giving way for more responsibilities. Therefore, your focus as a leader becomes the needs of the organization, people, clients, and business partners and teams. As you grow in leadership, you deliberately surrender those rights and options and cling to serving the people, because leadership is about adding value and not getting perks (Maxwell, 2007).

Therefore, upside down leadership can also be likened to servant or service leadership (Smith, 2018). The service leader approach promotes a group-oriented approach to analysis and decision reaching as a means of strengthening institutions and improving society. It also emphasizes the power of persuasion and seeking consensus over the old "top-down" leadership. All service leaders share two fundamental beliefs about the people they lead. First, every person has value and deserves civility, trust, and respect; second, people can accomplish much when inspired by a purpose beyond themselves.

Service leaders engage in five practices that put these beliefs into action:

**Clarify and reinforce the need for service to others:** Service leaders educate the members of their team through their words and actions, and they encourage their people to set aside self-serving behaviors in favor of serving others.

**Listen intently and observe closely:** Service leaders really listen to their people, and they actively solicit their participation, their ideas, and their feedback. In time, they get to know the worldview of each one of their co-workers, and they tailor their leadership approach accordingly.

**Act as selfless mentors:** Service leaders know that by helping guide the people who work with them, they will help their co-workers learn vital skills, which will both improve their performance and improve them as people.

**Demonstrate persistence:** Service leaders realize that one or two conversations may not have the desired change in a co-worker's assumptions or mindset. So they are tenacious and invest whatever time it takes in order to educate and inspire service leadership practices in their team members.

**Lovingly hold themselves and others accountable for their commitments:** Service leaders know that no one is perfect and everyone makes mistakes—including themselves. With that in mind, they push for high standards of performance, service quality, and alignment of values throughout the team, and they hold themselves and their people accountable for their performance.

In addition, they should inspire team members to successfully complete their tasks for the good of the organization. Effective service leaders have vision. They motivate. They bring co-workers together. Most of all, they accomplish great things. They must also develop integrity, honesty, and trustworthiness. A key success factor is getting members of a team to trust each other and trust the leader in order to work well with each other. When indecision or conflict arises and if the leader is considered to have integrity, the co-workers will accept his/her actions more easily. They will be regarded as having reached the decision that optimally serves the interests of the organization, and harmony should result.

Today's service leaders must possess the appropriate capability in organizational technology and business management. Those working on the tasks and the administration above them will respect them and have more confidence in their abilities to reach the appropriate decisions for the tasks. Basic management skills with capability in business management are a necessity. The tasks must be managed using effective management techniques, which are consistent with the organization's management style. This study will be taking a swipe to what leaders are commonly known and described as, to a rarely uncommon term in leadership studies. It is against this backdrop, that this study seeks to investigate how upside-down leaders can stimulate transformation in public universities in Rivers state.

### **Upside-Down Leaders Face Stiff Opposition**

Leadership is not a bed of roses, not everyone will support or like the leader's style. Leaders must be able to deal with criticism and opposition. Since they are expected to lead people with diverse opinions and backgrounds, often in difficult circumstances, they cannot expect everyone to always go along with them (Akinkugbe, 2021). All leaders will face opposition at some point. It comes with the territory. Everyone cannot always agree with you or be happy with what you are doing even if you think what you are doing is good or is in the interest of others. Here are four things to help us better handle opposition and criticism: First, you require inner strength and conviction about your purpose and goals, because opposition can destabilise you.

Sometimes opposition can be relentless and even abusive. A leader with inner strength and conviction about his or her purpose will not easily be distracted from it. Baroness Margaret Thatcher during her political career faced opposition. As Britain's Education Secretary, she was labelled by a newspaper as the most unpopular woman in Britain. But she did not let it deter her, rather she continued working to gain people's respect. She was eventually elected the first British female prime minister, and as Prime Minister she continued to face criticism for her policies and decisions but remained secure in her convictions. She was elected to three consecutive terms as prime minister and was the longest serving in the 20th Century. Leadership in the face of opposition is for those who are strong (Akinkugbe, 2021).

Leaders face criticism because their deeds and omissions affect the course of individuals who fall under their sphere of influence. They are therefore held accountable and made fun of when something goes wrong, whether or not they were directly involved. Everyone who is

connected to the leader has expectations of him as well. When reality doesn't match their expectations, they fault the leader. Even though some of the expectations may not be reasonable or justified, individuals who are determined to criticize will still be able to use their right to free speech (Sergiovanni, 1992). It is the responsibility of the leader to come up with inventive solutions for dealing with the critiques.

### **Transformation of University Education through Leadership**

The concept of managerial approach to university governance, an aspect relating to the centralization of decision-making to create efficiencies and bring about effective decision making is fairly recent globally and even more recent in Nigeria. University managers are the few people that have the economic rights, authority, moral responsibility, and high motivation to manage the university to achieve high-quality education though they have a principal that they are subject to. Ultimately, leadership is provided at the very top to impact on the adopted organizational design by the university and its effective governance. It should be noted in any case that good governance should not be impersonal, opaque, alienating and autocratic; rather it should be collegial, transparent and responsible (Bain, 2004 in Daramola & Amos, 2016).

Leadership is one of the basic and most important needs in a university. It is often considered to be the solution to most organizational problems (Daft & Marcic, 2006). It can direct human resources toward the strategic objectives of an institution and ensure that organizational functions are aligned with the external environment. Moreover, effective leaders are able to predict the future probabilities and design choice strategies to satisfy uncertainties (Riaz & Haider, 2010). Management and leadership in universities are as important as the need to have universities at all; a society or nation with ill-managed universities has no advantage over one without any, especially in the face of heightened universal conventions in standards and expectations.

It follows, therefore, that the government and society at large cannot earn the full reward of putting university systems in place unless optimized management and leadership are ensured. The quality of leadership and management provided by a university can only be ascertained by how well an institution or body fulfills its roles and objectives. Succinctly put, Nigerian universities, like all its foreign counterparts are established to teach, research, build capacity and provide community services to engender dynamic social, technological and economic development. The question to ask is how well Nigerian universities are performing these obligations.

The universities are established to contribute significantly in the achievement of educational objective of the people in the society. This means that the university education serves as one of the basic organisation for achieving high basic man power and supply of intellectual knowledge. If the university education must produce the needed knowledge and capacity for nation building, it means the leadership of the university must strategies their leadership styles to enhance effective administration and management of the university education system. Therefore, strategies for advancing good leadership are sine-qua-non for achieving job performance in the universities. For an organisation like the universities to produce the needed high level of employee performance and organizational productivity needed in the society, the organisational leadership must be effective to provide the enabling management strategy that will enhance organisational growth (Gbarage, 2020).

Akpanabia (2015) asserted that there is nothing as elusive as having good leadership in any organisation. Wealth and power are distinct variables from leadership quality because they

cannot constitute good leadership. An important factor to note in the leadership process is the relationship that a leader has with individual followers. Effective leadership styles involving strategies are needed to achieve the required job performance and capacity building. According to Lian (2011) leadership style is the manner and approach of providing directions, implementing plans and motivating people. Having acquired the human resources, there is the need to maintain and keep them together. It should be noted that every individual has, his personal expectation for working in an organization. The input of this individual employee lies in the hands of the leaders.

To this effect, the leadership of the universities must employ the appropriate strategies for making employees stay at work, feel contented, ready to put in their best and that their expectations are met without neglecting the overall corporate objective of the organization. There are numerous styles of leadership which can be strategies to advance good leadership and enhance human capital development in Nigeria university education. Such include; motivation, autocratic leadership style, democratic leadership style, human relations leadership style, transformational leadership style, transactional leadership style, and laissezfaire leadership style (Ubah, 2015). The way and manner this leadership styles are used to determine the level of job performance in the university system. Such job performance can be achieved through motivational leadership style. The motivational leadership strategy is needed as a catalyst leadership styles in the university system.

### **Strategies for Transforming Public Universities in Nigeria**

University education in Nigeria, especially Rivers State has declined so badly that our world ranking keeps retrogressing, however, some strategies have been outlined by Gbarage (2020) for transforming and revamping public university leadership:

- The university leadership should always adopt transformational, Emotional, democratic, charismatic, people-oriented leadership, etc. in performing their day-today functions so as to achieve the goals of university education.
- The Vice Chancellor should be appointed through a democratic process and not by the government. The criteria should be based on quality accumulated knowledge and experience.
- Those appointed into leadership position should be appointed on the basis of integrity and tolerance.
- There should be a vibrant and formidable Alumni Association through which funds can be raised for the development of the university.
- The university authorities should regularly put in place training programmes for researchers and staff to enhance job performance.
- There should be communication between the research output from the university to individual, industries and government organization who will make use of this outputs.
- The university education should focus on leadership strategies that will give university leaders a solid basis in theory and practice to perform their job.
- Leaders in the university education are encouraged to adopt the most suitable leadership strategies for advancing university education to achieve positive results.
- Strategies for advancing good leadership should include improvement of administration performance, team-building, enhanced employees through motivation and school innovation in teaching and learning.

## CONCLUSION

Upside down leadership can also be likened to servant or service leadership. The service leader approach promotes a group-oriented approach to analysis and decision reaching as a means of strengthening institutions and improving society. It also emphasizes the power of persuasion and seeking consensus over the old “top-down” leadership. The new service leadership model advocates that the leader who resides at the top of the organization works for those in its lower part. This unique approach to leadership if applied can bring about the changes we dearly desire as a nation. Nigeria has suffered in the hands of bad leaders who lack the moral and political will to implement policies that will end the misery of the people. This unfortunately happens also in the educational sector. The processes leading to the appointment of vice chancellors should be conscientiously scrutinized to ensure quality and standard representation of the true essence of university leadership. Prospective vice chancellors must be found worthy in character, competence and capacity. They should be evaluated to honest, transparent and corrupt free from their antecedents. These qualities of leadership have become pertinent as the standard of universities in Nigeria is a function and reflection of the character and capacity of the leaders.

### Suggestions

The following suggestions were made to improve the falling standards of Nigerian universities:

- The appointment of vice chancellors by the state or federal governments should be based on merit, laced with strong character, capacity, competence and conviction rather than grounds of political affiliation.
- Also, the national university commission should be strict in quality assurance policies and programs in order to increase the quality of university leadership through adequate training and development.
- Vice chancellors should see opposition as distractions, accept when necessary and face the business of school leadership head on, because leaders are not liked but judged by their effectiveness and competence.
- Visionary and goal oriented leaders should be appointed and/or elected to man sensitive management and administrative offices (eg: HODs, Deans, Heads of Committees etc), in order for the institutions to have singularity of purpose in formulating and implementing policies of the school.

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# SCHOOL-COMMUNITY RELATIONSHIP APPROACHES FOR EFFECTIVE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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## ABSTRACT

The study investigated School-community relationship approaches for effective administration of public senior secondary schools in Rivers State. Four research questions and four corresponding null hypotheses were formulated to guide the study. A descriptive research design was used in this study. The research area was in public senior secondary schools in Rivers State and the population of the study consisted of all the 6893 teachers in Rivers State which is made up of 286 public secondary schools, which are different in size and type. The population is comprised of male and female teachers. A convenient sample of 345 teachers which represented 5% of the total population of teachers' (6893) of public senior secondary schools of Rivers State. The research instrument titled "School Community Relationship Approaches for Effective Administration Questionnaire" (SCRAEAQ) was used to gather data for the study. Section "A" of the research questionnaire describes respondents'. Section "B1 B2, B3 and B4", on the other hand describes issues relating to the research questions. A reliability measurement was seen as suitable in this investigation, a Cronbach alpha reliability of 0.72 which showed that the responses were consistent and the instrument considered reliable and adopted for the study. Mean and standard deviation (SD) statistics were used in answering the research questions while the null hypotheses were tested using the z-test statistical tool at 0.05 level of significance. The result of the study indicated that school-community relationship collaboration approach to a high extent enhance effective administration of public senior secondary schools in Rivers State. It concluded that school leaders and community leaders and/or members maintain mutual understanding, both the community and the school will benefit because school-community relationship is a two-way thing; and thus, is not beneficial to only one party. The study recommends among others that Principals should devise more effective methods of communicating with the communities. They should encourage visitation, use of complaints/suggestions box, use of sign writings.

**Keywords:** School Community Relationship Approaches, Engagement Approach, Effective Communication, Collaboration Approach, Financial Approach.

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## INTRODUCTION

Given its central role in shaping students' subsequent academic and professional lives, secondary schooling in Nigeria has a special status among Nigeria's educational tiers. Federal

Government of Nigeria (2014) defined secondary education as the stage of schooling that occurs after elementary education but before higher education. Secondary schooling is meant to get students ready for the workforce and college. According to Ogundele (2008) in Ijamu, (2015). Nigeria's educational system is in crisis such as poor financing, poor and inconsistent salary payment, a growing student population, dissatisfaction among educators, and a lack of classroom space and un-utilized resources have all been blamed for these difficulties. This has led to a precipitous decline in teaching excellence and educational standards in our secondary schools. Community engagement in the management of public secondary schools is unavoidable given the government's incapacity to address these concerns.

According to Bondesio (2000), "community" refers to the collaborative efforts of Rivers State citizens to raise the standard of secondary school administration in the framework of the study. According to Bakwai (2013), the relationship between the school and the community is symbiotic, and everyone works together for the greater benefit. The establishment of strong relationships between the school and the neighborhood is necessary for this reason. However, the community is dependent on the school for its own survival and growth. As a result, the relationship between the secondary educational institution and the area is essential to the development of both. Strong relationships to the local community are crucial for secondary school administrators and teachers to successfully manage their institutions and achieve the sector's educational goals. Staff members should be dedicated to their work and take part in initiatives that strengthen ties between the school and the community.

In this course of this paper, the researcher pointed out the various approaches that enhance effective school community relationship; financial approach, collaboration approach and effective communication approach. There are several possible sources of funding, which include the government, the neighborhood, people, and companies. Through donations and taxes, the organization supports the educational system. Communities do indirectly support education by building facilities that are then handed up to the government for control, as stated by Ogbonnaya (2003). Also mentioned by him was the frequent donation of furniture for schools, such as tables and chairs. In return, the local government and schools are always grateful for their assistance.

A common collaborative approach in Nigerian schools is to provide manpower to nearby schools in order to aid in their growth and development. One way a community may help a school is by donating time and energy in the form of labor by way of volunteer service (Ochai, 2012). The author goes on to say that the school relies on community laborers to do things like mowing the lawn, cleaning the hallways and classrooms, tending to the school gardens. For the sake of the school's image, locals not only act as messengers and aid with general maintenance, but also offer security services and help keep the grounds clean.

Residents are less willing to donate money, time, or other resources to strengthen the school's capacity to educate its students because there is a lack of trust between the community and the school. The strong relationship between the school and the community is clearly under jeopardy due to the principal's poor management and administrative style. A bad public impression of school management is influenced by the principal's pride in his or her ties to the community, as well as the area's pervasive poverty and low levels of education. Some contemporary principals have employed management strategies that pose a risk of deteriorating the already strained relationships between the institution and its immediate area.

As a consequence of the government's incapacity to appropriately address these concerns, the researcher was tending to investigate the many school community relationship possibilities for efficient administration of Rivers State's public senior secondary schools. In public senior secondary schools in Rivers State, schools and local communities have failed to recognize the need of a collaborative partnership for the efficient administration of secondary



schools. Staff members should be dedicated to their work and take part in initiatives that strengthen ties between the school and the community.

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

The aim of this study was to investigate school community relationship approaches for effective administration of public senior secondary schools in Rivers State. Specifically, the study sought to:

- Examine the extent collaboration approach enhance effective administration of public senior secondary schools in Rivers State.
- Investigate the extent engagement programmes approach enhance effective administration of public senior secondary schools in Rivers State.
- Ascertain the extent financial support approach enhance effective administration of public senior secondary schools in Rivers State.
- Determine the extent effective communication approach enhance effective administration of public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions guided the study:

- To what extent does collaboration approach enhance effective administration of public senior secondary schools in Rivers State?
- To what extent does engagement programmes approach enhance effective administration of public senior secondary schools in Rivers State?
- To what extent does financial support approach enhance effective administration of public senior secondary schools in Rivers State?
- To what extent does effective communication approach enhance effective administration of public senior secondary schools in Rivers State?

### **Hypotheses**

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

- There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship collaboration approach enhance effective administration of public senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship engagement programmes approach enhance effective administration of public senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship financial support approach enhance effective administration of public senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship communication approach enhance effective administration of public senior secondary schools in Rivers State.

## METHODOLOGY

The study adopted a descriptive research design. The population of this study was 6893 teachers in the (286) public senior secondary schools in Rivers State. These include 3490 male teachers and 3403 female teachers in Rivers State. A descriptive research design was used in this study to investigate school-community relationship approaches for effective administration of public senior secondary schools in Rivers state. The research area was in public senior secondary schools in Rivers State and the population of the study consisted of all the 6893 teachers in Rivers State which is made up of 286 public secondary schools, which are different in size and type. The population is comprised of male and female teachers. A convenient sample of 345 teachers which represented 5% of the total population of teachers' (6893) of public senior secondary schools of Rivers State.

The research instrument titled "School Community Relationship Approaches for Effective Administration Questionnaire" (SCRAEAQ) was used to gather data for the study. Section "A" of the research questionnaire describes respondents'. Section "B1 B2, B3 and B4", on the other hand describes issues relating to the research questions. A reliability measurement was seen as suitable in this investigation, a Cronbach alpha reliability of 0.72 which showed that the responses were consistent and the instrument considered reliable and adopted for the study

The face and content validity of the research instrument were ascertained by three experts, one from the Department of Educational Management, and the other two from Department of Educational Psychology, Guidance and Counselling, Ignatius Ajuru University of Education. Mean and standard deviation (SD) statistics were used in answering the research questions while the null hypotheses were tested using the z-test statistical tool at 0.05 level of significance. The null hypothesis was accepted when the calculated z-value was less than the critical value of 1.96 and rejected when the calculated z-value was greater that the critical z-value of 1.96.

## RESULTS

The results were presented in line with research questions and null hypotheses that guided the study as showed in the table below;

### Answers to Research Questions

**Research Question 1:** To what extent does collaboration approach enhance effective administration of public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of male and female teachers on the extent collaboration approach enhance effective administration of public senior secondary schools in Rivers State.

| S/N | Extent collaboration approach enhance effective administration of public senior secondary schools in Rivers State. | Male Teachers |                 | Female Teachers |                 | Mean set ( $x_1x_2$ ) | Remarks     |
|-----|--|---------------|-----------------|-----------------|-----------------|-----------------------|-------------|
|     |  | $\bar{X}_1$   | SD <sub>1</sub> | $\bar{X}_2$     | SD <sub>2</sub> |                       |             |
| 1   | Collaborative approach helps in fostering cooperation in schools.  | 2.98          | 0.74            | 2.76            | 0.69            | 2.87                  | High Extent |
| 2   | Collaborative approach helps schools by allowing parties to arrive at win-win outcome.                             | 3.26          | 0.81            | 3.42            | 0.85            | 3.34                  | High Extent |
| 3   | Collaborative approach help schools by allowing parties to share ideas and information                             | 3.17          | 0.79            | 3.18            | 0.79            | 3.18                  | High Extent |

|                   |  |             |             |             |             |             |             |
|-------------------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| 4                 | Collaborative approach helps schools by allowing the parties to share risks and responsibilities of outcome. | 2.87        | 0.71        | 3.05        | 0.76        | 2.96        | High Extent |
| 5                 | Collaborative approach helps to meticulously work together to achieve a desired result.                      | 2.66        | 0.91        | 3.25        | 0.81        | 2.96        | High Extent |
| <b>Grand Mean</b> |  | <b>2.99</b> | <b>0.81</b> | <b>3.13</b> | <b>0.79</b> | <b>3.06</b> | High Extent |

Data on table 1 show the mean ratings and standard deviation of male and female teachers on the extent collaboration approach enhance effective administration of public senior secondary schools in Rivers State. The data shows that the respondents agreed that collaborative approach helps in fostering cooperation in schools, collaborative approach helps schools by allowing parties to arrive at win-win outcome, collaborative approach help schools by allowing parties to share ideas and information, collaborative approach helps schools by allowing the parties to share risks and responsibilities of outcome and collaborative approach helps to meticulously work together to achieve a desired result as seen on items 1, 2, 3, 4 and 5 having weighted mean values above the criterion mean of 2.50. The grand mean of **3.06** indicates that the answer to research question one is that school-community relationship collaboration approach to a high extent enhance effective administration of public senior secondary schools in Rivers State.

**Research Question 2:** To what extent does engagement approach enhance effective administration of public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of male and female teachers on the extent engagement approach enhance effective administration of public senior secondary schools in Rivers State.

| S/N                                    | Extent Engagement approach enhance effective administration of public senior secondary schools in Rivers State. | Male Teachers |                 | Female Teachers |                 | Mean set (x <sub>1</sub> x <sub>2</sub> ) | Remarks     |
|--|---|---------------|-----------------|-----------------|-----------------|---|-------------|
|  |   | $\bar{X}_1$   | SD <sub>1</sub> | $\bar{X}_2$     | SD <sub>2</sub> |   |             |
| 6                                      | Community helps to recruit security men for the school  | 2.15          | 0.78            | 2.14            | 0.88            | 2.28                                      | Low Extent  |
| 7                                      | Community helps to hire local coaches for the training of school teams  | 2.04          | 0.68            | 2.08            | 0.72            | 2.06                                      | Low Extent  |
| 8                                      | Community provides gardeners for maintenance of school plants   | 3.25          | 0.81            | 3.42            | 0.85            | 3.34                                      | High Extent |
| 9                                      | Community make health personnel available to cater for school staff and students                                | 2.26          | 0.81            | 2.01            | 0.75            | 2.14                                      | Low Extent  |
| 10                                     | Community help to recruit teaching staffs for school.   | 2.33          | 0.83            | 2.13            | 0.73            | 2.23                                      | Low Extent  |
| <b>Average Mean/Standard Deviation</b> |   | <b>2.41</b>   | <b>0.78</b>     | <b>2.36</b>     | <b>0.88</b>     | <b>2.22</b>                               | Low Extent  |

Data on table 2 show the mean ratings and standard deviation of male and female teachers on the extent engagement approach enhance effective administration of public senior secondary schools in Rivers State. The data shows that the respondents agreed that community provides gardeners for maintenance of school plants as seen on item 8 with mean value above the criterion mean of 2.50 while majority of the respondents disagreed that community helps to recruit security men for the school, community helps to hire local coaches for the training of school teams community make health personnel available to cater for school staff and students and community help to recruit teaching staffs for school as seen on items 6, 7, 9 and 10 having weighted mean values below the criterion mean of 2.50. The grand mean of **2.22**

indicates that the answer to research question two is that school-community relationship engagement approach to a low extent enhance effective administration of public senior secondary schools in Rivers State.

**Research Question 3:** To what extent does financial approach enhance effective administration of public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of male and female teachers on the extent financial approach enhance effective administration of public senior secondary schools in Rivers State.

| S/N | Extent Financial approach enhance effective administration of public senior secondary schools in Rivers State. | Male Teachers |                 | Female Teachers |                 | Mean set (x <sub>1</sub> x <sub>2</sub> ) | Remarks     |
|-----|--|---------------|-----------------|-----------------|-----------------|---|-------------|
|     |  | $\bar{X}_1$   | SD <sub>1</sub> | $\bar{X}_2$     | SD <sub>2</sub> |   |             |
| 11  | Community provides funds to build classroom blocks   | 2.53          | 0.73            | 2.72            | 0.65            | 2.63                                      | High Extent |
| 12  | Community provides funds for maintenance of science laboratory   | 2.41          | 0.68            | 2.32            | 0.74            | 2.37                                      | Low Extent  |
| 13  | Community subsidizes the school fees for the indigent students   | 2.25          | 0.71            | 2.42            | 0.83            | 2.34                                      | Low Extent  |
| 14  | Community provides funds for sports festivals  | 2.06          | 0.74            | 2.41            | 0.72            | 2.24                                      | Low Extent  |
| 15  | Community provides funds for the maintenance of ICT facilities   | 2.13          | 0.63            | 2.35            | 0.77            | 2.24                                      | Low Extent  |
|     | <b>Average Mean/Standard Deviation</b>   | 2.28          | 0.70            | 2.44            | 0.78            | <b>2.36</b>                               | Low Extent  |

Data on table 3 show the mean ratings and standard deviation of male and female teachers on the extent financial support approach enhance effective administration of public senior secondary schools in Rivers State. The data shows that the respondents agreed that community provides funds to build classroom blocks as seen on item 11 with mean value above the criterion mean of 2.50 while majority of the respondents disagreed that community provides funds for maintenance of science laboratory, community subsidizes the school fees for the indigent students, community provides funds for sports festivals and community provides funds for the maintenance of ICT facilities as seen on items 12, 13, 14 and 15 having weighted mean values below the criterion mean of 2.50. The grand mean of **2.36** indicates that the answer to research question three is that school-community relationship financial support approach to a low extent enhanced effective administration of public senior secondary schools in Rivers State.

**Research Question 4:** To what extent does effective communication approach enhance effective administration of public senior secondary schools in Rivers State?

Table 4: Mean ratings and standard deviation of male and female teachers on the extent effective communication approach enhance effective administration of public senior secondary schools in Rivers State

| S/N | Extent communication approach enhance effective administration of public senior secondary schools in Rivers State. | Male Teachers |                 | Female Teachers |                 | Mean set (x <sub>1</sub> x <sub>2</sub> ) | Remarks     |
|-----|--|---------------|-----------------|-----------------|-----------------|---|-------------|
|     |  | $\bar{X}_1$   | SD <sub>1</sub> | $\bar{X}_2$     | SD <sub>2</sub> |   |             |
| 16  | The school communicates all the information needed to the community leaders.                                       | 3.04          | 1.03            | 3.16            | 0.75            | 3.1                                       | High Extent |
| 17  | The principal of my school takes time to advise community leaders after a successful conflict resolution.          | 3.02          | 1.21            | 3.09            | 0.94            | 3.06                                      | High Extent |
| 18  | The school principal does not rebuke members of the community when issues arises.                                  | 3.17          | 1.74            | 3.19            | 0.71            | 3.18                                      | High Extent |
| 19  | Communication approach creates room for both parties to settle disputes.   | 3.14          | 1.62            | 3.17            | 0.61            | 3.16                                      | High Extent |
| 20  | The school and the community conduct general   | 3.13          | 1.97            | 3.05            | 1.01            | 3.09                                      | High        |

|   |            |             |      |      |      |  |  |             |
|---|------------|-------------|------|------|------|--|--|-------------|
| meetings to discuss on matters concerning both parties. |            |             |      |      |      |  |  | Extent      |
| <b>Average Mean/Standard Deviation</b>                  | <b>3.1</b> | <b>1.08</b> | 3.13 | 1.12 | 3.12 |  |  | High Extent |

Data on table 4 show the mean ratings and standard deviation of male and female teachers on the extent communication approach enhance effective administration of public senior secondary schools in Rivers State. The data shows that the respondents agreed that the school communicates all the information needed to the community leaders the principal of my school takes time to advise community leaders after a successful conflict resolution, the school principal does not rebuke members of the community when issues arises, communication approach creates room for both parties to settle disputes and the school and the community conduct general meetings to discuss on matters concerning both parties as seen on items 22, 16, 17, 18, 19 and 20 having weighted mean values above the criterion mean of 2.50. The grand mean of **3.12** indicates that the answer to research question four is that school-community relationship communication approach to a high extent enhanced effective administration of public senior secondary schools in Rivers State.

## HYPOTHESES

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

**HO1:** There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship collaboration approach enhance effective administration of public senior secondary schools in Rivers State.

Table 5: Summary of z-test analysis of mean ratings of the opinions of the respondents on the extent school-community relationship collaboration approach

| Groups | N   | $\bar{x}$ | S.D  | df  | Level of Sig. | z-cal. | z-crit.    | Decision               |
|--------|-----|-----------|------|-----|---------------|--------|------------|------------------------|
| Female | 234 | 2.99      | 0.81 | 343 | 0.05          | 1.47   | $\pm 1.96$ | <b>H01 Accepted</b>    |
| Male   | 111 | 3.13      | 0.79 |     |               |        |            | <b>Not Significant</b> |

From the result of the hypothesis testing shown in table 5 on the extent school-community relationship collaboration approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the calculated z-value used in testing the hypothesis stood at 1.47 while the z-critical value stood at  $\pm 1.96$  using 343 degrees of freedom at 0.05 level of significance, the calculated z-test of 1.47 is less than z-critical value of  $\pm 1.96$ , hence the extent school-community relationship collaboration approach is not significant. Based on the foregoing, the researcher accepted the null hypothesis, and confirmed that the mean ratings of male and female teachers on the extent school-community relationship collaboration approach is not significant for effective instructional service delivery in public senior secondary schools in Rivers State.

**HO2:** There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship engagement programmes approach enhance effective administration of public senior secondary schools in Rivers State.

**Table 6: Summary of z-test analysis of mean ratings of the opinions of the respondents on the extent school-community relationship engagement approach.**

| Groups | N | $\bar{x}$ | S.D | df | Level of Sig. | z-cal. | z-crit. | Decision |
|--------|---|-----------|-----|----|---------------|--------|---------|----------|
|--------|---|-----------|-----|----|---------------|--------|---------|----------|

|        |     |      |      |     |      |      |            |                     |
|--------|-----|------|------|-----|------|------|------------|---------------------|
| Female | 234 | 2.41 | 0.78 | 343 | 0.05 | 2.17 | $\pm 1.96$ | <b>H02 Rejected</b> |
| Male   | 111 | 2.36 | 0.88 |     |      |      |            | <b>Significant</b>  |

From the result of the hypothesis testing shown in table 6 on the extent school-community relationship engagement approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the calculated z-value used in testing the hypothesis stood at 2.17 while the z-critical value stood at  $\pm 1.96$  using 343 degrees of freedom at 0.05 level of significance, the calculated z-test of 2.17 is higher than z-critical value of  $\pm 1.96$ , hence the extent school-community relationship collaboration approach is significant. Based on the foregoing, the researcher rejected the null hypothesis, and confirmed that the mean ratings of male and female teachers on the extent school-community relationship engagement approach is significant for effective instructional service delivery in public senior secondary schools in Rivers State.

**HO3:** There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship financial support approach enhance effective administration of public senior secondary schools in Rivers State.

Table 7: Summary of z-test analysis of mean ratings of the opinions of the respondents on the extent school-community relationship financial support approach

| Groups | N   | $\bar{x}$ | S.D  | df  | Level of Sig. | z-cal. | z-crit.    | Decision            |
|--------|-----|-----------|------|-----|---------------|--------|------------|---------------------|
| Female | 234 | 2.28      | 0.70 | 343 | 0.05          | 2.01   | $\pm 1.96$ | <b>H03 Rejected</b> |
| Male   | 111 | 2.44      | 0.78 |     |               |        |            | <b>Significant</b>  |

From the result of the hypothesis testing shown in table 7 on the extent school-community relationship financial support approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the calculated z-value used in testing the hypothesis stood at 2.01 while the z-critical value stood at  $\pm 1.96$  using 343 degrees of freedom at 0.05 level of significance, the calculated z-test of 2.01 is higher than z-critical value of  $\pm 1.96$ , hence the extent school-community relationship financial support approach is significant. Based on the foregoing, the researcher rejected the null hypothesis, and confirmed that the mean ratings of male and female teachers on the extent school-community relationship financial support approach is significant for effective instructional service delivery in public senior secondary schools in Rivers State.

**HO4:** There is no significant difference between the mean ratings of male and female teachers on the extent school-community relationship communication approach enhance effective administration of public senior secondary schools in Rivers State.

Table 8: Summary of z-test analysis of mean ratings of the opinions of the respondents on the extent school-community relationship communication approach

| Groups | N   | $\bar{x}$ | S.D  | df  | Level of Sig. | z-cal. | z-crit.    | Decision               |
|--------|-----|-----------|------|-----|---------------|--------|------------|------------------------|
| Female | 234 | 3.1       | 1.08 | 343 | 0.05          | 1.28   | $\pm 1.96$ | <b>H04 Accepted</b>    |
| Male   | 111 | 3.13      | 1.12 |     |               |        |            | <b>Not Significant</b> |

From the result of the hypothesis testing shown in table 8 on the extent school-community relationship communication approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the calculated z-value used in testing the hypothesis stood at 1.28 while the z-critical value stood at  $\pm 1.96$  using 343 degrees of freedom at 0.05 level of significance, the calculated z-test of 1.28 is less than z-critical value of  $\pm 1.96$ , hence the extent school-community relationship communication approach is not significant. Based on the foregoing, the researcher accepted the null hypothesis, and confirmed that the mean ratings of male and female teachers on the extent school-community relationship communication approach is not significant for effective instructional service delivery in public senior secondary schools in Rivers State.

## **DISCUSSIONS OF FINDINGS**

### **Extent collaboration approach enhance effective administration of public senior secondary schools in Rivers State.**

The data shows that the respondents agreed that collaborative approach helps in fostering cooperation in schools, collaborative approach helps schools by allowing parties to arrive at win-win outcome, collaborative approach help schools by allowing parties to share ideas and information, collaborative approach helps schools by allowing the parties to share risks and responsibilities of outcome and collaborative approach helps to meticulously work together to achieve a desired result as seen on items 1, 2, 3 4 and 5 having weighted mean values above the criterion mean of 2.50. The grand mean of **3.06** indicates that the answer to research question one is that school-community relationship collaboration approach to a high extent enhanced effective administration of public senior secondary schools in Rivers State.

From the result of the hypothesis testing shown in table 5 on the extent school-community relationship collaboration approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the mean ratings of male and female teachers on the extent school-community relationship collaboration approach is not significant for effective instructional service delivery in public senior secondary schools in Rivers State. This finding disagrees with the findings of Ajayi et al., (2009) which revealed there was no significant relationship between parents' involvement in school administration and effectiveness in schools. It was recommended that; since parents' involvement in school administration was not significantly related to the effectiveness of the schools, the government and other stakeholders should make the teaching learning environment of the schools more conducive in order to improve their effectiveness.

### **Extent Engagement approach enhance effective administration of public senior secondary schools in Rivers State.**

The data shows that the respondents agreed that community provides gardeners for maintenance of school plants as seen on item 8 with mean value above the criterion mean of 2.50 while majority of the respondents disagreed that community helps to recruit security men for the school, community helps to hire local coaches for the training of school teams community make health personnel available to cater for school staff and students and community help to recruit teaching staffs for school as seen on items 6, 7, 9 and 10 having weighted mean values below the criterion mean of 2.50. The grand mean of **2.22** indicates that the answer to research question two is that school-community relationship engagement approach to a low extent enhanced effective administration of public senior secondary schools in Rivers State.



From the result of the hypothesis testing shown in table 6 on the extent school-community relationship engagement approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the mean ratings of male and female teachers on the extent school-community relationship engagement approach is significant for effective instructional service delivery in public senior secondary schools in Rivers State. In line with the above findings, Agabi et al. (2005) outlined very important areas where community had identified itself in the development of the school to include: donation of land for building the school; funding school programmes; providing accommodation for teachers; provision of amenities in schools; and provision of security to the school. Communities are more willing to support any project of this nature than they are willing to give out raw cash. This is all because of the fear that there could be mismanagement of any fund provided to schools. For instance, a community member may be willing to contribute 10 building blocks, a truck trip of sand or some bags of cement than he may be willing to donate N100 for the same purpose.

### **Extent Financial approach enhance effective administration of public senior secondary schools in Rivers State.**

The data shows that the respondents agreed that community provides funds to build classroom blocks as seen on item 12 with mean value above the criterion mean of 2.50 while majority of the respondents disagreed that community provides funds for maintenance of science laboratory, community subsidizes the school fees for the indigent students, community provides funds for sports festivals and community provides funds for the maintenance of ICT facilities as seen on items 11, 13, 14 and 15 having weighted mean values below the criterion mean of 2.50. The grand mean of **2.36** indicates that the answer to research question three is that school-community relationship financial support approach to a low extent does not enhance effective administration of public senior secondary schools in Rivers State.

From the result of the hypothesis testing shown in table 7 on the extent school-community relationship financial support approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the researcher rejected the null hypothesis, and confirmed that the mean ratings of male and female teachers on the extent school-community relationship financial support approach is significant for effective instructional service delivery in public senior secondary schools in Rivers State. This agreed with Fiore (2006) when he said by working together, schools, families and communities can furnish schools with crucial financial support system as well as the social and cultural values necessary for success such as welfare and discipline of teachers and students. Schools cannot achieve all these without community involvement. For example, government can help provide the needed facilities to the school but maintaining these facilities become the sole responsibility of both the school and the community where the school finds itself.

### **Extent communication approach enhance effective administration of public senior secondary schools in Rivers State.**

The data shows that the respondents agreed that the school communicates all the information needed to the community leaders the principal of my school takes time to advise community leaders after a successful conflict resolution, the school principal does not rebuke members of the community when issues arises, communication approach creates room for both parties to settle disputes and the school and the community conduct general meetings to discuss on matters concerning both parties as seen on items 15, 16, 17, 18, 19 and 20 having weighted mean values above the criterion mean of 2.50. The grand mean of **3.12** indicates that the answer to research question four is that school-community relationship communication

approach to a high extent enhance effective administration of public senior secondary schools in Rivers State.

From the result of the hypothesis testing shown in table 8 on the extent school-community relationship communication approach enhance effective administration of public senior secondary schools in Rivers State, it was revealed that the researcher accepted the null hypothesis, and confirmed that the mean ratings of male and female teachers on the extent school-community relationship communication approach is not significant for effective instructional service delivery in public senior secondary schools in Rivers State. In line with this, Uzoechina (2016) revealed from a study that the school-community relationships existing in secondary schools in Anambra State was poor. Fraud, principals'/teachers' attitudes, community apathy and illiteracy among community members were similarly identified by principals, teachers and community rulers as the barriers to good school-community relationship. It was recommended in the study among other things that principals and teachers should encourage good rapport between them and the community leaders. They should make more efforts to see community involvement in school affairs not as threat but as one way of enhancing its quality. The recommendations made as a result of the findings of Uzoechina supports the findings of this study.

## **CONCLUSION**

It was concluded that effective communication, financial approach, collaboration approach and engagement approach improve school community relationship in terms of the various approaches that enhance effective administration. When school leaders and community leaders and/or members maintain mutual understanding, both the community and the school will benefit because school-community relationship is a two-way thing; and thus, is not beneficial to only one party. Furthermore, it pointed out that the challenges which hinder school community relationship in schools in Rivers State are very serious that they must be tackled or handled with care if good relationship is to be ensured

## **Recommendations**

Based on the findings of this study, the researcher itemized the following recommendations:

- The school and community leaders should adopt the use of collaborative approach.
- Principals should devise more effective methods of communicating with the communities. They should encourage visitation, use of complaints/suggestions box, use of sign writings.
- Community leaders should occasionally provide funds in the running of the schools system. The provision of funds can be in the area of maintenance of school properties and other amenities the community can help out with.
- The school should support the community during certain projects, while the community should also support the school by supporting the schools' project. This is an effective way to collaborate and join forces towards effectiveness in both ends.

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# REWARD SYSTEM: A STEP TOWARDS BUILDING EFFECTIVE TEACHERS IN SECONDARY SCHOOLS IN NIGERIA

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## ABSTRACT

The bane of every educational leader, principal or administrator is to have highly effective teachers in order to achieve pre-determined objectives of the school. As important as teachers are in the educational system, the teaching profession is fast losing its savour and value due to the way teachers are treated in Nigeria. It is strange to hear that teachers are rewarded unlike the politicians, given bonuses, additional allowances or even gifts to motivate and spur them to put in more efforts, unlike the Senators who go home with fat allowances, bonuses in Nigeria. The job of teachers is highly tedious, coupled with the uncomfortable learning conditions of classrooms, over population of students, inflation and harsh weather conditions among other things are enough to frustrate the Nigerian teacher. Regardless of all these sad realities, teachers still try to do their job and some are struggling without being encouraged, spurred or motivated which leads to dissatisfaction among teachers. It is on this backdrop that this paper considered reward system as a step towards building more effective teachers in secondary schools in Nigeria. Concepts of reward system, teacher effectiveness, types of reward system and others. Suggestions were made to improve the effectiveness of teachers in the end of the paper.

**Keywords:** Reward System, Teachers, Effectiveness, Secondary School.

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## INTRODUCTION

Reward for hard work has always been an antidote for maximum productivity. It is true that teachers of secondary schools receive salaries at the end of the month like every other Nigerian worker. However, the state of the economy today has resulted in serious hardship that has plunged teachers into chronic stress that has highly hampered their level of performance. This is evident in the poor performance of students in their examinations. Salaries alone cannot carter for their (teachers) needs. Some teachers put in so much efforts in the job but are rarely noticed and poorly rewarded. This ugly trend of lack of psychological wages which includes, appraisal, appreciation, recognition, awards for hardwork and commitment etc of teachers has ultimately reduced their zeal and morale to the lowest ebb.

It is strange to hear that teachers are rewarded unlike the politicians, given bonuses, additional allowances or even gifts to motivate and spur them to put in more efforts, unlike the Senators who go home with fat allowances, bonuses in Nigeria. The job of teachers is highly tedious, coupled with the uncomfortable learning conditions of classrooms, over population of students, inflation and harsh weather conditions among other things are enough to frustrate the Nigerian teacher. Regardless of all these sad realities, teachers still try to do their job and some are struggling without being encouraged, spurred or motivated which

leads to dissatisfaction among teachers. Allen (2002) indicated that participating teachers almost unanimously agreed that teacher motivation is a vital and central factor for classroom effectiveness and improvement in student achievement.

This concurs with Okoro, (1998) observation where rewards could enhance teacher motivation and have been resolutely related to student achievement in sub-Saharan Africa, where Nigeria is located. It was therefore recommended that in this era where people feel secure in displaying how rich they might be and in face of persistent poverty, teachers need to be adequately motivated (salaries must be paid when due and teaching facilities have to be made available) for an effective viable school system. Robert (2005) stated that governments and any relevant bodies need to seriously consider their remuneration of teachers which might increase teacher morale, thus enhancing teachers' classroom effectiveness. The assumption being that when teaching is effective, it could lead to students' achievement.

## **CONCEPTUAL CLARIFICATIONS**

### **Reward System**

Reward system according to Armstrong (2001) consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their markets worth. The reward system is developed within the framework of the organization's reward philosophy, strategies and policies and contains arrangements in the form of processes, practices, structures and procedures which will provide and maintain appropriate types and levels of pay, benefits and other forms of reward. Reward system according to Ogoni (2021) is a prize given to employees as an inducement towards their performance. Robert (2005) defined reward system as the process of developing and implementing strategies, policies and systems which help the organization to achieve its objectives by obtaining and keeping the people it needs and increasing their motivation and commitment.

Johnson et al (2010) outlined the aims of reward system to include: attract, retain and motivate employee, to support the attainment of the organization's strategic and short term objectives by helping to ensure that it has the skilled, competent, committed and well-motivated work force it needs, to meet the expectations of employees that they will be treated equitably, fairly and consistently in relation to the work they do and their contribution. Neckermann and Kosfeld (2008) drew a distinction between two basic types of rewards namely: Intrinsic rewards and extrinsic rewards. Intrinsic Rewards: Intrinsic rewards often called non-financial rewards are inherent of an activity and their administration is not dependent upon the presence or actions of any other person or thing. Intrinsic is concerned about the feeling of being recognized, praised for a job well done and participation in whatever we do.

Extrinsic rewards do not follow naturally or inherently from the performance of an activity but are administered to a person by some external agents. Extrinsic reward concerns such motivations like money, retirement benefits, health insurance scheme, compensation, salary, bonus, etc. The welfare of teachers should be the paramount concern of educational leaders, as a well-motivated teacher will be ultimately productive and effective (Ogoni, 2022).

### **Features of a Good Reward System for Teachers Effectiveness**

A good reward system must have the following features:

**Competitiveness:** The reward system must be attractive and competitive for the high caliber of people that are generally in short supply. These employees will know their worth, the actual or potential value of their contribution and expect to be rewarded accordingly (Hayble, 2001).

**Rewards must satisfy employee needs:** Reward is an important ingredient in an organization and it is not motivational unless the rewards satisfy their basic needs such as food, shelter, safety and security. Not all employees need the same thing and one employee may need different things at different times (Ali, 2016). Money for example, is a powerful motivator for those who seek security through material wealth.

**Equity:** The distribution of rewards within the organization must be perceived to be done fairly and equitably. Rewards are equitable if employees perceive it as fair and just.

**Flexibility:** A good reward system should be capable of dealing with members of the organization as individuals. The reward system must take cognizance of difference in people's needs, desires, expectations, goals, and aspirations (Onyene, 2001). Employee Performance The term performance describes how an employee carries out the tasks that make up the job. Good performance results from efforts, ability and direction. Employee performance can therefore be defined as the totality of the financial and other non-financial rewards that an employee receives in return for his labour or services. It includes his basic pay and other numerous financial and non-financial benefits and incentives. The totality of which determines how well he lives in the society (Fagbamiye, 2000).

### **Types of Organizational Rewards Packages in Public Secondary Schools**

Every organization has reward peculiar to it. The same reward can take different nomenclature from one organization to the other. However, the few commonly employed organizational pension schemes, official cars, loan for purchase of personal cars, subsidy for housing rent, education leave with pay, health benefits, vouchers scheme as an alternative to a direct cash bonus, promotion to the post of Director-general or tutors-general, special awards and certificates, leave of absence and stock optional commission (Adelabu, 2003). The Nigerian Employers Consultative Association (NECA) in July – September, 1996 Survey, listed well over forty most common benefits/rewards enjoyed by Nigerian workers generally which include leave allowance, transport allowance, housing/rent subsidy, end of year or festival bonus, paid annual leave, long service award, gratuity and pension payments, among others Causes of Employees Low Performance in Lagos State Public Secondary Schools.

Carraher et al. (2006) advocates various causes of employees' low performance in public sectors. Such as:

**Lack of effective reward system:** An effective reward system retains the high performers in the organization and such reward should relate to the employees' productivity. Furthermore, efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. Reio and Callahon (2004) concluded that both intrinsic and extrinsic rewards motivate the employees towards actualization of organizational goals.

**Lack of procedures and roles:** Performance can also be affected by the organizational procedures, roles and directives. If a mission statement is lacking, employees may have

difficulty performing their duties without correct information (Garland, 2002). A clear mission statement must consist of defined organizational principles, goals and practices.

**Communication, feedback and recognition:** A contributing factor to poor performance is lack of communication between employees and management or between subordinates and superiors. This creates barriers, an environment of staff distrust and the encouragement of rumours. If rumours are not addressed credibility may be given to the false information (Freeman, 1999).

**Lack of staff adequate training and recognition of professionalism:** Proper training of employees is one of the most important aspects affecting employee's performance (Hills, 2002). Training is essential for public sector employees due to the constant evolving methodology facing the assignment of duties in the public service. Performance will be low if superior officers are without training and professional qualifications in order to achieve specific tasks (Watson, 2002). Consequences of Employees low performance in Lagos State Public Secondary Schools. Employee's low performances have many adverse consequences for the cohesion of the unit as a whole. Negative morale may lead to complacency and inattention to duties which is a dangerous problem facing public employees (Vellani, 2001).

These results not only increase the amount of stress facing public sector employees, but create a multitude of personnel issues for supervision and administration. Negative morale reduces individual and group performance levels. Low morale tends to escalate throughout the ranks until ultimately, it poisons the entire institution (Garland, 2002). Negative morale can lead to high level of employees turn over. Ward (2005) pointed out that compensation is not the predominant reason why people leave their jobs for supposedly greener pastures. Fajana (2002) on his part argued that whenever an employee or groups of employees are dissatisfied with their pay one could expect a long series of misunderstanding event or incidents to take place such as poor job performance, strike, grievances, turnover, job dissatisfaction and mental disorder.

### **Reasons for Teachers' Ineffectiveness**

For any organization to succeed, it must not look up to capital investment but to its employees as the fundamental source of improvement with the understanding that the human element and the organization are synonymous (Telia et al., 2007). Nearly all organizations invest in the provision of rewards to motivate their employees in order to get the desired results. According to equity theory, the adequacy of such rewards will to a large extent depend on the value the employees place on the inputs they bring to the job in the form of education, experience, training, time, effort etc, with the outcomes (rewards) such as pay, promotions, praises and recognitions they receive as a result of performing the job (Fajana, 2002).

The poor salary package and the irregular mode of payment adversely affect teacher's performance in the classroom. Peterson (2003) in his views, said that the current school environments are a reward scarce setting for professional work and often seem to work against teachers best effort to grow professionally and improve students' learning be referred to as those factors that operate within the school system which if not made available to the teachers would hamper performance, cause stress, discontent and frustration all of which subsequently reduce students quality output and enhance teachers decision to leave the job. This implies that teacher incentive include factor that cause, channel and sustain influence teachers' behaviour towards high academic achievement standards, job satisfaction and stability on the job (Ndu, 2004). Okoro (1998) lamented that in spite of the role teachers

played in the education system, there was abundant evidence suggesting that teachers were neglected in terms of support and welfare. Teachers' welfare needs to be seen as a viable motivation factor for the survival of the teaching profession and the educational system.

The intrinsic motivation depends on rewards that flow naturally from work. Therefore, while it is important to keep in mind that money is not the only effective way to motivate behaviour, and that monetary rewards will not always be the answer to motivation problems, it does not appear that monetary rewards run much risk of compromising intrinsic motivation in most work settings (Reoi, 2004). There are several different types of financial incentive given to employees. Health and welfare benefits, reimbursements and employee services are one category of financial incentive that is of high priority for many workers. This includes medical and dental insurance, pension plans, and disability programs (Liz, 2013). There are many sub categories that employers need to choose from within this broad financial incentives area. Some sub categories include: HMO (Health Maintenance Organization), PPO (Preferred Provider Organization), POS (Point of Service) plans, consumer directed plans, and cafeteria plans. Health and welfare benefits, reimbursements and employee services are very important because they provide very important services that most employees cannot afford on their own.

Another type of financial incentive is the employee's salaries and wages Salary could be defined as important element of attracting, retaining and motivating an employee. It is a universally accepted norm that an employee should be compensated in proportion to his work. An employee pay has the capability to affect his performance. This category is the largest expenditure for the employer in their financial incentive plan and can be up to 60% of the total expensed. Wages are paid to hourly employees and these employees are usually eligible to receive overtime pay. Salaried employees are paid a flat rate usually per year and are held accountable for their accomplishments. Some salaried employees are also to receive overtime pay. Wages and salaries are important to all employees; this is their livelihood and the reason that most people work (Liz, 2013). The Bible also supports the fact, that a labourer is worthy of his wages or salary.

Premium payments are also a form of financial incentive that is given as recognition to employees who take on extra work or work in undesirable conditions. These premium payments may be given to employees who work weekends or swing shifts. Another example of when a premium payment might be offered is to a news reporter also offers to go to as a dangerous or hazardous place for a report. These types of payments are very important in hospital settings or any other 24-hour operation, This gives employees an incentive to work a schedule or under conditions that would otherwise be very disliked by most employees (Peterson, 2003).

### **Teachers Motivation as Reward**

Individuals who feel that they are being rewarded inequitably are unlikely to be highly motivated to perform effectively and are much more prone to stay away from work (absenteeism) or to leave the organization altogether (turn over) (Maduabum, 2006). This could spell doom for the organization. If the rate at which people are leaving the organization or avoiding joining the organization is so high, the organization must investigate the underlying causes and may be a function of negative job attitudes, low job satisfaction and the state of the labour market (Perry et al., 2006). The school needs teachers to work willingly towards achieving organizational goals. Willingness to work however depends on how well the school principals integrate the interest and needs of the teachers with the objectives of the school.



How to motivate teachers in the school system is a very significant role of a good leadership. Absence of motivation would hamper performance, because stress, discomfort, frustration, all of which subsequently reduce students' quality output (Odden, 2000). According to behavioural scientists, people work because of the need to attain a number of goals or to satisfy certain needs or motives and teachers are no exception (Adelabu, 2003). The overall aim of reward system is to support the attainment of the organization's goals and objectives by helping the organization to ensure that it has the skilled, committed and well-motivated work force it needs. In a school system, it is necessary for the administrators to develop the most suitable incentives and good reward system which could be financial and non-financial.

Teachers motivation for efficient performance in our educational systems has not always received due attention despite the obvious leading roles they play in the classroom towards attaining educational objectives (Cole, 2002). This situation has remained a very serious problem. The International Labour Organization (ILO, 2003) lamented that the situation of teachers in the school system in the Sub-Saharan region is so bad that it had reached "an intolerable low point". The societal image of the teachers in terms of their purchasing power, social status, gender bias, etc, has made the profession unattractive. Its members had gone through harrowing experiences in the hands of the political office holders in the current political dispensation. For instance the primary school teachers went without salary for several months. They were compelled to seek for alternative means of livelihood to meet their basic needs. To secure their full attention back to school had not been very easy for subsequent administrations (Odden, 2000). The motivation of teachers is synonymous with students' academic excellence (Ogona, 2021).

The ill treatment and non-professionalization of teaching job breeds dissatisfaction and hamper classroom effectiveness and productivity. In the face of frustration, low morale, harassment, condemnation and job-dissatisfaction, teachers had been accused of being responsible for the poor performance of students in examinations, especially externally conducted types, their involvement in examination malpractice, cultism and other negative vices (Hayble, 2001). Furthermore, inconsistency in governmental policies such as non-payment of teachers' allowances, embezzlement of teachers pension fund, and non-inclusion of teachers in long service award programmes have been said to be responsible for the poor performance of teachers at work.

### **Nexus between Reward System and Teachers' Effectiveness**

Organizations are concerned with what should be done to achieve and sustain high level of performance through employees. Apart from salary, which is an employee's legitimate right: there are many other ways of motivating employees. These include incentives, rewards, bonus scheme, and profit sharing policy. The aim is to develop motivation process and a work environment that will enhance and ensure employee productivity in accordance with the objective of the organization. Others include tailoring compensation to the needs of employees, better salary, and pay equity (Gerland, 2002).

Various existing theories to support this argument have been identified and one of such is the reinforcement theory which was propounded by Burrhus Fredrick Skinner in 1957 as cited in Liz (2013). This theory holds that individuals can actually be motivated by their work environment when it is properly developed. Therefore, rather than considering internal factors such as attitudes, feelings, impressions and other cognitive behaviour, employers should keep on making positive changes in the external environment of the organization. It emphasizes the importance of a person's actual experience of a reward, and the implication of

this for incentive management is that high employee performance followed by a monetary reward will more likely enhance high performance.

Another type of financial incentives is payment for time not Worked. This category includes holidays, vacation, sick leave, lunch periods, etc(Todd & Kent, 2012). Pay for time not worked is usually offered to employees after a certain waiting period and may increase with years of service. This type of incentive is highly valuable to employees with families as it gives them paid time to spend with their loved ones. Other employees also find paid time of important because it gives them time to care of their doctor's appointments or get their car fixed during normal business hours (Todd & Kent, 2012).

### **Bonuses**

Short-term incentive is a form of financial incentive that is used as a motivational tool by the employer (Hills, 2002. These payments are sometimes called bonuses or commission (Todd & Kent, 2012). Usually, the incentives are paid on a weekly or monthly basis and they are often paid in cash. These incentives are highly valued by sales employees and can sometimes make-up of the majority of their salary (Hayble, 2001). There are also several different types of non-financial incentives that are offered by employers. One example is permitting flexible work schedules. This is when the employer allows the employee to change their work hours to better suit their own schedule while still keeping their position and pay. This opportunity can be very valuable to families with two working parents or families that are caring for aged adults.

Another form of non-financial incentive is holding company functions for employees. This could be a holiday party at a fancy restaurant, end of year party, or a company function at are sort destination. This form of reward is valuable to all employees because it boosts morale and makes the employees feel appreciated (Todd & Kent, 2012). Promotion from within is another form of non-financial incentive. This is when a company designs a program where employees can be promoted to higher positions and the company makes a plan to hire qualified employees for newly open positions before they look for candidates from outside the company. This is very important for lower level employees who want to move up the ladder and get more responsibility and higher pay (Don, 2013).

### **Psychological Wages**

Verbal praise and positive feedback are also a form of non-financial incentive. This may be something as simple as sending an email or phone call to the employee thanking him for doing a great job on a project or a manager taking time out to let the employee know how well they are doing. This is important at all levels because it makes the employees know that the management and the organization care about the job that they are doing: it makes employees feel special and appreciated (Maslow, 1970). Educational reimbursement is another example of non-financial incentive. This is a program that is offered to employees and sometimes their families. The company will reimburse the employee up to a certain amount for classes and education. Some companies require that the classes be in the same field while others do not make that distinction. Most companies do require an employee to pass a waiting period before they are eligible for educational reimbursement. This is important to any employee who would like to go to school and get more education to attain higher levels of pay and higher positions (Todd & Kent, 2012).

## **Additional Wages**

As a dimension of reward system, incentives are additional allowances which serves as stimulus to greater action. Incentive is something which is given in addition to wages. Examples of additional wages are as follows:

### **Fringe Benefits**

Cushway (1999) defined fringe benefits as additional payments beyond the basic pays. According to Garland (2002), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons. Fringe benefit denotes rewards received in addition to direct wages or salaries, such as company car, accommodation allowance, medical insurance, paid holidays, pension schemes, subsidized meals, health insurance, group-term life insurance coverage, educational assistance, child care and assistance reimbursement. Fringe benefit may be paid in financial or non-financial forms. However, what is vital is the rate at which these benefits are paid and when actually they are paid to the employees. In most institutions such benefits include performance related pay, incentive pay, merit pay, knowledge contingent pays, team based pay and organizational based pay, based on profitability of the firm recognitions, promotion and praises. In schools, the provision of fringe benefits depends on the availability of resources and the culture of the institution and this result in the views that salaries do not have additions for productivity. According to Dessler (2008), fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals.

Therefore, school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance. However, these do not exist in most schools and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances. Kyambalesa (1998) stated that managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, for teachers to fully exhibit their potentials, become more committed, responsible and accountable in various schools, attention need to be paid to their fringe benefits.

### **Pay Incentive**

Incentive Pay or Pay for performance is the term given for monetary benefits or salary given as an addition to the normal day to day salary or work (McNamara, 2008). There are a number of ways in which incentive pay is given to the employees some are bonuses, profit sharing, commissions, special reward recognition, stock options etc. Incentive pay schemes are adopted by many corporations in order to improve the employee morale, and increase the want to work for the employees. Based on performance measures and metrics defined by the human resources of the specific organization incentive plans are devised and the specific mode of incentive is decided (Lazear & Gibbs, 2009).

Monetary incentive is an essential component in recruitment and retention process, but benefits are equally important and can often be the deciding factor in whether an individual accepts an offer or even stays. Watson (2002) concluded that as the competition increases for organizations, employees with the right skills and knowledge that most organizations need should be well paid. Many organizations rely on their benefit packages to give them the leading edge. It is pertinent therefore that, present day human resource

specialists are well informed about the various benefits available so that they adequately manage recruitment and employment.

Profit oriented organization typically offer a wide range of benefits to their employees to establish them; and employees are provided the same institutional benefits. These include retirement plans, medical care, sick and annual leave, sabbatical leave, study leave, maternity leave, child care, pension benefit, sponsorship to attend conferences and workshops, leave bonuses, on campus accommodation, and so on, which are referred to as establishment supported benefits. The responsibility is on the human resource specialist who must be aware of these benefits offered by other organization to ensure that his organization is not left behind. Some organization supported benefits have monetary value while some have no financial impact

Incentives can further be classified as casual incentives and structured incentives. Casual incentives are when companies give a small token of appreciation or gift for an outstanding performance in a given quarter. Structured incentives are more done on a regular basis, like giving a specific percentage of achieved number of sales by a particular salesman. A basic starting point in much of the literature on the discussion of relationships that affect the effectiveness of incentive pay is an analysis of the complementarities between properties of the performance measures and the incentive intensity (Todd & Kent, 2012).

### **Evidence on Incentive Pay**

A fundamental difficulty with evaluating teacher incentives is that school systems that choose to have incentives may differ from those that do not in unobservable ways. For example, a typical concern is that districts may be more inclined to implement incentive pay programs if they are having problems recruiting effective teachers. Thus, any measured impacts of the plan would pick up the existing, low-performing state of the district. To get around this problem much of the academic research on incentives has turned to using randomized controlled trials to evaluate teacher incentives. Randomization eliminates the unobserved differences between teachers affected by incentives and those not affected. However, randomized controlled trials are often limited in scope, and teachers may respond differently during these experiments than at other times, knowing that the experiments are temporary. Thus, in evaluating these programs one should also examine other evidence-based non-experimental studies that use methods that estimate causal impacts.

### **CONCLUSION**

The joy of every worker is to go home happy after work. Conditions of service play a vital role in the satisfaction or dissatisfaction of the Nigerian worker. The onus therefore lies on employers to be conscious and alive to the needs, desires and aspirations of their employees' in order to get the best from them. The state of Nigerian economy is serious telling on the morale workers, especially teachers who are faced with the hustle and bustle of catering for their families and other economic demands, needs support, rewards and other fringe benefits so as not to breed dissatisfaction in them. Reward is therefore important to workers as it has the capacity to boost their morale, encourage them and spur them to perform optimally in organizations. Organizations provide rewards to members in the form of wages and salaries, promotions, long service awards and certificates, end of the year bonus and other fringe benefits. These rewards are to motivate behaviour that will contribute to the achievement of the goals of organizations. The questions that readily come to mind are, what sort of behaviour does an organization want? How can reward process promote that behaviour? What motivates an organization to design reward packages for the employees?

## Suggestions

The following suggestions were made to improve teachers' effectiveness in public secondary schools in Nigeria:

- Principals and school administrators should ensure that they provide 13<sup>th</sup> month salary as a means of reward for teachers to boost their morale and encourage them.
- Government should try as much as possible to pay teachers' remuneration promptly to motivate them to give in their best.
- Government and private schools should ensure that promotion of teachers' is done regularly with the appropriate salary review; this too can serve as a booster to work effectiveness.
- Teachers should be regularly appreciated and praised for their hard work to encourage productivity.

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# EFFECTIVE LEADERSHIP AND MOTIVATION OF ACADEMICS IN TERTIARY INSTITUTIONS IN SOUTH-EAST NIGERIA

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## ABSTRACT

This study determined the relationship between effective leadership and the motivation of academics in tertiary institutions in South-East Nigeria. Two research questions guided the study. Two null hypotheses were tested at .05 level of significance. Correlational survey research design was adopted for the study. The population of the study was 197 lecturers in public tertiary institution in South-East states. A structured questionnaire was used for data collection. The reliability of the instrument was established using Cronbach's alpha formula which yielded reliability coefficient of 0.88. Data were analyzed using Pearson Product Moment Correlation coefficient. The results showed that there is a substantial and an average positive relationship between transformational and strategic leadership on the motivation of academics in public tertiary institutions in South-East Nigeria respectively. The study further revealed that there is a significant relationship between transformational and strategic leadership on the motivation of academics in public tertiary institutions. Based on the findings, it was recommended among others that educational agencies and professional associations should collaborate with tertiary institutions to organize workshops and seminars for administrators of tertiary institutions at regular interval to strengthen abilities to ensure effective performance by academics (teachers) to achieve the objectives of tertiary education as entrenched in the National Policy on Education.

**Keywords:** Effective Leadership, Academics, Motivation.

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## INTRODUCTION

Education in Nigeria is an instrument for affecting national development. The country's educational goals have been set out in the National policy on education in terms of their relevance to the needs of the individual and the society which were to facilitate educational development in the country (FRN, 2014). The educational system in Nigeria has been delineated into different levels; primary, secondary, and tertiary levels. Tertiary institutions are institutions of higher learning where knowledge is imparted to its seekers and research is undertaken in various fields of human endeavour. Tertiary institutions are at the post-secondary level of the national education system and include universities, polytechnics, colleges of technology, colleges of education, advanced teacher training colleges, correspondence colleges, and such



institutions as may be allied to them (Federal Government of Nigeria, 2014). These institutions may be publicly or privately owned and are meant to contribute to national development by developing physical and intellectual skills which will enable individuals to become self-reliant and useful members of society. In fostering these educational goals, the administrators have important roles to play. Among these roles include providing effective leadership in tertiary institutions, thereby, enhancing the motivation of academics.

However, the activities of tertiary institution administrators and academics are very crucial in the attainment of the goals of tertiary institutions. An administrator is viewed as a leader of an institution or organization. An academic is a teacher, scholar, and researcher in a university or other institute of higher Education. It is a person involved in learning especially at the college level. It could synonymously be known as a lecturer, don, educator, or instructor, tutor professor, fellow, man/woman of letters, highbrow, thinkers, bluestocking, egghead, bookworm, pedagogue, etc. He is a person who is professionally trained in higher institutions of learning and is competent in teaching subjects in his discipline in the faculty to which he belongs. Members of the academia help in the development of students as future leaders, and entrepreneurs. The administrator of the institution represents the single most influential stakeholder in the school setting (Aroyehu, 2017) and is expected to set the academic time for students parents staff, and community members, through effective leadership.

Effective leadership is the extent to which a leader continually and progressively leads and directs his/ her followers to the agreed destination as defined by the whole group. Effective leadership is a key factor in influencing behavior of employees in universities towards the achievement of the goals of the institutions. The objectives of an educational institution are unique. Effective leadership will involve applying the appropriate leadership skills and abilities to influence the behavior of the workers towards the accomplishment of the objectives of setting up an institution (Chiemeka- Unogu, 2018). Tertiary institutions are expected to develop the personal capacity of individuals and inculcate accepted values and beliefs (FRN, 2014). Therefore, it is a crucial responsibility of leaders in universities, polytechnics, and colleges of education to motivate employees in educational institutions. It is important that the leader provides encouragement in various forms to facilitate the performance of the employees. An effective leader is one that is visionary with the ability to provide momentum and direction for the employees as a team and as individuals. He articulates the goals of the institution and pursues them with unrelenting passion.

In educational institutions, the leadership role is regarded as indispensable. A leader in tertiary institution could face difficulties in managing a set of professionals. A leader in the institution besides performing administrative responsibilities also maintains a role as a professional in education. The dual role of a leader could serve as an advantage to be exploited as it provides an understanding of what motivates those working with him. Leaders in Nigerian tertiary institutions can be identified as Vice-chancellors, Rectors, Provosts, Deans of Faculties, Directors, and Heads of Departments. These officers work with the employees of the institution to achieve the stated goals of tertiary institutions. Effective leadership creates results. In order to achieve these results and set bigger and better goals, leaders must understand the role of motivation. If leaders can communicate this information to their team members and act as role models and teachers, they will have more motivated employees.

Motivation is a very essential tool that a leader in a tertiary institution can utilize to maintain productivity and support the advancement of the institution. Motivation is an important part of managing that inspires employees to maintain and /or improve their efficiencies.

Motivation means to inspire people to work individually or in groups to produce the best result (Getange, 2016). Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual needs (Orodho, 2013). Okumbe (2015) asserted that motivation is an intellectual or mental deficiency that triggers the behaviour, a drive that came to a goal or incentive. The overall success of an educational institution depends on employees' commitment which is directly related to the level of motivation they have within the institution. Motivated employees have the ability and willingness to work and improve their performance level by obtaining relevant education and training.

Highly motivated employees are considered to be the most reliable and valuable assets to the organization. They are more loyal, punctual, and regular in their work schedule and stay on the job for a longer period of time in the organization. In the case of poor working conditions, lack of recognition, poor relations with colleagues, and superior absenteeism could increase as these conditions demotivate employees to work harder. Motivation influences the level of performance of employees, which depends not only on an individual's abilities but also on one's willingness to achieve a high level of performance. The performances of academics are indispensable in the accomplishment of educational objectives. In other words, the productive level of academics in tertiary institutions determines the success or failure of that level of education in any nation.

The association between leadership and employee motivation results from leadership practices. The leadership style that leader practices influence his or her employees' motivation levels (Kour & Andotra, 2016; Rodriguez, 2012). Udegbumam et al. (2020) posited that leadership style in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in that organization. Leadership style involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling, and his relationship with staff under his jurisdiction. A proper leadership style is required to influence followers. According to research, there are many different leadership styles that institutions may adopt and apply for proper handling, guiding and leading its members (Okoli et al., 2021). Thus, leadership is a practice of leading and guiding people towards achieving the common goal and objectives of the institution and other work-related accomplishments. This study focused on transformational leadership and strategic leadership.

Transformational leadership is a leadership approach, in which a leader elevates his or her followers to higher levels through influential expressions and exemplary actions for the attainment of objectives (Notgrass, 2014). Transformational leadership involves the leader motivating employees to commit to a common goal (Saravo, Netzel, & Kiesewetter, 2017). Transformational leaders have their focus on their employees' motivation and innovation (Pantouvakis & Patsiouras, 2016). Furthermore, transformational leaders influence and inspire employees to perform better (Carter, 2013). Transformational leaders stimulate employees to perceive problems differently, and they attend to employees' needs on an individual basis (Tarsik et al., 2014).

Transformational leaders provide vision, connect emotionally, and transform their followers' beliefs, attitudes, and motivations by using the following behavioral dimensions: idealized influence, inspirational motivation, intellectual stimulus, and individualized consideration. Transformational leadership characteristics have a direct association with effective leadership (Ghasabeh, Soosay, & Reaiche, 2015). Transformational leadership involves motivating employees for improved outcomes. Leaders can practice transformational leadership

to attain a specific outcome (Robertson & Barling, 2017). Transformational leadership has a positive influence on personal outcomes including motivation (Salmasi & Bohlooli, 2014).

Strategic leadership is one of the new concepts in the field of management. Strategic leadership is concerned with a manager's ability to create and express a strategic vision to the employees for the organization. According to Alvi, Haider and Akram (2020), strategic leadership is the ability to indulge employees in achieving the strategic goals by initiating change in their environment and to cope up with the internal and external factors as well. Strategic leadership is the ability to influence others to voluntarily make day-to-day decisions that increase organizations' long-term sustainability while maintaining their short-term financial success. Strategic leadership means the ability to anticipate and visualize the future, maintain flexibility, and strategic thinking, and lay the groundwork for change that will create a competitive advantage for the organization in the future (Lear, 2012). Strategic leadership is the creation of a strategy through the proper analysis of the internal and external environment of the organization, the implementation of the appropriate strategy at the right time, and the evaluation and adoption of appropriate behavior that is appropriate for the current environment.

An academic could be rendered ineffective if the administrator's leadership style is conflict with the tasks or role of the teacher. If the administrator's leadership style is appropriate, the way and manner the administrator disciplines his staff, his human relation and feeling, his consideration for his members of staff, his inspiration to staff, his way of handling staff welfare, his staff development and a lot of other administrator's effectiveness activities are likely to affect academic motivation. In the tertiary education sector, job performance becomes the most important focus of administrators and academics where the performance level will deteriorate the level of motivation of employees drops (Aroyehu, 2017).

In this regard, the motivation of the academics could be measured through the annual report of their activities in terms of performance in teaching, lesson preparation, mastery of subject matter, competence, teachers' commitment to the job, effective leadership, supervision, monitoring of students' work, class control and disciplinary ability of business educators. Although several studies have been carried out in different geographical areas on effective leadership and employees' motivation, it seems that no study has been carried out in the South-East. Based on this background, the study set out to determine the effective leadership and motivation of academics in tertiary institutions in South-East Nigeria.

### **Statement of the Problem**

In spite of the federal government's initiatives to improve educational institutions, academics face certain challenges and issues. These issues are mainly concerned with inadequate motivation and training of teachers in the state and subsequent lack of job satisfaction makes them less committed to their work. In support of this, a common observation in the school system by the researcher shows that the style of leadership of administrators could perhaps have a serious impact on academic motivation. Some administrators are known to be unfriendly with members of staff, apply inappropriate disciplinary measures, and favoritism in staff development. Other observations include poor handling of staff welfare, too frequent transfer of staff which distorts the smooth running of the system, and failure to adequately provide materials needed to teach skill courses in the field among others. All these could dampen the enthusiasm of academics specially and teachers generally. Consequently, some academics hardly attend

classes as expected and often do not cover the semester course content which leads to a crash programme with negative impacts on the students.

Considering that school administrators have very important roles in developing an efficient and effective workforce for the nation in all fields, the leadership style they apply is a key determinant factor in the motivation of academics which also determines their performance and quality of products of the system. The researcher is worried about the low level of performance of academics in South-East and its impacts on graduates, the State, and the nation. However, the extent to which this ugly situation is related to administrators' effective leadership styles is not clearly known. Hence this study on effective leadership and motivation in tertiary institutions in South-East is considered imperative as it will provide data for objective remedial actions.

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

The aim of this study is to determine the effective leadership and motivation of academics in tertiary institutions in South-East Nigeria. Specifically, the study determined the relationship between:

- Transformational leadership and the motivation of academics in tertiary institutions in South-East Nigeria.
- and the motivation of academics in tertiary institutions in South-East Nigeria.

### **Research Questions**

The following research questions guided the study:

- What is the relationship between transformational leadership and the motivation of academics in tertiary institutions in South-East Nigeria?
- What is the relationship between strategic leadership and the motivation of academics in tertiary institutions in South-East Nigeria?

### **Hypotheses**

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

- There is no significant relationship between transformational leadership and the motivation of academics in tertiary institutions in South-East Nigeria
- There is no significant relationship between strategic leadership and the motivation of academics in tertiary institutions in South-East Nigeria?

### **METHODS**

The correlational research design was adopted in this study. Nworgu (2015) defined correlational design as the type of design that seeks to establish the relationship between two or more variables as well as indicate the direction and magnitude of the relationship between the variables. The study was carried out in public tertiary educational institutions in South-East,

Nigeria. The population for the study consisted of 197 academics in public tertiary institutions in South-East Nigeria. The instrument for data collection was a questionnaire developed by the researchers titled “Administrators Effective Leadership Questionnaire (AELQ) and Motivation of Academics Questionnaire (MAQ). The questionnaire contained two sections- Section A deals with background information of the respondents while Section B was made up of 20 items organized in two clusters according to the research questions. The questionnaire on the motivation of academics contained 10 items. The questionnaire was structured in a four-point scale of strongly agree (SA = 4), agree (A = 3), disagree (D = 2), and strongly disagree (SD = 1).

The instrument was subjected to face validity by three experts in the measurement and evaluation and statistics departments. The reliability of the instrument was established using Cronbach alpha method which yielded a co-efficient of 0.87. As a result of the fact that the instrument is in clusters, the researchers again applied Cronbach Alpha reliability method in analyzing the data for each cluster. This yielded coefficient values of 0.89 and 0.84 for the two clusters respectively and 0.81 for motivation of academics questionnaire. These coefficient values indicated that the instrument was reliable for the study. The researchers administered 197 copies of the instrument personally to the respondents in their schools with the aid of three research assistants who were briefed by the researchers.

The data collected for this study were analyzed using the Pearson Product Moment for correlation analysis to test the degree of relationship. The decision rule for the two research questions, the coefficient (r) and the size of the relationship was interpreted using the decision criteria of correlation coefficient by Best and Kahn (2003) as follows: .80 to 1.00-High to Very high, .60 to .80- Substantial, .40 to .60 - Moderate, .20 to .40 - Low and .00 to .20- Negligible (no relationship). For the hypotheses, where the calculated p-value is less than the stipulated level of significance (.05), it means that there was significant difference and the hypothesis was not accepted. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (.05), it means that there was no significant difference and the hypothesis was not rejected.

## RESULTS

Data collected with respect to the two research questions and two null hypotheses were analyzed and presented in Table 1-2

**Research Question 1:** What is the relationship between transformational leadership and the motivation of academics in tertiary institutions in South-East Nigeria?

**Hypothesis 1:** There is no significant relationship between transformational leadership and the motivation of academics in tertiary institutions in South-East Nigeria?

Table 1: Correlation between transformational leadership and motivation of academics

|                             | N   | Transformational leadership | Motivation of academics | Sig  | Remark               |
|-----------------------------|-----|-----------------------------|-------------------------|------|----------------------|
| Transformational leadership | 185 | 1                           | .647                    |      |                      |
| Motivation of academics     | 185 | .647                        | 1                       | .000 | Substantial and sig. |

Data presented in Table 1 reveals that transformational leadership has positive relationship with the motivation of academics ( $r = .647$ ), which is herein considered substantial. This relationship also depicts that as transformational leadership style increases, motivation of academics increases and vice versa. The Table also depicts that the relationship between transformational leadership and motivation of academics is significant ( $P = .000 < .05$ ). Hence, the null hypothesis is rejected. This means that there is a significant relationship between transformational leadership and motivation of academics in tertiary institutions in South-East Nigeria

**Research Question 2:** What is the relationship between strategic leadership and the motivation of academics in tertiary institutions in South-East Nigeria?

**Hypothesis 2:** There is no significant relationship between strategic leadership and the motivation of academics in tertiary institutions in South-East Nigeria?

Table 2: Correlation between strategic leadership and motivation of academ

|  | N | Strategic leadership | Business educators' motivation | Sig | Remark |
|--|---|----------------------|--------------------------------|-----|--------|
|--|---|----------------------|--------------------------------|-----|--------|

|                         |     |      |      |                       |
|-------------------------|-----|------|------|-----------------------|
| Strategic leadership    | 185 | 1    | .520 |                       |
| Motivation of academics | 185 | .520 | 1    | .000 Average and sig. |

Data presented in Table 2 indicate that strategic leadership has a positive relationship with the motivation of academics ( $r = .520$ ), which is herein considered average. This relationship also depicts that as strategic leadership style increases, motivation of academics increases and vice versa. The Table also depicts that the relationship between strategic leadership and motivation of academics is significant ( $P = .000 < .05$ ). Hence, the null hypothesis is rejected. This means that there is a significant relationship between strategic leadership and the motivation of academics in public tertiary institutions in South-East Nigeria.

## DISCUSSION

Results of the study indicated that there is a substantial positive relationship between transformational leadership and the motivation of academics in public tertiary institutions in South-East Nigeria. This implies that as administrators' transformational leadership style increases, the motivation of academics increases and vice versa. This finding is in consonance with that of Ahmad and Rochimah (2021) who found that transformational leadership has a positive impact on the teaching effectiveness which enhances self integrity of lecturers. The study of Sahun, Gurbuz and Sesen (2017) also reported that there is a positive correlation between transformational leadership style and employee motivation. Transformational leaders influence employees' motivation through their actions and use of effective communication. In support of this, Wang et al (2016) found that transformational leadership style has a positive relationship with effective communication.

Transformational leaders encourage open exchange of information and provide employees encouragements (Jyoti & Dev, 2015). Leader communication skills and the ability to motivate others are among successful leadership components. The Pearson correlation revealed that there is a significant relationship between transformational leadership and the motivation of academics in public tertiary institutions in South-East Nigeria. Therefore, it followed that the null hypothesis was not accepted. Results of the study also indicated that there is an average positive relationship between strategic leadership and the motivation of academics in public tertiary institutions in South-East Nigeria. This implies that as administrators' strategic leadership style increases, the motivation of academics increases and vice versa.

This agree with the findings of Alvi, Haider and Akram (2020) who found that there is positive relationship between strategic leadership style and employees motivation. Strategic leaders have a solid understanding of the environment, including the advancement of technology, how interconnected technological progress and its impact on their organizations. Strategic leaders are able to create visions and set of goals, then inspire the followers to achieve the

visions. In support of this, Jahandoost, Taleghani and Alipour (2021) found that inspirational motivation from strategic leadership behaviours has an effect on organizational commitment and job satisfaction. Idealized influence of strategic leadership behaviours affects organizational commitment and job satisfaction. The study of Zhen-Shao (2019) found a positive relationship between strategic leadership and employees motivation. The Pearson correlation revealed that there is a significant relationship between strategic leadership and the motivation of academics in public tertiary institutions in South-East Nigeria. Therefore, it followed that the null hypothesis was not accepted.

## **CONCLUSION**

Based on the findings of the study, it was concluded that there exists a positive relationship between administrators' transformational leadership, strategic leadership and the motivation of academics in public tertiary institutions in South-East Nigeria. Leadership as one of the important tasks of management comprises the science and art of influencing people in order to achieve goals. Effective leadership is very crucial for motivating employees in tertiary institutions. Leaders need be self-motivated to effectively motivate the employees in tertiary institutions. Effective leadership in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of individuals in the organization. It is important that the leaders understand the needs and drives of individual employee by keeping open line of communication to elicit information on work performance which impacts on productivity. Transformational leadership and strategic leadership approach seems to produce level of motivation required for achievement of the overall stated objectives of tertiary institutions.

## **Recommendations**

Based on the findings and conclusion of the study, the following recommendations are made:

- A leader in tertiary institution should adopt the transformational leadership and strategic leadership approach which fits the needs of the employees and to maintain their roles as professionals for the accomplishment of the objectives of setting up the institution.
- Administrators should encourage academics to push the bar and challenge themselves with roles which utilize their full potential, talent and creativity in line with the mission and vision of the programme.
- Educational agencies and professional associations should collaborate with tertiary institutions to organize workshops and seminars for administrators at regular interval to strengthen abilities to ensure effective performance by teachers and lecturers to achieve the objectives of tertiary education as entrenched in the National Policy on Education.

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# EXCELLENT COMMUNICATION: A PANACEA FOR EFFECTIVE EDUCATIONAL LEADERSHIP

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## ABSTRACT

This paper discussed excellent communication as a major quality required for effective educational leadership. Excellent communication is the ability to convey a message distinctly, concisely and precisely to superiors, colleagues and staff. Effective educational leadership implies more institutional goals accomplished in a shorter time, appropriating tactfully the available resources. More so, it further explored the benefits and impediments of excellent communication. Hence, this paper suggests that educational leaders should ensure that leadership gaps are brought to the nearest minimum by developing excellent communication skills thereby contributing significantly to the effectiveness of the educational system.

**Keywords:** Education, Leadership, Effectiveness, Excellent, Communication.

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## INTRODUCTION

The ability of a leader to communicate effectively within an institution hinges basically upon the leader's communication skills. In an educational institution, communication plays a dominant role in the work of a leader. Oluwuo and Asodike (2016) asserted that the ability of a leader to build effective communication with team leaders is decisive in obtaining good results. Leaders in educational institutions work with a large number of people at all levels; from within the institution and from external sources. The leaders may not meet with all the subordinates face-to-face but will need to establish relations with them in order to improve the chance of success for the attainment of the goals of the institution. Hence, the leader must strive to build excellent communication with discretion and diplomacy.

Leadership is not an end, it is a means to an end. Leadership is a means to motivate staff for greater performance and productivity. There by helping them to gain increased job satisfaction. The effective control of any system is facilitated by an effective leader and this is considered to be basic in achieving effectiveness in any institution (Ololube, 2019). Educational leadership can be found in that individual who, by virtue of formal or informal power, authority and influence, directs and controls other people in the pursuit of educational goals (Abbaysiahya, 2016). Educational leadership is a term used to describe people who occupy leadership positions at different levels of educational institutions. Educational leadership is involved with team work, setting instructional direction, sensitivity, judgement, communication, result orientation, development of staff as well as maximizing the available resources. The staff can either be motivated or demotivated by the leadership of an institution.

Educational leaders are regarded as effective when they are able to influence the character and behaviour of their staff positively. Effective educational leadership implies more institutional goals accomplished in a shorter time, appropriating tactfully the available resources. Communication can be perceived as a fundamental quality of human interaction paramount for interpersonal transfer of messages and ideas in an institution (Odelugo 2021). Language, facial expressions, body gestures, signs or drawings are all forms of communication. However, language seems to be the most composite, as it enables people to expression, composed into intricate sentence. Excellent communication is a soft skill that must be developed by educational leaders as well as the staff. Excellent communication is the ability to convey a message distinctly, concisely and precisely with superiors, colleagues and staff. It may take more time and effort but it will be worth it in the end when more institutional goals are achieved there by enhancing effective educational leadership.

## CONCEPTUAL CLARIFICATION

### Communication

Communication can be perceived as the method or channel through which messages are transferred from one recipient to another. Verbal and non-verbal messages are transmitted in the communication process. Communication plays an inevitable role in the daily affairs of every institution, ranging from decision making, planning effective control, employee participation as well as feedbacks on the results of efforts. Doyle (2017), proposed some examples of communication skills fundamental for the effectiveness of any institution which includes;

**Verbal communication skills:** This refers to how and what words are used to communicate with individuals. A leader should be able to communicate through words with the correct tone and manner. Verbal communication is face-to-face interaction with two or more persons in an institution. It is the most frequently used form of communication in tertiary institutions. It is utilized during teaching and learning in the classroom, seminars, meetings, conference interviews etc. In verbal communication, there is high level of interaction. It is also called oral communication.

**Written communication skills:** This involves the use of letters, memos, bulletins, procedures/ policy manuals, notices, books, etc., to transmit information in an institution.

**Non-verbal communication skills:** This is the use of any form of communication other than written and oral communication to transmit information. This includes the use of facial expressions, body movement and personal appearance to pass information. Important categories are physical distance, tone of voice and object language.

### Listening skills

This refers to the ability of the leader to hear attentively and process information correctly. Active listening is paramount in providing up-to-date information on each step of the process being undertaken. It aids interaction between all those involved in the organization. Thus, being a good listener is one of the best ways to be a good communicator.

**Negotiation skills:** A leader who possesses good negotiation skills is one who is able to discuss with subordinates and reach an agreement in a professional manner. A leader who shies away from requests for discussion with subordinates on issues relating to the growth of the institution has poor negotiation skills.

**Problem- Solving:** The occurrence of problems is synonymous with living; constant problems are a common result within institutions. This implies that problem solving skills is very vital for effective leadership. A leader should be able to think, and weigh underlying problems faced in the work environment (institution), and come up with relevant solutions.

### **Excellent Communication**

Excellent communication is the ability to convey a message distinctly, concisely and precisely with superiors, colleagues and staff. Excellence simply means doing a common thing in an uncommon way (Ibiyeomie, 2021). In order words excellence is being exceptionally good at what you do. Koko and Nwiyi (2019) asserted that excellent communication is effectively building rapport and relating to all kinds of people in an institution.

### **The 7CS of Excellent Communication**

Excellent communication may be said to be in place when the communication is clear, correct, complete, concrete, concise, courteous and coherent (World of Work, 2019).

**Clear:** The recipient should be acquainted with why they are receiving the message and what is intended to be achieved by delivering it. There are multiple goals, each should be specified. It is also vital that the content of the communication is clear itself.

**Correct:** The language and the grammar used must be correct. If errors are spotted by your audience, it may serve as a distraction and your credibility may be reduced or tampered, thereby reducing the effective role of your communication.

**Complete:** When creating a message, it is expedient that the message is complete. The recipient must be given all the information they need to comply with to align with your line of reasoning so as to reach the same conclusions as yours. Hence completeness is perceived as one of the most important of the 7cs of communication.

**Concrete:** When crating your communication, endeavor to be specific, the framework and the message should fit together coherently.

**Concise:** In this regard focus on the point and keep your messages short and simple. Avoid using to many word, when you can use fewer words. Also minimize repeating your messages.

**Courteous:** Being polite, goes a long way to increase the effectiveness of your communications. Make effort to be friendly, professional, considerate, respectful, open and honest.

**Coherent:** Being coherent implies a logical flow in your tone, style and language consistently during communication, thereby enhancing the effectiveness of your communication.

### **Factors that Influence Excellent Communication**

Amah (2016) also identified the following as factors that enhances excellent communication.

**Feedback:** This is the acknowledgement of a message received.

**Listening:** It is important for a leader to listen empathically to the problem of subordinates in order to appreciate their problem.

**Sincerity:** it is very important for a leader to be sincere and honest in the dissemination of information within and outside the organization. Sincerity helps to build trust and confidence while dealing with subordinates for healthy atmosphere in an organization.

**Proper Timing:** Communication that is properly timed yield positive outcome.

**Use of Appropriate Channels and Media:** For effective communication to take place in any institution, the appropriate media have to be adopted while communicating. While selecting the channel of communication the kind of message, the position of the receiver, and the urgency of the message must be considered so as to receive a feedback without breakdown of communication.

### **Patterns of Excellent Communication**

Koko and Nwiyi (2019) ascertained some patterns of communication:

**Vertical flow of communication:** This involves both downward and upward flow of information between superior and subordinate (chain of command).

**The Downward Communication System:** This involves the flow of information from the superior to the subordinate which could be verbal or written. The purposes of downward communication are:

- To pass across information that will lead to subordinates being acquainted with the goals of the organization.
- To give information about the intricacies of a job.
- To provide feedback on performance.
- To provide information about organizational policies, procedures and practices.

**Upward Communication:** This is the form of communication that flows from the superior. It includes written problems that could be reported to the heads (leader) etc. The students can write the educational leader about a problem that is being faced by them either in the classroom or in their hostels. They also could suggest to the educational leader a possible way of solving this problem so that effective teaching and learning can be achieved.

**Horizontal Communication:** This is the flow of information laterally within a school. It occurs within students or teachers of the same level. This occurs during meetings between students and students, or staff meetings where staffs interact and exchange ideas together in order to achieve the aims of objectives of the institution.

### **Leadership**

The meaning of leadership is diversified because there are several perspectives on leadership. 'Leadership is a complex process having multiple dimensions (Northhouse, 2010). Leadership is "the ability of an individual to influence, motivate and enable others to contribute towards

the effectiveness and success of the organization (House et al, 1999 in Adiele 2020). Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objective (Yukl, 2013). According to Peretomode (2014), leadership is the human factor, which binds a group together. Thus leadership is further considered as the process of influencing the activities of an organized group towards greater performance (Igwe, 2015). Nwankwoala (2016), stated that leadership involves ensuring that institutional policies, decisions and programme are adequately implemented. Basically there are four components central to leadership definitions; leadership as a process, leadership involves influence, leadership occurs in groups, leadership involves common goals.

**Leadership as a Process:** This implies that leadership is not a once and for all event. It involves a succession of events; a set of procedures which will in turn produce result. Thus, defining leadership as a process indicates that it is not a trait or a quality that is domicile in the leader. It paints a picture of a transactional event that occurs between the leader and the follower. This is in line with Robert (2014) who posited that leadership is a process through which leaders influence their followers to act for certain goals that represent values, want, need, aspiration and expectation.

**Leadership involves influence:** Influence is the power to affect, control or manipulate something or someone. Influence is a fundamental aspect of leadership. Leadership will be a mirage without influence. In every institution there must be a leader, leaders are those who make things to happen by exerting relevant influence. Thus, Adiele (2020) described leadership as an inherent ability to influence others by setting the path others will follow; inspiring, motivating and making them perform to achieve a pre-determined goal.

**Leadership occurs in group:** When one or more persons relate to one another to achieve a common goal, a group is said to exist. Thus, the existence of a group automatically necessitates leadership. In other words, an individual influences a group to accomplish common goals. This was asserted by Ezeji (2019) who opined that leadership is the process of providing a suitable environment and influencing a group to strive willingly towards the attainment of the goals of the group.

**Leadership involves common goals:** No matter how leadership is defined, it specifically involves attainment of common goals. A goal provides the right direction to influence the process. In other words both the leader and the follower has a mutual purpose. The leader as well as the followers need each other for the goals of any institution to be actualized. This was supported by Ololube (2019), who opined that leaders are expected to create a conducive environment with regards to allocation of resources as well as altering the communication patterns such that employees can easily achieve the goals of the institution.

### **Educational Leadership**

Educational leadership is a term used to describe people who occupy leadership positions at different levels in educational institutions. Pre-schools, primary, schools, secondary schools and tertiary institutions are examples of educational institutions. Each of these educational institution function with the presence of a head seen as a school leader. Therefore, educational leadership is the process of securing as well as guiding the talents and energies of human resource towards achieving common educational aims (Ololube, 2019). Thus, educational leadership is involved with the following:

**Teamwork:** Teams are classified according to shared responsibility, commitment and common goals. Leaders seek and encourage the involvement of team members, by modelling and encouraging the behaviours that move the group to successfully complete their task. Commitment to team success and shared goals is a key attribute leader should possess. The leader should make the staff understand their purpose and share strong common goals. Oluwo and Asodike (2016) posited that one cannot succeed unless the other members of the team succeed. The relationship developed out of this commitment is key to team building and team success. Hence, together the team can deliver more than the individuals who compromise, and feel it could be done in isolation.

**Setting instructional direction:** Setting instructional direction includes implementing strategies for improving teaching and learning such as inputting programmes and improvement efforts into action. It also implies developing a vision and establishing clear goals, providing direction in achieving stated goals, encouraging others to contribute to goal achievement, and securing commitment to a course of action from individuals and groups. (Okagbaa, 2020).

**Sensitivity:** it entails perceiving the needs and concerns of others, and dealing tactfully with others in emotionally stressful situations or in conflict. More so, knowing what information to communicate and to whom, as well as relating to people of varying ethnic, cultural and religious backgrounds. (Koko & Nwiyi 2019).

**Judgement:** Reaching logical conclusions and making high-quality decisions based on available information. Judgement is giving priority and caution to significant issues, seeking out relevant data, facts and impressions as well as analysing and interpreting complex information. (Northhouse, 2010).

**Result orientation:** Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives.

**Organizational Ability:** Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities, establishing procedures to monitor projects. Practicing time and task management, knowing what to delegate and to whom. (Amah, 2016).

**Communication:** Communication may be oral or written. Oral communication clearly implies interacting and making oral presentations that are clear and easy to understand. On the other hand written communication has to do with expressing ideas clearly in writing and demonstrating technical proficiency-writing appropriately for different audiences (students, teachers, parents).

**Development of staff:** Development are way of equipping the staff of institutions for the present and the future (Igwe, 2015). Teaching, coaching, helping and providing feedback based on observations and data.

**Understanding the leader's Own Strengths and Weaknesses:** Understanding personal strengths and weaknesses and thereby being responsibility for improvement by actively pursuing developmental activities. (Koko & Nwiyi, 2019).



**Maximizing the use of resources:** The resources allocated for education are in minimal supply, hence, a competitive demand for available resources (Adiele, 2020). Therefore, the educational leader should be able to identify educational needs, identify priority in their ranking order and dispense these resources based on the defined priorities.

### **Effective Educational Leadership**

Effectiveness can be described as the achievement of or accomplishment of institutional goals. Effective educational leadership means more institutional goals accomplished in a shorter time, appropriating tactfully the available resources. An educational institution can be rated to be effective when it possesses the following characteristics (Ramberg et al., 2018).

- Strong administrative leadership
- High expectation for the learners achievement
- Orderly atmosphere conducive to learning
- An emphasis on basic-skill acquisition
- Frequent monitoring and supervision of the learner.

Effectiveness in institutions is achieved when resources are co-ordinated, programme policies are designed and implemented. Effectiveness is the reflection of the dedication, good communication network and synergy among the staff. Happy, in Oluwuo and Asodike posited that effectiveness is built-on the "STAR" team models. The "STAR TEAM MODEL" suggested that effective teamwork in the workplace happens when four elements (Strength, Teamwork, Alignment and Results) are in place. The "STAR" team model revealed that:

- - Individuals flourish as they use and develop their *strengths*.
  - People come together building relationships that result in effective *teamwork*.
  - The team leader aligns the team through effective communication of purpose, so that individual strengths combine with work to deliver the teams results.
  - Together everyone achieves more as performance flows and results that are meaningful and rewarding to the team are achieved.

### **Benefits of Excellent Communication**

Koko and Nwiyi (2019) asserted that excellent communication has diverse benefits which include:

**Social interaction:** Human interaction is possible because we can communicate. Leaders relate with subordinates, parents, colleagues, etc, because they share codes that make them understand each other. Leaders change the way subordinates think about what is possible. Without communication, this will not be feasible. Leaders rely on verbal media, they spend a great deal of their time talking to individuals and groups.

**Exchange of ideas and spread of knowledge:** Ideas, opinions and feelings on issues affecting the institution are expressed freely through communication. Knowledge is also shared as leaders engage in discussion and write books. In a classroom situation, the instructor is able to impart knowledge to students through communication.

**Social-Political Development:** Development is made possible through communication. Communication helps to mobilize people to work together for their social and political development.

**Social-Cultural Integration:** Communication enables exchange of cultural morals and values. Through music, interaction in communication, people are able to learn one another's culture and blend for harmonious cohabitation.

**Decision making:** This helps to achieve effective control, encourage employee participation.

**Good Public Image and Reputation:** Communication helps institutions to achieve coordinated action, to express feelings and emotion and to share information regarding: organization goals and task directions.

### **Impediments of Excellent Communication**

They include barriers like noise, closed doors, faulty equipment used for communication, closed cabins, etc. Sometimes, in a large office, the physical separation between various employees combined with faulty equipment may result in severe barriers to effective communication. Communication needs to be free-flowing. But there are multiple impediments that come across the process of communication. There are several distortions and disturbance that leads to misunderstanding as well as the failure of excellent communication.

According to Akinloye (2017), there are different types of communication barriers:

**Linguistic barriers:** This is one of the most significant barriers to effective communication. But the varying dialects and languages of different regions can lead to ineffective communication. The dialects of every two regions keep changing with every few kilometers. Also, in the workplace, different employees will have different linguistic skills. This affects the operations of the institution.

**Emotional barriers:** A person with strong emotions will be able to communicate effectively as compared to the person who is not mature emotionally. There should be a perfect blend of emotions to facilitate efficient communication. Emotions like anger, frustration, jealousy can limit the decision-making capacity of a person.

**Psychological barriers:** Psychological and mental issues are also barriers to efficient communication. Speech disorders, stage fears, depression, phobia, etc. can degrade the quality of communication.

**Cultural barriers:** Because of globalization, it is now normal to have employees from different parts of the world working in the same office. They will differ from each other in terms of dressing, food, religion, and so on. Thus, it is essential to take into consideration these cultural factors to facilitate effective communication.

**Physical barriers:** Such barriers include closed doors, faulty equipment, noise, closed cabins, and so on. Such physical barriers can ruin business communication.

**Organizational barriers:** Due to multiple organizational structures in an enterprise. Different structures and setups give rise to misinformation, miscommunication, or lack of transparency.

**Attitude barriers:** Different people carry different attitudes. Some are extroverts, while others are introverts. In the same institution, these three different-natured employees give rise to the issue of attitude barriers. Ego, pride, and inconsiderate behaviors also affect the flow of communication.

**Physiological barriers:** Diseases or disorders can also have an impact on efficient communication. Issues like dyslexia, the shrillness of voice, etc. are some common examples of physiological barriers. It is possible to remove these barriers with proper treatment and practice.

**Perception barriers:** People tend to perceive things differently. Therefore, it is essential that adequate consideration is given to the perception of the audience. While communicating, always think from the perspective of the audience.

**Technological barriers and socio-religious barriers:** Technology is evolving every day and it is necessary to keep up with the dynamic technology. But not every employee is tech-savvy. Also, technological advancement often increases the cost of organizational operations. All these lead to technological barriers in business communication.

Denga (2015) opined that other impediments to communication include:

**Semiotics:** These is the differences in the interpretation of the words used during communication. When words are used different interpretations sometimes arise other than that which was meant to be inputted.

**Relationship between leader and subordinates:** If the relationship that exists between the leader and the subordinate is built on mistrust, and suspicion, it will definitely hamper good judgement.

**Filtering:** Sometimes, subordinates would like to give favourable information to the superior as to cover their short comings. Therefore, they tend to tell little or no truth to their superior (leader) as to "buy favour".

**Differences in Listening Ability:** The inability of a leader to tactfully listen to an information affects communication. If information is verbally given, it is therefore necessary for the leader to observe facial expression, mode and feeling of the subordinates so that the message would be communicated effectively.

**Wrong timing:** The physical, mental and emotional state of people should be considered before information is disseminated. For example when the subordinate is hungry, upset and tired, he might not understand the theme of the message, and may not give appropriate feedback. Hence, it is advisable that leaders pass across information to subordinates when they are mentally, emotionally and physical alert to receive the information.

**Communication Overload:** This is a situation where too much unnecessary information are encumbered, thereby making information very difficult to understand. Too many information can be misleading, if care is not taken.

**Value Judgment:** There are people who do not wait to; listen to speaker; they claim to have known what the message is all about by interrupting the speaker while the message has not been completed. This type of attitude hinders effective communication.

**Bias:** This is a situation, where the receiver of a message is already biased about a concept of the information received. The receiver would not understand the message the way it came, rather he would be guided with biases of mind, and would not get the actual message.

## CONCLUSION

Excellent communication is essential for effective educational leadership. Thus, leaders as well as employees in the institution should make deliberate efforts to build their communication skills. More also, it will open opportunities for out-of-the-box ideas that will significantly contribute to taking an institution to its next level.

## Suggestions

There are specific things to do that can improve communication skills:

**Be attentive:** People want to know that they are being heard. Really listen to what the other person is saying, instead of formulating your response. Ask for clarification to avoid misunderstandings.

**Body language:** This is important for face-to-face meetings and video conferencing. Make sure that you appear accessible, so have open body language. This means that you should not cross your arms. And keep eye contact so that the other person knows that you are paying attention. Check your message before you hit send. Spell and grammar checkers are lifesavers, but they are not foolproof. Double-check what you have written, to make sure that your words are communicating the intended message.

**Be brief yet precise:** For written and verbal communication, practice being brief yet precise enough, that you provide enough information for the other person to understand what you are trying to say. And if you are responding to an email, make sure that you read the entire email before crafting your response. With enough practice, you will learn not to ramble, or give way too much information.

**Write things down:** Take notes while you are talking to another person or when you are in a meeting, and do not rely on your memory. Send a follow-up email to make sure that you understand what was being said during the conversation.

Sometimes it's better to pick up the phone: If you find that you have a lot to say, instead of sending an email, call the person instead. Email is great, but sometimes it is easier to communicate what you have to say verbally.

**Think before you speak:** Always pause before you speak, not saying the first thing that comes to mind. Take a moment and pay close attention to what you say and how you say it. This one habit will allow you to avoid embarrassment.

**Treat everyone equally:** Do not talk down to anyone, treat everyone with respect. Treat others as your equal.

**Maintain a positive attitude and smile:** Even when you are speaking on the phone, smile because your positive attitude will shine through and the other person will know it. When you smile often and exude a positive attitude, people will respond positively to you. Communicating effectively is a teachable skill, therefore following a few of the tips outlined above will enable you to hone your communication skills.

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# PRINCIPALS' 21<sup>ST</sup> CENTURY SKILLS AND EFFECTIVE MANAGEMENT OF SECONDARY SCHOOLS IN RIVERS STATE

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## ABSTRACT

The study investigated principals' 21st century skills and effective management of secondary schools in Rivers State. Three research questions and three hypotheses were formulated to guide the study. A correlation research design was adopted for the study. The population of the study consisted of 615 principals in the 25 local government area in Rivers State. The sample size of the study were 143 principals of public secondary schools in Rivers State. Which represent 35% of the total population using simple random sampling technique. The instrument for data collection is self-developed questionnaire titled: Principals' 21<sup>st</sup> Century Skills Questionnaire (PCSQ) and Effective Management Questionnaire (EMQ). Cronbach Alpha approach was used to determine the reliability of the instrument, and a reliability index of (0.83) was obtained. The data were analyzed using mean and standard deviation to answer the research questions, while the null hypotheses was tested using Pearson's Product Moment Correlation Coefficient at 0.05 level of significance. The finding revealed that that there is a significance relationship between principals' 21st century skills and effective management of public secondary schools in Rivers State. Based on the findings, the study concludes that there should be provision for sensitization of principals on the adoption of principals 21<sup>st</sup> century skill for effective school management in public senior secondary schools in Rivers State. Among other things, it was recommended that public secondary school's principals should be innovative enough to the extent of identifying and application of workable skills for effective management of schools in Rivers State.

**Keywords:** Principal, Skill, Creativity, Collaboration, Critical Thinking.

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## INTRODUCTION

In the 21st century, school managers are expected to follow the organizations in orders to smoothen the administration process of the schools. The principals must work to ensure that he

has acted as a leader for student learning because learning cannot occur without leadership. School management means leaders who have an understanding of academic content, evaluation and teaching skills, working to enhance skills with teachers, collecting, analyzing and using information to make decisions. School managers are expected to work with teachers if effective school goal must be attained, students, parents, community members and various agencies to ensure that every student's learning needs are responded (Agabi, 2019). Some skills are very important for the leaders in the 21st century such as Creativity, collaboration, and critical thinking skills to ensure that universal learning environments occur in every classroom where the leader of the school cannot achieve this many work missions alone.

However, the qualifications that school managers need to have in order to succeed in the management of effective 21<sup>st</sup> century education consist at least Creativity, collaboration, critical thinking, problem solving and technology literacy skills among others. In addition, the administrators will be able to improve weaknesses, develop strengths, motivate teachers, and coordinate with others who are relevant as well (Ololube, 2005). In the colonial era, Nigeria education management aimed to produce some skillful people to work in factories and business units in the industrial capitalist system. That action is too obsolete because the world has changed dramatically in science, technology, economic and social management. The 21st century world economy focuses on the use of workers with knowledge, skills, concepts, problem solving ability, analyzes as well as imagination and learning new experiences. Education management must be ready to undergo a major change to develop a smart responsible citizen for more economic competition.

The current changes in the world in the information age of the 21st century executives must have the right skills that will lead the organization be able to support the changing trend of social conditions including the progress of communication and technology which are important factors in the digital society era. Therefore, school administrators as leaders of the organizations must be a person with skills for managing the changing situation. As a result, the purposes of this research were to study the principals' 21st century skills and effective management public secondary schools in Rivers State.

### **Statement of the Problem**

The continuous standard of public secondary schools in Nigeria, particularly Rivers State has called for urgent concern. This is evident in the terrible State of the educational resources, facilities and equipment. Poor academic performance of students occasioned by inability to cover scheme, lateness and absenteeism has constantly reduced the educational standard. The question is who is to blame? Could it be the teachers, principals, students, or the government? However, all fingers are pointing to the school heads (principals) who are saddled with the responsibility of coordinating, controlling, and ensuring goals of secondary schools is enshrined in the national policy on education. Therefore, there is need for principals to review their skills in the 21<sup>st</sup> century education, to meet up with the standard and compete favourably with their western counterparts. This development has stimulated the researcher to investigate whether the 21<sup>st</sup> century skills of creativity, collaboration, and critical thinking, could enhance effective administration of public secondary schools in Rivers State.

## **Aim and Objectives of the study**

The aim is to investigate principals' 21<sup>st</sup> century skills and effective management of secondary schools in Rivers State. The specific objectives seek to:

- ascertain the impact of creativity as a principal's 21<sup>st</sup> century skill on the effective management of secondary schools in Rivers State.
- examine the impact of collaborations as a principal's 21<sup>st</sup> century skill on the effective management of secondary schools in Rivers State.
- determine the impact of critical thinking as a principal's 21<sup>st</sup> century skill on the effective management of secondary schools in Rivers State.

## **Research Questions**

The following research questions guided this study:

- How does creativity as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State?
- How does collaboration as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State?
- How does critical thinking as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State?

## **Hypotheses**

The following hypotheses will be tested against the null hypothesis at the 0.05 level of significance:

- H<sub>0</sub>1:** There is no significant relationship between creativity as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State.
- H<sub>0</sub>2:** There is no significant relationship between collaboration as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State.
- H<sub>0</sub>3:** There is no significant relationship between critical thinking as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State.

## **Theoretical Framework**

This study adopted psychological theory of supervision explored by Planturroot (2006) in Slabine (2011). According to Planturroot within an organization there's a body of people where at least one person stands out as the leader or the one who supervises the rest of the body. Usually someone has appointed this person. In order for one to have a purposeful organization, someone within should oversee the transitional processes of that organization. The supervisor is the overseer in most organizations and many times delegate duties to others within the organization. In educational institutions Planturroot (2006) in Slabine (2011) explains that supervisors seek to improve schools, classroom instruction, and the growth of the organizational body by using one or more of the three philosophies namely: (i) essentialism (ii) experimentalism and (iii) existentialism. These three philosophies determine the manner in



which the supervisor will direct the body of the organization. This study is going to build on the three philosophies because the strengths of each are useful for the principals' supervisory roles. These philosophies also complement each other in their limitation, bringing in a positive blend for supervision in school.

In conclusion, the essentialist who believes in traditional knowledge and methods of teaching gives a principal the confidence of being a supervisor over teachers as a result of his training and experience. Teachers therefore benefit from the principals through support of tested knowledge and methods. Experimentalism brings in the aspect of collaboration in supervision. Principals consider teachers as colleagues and professionals and including them in planning for supervision brings in individual teachers' talents which contributes to successful supervision. Existentialism on the other hand brings in the idea of respect for individualism. In as much as the teachers receive guidance and support from the principal, collaborate with other teachers in instructional strategies; they have also to know they are responsible of exploiting their own individual creativity in teaching and learning of students. The application of these three philosophies by the principals brings in the three approaches of direct assistance, collegial and non-directional supervision. These approaches complement each other in their strengths and limitations to guide principal's supervision and hence influence student's academic achievement.

## **CONCEPTUAL CLARIFICATION**

### **School Principal**

Principals play a significant role in education, especially the secondary schools which prepare the students for their higher learning. However, the actual definition of the school principals cannot be overemphasized, many researchers attempt to define this concept there remains a certain mystery as to what school principal actually is or how to define it. Okai (2017) defined principal in the school context as a process which dynamic and on-going in outlook towards realizing the creative ability of children, teacher and the community for the development of the best possible educational programmes. The principals are however, is the overall manager of the school programmes and will help to influence the administrative effectiveness of principals as a whole. The supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal to provide suitable enabling environment for teaching/learning activities.

The principals play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement. Principals are also charged with the duty of promoting the academic and professional status of teachers by availing them with current curriculum materials and in-service courses. The principals are expected to provide the right motivation and stimulation for staff and students to enhance academic achievement. They are to use supervisor-teacher friendly methods moving away from the traditional method of control and authoritarianism (Federal Republic of Nigeria, 2014). The traditional methods of inspection instill fear to teachers and lower their moral (Republic of Kenya, 1965). Principals therefore ought to be sources of inspiration for teachers and their students.

## **Principal 21<sup>st</sup> Century Skills and Effective Management**

School effectiveness is the extent to which the set goals or objectives of a school programmed are accomplished. A school would be regarded as effective if “school processes result in observable positive outcomes among its students, consistently over a period of time (Ogona, 2022). The parameters for measuring the effectiveness of a secondary school include the level of discipline tone of the school, school climate, teachers’ performance and the number of students who successfully pass their school leaving certificate examinations (Osokoya, 2008; Shively, 2005).

Hargreaves (2000) ascertained that technical, interpersonal, conceptual and administrative skills as skills that the principal as the school leader should possess for school success. Peterson et al. (2004) suggested ten categories of skills essential for effectiveness. They were technical, analytic, decision making, human, communication, interpersonal, conceptual, diagnostic, flexible and administrative skills. Mumford et al. (2007), identified four general categories: cognitive, interpersonal, business and strategic skills. Another set of researchers, as well as Richter, (2006), were of the opinion that leadership skills are divided into three domains: transformational, managerial and instructional. The various sets of researchers found differing categories of leadership skills which were not all related, to be essential for the achievement of organizational effectiveness.

Principals as leaders who are in a position to influence others must have the skills that will make them take advantage of that position. We can therefore say that school effectiveness would depend on the competence of a principal. To be competent as school leaders, principals need the requisite leadership skills. Generally, many studies have been carried out on the falling standard and quality of education in Nigeria but very little research work has been carried out on the leadership skills possessed by the principals of Nigerian secondary schools and the relationship.

Principal’s leadership has been found to be an important characteristic of school effectiveness (Kivunja, et al., 2010). This leadership is portrayed by the leadership skills the principal as the educational leader of the school exhibits. A skilled and competent principal is one who facilitates the use of the inputs to the school, in order to ensure the achievement of desired goals. She/he is the one who oversees all the processes involved in the running of the school for overall effectiveness. Skill, according to Gaziel (2007), is used to denote expertise developed in the course of training and experience. The common factor for the different types of skills according to Gaziel (2007) is that the leader has to match the demands of a particular task to the appropriate skill necessary for the effective achievement of the task.

## **Creativity and Effective Management**

Creativity is a process leading to a new phenomenon and accepted to a group of people as satisfied and useful. Creativity could be taken as a process of bringing about new solutions to the existing problems. Guilford (1975) counts four principles in creativity process, namely: 1) indefinite, i.e., the ability to provide new solutions to solve problems; 2) flexibility, i.e., the ability to present new models of thinking; 3) originality, meaning the ability to consider all components in one plan; 4) proficiency, meaning the ability to implement the plan. Jackson et al. (2014) defines creativity as a mixture of innovation, flexibility, and responsibility, enabling managers to make reasonable decisions, eventually leading to personal satisfaction and others'

feelings (Leithwood, 2003). In general, one can say that it is defined in three dimension as non-cognitive, cognitive and motivation.

The principal in displaying his creativity skills must aspire and inspire staff capacity development. Education is a lifelong venture. People must keep learning so as to fit into the future which usually comes with lots of unprecedented changes. A teacher should not stop being a learner simply because he is recruited to teacher in a school. Knowledge is dynamic- teachers therefore, need continuous learning opportunities so as to stay abreast of globally emerging knowledge. Learning experiences for development of job experiences, relationships and assessment of personality design that helps employees prepare for the future of their career (Harris et al., 2004). As the teacher undergoes training, they also impact the knowledge to the students. Alabi (2019) confirms the importance of developing the teachers who directly impact knowledge to students, including the school heads who supervise and guide teachers.

In all intents and purposes, the utmost desire of students in public secondary schools is to receive quality education. The government, private sectors and other stakeholders of education all clamour for effective school administration. This can be achieved by working with recent concepts which changes the routine work of administrators into creative and leading processes. A cursory look at Abia State shows that principals' creativity skills for effective administration is lacking, especially, in a comatose economy. Gone are the days when school principals are complacent, some are even resilient to changes. The bite from the excruciating pains of the economy presently is not something that any one would sit tight at a place. Schools objectives must be actualized. The school administrators must ensure that the school environment, staff, students, and material resources are effectively managed.

### **Collaborative and Effective Management**

Collaboration plays an important role in helping teachers focus on principals' instruction. When collaboration is absent and teachers work in isolation, little professional growth occurs (Pounder, 1999). Successful collaboration requires allocated time and specified goals or outcomes (Baffour-Awuah, 2011). While teachers may have some control over those factors, school leaders are instrumental in providing necessary support and focus for collaboration to be effective. Principals may foster teacher collaboration by providing qualitative leadership and sharing leadership with teachers. In turn, higher levels of teacher collaboration may lead to improve student achievement. Notably, most research on collaboration has focused on improved outcomes for teachers, with little attention given to its impact on student achievement (Hargreaves, 2000).

Recent studies have begun to examine this link between collaboration and management effectiveness, but much more research is required to establish statistically significant connections between teacher collaboration and student achievement. To this end, one purpose of this paper is to test whether collaboration impacts student achievement positively. We posit that principal leadership is related to the degree to which teachers collaborate. We also postulate that principals may have an indirect effect on student achievement through their influence on the degree to which teachers collaborate. Thus, we conjecture that the more leaders create collaborative opportunities, the more likely are teachers to engage in pedagogical improvement.

## **Critical thinking and Effective Management**

Critical Thinking provides you with the skills to analyze and evaluate information. With these skills you are able to obtain the greatest amount of knowledge from a piece of data. It provides the best chance of making the correct decision, and minimizes damages if a mistake does occur. Critical Thinking as an aid in teaching, learning, and administration in school is relevant as it will enable participants to be a more rational and disciplined thinkers to solve educational problems, and reduce their bias which will provide a greater understanding of their teaching learning environment. Critical thinking as a tool for solving the problem of 21<sup>st</sup> century education problem provides participants the skills to evaluate, identify, and distinguish between relevant and irrelevant information which will.

Critical thinking is thinking about your thinking while you're thinking in order to make your thinking better (Richard, 2000). When the term of 'Critical Thinking' is searched, it is understood that there are meanings of it which are suggested in the frame of philosophy and psychology sciences but in general sense this term has not got a definite meaning. 'Critical', derived from the Greek word *kritikos* meaning to judge, arose out of the way analysis and Socratic argument comprised thinking at that time (McCollister, et al., 2010) and then the word *kritikos* passed to Latin as 'Criticus' that is the type of spreading to world languages from it.

According to Fisher (2011) critical thinking is an ability which is beyond memorization. When principal, teachers, and students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts. Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learning.

Students are frequently conditioned in their approach to learning by experiences in teacher-cantered, textbook-driven classrooms (Sharma & Elbow 2000). This situation is a disturbing case for contemporary educators, and for this reason they would rather choose the latest models and methods which are more effective in directing students to thinking. Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion. The aim of Critical Thinking is to promote independent thinking, personal autonomy and reasoned judgment in thought and action.

## **METHODOLOGY**

The design for this study were correlational and a survey study. The population of the study consisted of 286 principals in the 286 public senior secondary schools in Rivers State, while sample size of 143(50%) were ascertained using simple random sampling technique. The instrument for data collection is self-developed questionnaire titled: Principals' 21<sup>st</sup> Century Skills Questionnaire (PCSQ) and Effective Management Questionnaire (EMQ). The respondents were required to indicate their opinions on a four-point scale having Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) weighted in scores of 4, 3, 2, and 1 point respectively. Cronbach Alpha approach was used to determine the reliability of the instrument. Which revealed the accepted standard of reliability test. 10 copies of the questionnaire were administered to ten (10) respondents who were not part of the sample for the study to ensure that they maintained consistent response and ascertained reliability of the instrument overtime. And a reliability index of (0.83) was obtained. The questionnaire was

distributed to the respondents with the help of two research assistants who were trained on how to go about the filling of the Questionnaire. The filled questionnaires were retrieved on the due date. In analyzing the data for the study, mean and standard deviation was used to answer the research questions, while the Pearson's Product Moment Correlation was used to test the hypotheses at a 0.05 level of significance, with the aid of SPSS version 23.0.

## Data Analysis

**Research Question One:** How does creativity as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State?

Table 1: mean ratings, standard deviation of creativity as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State

| S/N               | Items  | Mean         | SD.         | Remarks            |
|-------------------|--|--------------|-------------|--------------------|
| 1                 | There is every need for the school principal to accept new phenomenal to satisfy new creativity  | 2.52         | 1.138       | High Extent        |
| 2                 | A creative principal is capable of providing new ideas alone especially in 21st century education.   | 2.52         | 1.119       | High Extent        |
| 3                 | In recent years, creativity has become a topic of increasing interest in the educational environment.                                      | 2.59         | 1.136       | High Extent        |
| 4                 | Developing creativity is as an educational necessity because it encourages the performance of individual students and their future success | 2.55         | 1.117       | High Extent        |
| <b>Grand Mean</b> |  | <b>2.502</b> | <b>1.16</b> | <b>High Extent</b> |

The table above shows the mean and standard deviation of respondents in response to how does creativity as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to a high extent to all the items presented. Having a grand mean of 2.52(SD=1.16), the respondents agreed that creativity as a principal's 21<sup>st</sup> century skill affect effective management of secondary schools in Rivers State.

**Research Question Two:** How does collaboration as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State?

Table 2: mean ratings, standard deviation of collaboration as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State

| S/N               | Items  | Mean        | S.D.        | Remarks            |
|-------------------|--|-------------|-------------|--------------------|
| 5                 | Development of the skill of collaboration is paramount skill in among school principal   | 2.55        | 1.10        | High Extent        |
| 6                 | Good leadership falls within and beyond the scope of the principal ability to brainstorm   | 2.59        | 1.12        | High Extent        |
| 7                 | school principals should involve teachers and other leaders in collaborating to bring about school improvement                     | 2.56        | 1.11        | High Extent        |
| 8                 | The more principals work routinely with teachers the more likely are principals to be positioned socially to share best practices. | 2.89        | 1.10        | High Extent        |
| <b>Grand Mean</b> |  | <b>2.63</b> | <b>1.13</b> | <b>High Extent</b> |

The table above shows the mean and standard deviation of respondents in response to how does collaboration as a principal's 21st century skill affect the effective management of secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to a high extent to all the items presented. Having a grand mean of 2.63(SD=1.13), the respondents agreed that collaboration as a principal's 21st century skill affect effective management of secondary schools in Rivers State.

**Research Question Three:** How does critical thinking as a principal's 21<sup>st</sup> century skill affect the effective management of secondary schools in Rivers State?

Table 2: mean ratings, standard deviation of critical thinking as a principal's 21st century skill affect the effective management of secondary schools in Rivers State

| S/N               | Items   | Mean        | S.D.        | Remarks            |
|-------------------|---|-------------|-------------|--------------------|
| 9                 | Critical thinking has always been a prized attribute of principals to enhance 21st century education                  | 2.59        | 1.15        | High Extent        |
| 10                | Principals are inquisitive and look to find the what and the why behind every proposition                             | 2.94        | 1.95        | High Extent        |
| 11                | Crisis can bring out the best critical thinking because it forces you to question how and why you ended up in trouble | 2.53        | 1.10        | High Extent        |
| 12                | Critical thinking as a skill helps in reducing educational wastage  | 2.57        | 1.03        | High Extent        |
| <b>Grand Mean</b> |   | <b>2.70</b> | <b>1.16</b> | <b>High Extent</b> |

The table above shows the mean and standard deviation of respondents in response to how does critical thinking as a principal's 21st century skill affect the effective management of secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to a high extent to all the items presented. Having a grand mean of 2.70(SD=1.16), the respondents agreed that critical thinking as a principal's 21st century skill affect effective management of secondary schools in Rivers State.

## TESTING OF HYPOTHESES

**Hypothesis One:** There is no significant relationship between creativity as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State.

Table 4 Pearson Correlation Coefficient of Respondents' Answer

|             |                     | CPCS | EM   | Decision           |
|-------------|---------------------|------|------|--------------------|
| <b>CPCS</b> | Pearson Correlation | 1    | .025 | <b>Significant</b> |
|             | Sig. (2-tailed)     |      | .041 |                    |
|             | N                   | 143  | 143  |                    |
| <b>EM</b>   | Pearson Correlation | .025 | 1    |                    |
|             | Sig. (2-tailed)     | .041 |      |                    |
|             | N                   | 143  | 143  |                    |

\*\* . Correlation is significant at the 0.001 level (2-tailed)

The results from the table of analysis for hypothesis one shows that there is a significant relationship between creativity as a principal's 21<sup>st</sup> century skill, and effective management of secondary schools in Rivers State, where (correlation value  $r = .025$ ,  $p < 0.05$ ). The implication of this result is that the respondents agreed that creativity as a principal's 21<sup>st</sup> century skill, and effective management of secondary schools in Rivers State. Thus, the hypothesis was rejected.

**Hypothesis Two:** There is no significant relationship between collaboration as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State.

Table 5: Pearson Correlation Coefficient of Respondents' Answer

|             |                     | CPCS | EM   | Decision           |
|-------------|---------------------|------|------|--------------------|
| <b>CPCS</b> | Pearson Correlation | 1    | .043 | <b>Significant</b> |
|             | Sig. (2-tailed)     |      | .006 |                    |
|             | N                   | 143  | 143  |                    |
| <b>EM</b>   | Pearson Correlation | .043 | 1    |                    |
|             | Sig. (2-tailed)     | .006 |      |                    |
|             | N                   | 143  | 143  |                    |

\*. Correlation is significant at the 0.05 level (2-tailed)

The results from the table of analysis for hypothesis two shows that there is a significant relationship between collaboration as a principal's 21<sup>st</sup> century skill, and effective management of secondary schools in Rivers State, where (correlation value  $r = .043$ ,  $p < 0.05$ ). The implication of this result is that the respondents agreed that collaboration as a principal's 21<sup>st</sup> century skill, and effective management of secondary schools in Rivers State. Thus, the hypothesis was rejected.

**Hypothesis Three:** There is no significant relationship between critical thinking as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State.

Table 6: Pearson Correlation Coefficient of Respondents' Answer

|              |                     | CTPCS | EM   | Decision           |
|--------------|---------------------|-------|------|--------------------|
| <b>CTPCS</b> | Pearson Correlation | 1     | .033 | <b>Significant</b> |
|              | Sig. (2-tailed)     |       | .041 |                    |
|              | N                   |       | 143  |                    |
| <b>EM</b>    | Pearson Correlation | .033  | 1    |                    |
|              | Sig. (2-tailed)     | .041  |      |                    |
|              | N                   | 143   | 143  |                    |

\*. Correlation is significant at the 0.005 level (2-tailed)

The results from the table of analysis for hypothesis three shows that there is a significant relationship between critical thinking as a principal's 21<sup>st</sup> century skill, and effective management of secondary schools in Rivers State, where (correlation value  $r = .033$ ,  $p < 0.05$ ). The implication of this result is that the respondents agreed that critical thinking as a principal's 21<sup>st</sup> century skill, and effective management of secondary schools in Rivers State. Thus, the hypothesis was rejected.

## DISCUSSION OF FINDINGS

The findings summarized above were elaborately discussed to give more factual and holistic backing to the study.

### **Creativity as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State**

Hypotheses one of the study States that There is no significant relationship between critical thinking as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State. The hypothesis was rejected because critical thinking as a principal's 21<sup>st</sup> century skill, affect effective management of secondary schools in Rivers State. As evidenced by the result of our analysis; correlation value  $r=.025$ ,  $p<0.05$ . this finding is in line with Hoe, et al. (2004) that a principal should not stop being a learner simply because he have grown to the office of a principal in a school. As the teacher undergoes training, they also impact the knowledge to the students. Alabi (2019) confirms the importance of developing the teachers who directly impact knowledge to students, including the school heads who supervise and guide teachers.



## **Collaboration as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State**

Hypotheses two of the study States that there is no significant relationship between collaboration as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State. The hypothesis was rejected because critical thinking as a principal's 21<sup>st</sup> century skill, affect effective management of secondary schools in Rivers State. As evidenced by the result of our analysis; correlation value  $r=.043$ ,  $p<0.05$ . this finding is in line with Baffour-Awuah (2011) that successful collaboration requires allocated time and specified goals or outcomes, while principals may have some control over those factors, school teacher are instrumental in providing necessary support and focus on collaboration to be effective.

## **Critical thinking as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State**

Hypotheses three of the study States that there is no significant relationship between critical thinking as a principal's 21<sup>st</sup> century skill, and the effective management of secondary schools in Rivers State. The hypothesis was rejected because critical thinking as a principal's 21<sup>st</sup> century skill, affect effective management of secondary schools in Rivers State. As evidenced by the result of our analysis; correlation value  $r=.033$ ,  $p<0.05$ . this finding is in line with Sharma, et al. (2000) that when principal, teachers, and students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts.

## **CONCLUSION**

Based on the study conducted, it was concluded from the findings of the study principal's 21<sup>st</sup> century skill, affect effective management of public secondary schools in Rivers State. As to a high extent creativity, collaboration, and critical thinking influence effective management of public secondary schools in Rivers State

## **Recommendation**

- Knowledge is dynamic, principals should therefore continuou learning so as to stay abreast of globally emerging knowledge.
- Principals school foster collaboration by providing qualitative leadership and sharing leadership with teachers.
- Rivers State public secondary school teachers should apply the skill of critical thinking to promote independent thinking, personal autonomy and reasoned judgment in thought and action for effective management

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## APPRECIATION

The Chairman, Association of Leadership and Policy Professionals (ALPP) and members of the conference committee highly appreciate the presence of the participants to the 2<sup>nd</sup> International Conference on Institutional Leadership and Capacity Building in Africa (ICILCB2022) at the University of Delta, Agbor, Delta State, Nigeria.

We thank the Vice-Chancellor, Professor Stella Chinye Chiemeké for her respected presence and as the Chief Host. We wish to thank the Host, Mrs. Grace Oyouwwe Amamba. We specially thank our Guest Speaker, Professor Abhiram Kulshreshtha, and our Lead Paper Presenter, Professor Nath M. Abraham for honouring our invitation.

ALPP remains grateful to all the conferees and we appreciate our colleagues from the University of Delta and other universities who have taken time to propel all the aspects of this conference. Thanks to the post graduate students that sent in abstracts and full papers, which will be published in our E-Conference Proceedings in October 2022. God bless all and grant you journey mercies back to your various destinations.

**Prof. Prince Nwachukwu OLOLUBE**  
**Dr. Otekenari David ELISHA**